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Development of skills through the cultural awareness and intercultural competence by comparing eating habits of Mexico and other countries

TRABAJO RECEPCIONAL

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ESPECIALIZACIÓN EN ENSEÑANZA Y APRENDIZAJE DE INGLÉS COMO LENGUA EXTRANJERA, MODALIDAD EN LÍNEA

PRESENTA:

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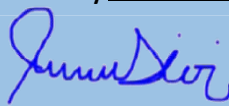
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Content

1.   INTRODUCTION

An effective efficient communication is important because of this competence is within the modern world. In teaching English is a challenge task and can be execute successfully with the help to introduce different activities in the class and by the integration of the four Language Learning Skills (listening, reading, writing, and speaking). Ironically, sometimes the focus is just on in one skill "writing" or by the continual separation of the four skills (Akram et al., 2010).

The currently approaches to teach language, strive to integrate the four skills in pedagogy whenever possible. Reviewing some of historic facts, it has been reported that the structural and behaviorist approach to language teaching and learning are exclusive focus on speaking and grammar drills and listening comprehension, known as the "oral method," "the aural-oral method," the "structural method" and in 1950s called as the "audiolingual method". Then arose the version of the audiolingual methods, emphasizing more on speaking and listening skills (Hinkel, 2012).

After this, between 1950s and 1970s "all four language skills" took in consideration inside the classrooms, giving priority to the spoken skill. This led to "create" real-world situations contexts and was emerging the "situational approach," which also gave rise to the classroom teaching technique currently known as PPP (Presentation, Practice, Production). The PPP model of instruction implies that learners guide from controlled practice of language features to free and automatic production of language in any or all of the four skills. But this "situational method" was not enough for methodologies and linguists, who concluded that the situational method limited in scope and its interactional in speaking and listening skills (Hinkel, 2012).

Then, it happened the introduction of the concept of "communicative competence" by Hymes, who brought about a change in the perspectives on how language skills were teach and used for communication inside and outside of the classroom. Hymes was particularly interested in language as social behavior (Hidayat, 2016). Then arise the structural separation of the four skills until Canale and Swain (1980), who developed a three-component framework of language competence that learners needed to achieve: communicative competence, grammatical competence, and sociolinguistic competence. And they demonstrated convincingly that practicing a range of language skills simultaneously and in the context of communication allowed learners to attain levels of

grammatical competence similar to those achieved by students who concentrated on audiolingual structural patterns (Canale & Swain, 1980). It happened at the end of 1990s researchers and methodologists concluded that language skills could not be used in isolation, and it was when a great deal of elaboration and refinement took place in communicative and integrated teaching of the four skills.

For example, speaking and listening comprehension are necessary in a conversation. In fact, to achieve proficiency, learners need to develop receptive and productive skills in both written and spoken discourse. There are examples of such integrated models with a communicative and contextualized focus are content-based (sometimes also called theme-based), task-based, text-based (also called genre-based), discourse-based, project-based, network-based, technology-based, corpus-based, interaction-based, literature-based, literacy-based, community-based, competency-based, or standards-based.

The linguistic axis for this work was applying the "verb to be" in a concrete experience, such as is indicated by Kolb's in his learning process cycle. This can either be a completely new experience or a reimagined experience that already happened. In a concrete experience, each learner engages in an activity or task. Kolb believed that the key to learning is involvement. It is not enough for learners to just read about it or watch it in action. In order to acquire new knowledge, learners must actively engage in the task (Serhat Kurt, 2020). The meaning form and use is described in the intervention project section (click on [here](#)).

The Intercultural competence (IC) is a concept that has gained importance in recent years. This includes formal an informal situation. The concept definition of IC is the individual's capability to communicate effectively and appropriately with other people who have diverse cultures, beliefs, values, conventions, norms, customs, and systems. In order for a person to label as an intercultural speaker with intercultural competence, learners should have the competence of intercultural attitude, skill, and knowledge. However, this competence has not been explored yet or assessed comprehensively inside and outside academia, particularly in the setting of English language teaching.

This work explores the application of Intercultural Competence by providing a varied and concrete activities to promote the perspective taking in count a global view for learners, to explore foreign cultures and compare or contrast one culture with another. For this reason, this application promotes and as principal aim to expand intercultural competence in a serie of lessons about the topic "different food cultures or eating habits in different countries", to develop the students´ intercultural and critical thinking skills of knowledge, and skills of interpreting and relating.

The framework of this work try to relate the intercultural competency such as an ongoing, individual, and internal process. Then, this aspect is related with the assessment and test process, both viewed to monitor and diagnosis students. There are numerous assessment tools available for evaluating cultural competence in teaching English. These tools are not specific to behavioral on the contrary, there is necessary a lot of work in developing empirically supported instruments to measure cultural competence. But these aspects are just the tip of the iceberg.

It was necessary to view assessment and testing as cognitive skills into the higher order thinking skills based on Bloom's Taxonomy. This led me to review the theories related to the aforementioned processes and that could also be applied to cultivate intercultural competence in my lesson plan, where I integrated the four skills: listening, reading, writing, speaking and supported by technology. These theories are constructivism and cognitivism, on which I also supported my teaching philosophy. The constructivism was the learning process of knowledge, where the students build up their own knowledge by performing their hands-on activities and minds-on activities. Because of the activities required communication and the exchange of ideas. Also, the activities encouraged reflection and critical thinking by students (cognitivism).

This project is of a great importance because by applying this theory the activities provide students with external and internal scaffolding. And the internal scaffolding "engages students in reflection and self-monitoring. This application promotes and as principal aim to expand intercultural competence in a serie of lessons about the topic "different food cultures or eating habits in different countries", to develop the students´ intercultural and critical thinking skills of knowledge, and skills of interpreting and relating.

This work aims to assess and determine the level of intercultural competence of English students in CELEX. For this reason, it was adapted some questionnaires to measure the intercultural competence in students: What Shows That I am Interculturally Competent? and from the Greater Vancouver Island Multicultural Society Cultural Competence Self-Assessment Checklist. To monitor and diagnosis students.

One of the principal findings was to get a comprehensive intercultural competence considering cognitive (culture-specific knowledge, attitude, open-mindedness/ flexibility, critical thinking, motivation, and personal autonomy), affective (cultural empathy and emotional stability/control), and behavioral (experience, social initiative, leadership, and communication) dimensions or also called 21 Century Skills (Sturner et al., 2017) as shown in the figure included in the "framework section" from this intervention project (click on here).

 After the lesson plan is presented the authentic material and the evidence (videos of the lesson). Finally, the conclusions are written based on the comments on the learned by students during this process and the transformation of my previous lessons and now with the knowledge acquired in this specialization, landing on the cultural awareness and intercultural competence.

2 FRAMEWORK
Module I. Theories, principles and approaches regarding learning and language acquisition.
2.1 Educational learning theories

In an attempt to understand Second Language Acquisition (SLA), research in the literature mention that is a relative new field of enquiry. Since 1950´s and before the late 1960´s, educators did write about L2 learning. Researchers started drawing on theoretical frameworks having their origins in behaviorism, the "dominant" learning theory in psychology. Descriptive linguistics and behaviorism were no longer the only disciplines relevant to this endeavor, and researchers started drawing on theoretical frameworks having their origins in psychology (e.g., processing, individual differences), theoretical linguistics (syntax, lexis, semantics, discourse, pragmatics, phonology), education, sociolinguistics, L1 acquisition, sociocultural theory, neurolinguistics, and others.

These theories established the methodology necessary to cope with difficulties risen from the teaching of a second language (L2) and can aid language teachers to understand language learning

and to assist their students in their language learning process. It is also vital that teachers are knowledgeable about learning and teaching strategies that will benefit students.

In the present document, in order to understand the nature of SLA, various aspects will examine, will be compare, and will make the contrast of the different theories on second language that have been developed by the main authors who have contribute to the language teaching theories through their works, such as Avram Noam Chomsky, Stephen Krashen, and Lev Vygotsky; deepening more in the last two authors.

Theories of language acquisition naturally have a history that stretches as far as the history of language itself. And today one of the most highly influential because of its contribution to the field of language acquisition is the Lev Vygotsky's legacy. He introduced the term 'Zone of Proximal Development' (ZPD) which described the level of linguistic development possible given the current environment and conditions. Then, Skinner argued that language should be acquired via human behavior or by positive and negative stimuli. However, came a radical new model proposed by Noam Chomsky the "father of modern linguistics" . Chomsky's theory of Universal Grammar or UG, seemed to echo the rationalist traditions of centuries past, as Chomsky posited that grammar is essentially 'hardwired' into the human genome. In Chomsky's 'nativist' model humans are biologically prepared for language acquisition as each of us has an innate 'Language Acquisition Device' encoded onto the neurons of our brain

In contrast, Stephen Krashen has influenced the world of SLA as he has studied and researched language acquisition for many years. He establishes the existence of a mental process in the mind of an L2 learner. He also talks about a mental process that includes several environmental and psychological aspects that affect language acquisition. This information enlarges the view on the topic of language development by considering not only what occur in an individual's brain, but also how the students' atmosphere while learning a language can shape the process in a unique form. His theory is based on five different hypotheses which include:

2.1.1 Monitor model
a. Acquisition/learning hypothesis.
b. Monitor hypothesis. What is "learned" is available only as a monitor, for purposes of editing or making changes in what has already been produced.

c. Natural order hypothesis. In this point, the students acquire the rules of language in a predictable order.

2. **Input hypothesis.** Language acquisition takes place because there is comprehensible input. If input is understood, and if there is enough of it, the necessary grammar is automatically provided.

3. **Affective filter hypothesis.** Input may not be processed if the affective filter is "up". His influential **Monitor Model** claims that '*learning*' and '*acquisition*' are different processes. Learning requires conscious effort on the individual's part to learn language and focus on structure; whereas acquisition occurs when subconscious activity is used as a way to internalize the language in the individual's mind, making it natural for a person to use (Friedrichsen, 2020).

One important similarity relevant to mention between Chomsky and Krashen is related to the grammatical aspect of language. Both authors stated that language development is reached through a certain order that helps to the acquired grammatical elements through the understanding of comprehensible input. Another similarity relevant to mention Chomsky's Universal Grammar Theory and Krashen's Natural Order Hypothesis state that comprehensible input is essential to make the acquisition process possible, since the brain needs an initial element to work with and develop further structures to create and develop a new language.

Between the differences it can be stated that Chomsky believes there is a period in the learners' life in which language development stalled and if it occurs, it takes long time and little learning. However, Krashen claims that difficulties during a language learning process are always present, but the critical period of Chomsky can be resolved by using alternatives routes to achieve the learning. On the other hand, among this universe of theories, there is the theory that regards to the human development and mention that languages are learned as a result of interactions between social and cognitive factors is the Sociocultural Theory by Vygotsky's.

Finally, Vygotsky's work began with researching the relationship between education and the mental development of a child. Furthermore, Vygotsky explains the concept of zone of proximal development (ZPD) as being the level of which a student can independently do a task compared to what that same child can do while collaborating with a peer or teacher to complete the same task. Vygotsky's intent was to bring attention to the relationship between development and appropriate instruction. The concept of interactions is important as a way of communicating. The ZPD promotes

the use of negotiating language among a language learner and proficient language speaker (Vygotsky, 2011)

There is one similarity given by Vygotsky and his zone of proximal development and the input hypothesis (i+1) created by Krashen. Both stress the importance of delivering input that is slightly above what the individual can understand independently to move the individual to the next level (Friedrichsen, 2020).

One example of the theory's application is focusing on listening, speaking, reading, and writing skills; familiar topics addressed such as leisure, family, health, and shopping; a focus on communication with grammar assuming a more secondary role; an emphasis on oral activities rather than grammar drills; and use of the target language, as 'comprehensible input.' Another example for the input for the 'Reading-Discussion' can be achieved by including topics such as 'traditions, social problems, unemployment, drugs, violence, personal relations; different living styles; "cities with charm," cinema; extraterrestrial life, and advertisements. The following synoptic table shows a timeline and emphasis the historical works that influence and are focus on theories that have had impacted on second language acquisition. The following figures were constructed from the paper wrote by (Myles, 2010).

Philosophies of education

- **Models of learning from psychology**
  - Krashen, S. (1981)
    - Monitor model "learning-conscious"=grammar rules and "acquisition-subconscious"
    - Monitor and if necessary, modify output
  - Flynn, S. (1983)
    - Generative Model. Head parameter (which dictates the ordering of constituents within a language)
  - Swain, M. (1985)
    - Learners need to produce output in order to develop their communicative abilities in the L2 to a high standard.
- **Behaviourism**
  - Fries, C. (1945)
    - Repetition and practice
  - Skinner, B. F. (1957)
    - Stimulus-response-reinforcement
    - to accurate and fluent foreign language habits
- **Structuralism**
  - Lado, R. (1957)
    - He compares pairs of language in order to identify differences
    - Contrastive analysis
  - Chomsky, N. (1959)
    - Children have an iinate faculty, routinely generate novel sentences and rules
  - Corder, S.P. (1967)
    - Studying learner´s
    - To focus on the input (information) learners receive and how they engage with it.
  - Long, M. (1980)
    - Role of input and interaction in L2 acquisition

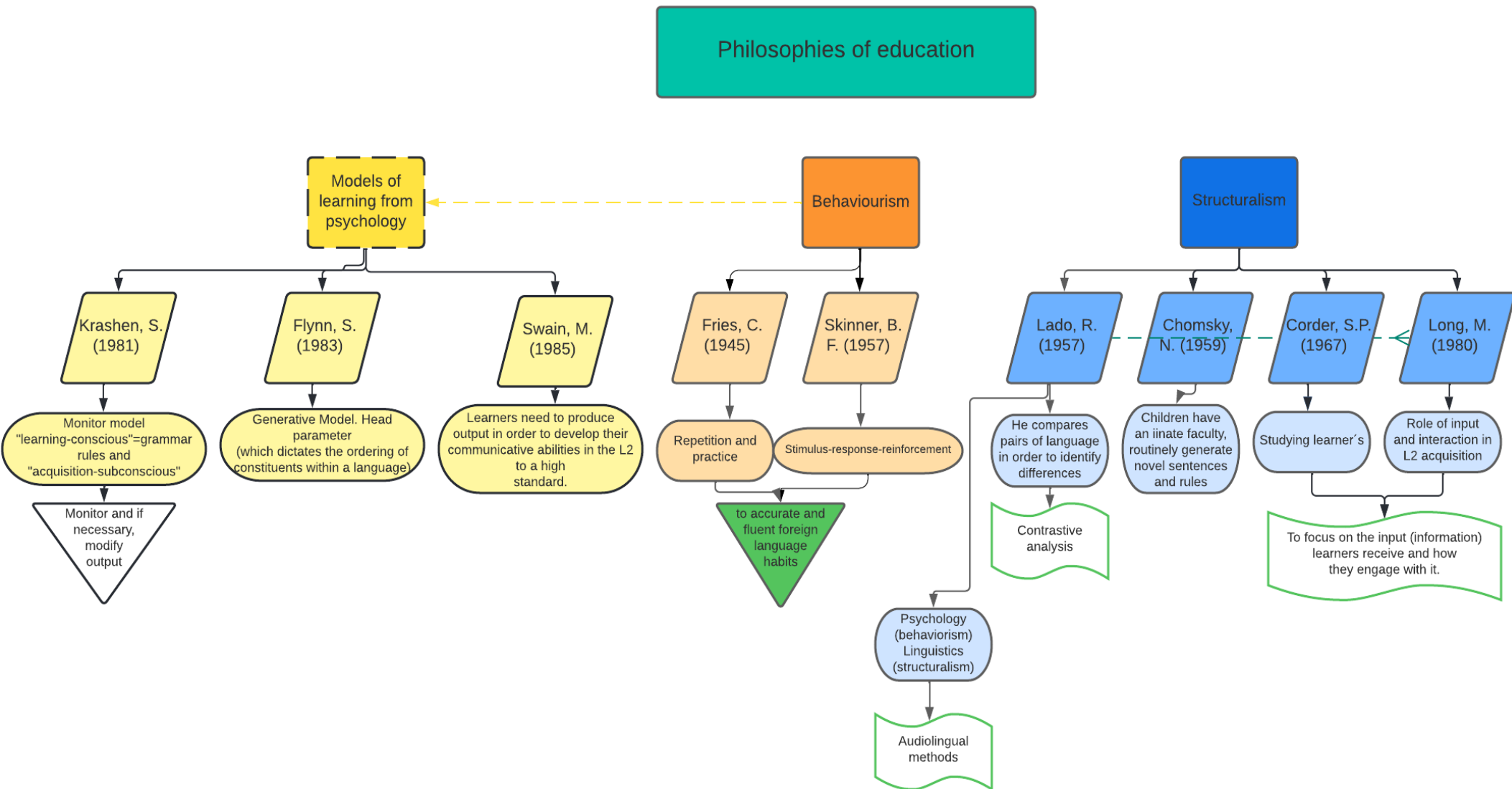Psychology (behaviorism) Linguistics (structuralism)

Audiolingual methods

Figure 1. Synoptic table of the theories of second language acquisition-part 1

Figure 2. Synoptic table of the theories of second language acquisition-part 2

Communicative competence

Social interaction, purpose, unstructures, unpredictability and creativity

The nature of communication is the exchange and negotiation of information betweenn 2 individuals through the use of verbal and non-verbal symbols, oral and written, and production and comprehension processes

- critical thinking
- creativity
- metacognition
- problem solving
- collaboration
- motivation
- self-efficacy
- conscientiousness, and
- grit or perseverance

21th Century

Chomsky

Linguistic competence: subconscious knowledge of grammatical rules

Dell Hymes

Systematic potential: System that has potential for creating a lot of language:

Feasibility: Wheter something is possible in a language, beyond grammar-rule consideration

Appropiacy: What language is appropriate in a given context

Performed: Wheter and to what degree something is

Canale and Swain

Components of comunicatve competence:

1) linguistic_phonetics/phonology: Pronunciation)

2) sociolinguistic_to use appropiate language for diferent contexts

3) discursive_refers to the learner´s ability to comprehend and generate discourse that goes beyond the sentence level

4) strategic_the develop of strategies "linguistic" to help learners solve communicative breakdowns or "problems"

Components of communicative competence

Linguistic: Ability to recognise the: 1) lexical 2) morphological 3) syntatical 4) phonological features

Sociolinguistic: appropriateness of meaning and form. Understanding the social conventions such as rules of politeness, norms.

Sociocultural: achieve a deeper understanding of the way of life and forms of thought of other people and their cultural aspect

Pragmatic: Refer to the functional use of linguistic resources such as (the production of language functions and speech acts, and work on scenarios or scripts of international exchanges
Cohesion: how utterances are linked in the text
Coherence: relationship among the different meaning in a text
Mastery of discourse
The identification of texts and forms
Irony, Parody

Important factors in a communicative lesson

Input: language to which the student

Materials:

1) Text-bases materials (textbooks)

2) Task-based materials

3) Realia

Learner´s patterns of interaction: task-oriented, phantom, social, dependant, isolated, allienated

Teacher´s roles outside the classroom: needs analyst, curriculum developer, material developer, counselor, mentor, team member, researcher, professional, translator, interpreter

Teacher´s roles inside the classroom:

controller, assessor, organiser, participant, tutor and observer
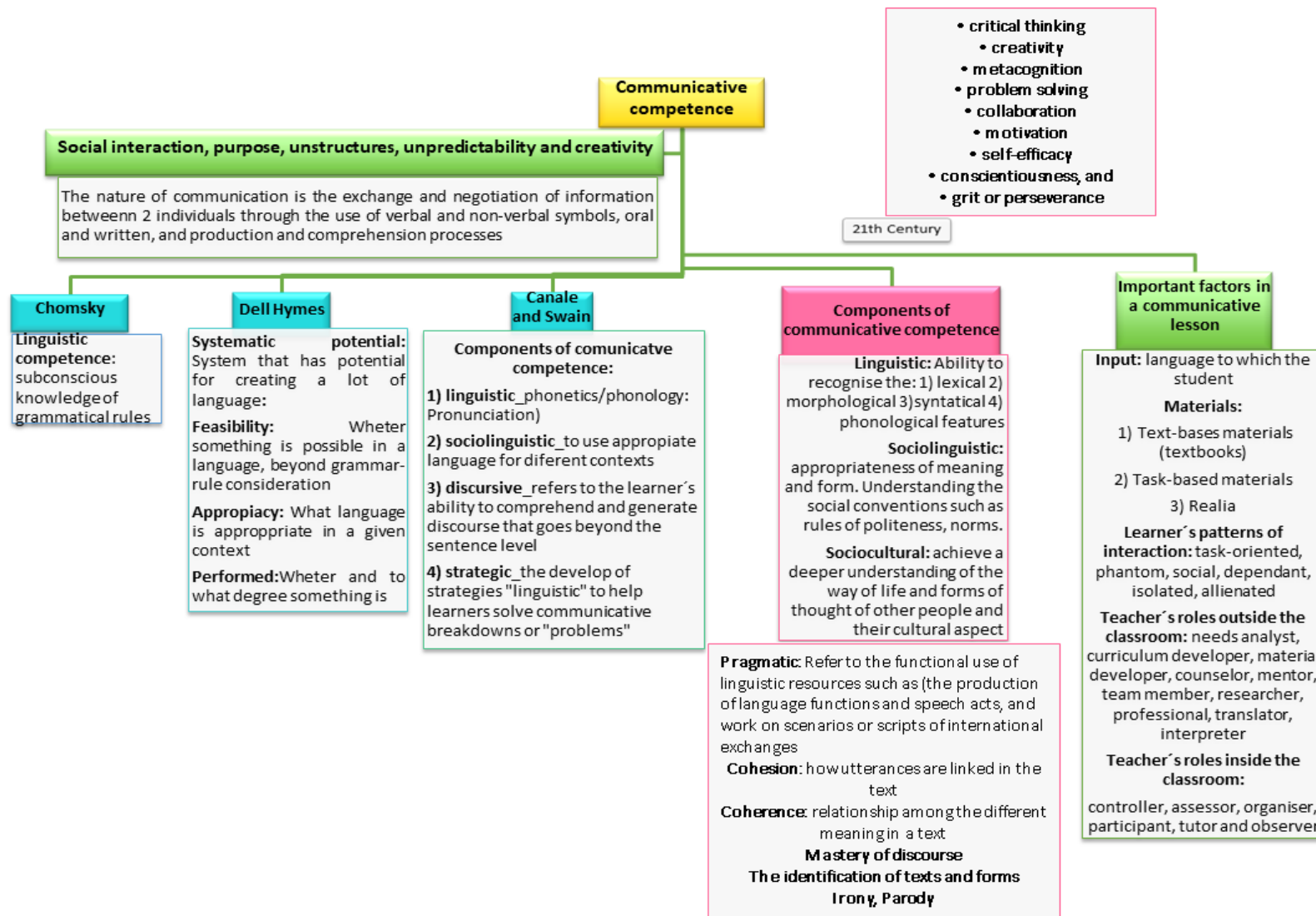
Figure 3. Methods/approaches to Language Teaching.

2.2   Cognitivism

Cognitivism became the dominant force in psychology in the late-20th century, replacing behaviorism as the most popular paradigm for understanding mental function. The cognitivism is viewed such as a theoretical framework for understanding the mind. In Latin or lingua Latina cognitivism came from the word "cognoscere," which refers to know information, thus cognitive psychology is an information-processing psychology derived in part from earlier traditions of the investigation of thought and problem solving.

Cognitivists have claimed that thinking is so essential to psychology that the study of thinking should become its own field. And methodologically, this theory adopts a positive approach and the belief that psychology can be explained by the use of experiment measurement, and the scientific method. In this way, students should be viewed as a mini "laboratory."

One important point of the cognitive revolution into the field of language acquisition was by Noam Chomsky, who state that comprehensible input is essential to make the acquisition process possible, since the brain needs an initial element to work with and develop further structures to create and develop a new language. In this way, cognitive load theory has been designed to provide guidelines intended to assist in the presentation of information in a manner that encourages learner activities that optimize intellectual performance. It is used the schema as primary unit of analysis for the design of instructional materials. Studying learners as they solved problems.

In fact, the theory of cognition is used to develop the thinking skills instructional model, which indicates that information in working memory is channeled into either declarative or production memory. Working memory is roughly akin to what is commonly referred to as short term memory. Declarative memory is comprised of information in "chunks" or cognitive units. In non-technical terms declarative knowledge is comprised of the " facts" we know about a particular topic. For example, assume an individual knows about the general area of statistics. His/her knowledge about statistics would include such information as: 1) the characteristics of specific concepts (i.e., mean, standard deviation); 2) generalizations about various principles of statistics; 3) comparative information about various concepts and principles.

According to this model there are two basic types of processes an individual is constantly engaged in: 1).recognizing the outside world and 2) reacting to what s/he has recognized. A useful metaphor is to say that an individual is continually asking and answering the questions "What is it?" and "What should I do about it?" for the information in short term memory. Anderson describes the entire system as the interaction of five fundamental processes: 1) encoding, 2) storage, 3) retrieval, 4) matching and 5) execution. "The encoding process deposits representations of the environment into working memory. The storage process deposits permanent records of temporary working-memory information into declarative memory. The retrieval process brings these records back into working memory. The match process selects productions to apply according to the contents of working memory. Finally, the execution process creates new working memory structures through production systems". We might say that these represent five fundamental types of production systems or cognitive tasks--five processes in which an individual is constantly engaging (Marzano, 1985).

Cognitive dimensions seem to play a particular important role in IC. For example, most models of IC assessment suggest the need for people to be open-minded and flexible in order to be intercultural component. Therefore, open-mindedness/flexibility constitutes an important dimension of IC.

Another important cognitive dimension is people's culture-specific knowledge, as emphasized by the Culture Shock Inventory (CSI), Intercultural Sensitivity Inventory (ICSI), and Intercultural Competence Profiler (ICP). Furthermore, the Intercultural Development Inventory (IDI), Intercultural Communication Competence Inventory (ICCI), Cross-Cultural Adaptability Inventory (CCAI), and ICP suggest that people's attitudes about foreign cultures also constitute an important dimension of IC. Moreover, the Intercultural Adjustment Potential Scale (ICAPS) and the ICP suggest that critical thinking constitutes an important dimension of IC. As a result, people's knowledge, attitude, open-mindedness/ flexibility, critical thinking, motivation, and personal autonomy constitute six important cognitive dimensions of the IC construct (Matveev & Merz, 2013).

2.3   Constructivism

Constructivism has been viewed as a philosophy and a theory of communication and in recent decades it has emerged as a dominant paradigm in education. The social-cultural constructivism builds on Vygotsky's (1978) idea that learners construct knowledge through interacts with more knowledgeable peers in the Zone of Proximal Development. Social.

For this reason, this theory is useful to cultivate the intercultural communicative competence, which is not a process in which teachers transmit knowledge to students, but one in which students construct their intercultural communicative competence on their own initiative. There are important views on teaching are suggested by the constructivist theory. Firstly, students should occupy the central position in the classroom and take primary responsibility in the information-processing and meaning-constructing process, instead of being the passive receivers of external stimuli or inculcation. Learning is a process in which a student constructs meaning based on his/her own experiences and what he/she already knows.

Secondly, teachers´ roles should be changed from the traditional knowledge transmitters into facilitators, organizers, guides, and counselors, helping students construct and assimilate new information and the teaching should be conducted in real situations. In this way, students tend to be more motivated and effective in constructing knowledge and skills through problem-solving in relevant contexts.

Thirdly, collaborative learning is of great importance. Constructivists believe that learners develop understanding in their own way, and different individuals perceive the same problem from different viewpoints. Therefore, cooperation among learners enhances abundant, profound, and comprehensive understanding of knowledge. Communication between teachers and students as well as among students is advocated, which is helpful for students to solve problems. (L. Liu & Zhang, 2014).

Constructivists put forward various teaching approaches and modes, which the most important are:

Scaffolding Instruction: Scaffold, which is used in architecture, is used in constructivism to illustrate vividly a kind of teaching mode: a teacher or more competent peer helps the student in his or her ZPD, Zone of Proximal Development, i.e., the difference between what a learner can do without help and what he/she can do with help. With time the teacher/peer tapers off this aid as it becomes unnecessary. In this process, teachers guide the learners to master, construct and internalize the knowledge and skills, so that learners can pursue their cognitive activities at higher levels.

Top-down Instruction: Traditional Bottom-up Instruction is criticized by constructivists, who believe that it is the source of over-simplified teaching. This instruction is effective for students to facilitate their understanding and solution problems.

Module II. Approaches and methodology for the four skills: reading, writing, listening, and speaking; always considering lexis and syntax.

Reading and writing are important activities in Learning English as foreign language. Both are complex, purposeful, interactive, comprehending, flexible and they take considerable time and resources to develop. Both are important parts in foreign language teaching, and how to cultivate students the abilities and skills always have been a "problem" that teachers have been thinking. For reading, since 1970´s, many linguists have tried to explain the mental process of second foreign language by using different approaches.

The main approaches that explain the nature of learning to read are (figure 3):

1.   *Bottom-up processing* is focusing on developing the basic skill of matching sound with letters, syllables, and words written on a page. This approach is associated with a teaching methodology called *phonics* (Bintang Nadea et al., 2021)*.*

2.   *Top-down processing*, which focuses on the background knowledge a reader uses to comprehend a written text. This approach is associated with a teaching methodology called *schema theory.*

a.   *Schema theory* describes in detail how the background knowledge of the learner interacts with the reading task and illustrates how a student's knowledge and previous experience with the world is crucial to deciphering a text. Schema can be divided into three types: linguistic, content, and formal (Xue, 2019).

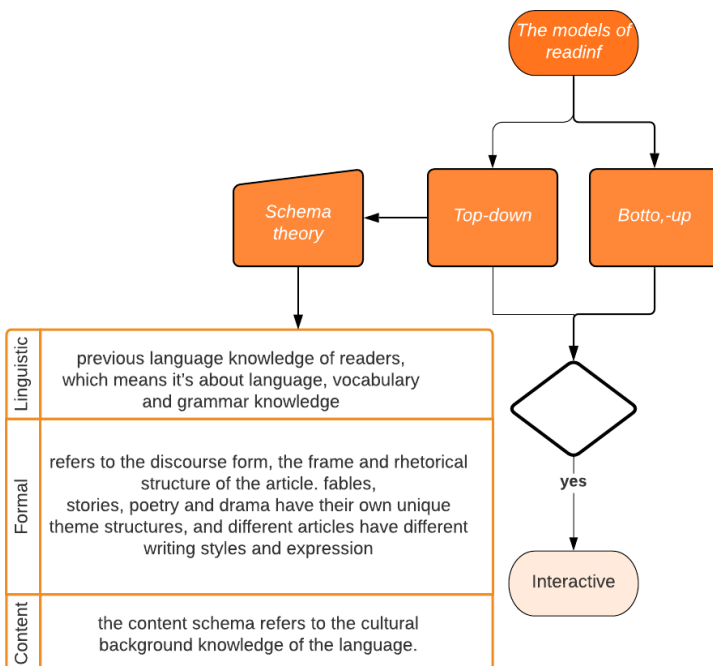The approach that combines elements of both bottom-up and top-down is the *interactive model.*

Figure 4. Models of reading adapted from (Bintang Nadea et al., 2021; Xue, 2019)

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The purpose of reading and the balance between skills and language affect the teaching of reading in English for Specific Purposes. One of them is the shift from text as a linguistic object to text as a vehicle of information. The clue for English specifically for learner´s purposes are the extraction of information accurately and quickly is more significant than language details; that understanding the macrostructure comes before language study; and that application of the information in the text is extremely important. The reader first processes the language and then links the ideas to prior knowledge. The second significant contribution to teaching reading on English for Specific purposes courses is the recognition that good reading requires language and skills (Bojovic, 2010).

The reading component requires a balance between skills and language development. Some of the crucial skills to be learnt or transferred into the new language are: selecting what is relevant for the current purpose; using all the features of the text such as headings, layout; skimming for content and meaning; scanning for specifics; identifying organizational patterns; understanding relations within a sentence and between sentences; using cohesive and discourse markers; predicting, inferring and guessing; identifying main ideas, supporting ideas and examples; processing and evaluating the information during reading; transferring or using the information while or after reading (Bojovic, 2010).

Other important element to develop learners´ macro-skills (listening, reading and writing) is the vocabulary, because without its appropriate and sufficient knowledge students cannot understand texts or express their own feelings (Tovar Viera, 2017). So, the students need to know the meaning, morphology, grammar as well the five aspects of vocabulary knowledge such as collocation, grammar feature, word parts and register and the aspects of word knowledge such as meaning, grammatical features, word parts and register.

In fact, vocabulary learning strategies have gained much interest, such include micro-strategies, macro-strategies, dictionary use, memorization, practice, preferred source of information and note taking (Ravisan Goundar, 2015). And at the end learners´ strategy preferences depend on the skill to develop and may combine reading and writing or speaking and writing. For example, writing summaries, that is, succinct statements of the main idea(s) and key supporting points of a text or text segment, is an especially good strategy to prepare for a test that will include essay questions, since questions typically require students "to take a great deal of information and organize it concisely in

new ways." Summarizing is also useful in preparing to write a research paper or other oral or written report requiring synthesis of ideas or viewpoints from several sources. Students can improve their summarizing skills if given instruction, modeling, repeated practice, and feedback (Shih, 1992).

Additionally, literacy instruction has to be responsive to the sociocultural dimension of the student's knowledge to promote learning. This is translated in the form of cultural relevance of educational materials and procedures, literature instruction, collaborative learning, and learners' engagement. Simultaneously, the learners' engagement has resulted in focus on motivational factors, notably, goals and interests. Research concludes that there is an interaction between the readers' motivation, knowledge, strategies, and the text (Profile, 2019).

As well as the advent of the new technologies has created by nature interest on learners and has transformed the way to learn and teach. The new technologies provide enormous facilities to empower learning. They help develop the ability to construct meaning through the use of multiple sign systems and reflect on language. The Internet provides a wide range of authentic materials of different genres, topics, registers, and sources. The learner has to be equipped with new reading procedures and competencies (Profile, 2019).

2.4   Skills of Listening Comprehension

For speaking a language or to develop oral language is necessary, firstly, to improve discourse-level skills and it has been received much attention in terms of theoretical models of reading. It means that firstly is necessary to include the listening comprehension process, which has been limited. But current emerging evidence indicates that listening comprehension is a higher-order skill that requires multiple language skills (including vocabulary) and cognitive skills.

In fact, linguistic comprehension is an essential skill that also supports the reading comprehension. Other important skills that give support are the vocabulary, the lexical (word) information, sentences, and discourses skills (Kim & Pilcher, 2016). Regarding to cognitive skills, adapted from (Kim & Pilcher, 2016) in this work is suggested categorized as follows (figure 4):

1.Foundational cognitive skills_ memory and attention.
2.Foundational oral language skills_ vocabulary and syntacticknowledge.
3.Higher-order cognitive skills_ interference, theory of mind, andcomprehension monitoring.

4.Real world _knowledge such as background or world knowledge.

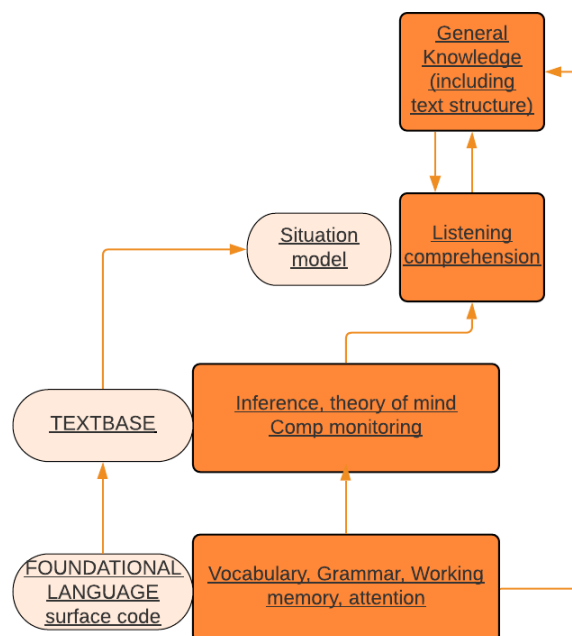5.Other_ linguistic knowledge (vocabulary, syntactic knowledge).

Figure 5. Skills and models for listening comprehension. Adapted from (Kim & Pilcher, 2016)

This process can be explained as follows:

Foundational cognitive skills (memory, attention, vocabulary, and grammatical (or syntactic) knowledge are needed for the surface representation, and that they provide input for establishing the text base representation. Consequently, comprehension monitoring would be involved to evaluate initial, local propositions, and inferencing and theory of mind would be involved to cross-check propositions and fill in missing information. Theory of mind, which is typically defined as the ability to infer others' mental states and predict behavior, was hypothesized to capture inferences and reasoning about characters' intentions, thoughts, and emotions, which are critical aspects in comprehending texts.

As can be seen above, theoretical models are integrative to achieve listening comprehension and go beyond vocabulary. Other factors such as voice speed, input type and everything related to the interaction of the speaker and the listener in the listening processes should also be included. Which will be explained in the following section.

2.4.1 Difficulties when teaching listening

2.4.1.1 Characteristics of the speaker and listener as well as the listening processes

It has to be clear, that listening, and understanding are two separate processes. The first one refers to the process which requires just listening to the message and it´s not necessary involve interpretation or reaction to the text, while listening comprehension involves the meaningful interactive activity do an overall understanding of the text. Also, listening comprehension includes the way listeners select and interpret information from the speakers. This process is complex in which listeners concentrate on selected aspects of aural input, construct meaning, and relate what they hear to existing knowledge (S., 2020).

The study of (Goh, 1999) identify the factors that students believed had influenced their listening comprehension and they were organized into five categories according to their common characteristics. The categories are text, speaker, listener, task, and environment.

To solve the problems enlisted above, teachers should be aware of students' learning difficulties. Understanding students' learning difficulties may enable teachers to help students develop effective learning strategies and ultimately improve their English listening abilities.

2.4.2 Listening strategies

Different studies and combination of finding about the use of listening strategies by learners have been conducted. In the literature have been reported main strategies which would help learners to listen to English (adapted from (Saraswaty, 2018)):

1. Activating/ building schema

2. Guessing/ inferencing/predicting

3. Listening/ selectively

4. Negotiating meaning

5. Adapting and Improving listening materials

Effective listeners use background knowledge and relate this prior knowledge or schemata to the new information contained in the spoken text and this will help them to comprehend the text as they process it. While the guide with metacognitive strategies includes five stages of listening instruction. The strategies are planning, directed attention, monitoring, selective attention, problem solving, and evaluation. The strategies are paired with lessons on listening instruction. The listening instruction lessons are planning and prediction stage, first verification stage, second verification stage, third verification stage, and reflection stage. The listening instruction is practical in that students are allowed to listen to the passage three times (McLafferty, 2015).

The pre-listening activities, which in particular, facilitate the process of listening comprehension. This help students to develop their background knowledge and improve their understanding of the spoken text. Students will be able to generate ideas about the topic and such information will help them activate relevant schema for the listening text. Students become able to connect new information with prior knowledge schema (S., 2020).

2.4.2.1 Teaching Listening

To teach learning listening is a "research field" that requires to be updated continuously in terms of preparation, teaching materials and media used, teaching method/technique/strategy, and evaluation.

Listening is defined as the ability to listen and understand a person talking in English to communicate with other people is important or in other terms is the ability to accurately receive and interpret messages in the communication process. "Listening is not only hearing something" is a process of decoding the sounds (Yusnida et al., 2017).

Even though the skill of listening is often ignored, and it is viewed such as the "Cinderella skill" because it is overlooked by its elder sister (Maftoon et al., 2016) speaking skill, nonetheless it should be a major area of concern to teachers and students of a second of foreign language (L2), because of its influence of reading and writing ability. And because students may receive as much as 90% of their information through listening to instructors and to one another (Oxford, 1993; Yusnida et al., 2017).

Using variety when teaching listening can develop students' motivation in comprehending the material. The implementation of appropriate methods and techniques by the lecturers in a classroom

will influence the outcome for students. For example, by giving suitable listening materials, good classroom atmosphere, appropriate teaching methods and meaningful exercises will help students to achieve good listening skills (Yusnida et al., 2017). In fact, for some researchers listening is the most fundamental language skill and provide the research-based guidelines for developing listening materials, which will be summarized in the following section.

Guidelines for Developing Listening Activities- As aforementioned, cognitive skills are important for the listening process, this is because of the process of learning consist of construct. In fact, the cognitive maps are built through listening process. Like listening practice, developing listening materials has been marginally dealt with in instructional materials. Most listening materials were based on audio files used for developing oral production. To open new horizons to develop listening materials in this technology era, this is the guidelines tries to introduce different listening activities and technologies used for the development of listening materials.

Authentic Materials for Listening Comprehension- The main objective of listening is to help learners to understand real life language, and this is achieved by providing authentic materials (Maftoon et al., 2016). Authentic materials refer to oral and written language materials used in daily situations by native speakers of the language because they include layers of sound, accents, intonation (the way in which a sentence is sounded). Some examples of authentic materials are newspapers, magazines, and television programs (Ghaderpanahi, 2012).

Authentic is not restricted to material and task authentic materials have to be learner authentic; that is to say, authentic materials have to be motivating, interesting that engage students, and useful with content that does not cause learners culture shock or discomfort. Finally, to achieve the authenticity, a key component is the adoption and adaptation of materials to meet the need of the students, the contest, the teaching objectives, and methodology. For this reason, various technologies and especially the internet are current tools used to create them.

Technology and listening. Listening has long been linked to technology for recording and broadcasting the human voice, and each of the preceding models has been implemented using relevant technologies. The audio and video tape, radio, television, and the telephone have all provided tools for enhancing the availability of opportunities for listening. Most recently, digital technology in the form files played, streamed, or downloaded from the Web have allowed for a new

range of interactivity with recorded material. Internet voice and video applications like skype and most recently zoom allow for listening and speaking integration in natural communicative activities, with the added option of text-based chat for clarification (Hubbard, 2012).

There are different kind of listening that assisted on technology help students to understand or to listening comprehension and language acquisition such as: listening with text support, manipulation of aural language and learner control (to give the user control over input speed, pausing, and replay functions).

Module III. Intercultural competences, as well as assessment and testing tools to measure students' development and progress.

Today it is inevitable that people are connected with each other. And because of the globalization, cross-cultural exchanges, and the laws of international communication. - are orientated towards an intercultural perspective which makes it so important to provide both students and foreign language learners with intercultural aspects and international experience.

The concept of intercultural communicative competence has resulted from learners' needs for acquiring intercultural skills for cross-cultural communication in which they may encounter linguistic and cultural barriers such as the knowledge of beliefs, values, conventions, norms, customs, and systems of meaning of another country, that affect the behaviors of people", for this reason it is an integral part of foreign language learning, and many teachers have seen it as their goal to incorporate the teaching of culture into the foreign language curriculum" (Barany, 2016; Davis et al., 2005; Thang & Ho, 2009)**.**

Therefore, the role of English teachers becomes vital since they have to assist their students in reaching that knowledge holistically. In this way, English teachers should first understand and possess those competencies, both linguistic competence, and intercultural competence to conduct then an assessment in students.

There are several reasons to assess intercultural competence in intercultural language education. The assessment aims to identify one's knowledge, attitudes, and abilities/skills at a given point of time, intercultural competence is, in fact, considered a process that continues throughout one's lifetime

(Deardorff, 2006). In this sense, individuals develop and change over time to become/remain culturally competent. Also, it is important due to its effect backwash towards the teaching and learning process. Last but not least, the assessment can affect the learners' motivation in their intercultural learning. In fact, the role of assessment is vital both in learning and using languages in diversity because (1) it sharpens the main focus on the nature of using and learning languages, (2) it gives the learners' information about their actual learning, and (3) it has a power to shape what language learning is; who the learners are; and what their understanding of language learning is important and it also can support the teaching and learning process since it is a natural part of it (Idris, 2020).

3   Cultural awareness and Intercultural communication competence

The term 'cultural awareness' has been used by a number of writers in relation to language teaching, but its best-known formulation is Byram's (1997) critical cultural awareness, which reflects the view that English Foreign Language learners to gain insight into both their own and the foreign culture including the range of skills, knowledge and attitudes associated with this.

The intercultural competency is well-defined as a transformative process whereby the "stranger" develops adaptive capacity, altering his or her perspective to understand and accommodate the demands of the host culture effectively, this is a mediation between different cultures. As such, intercultural competency is not a result of something, but an ongoing, individual internal process. An interculturally competent person manifests increased affective, behavioral, and cognitive abilities, such as empathy, adaptive motivation, an ability to tackle alternative perspectives, behavioral flexibility, and person-centered communication.

Thus, intercultural competency can be defined as change of learning and a growth process where an individual's existing, often implicit, knowledge is diversified to intercultural knowledge, attitude, and behavior. The learning and growth process allows individuals to incorporate intercultural knowledge into their high-level cognitive schema. Also, in intercultural language learning, the aim is not native speaker-level competence in the target language. Instead, language learners follow the norms of an "intercultural speaker" that require them to acquire the "competences which enable them to mediate/interpret the values, beliefs and behaviors (the 'cultures') of themselves and of others and

to 'stand on the bridge' or indeed 'be the bridge' between people of different languages and cultures" (Davis et al., 2005; Thang & Ho, 2009).

The cultivation of intercultural communicative competence became a major concern and ultimate goal of foreign language teaching. In elementary foreign language teaching, teachers can enhance students' intercultural communicative awareness and skills by way of presenting cultural knowledge and practicing communicative strategies. But the perception and command of cultural differences in non-verbal communication such as values and ways of thinking, etc. can only be achieved through the specialized subject of Intercultural Communication (L. Liu & Zhang, 2014).

With the cultural awareness (CA), in 'intercultural awareness' (ICA) is expanded beyond its everyday usage to include knowledge, skills and attitudes and used as a more holistic alternative to intercultural competence, which avoids the problematic competence-performance distinction. Unlike CA, ICA emphasizes the flexible and context specific nature of the knowledge, skills and attitudes needed. Recommendations for implementing ICA in the classroom include investigating the relationships between culture, language, and communication through exploring local cultures, exploring language learning materials; exploring the media and arts both online and through more 'traditional' mediums; making use of cultural informants; and engaging in intercultural communication both face to face and electronically (Baker, 2015).

3.1   Higher cognitive skills

Nowadays it is important to move in student´s education further than recalling information and memorization. In order that students will able to compete in this world if they are able to investigate, compare, deduce, construct, understand, analyze, apply, evaluate, and create or invent (Qasrawi & Beniabdelrahman, 2020). These different levels of the cognitive skills are separated into two levels; the lower-level thinking skills (LOTS) and the higher order thinking skills (HOTS) based on Bloom's Taxonomy.

In Blooms Taxonomy, the educational goals were divided into three main categories: cognitive, affective, and psychomotor skills. As for the cognitive skills, there are six levels of Bloom's Taxonomy which are: knowledge, comprehension, application, analysis, synthesis, and evaluation. For the six levels of Bloom's taxonomy, there are certain characteristics for each level, Knowledge, for example, is the level of thinking that may elicit gaining and memorizing information. Comprehension level,

however, involves understating the information and interpret facts. As for the Application level, students are being asked to use and apply the information they gained. Besides, at the Analysis phase learners are supposed to analyze, investigate, and infer. At Synthesis level, moreover, learners are required to introduce theories, predictions, and evaluation. That is why, learners at this level can come up with conclusions and become more critical and creative These different levels were divided in two levels: LOTS and HOTS (Qasrawi & Beniabdelrahman, 2020).

HOTS is one component of the creative thinking skills and critical thinking. All students are capable to think, but most of them need to be encouraged, taught, and assisted to the higher order thinking processes. These higher order thinking skills are teachable and learnable. All students have the right to learn and apply thinking skills, just like other disciplines of knowledge such a solving a problem by expanding their use of minds through the interpretation, analysis, or information manipulation. For the aforementioned, higher order thinking is defined as the expanded use of the mind to meet new challenges. It requires someone to apply new information or prior knowledge and manipulate the information to reach possible answer in new situation (Heong et al., 2011).

Therefore, the inclusion of HOTS in education has become an important aspect in teaching and learning to develop students critical and creative thinking. For this reason, thinking skills are fundamental to cope with the demands of the 21st century. These demands include innovation, life and career skills and technology skills. Importantly, such demands require learners to have an acceptable level of communication, collaboration critical thinking and creativity besides other skills (Qasrawi & Beniabdelrahman, 2020).

However, Bloom's definition of knowledge is limited as an educational tool. Indeed, Bloom's taxonomy can be considered an early on attempt to develop a list of general or generic thinking skills, by gathering educators together and, from an intuitive perspective, generating categories of thinking.

On the other hand, Marzano's research on thinking skills is important to students and educators in higher education institution primarily. Marzano identifies 13 higher order thinking skills, namely:

1) comparing, 2) classifying, 3) inducing, 4) deducing, 5) error analysis, 6) constructing supporting, 7) analyzing perspectives, 8) abstracting, 9) decision making, 10) investigation, 11) problem solving, 12) experimental inquiry, and 13) invention.

These 13 higher order thinking skills are identified in Dimension 3 and 4 which will help students use knowledge meaningfully. The most effective learning occurs when we use knowledge to perform meaningful task (Heong et al., 2011).

Them a few of the current models are derived from theories of intelligence. Such as Meeker´s model named "The Structure of Intelligence model (S01)", which assumes that intelligence consists of 120 thinking abilities which are combinations of operations (i.e., remembering, analyzing), content (i.e., words, symbols) and products (i.e., groups, relationships). Then, it is the Heuristic models, which emphasize the teaching of processes or how to do things. A heuristic is roughly synonymous with a strategy. In general, a strategy is the idea of an individual about the best way to act in order to accomplish a goal. Most heuristic models are limited to problem solving activities (Marzano, 1985).

A final category of thinking skills programs is the eclectic class of models. Such programs have the same general intent as the generic models (i.e., Bloom and the College Board) however, their developmental methodology is different. Where the generic models poll educators the eclectic models attempt to organize those thinking skills found within research and theory in cognition. They do not begin with a model of cognition; rather with a set of predefined cognitive skills that are then categorized. An example of an eclectic approach is Project Intelligence (reported in Nickerson, 1984) which has over 80 different skill areas combined into six major categories: (1) foundations of reasoning, (2) understanding and language, (3) verbal reasoning, (4) problem solving, (5) decision making and (6) inventive thinking (Marzano, 1985).

Another example is Feuerstein's Instructional Enrichment program, which has nine basic categories of thinking skills: (1) classifications and comparison, (2) orientations in space, (3) recognizing relationships, (4) following directions, (5) planning (6) organizing, (7) logical reasoning, (8) inductive and deductive reasoning and (9) synthesizing (Marzano, 1985).

3.2   Evaluation, assessment, and test

Before to define assessing and test it is important to stablish the difference between the learner-centered approach and the teacher-centered approach in teaching English as a foreign language. According to (Fayez & Al-zu, 2013), learner-centered approach also known as child centered learning is a learning that mainly majors on the needs of the students . In this approach, the teacher is placed

to facilitate the learning, focusing on the interests, needs, and learning styles of the students. On the other hand, in teacher–centered approach, the curriculum relies on the teacher to use their expertise in helping the learner understand and make connections where the students take in a receptive role in the learning. While the teacher acts as a knowledge transmitter, the student acts as the receiving end.

Therefore, these two approaches differ in a number of ways, from how the students work until their separation of the process of teaching from that of assessing or testing. This, summing to the fact that in the era of traditional assessments and test have changed in the last two decades, in the form of standardized o or other multiple-choice types of test in teaching the second foreign language, which has shifted into the era of nontraditional assessments, then referred to as alternative assessments, when a great deal of attention has been given to research on the development and application of a number of alternative assessment tools, such as portfolio assessment, performance assessment, peer-assessment, self-assessment, and so forth (Mistar, 2011).

For instance, in the teacher centered approach teaching occurs first then assessment comes later as a way of finding out whether the students grabbed the knowledge passed on to them by the teachers. Unlike the teacher-centered approach, the student-centered approach has both the teaching and assessment being done together. As teaching continues, the students do exercises in pairs or groups (Fayez & Al-zu, 2013). When it comes to assessments, the teacher-centered approach uses assessments to monitor the student's learning. In this way, the teachers are able to discover the weaknesses of the students or areas, they did not understand in the course of learning and are therefore able to find a way of bringing the point home. This is different from the student-centered approach, where the assessments play the role of diagnosing and encouraging learning among the students (Fayez & Al-zu, 2013). The two approaches differ in the way they test the desired learning with the learners. In the teacher-centered learning approach, the desired learning is tested indirectly by use of objectivity scored exams, while in the student-centered learning approach; the desired learning is directly tested through portfolios, performances, papers, and projects (Fayez & Al-zu, 2013).

2. THE APPLICATION OF CONSTRUCTIVIST THEORY TO THE TEACHING OF INTERCULTURAL COMMUNICATION IN THE PRESENT INTERVENTION PROJECT

The objective of teaching intercultural communication is to familiarize students with the basic theories in intercultural communication, let them realize the traditions, customs, people's thinking habits, cognitive patterns and cooperative attitude in the target culture, improve students' sensitivity and tolerance to cultural difference, enable them to deal with cultural difference flexibly, as well as help them construct awareness and competence (L. Liu & Zhang, 2014).

The four elements of constructivist theory, namely situation, collaboration, communication and meaning construction, have greatly enlightened the teaching of intercultural communication. Before students initiatively construct their cognitive schemata, teachers should firstly provide them with a situation in which students interact with teachers, peers, and effective learning tools, collaborate, and communicate with others, and finally accomplish their meaning construction—the qualitative or quantitative improvement in learners' cognitive structure as a result of teaching. Teaching is meaningful only when learners' cognitive schema has been improved. Otherwise, it is meaningless (L. Liu & Zhang, 2014).

Constructivist theory believes that creating situations, especially authentic ones, is a prerequisite of meaning construction. In the teaching of intercultural communication, teachers can make full use of the technology such as multi-media to present geographical features, natural sceneries, historical interests, traditions, and customs. By vivid and concrete means such as pictures, photos, videos and cartoons, students can directly perceive the exotic atmosphere (L. Liu & Zhang, 2014).

CHAPTER 1. PHILOSOPHY AND THEORY

1.1. Teaching identity and philosophy

I always encourage the respect between my students, being inclusive with their beliefs and values int my class, which are different since I work in a center for the study of foreign languages at the National Polytechnic Institute (CELEX-IPN) and there is a variety of students with different range of age study there. From this reason, they have a different point of view and consequently different beliefs and cultures.

I have assumed and I have created different social environment students, therefore students can widen and deepen their construction of meaning and extend their skills and knowledge to the fullest potential. Being this, the basis of the theories for the present intervention project: cognitivism and constructivism, which from my perspective, both can be applied to cultivate the intercultural competence.

1.2. Theory underlying your teaching practice and identity

As aforementioned the belief of constructivists, states that students develop understanding in their own way, and those different individuals perceive the same problem from different points of view. Also, when the learner encounters a situation where his current information is not sufficient to solve a problem, we say that he is faced with a problem-solving situation. In educational context, problem solving refers to learning to solve real-life problems with the knowledge and skills acquired, which may not guarantee the best-fit solution, but it is considered to be as one of the high-level cognitive skills. This is also indicated by (Vygotsky, 2011) in his Zone Proximal Development, which promotes the use of negotiation language between a language speaker and a competent language speaker.

As part of my personality, I am analytical with my students, in order to be empathetic and by consequence this helps me to construct a good relationship with the students. This has been really wonderful to transmit my knowledge to my students. This is my way, to activate the schemata, constructivism, and cognitivism theories inside my classroom and in each lesson, to help students to build up-construct their own knowledge. And I take my students to live the experience of using language to build relationships and understandings with members of other cultures. In this way, they can examine their own beliefs and practices through a different lens, negotiate points of view different from their own, co-constructing meaning of a given utterance, and gain an insider's perspective of another culture.

And I have been working relating the intercultural competency such as an ongoing, individual, and internal process. Then, this aspect is related with the assessment and test process, both viewed to monitor and diagnosis students. It was necessary to view assessment and testing as cognitive skills into the higher order thinking skills based on Bloom's Taxonomy.

Another important point in my lessons is the application of technology used to develop learning-remembering of students both inside and outside the classroom and increase students' understanding of problems. This means that I consider the importance of human mental development and creativity and boosting problem solving skills , as well as the growing use of the technology by my most students, investigating the impact of the use of technology on problem solving skills as one of the most important high-level cognitive skills.

2. INTERVENTION PROJECT

This intervention project is a plan, action, or proposal, creative, designed from the need to cultivate intercultural competence in students of the English language, basic level of CELEX, in order to satisfy this lack, problem or lack of functionality to obtain better results in the activity.

NOTE: It is important to mention that during pandemic time and because of the following reasons: the dimmish of work, the lack of a group to teach , I did not have work in teaching for the development of the following activities designed. I had to create a group, inviting students to whom I taught this topic last year. Trying to regain their previous knowledge, I challenged them to improve their skills: writing, reading, speaking, and listening. They accepted the challenge despite their multiple occupations and were given the class (figure 5).
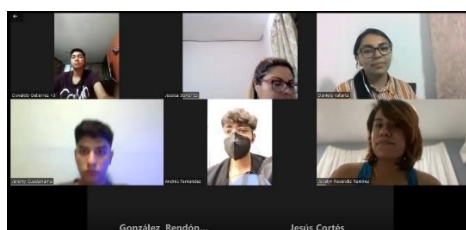
Figure 6. Created group to teach the intervention project proposal

In this lesson students practice describing people using common adjectives. Students learn new adjectives, practice describing people during different stages described as follows:

After having listened some examples of how is described some people.

1) Meaning: Students use the vocabulary of describing people´s appearance.
2) Form: Students begin by learning how to use the verb "to be" to describe height, body build an age.
3) Use: They practice the vocabulary by using some pictures of unknown people and they have the opportunity to analyze the pictures first.

CHAPTER 2. METHODOLOGY AND PRACTICE

2.1 LESSON PLAN AND TOOTLS TO ASSES/TEST THE PROGRESS OF STUDENTS

2.1.1   INSTRUMENTS TO MEASURE THE INTERCULTURAL COMPETENCE

This work adapted some questionnaires to measure the intercultural competence in students (table 1 and 2): What Shows That I am Interculturally Competent? and from the Greater Vancouver Island Multicultural Society Cultural Competence Self-Assessment Checklist. To monitor and diagnosis students (Programme et al., 2012; Vancouver & Multicultural, n.d.).

a.   Skills

Table 1 and 2. Questionnaires to measure the intercultural competence in students

1 – never 2 - rarely 3 – sometimes 4 - often 5 - always					
1. Critical thinking					
I use all available information and my analytical skills to verify my interpretations.					
I offer different ways of interpreting the ideas and actions of people.					
I give clear arguments to explain my thoughts and choices.					
2. Problem Solving and Collaboration					
I identify issues or problems that I need to be solved.					
I offer different perspectives on the problem to solve.					
I initiate attempts to solve the problem.					
I support other people's attempts to solve the problem.					
I actively seek out for a solution together with the other people concerned					
I make others feel comfortable in the group when faced with a problem.					
3. Ability to grow					
I explore new things and situations					
I reflect on and analyze my motives, needs and goals.					
I change my ways of doing things in the light of new insights.					
4. Be flexible					
I work hard to understand the perspectives of others and consult with my varied colleagues about culturally respectful and appropriate courses of action.					
5. Be adaptative					
I know and use a range of relationship building skills to create connections with people who are different from me.					

b. Knowledge

1 – never 2 - rarely 3 – sometimes 4 - often 5 - always	1	2	3	4	5
1. Knowledge about interaction					
I take into consideration both verbal and non-verbal messages.					
I show awareness that words and body language may have different meanings in different contexts.					
I clarify meanings to avoid misunderstandings.					
I address the influence of power relations in interaction.					
2. Knowledge about social practices					
I show awareness of the fact that other people might think, act, and feel differently.					
I actively explore the reasons behind different practices and reactions.					
3. Gain from my mistakes					
I will make mistakes and will learn from them					
4. Assess the limits of my knowledge					
I will recognize that my knowledge of certain cultural groups is limited and commit to creating opportunities to learn more					
5. Ask questions					
I will really listen to the answers before asking another question					
6. Understand the influence culture can have					
I recognize that cultures change over time and can vary from person to person, as does attachment to culture					

By using the technology in the class, the questionary access was through a bar code for student´s access in their own devices. And to start to immerse students in improve their pronunciation the questionary was provided with the support's literacy development for learners regardless of age or ability. Immersive Reader uses proven techniques to enhance:

• Reading comprehension

• Language learning

• Decoding for readers with dyslexia
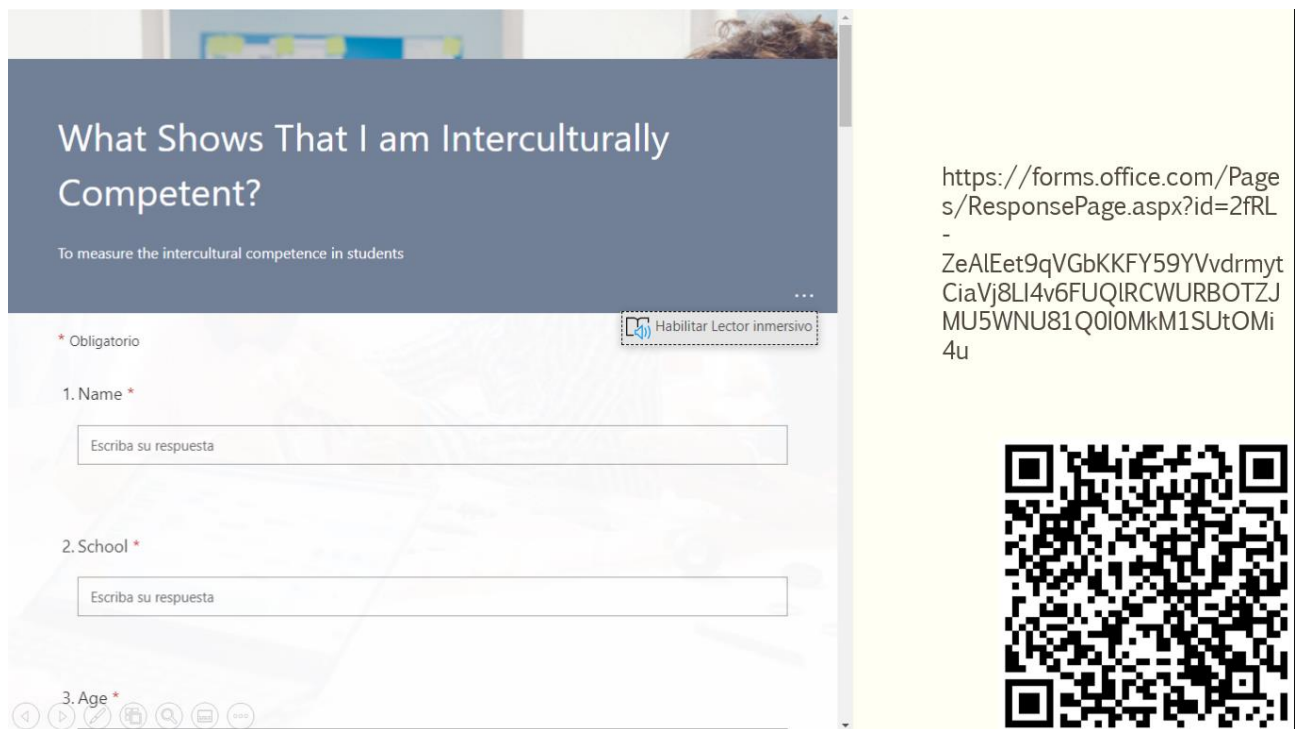
Figure 7 and 8. Questionnaires to measure the intercultural competence in students in Microsoft Forms Format

2.2. The application of schema theory

Table 3. The schema theory for the present project

Topic	Eating habits
Aims	1) To learn vocabulary and phrases related to food and quantity 2) To develop reading, writing, and listening skills 3) To develop speaking and persuasive discussion skills by expressing likes and dislikes regarding food
Age	Teenagers and adults
Level	B1/B2

The **role of the teacher** is paramount to activate and build schemata. A first task is to select texts that are relevant to the students' needs, preferences, individual differences, and cultures. The aim is to provide meaningful texts, so the students understand the message, which entails activating existing schemata and helping build new schemata. While the learner plays a key role in the construction of meaning.

2.2.1. Constructivism and cognitivism in application

My teaching procedure is summed up in figure 8 below:

LESSON 1. Warm up → Free Writing → Pair work → Formative assessment

LESSON 2 Vocabulary and sentence structure teaching → Observing Reading → Hypotesizing and Reporting → Confirming findings → Productivity on writing activity
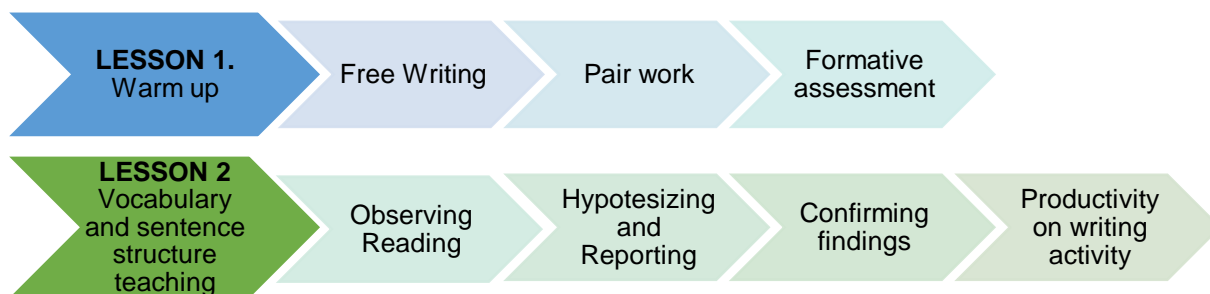
Figure 9. Lesson plan procedure for the present project

LESSON 1.

Warm up (15 min). The first activity began with the presentation between students to meet each other. And by the complications aforementioned I had to retake previous knowledge about BASIC CONVERSATION. And the use of the verb "to be". Then, the class continued with a class discussion to identify "learners´ native cultural norms" and to explore what they knew about other cultures.

Free writing (10 min). Students gave such as rain of ideas about the following points:

- Food they would like to eat (ideal day),
- Food that they think a person from a particular country or region would eat
- To identify the healthy and unhealthy food

I write my own list on the board to see similarities or differences to theirs. This activity allows students time to think about language. "However, students are not allowed to write non-stop without time control: they are required to complete their writing within 10 minutes. The time limit pushes students to consider in the target language instead of resorting to word-for-word translation of their native language. In writing, students reflect on what they know and what they do not know about the topic. The activity encourages them to draw on their existing scaffolding and become more self-reliant.

Pair work (15 min). This task focused on developing students´ basic knowledge about other countries by watching and analyzing information provided by a map. For this, it was created a map showed as follows of this work, it was introducing specific information such as typical food, schedules, and customs in different countries, by using the applications:

- *MapHub (*[Mexico eating habits by JESKARISU · MapHub](#)*)* (f*igures 10 a, b, and c)*
- *Tasteatlas (figures 10 a, b, and c)*
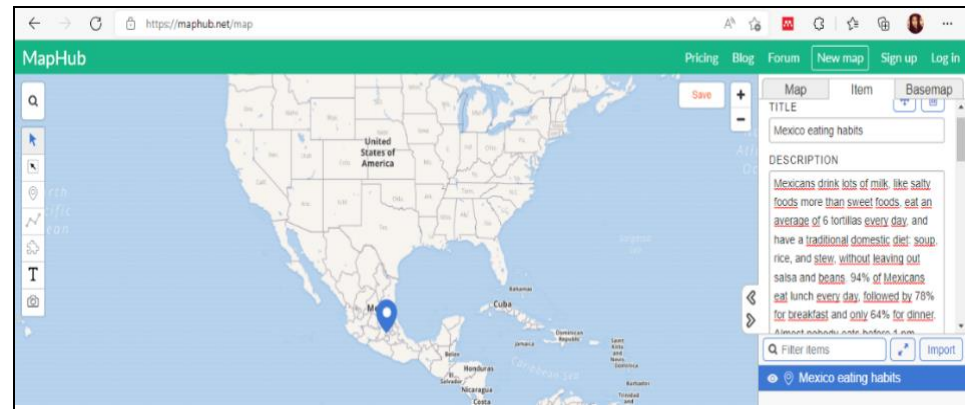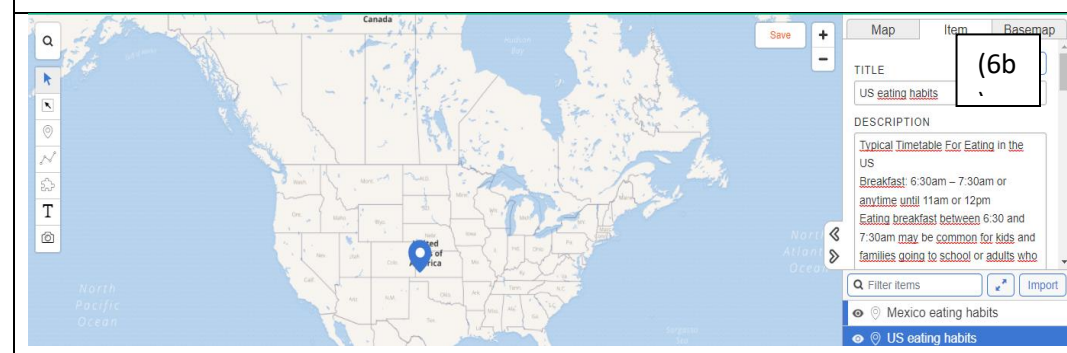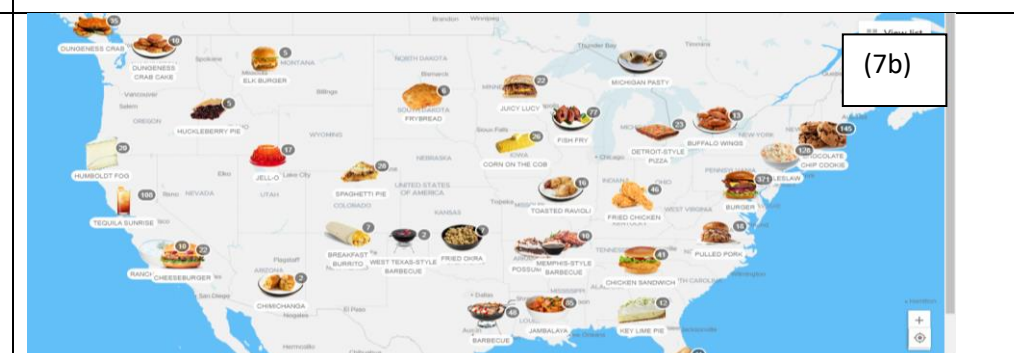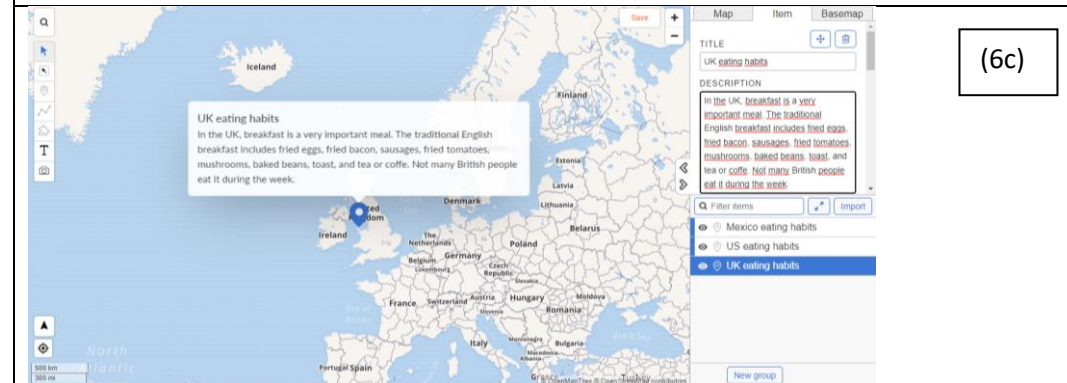
Figures 11 a, b, and c. Readings about eating habits in different countries. Maps designed by Jessica Suastes.

Figures 12 a, b, and c. Maps with specific information such as typical food in different countries from (Https://www.tasteatlas.com/about, n.d.)

LESSON 2

Skill	The application of schema theory		Time	Application of the philosophy of education
Reading	**Task**			**COGNITIVISM APPLICATION**

	Stages of reading instruction
	Pre-reading. At this important step, the teacher should make sure that students have the relevant schema for understanding the text. This is achieved by having students think, write, and discuss everything they know about the topic, employing techniques such as prediction, semantic mapping, and reconciled reading.
	During-reading. This stage requires the teacher to guide and monitor the interaction between the reader and the text.
	One significant skilled teacher can impart at this stage is note-taking, which allows students to compile new vocabulary and important information and details, and to summarize information and record their reactions and opinions.
	Post-reading. The post-reading stage offers the chance to evaluate students' adequacy of interpretation, while bearing in mind that accuracy is relative, and that "readership" must be respected as long as the writer's intentions are addressed (Debat, 2006)**.**
			25 min	In this task "reading," the students struggle when reading, others are slow when reading or deal with comprehension problems. The principal reason of these problems is that they can´t remember the information that they recently read.
				
				The strategy that I implement as teacher for this task is the theory of information processing states by Mc Laughlin (Myles, 2010), who states that learning moves information from sensory storage to working memory to long-term memory. Which is developed in 2 stages
				Stage 1. In reading the students are reading and are receiving sensory storage information from the reading information that is in front of them. This means that their eyes are on each letter, which grouped make words, and this action to look on the page is the sensory storage.
				Stage 2. As they are moving through the page, or to be specifically, their eyes are moving across the page, they remember what they recently read some seconds ago. This means that is working the memory or storage of memories.
				
				But in a cognitive load concept, it involves, when having too much information in working memory, the memory is not able to remember anything. And if the things go all right learners will remember the information and everything will move to long-term-memory, which is really just memories that are stored for a person to access later.
				To help students to achieve the stage 1 and 2 aforementioned I do 2 activities:
				   1) **Present few points at a time.** To avoid a bunch of new material all at once avoiding in students to forget most of it, too. Teaching only the necessary or few things at time can help learners retain the information.
				   2) **Chunking the material.** I divide the information and inducting my students to highlight the information with colors or grouping it, to help my students to identify the most important. so that it is easier to think of and easier to avoid cognitive load. And likely, the students remember the information, because this strategy help students be better off from their initial state.

SCHEMA APPLICATION

When reading teaching, teachers can guide students to establish the corresponding discourse schema, which helps students to clarify the context of the article as a whole, making it easy for students to remember, understand and reason, and can fully integrate the new knowledge of the text into the students' original Some schema knowledge and form their own new schema.

In the Lesson 2 to teach the **Vocabulary** it was used the Data-Driven Learning (DDL) approach, which is based on the Observe-Hypothesize-Experiment (OHE) mode. The advantage to this approach is that students are no longer passive recipients of knowledge; instead, they take responsibility for their language learning, with the teacher in the role of a facilitator. This approach is suggested in the work by (Shi, 2012), where students are exposed to a large quantity of authentic language materials and they have to find out the language patterns themselves rather than simply being lectured on the correct rules for using the words.

SENTENCE STRUCTURE TEACHING. COUNTABLE AND UNCOUNTABLE NOUNS

The conventionally method for teaching sentence structure is when teachers stand at the front of the classroom, analyzing sentence structure in detail, giving examples, and generalizing grammatical rules; while students take notes and receive the information passively. The transformation of this method in my class and which I use is by applying "sentence auction" from (Folse, 2008) and adapted by (Shi, 2012) "The goal for students is to buy as many correct sentences as possible.

1) First, I find out all the important sentence structures in the previous reading.

2) Second, the sentences for auction to the students are listed on PowerPoint (PPT).

3) Third, students are divided into study groups, with four students in each group. They discuss whether they should auction a particular sentence or not. According to Vygotsky (1978), from a sociocultural lens, learning is socially situated activity. Higher cognitive functions appear first on the social plane, and only later on the psychological plane. Students internalize knowledge by working in groups. Students can be both novice and expert at some point, which helps them construct their knowledge through interaction with each other.

4) Fourth, specially-made paper money has to be prepared: one $ 15 bill, four $ 10 bills, four $ 5 bills, ten, $ 2 bills and five $ 1 bill, totaling $ 100 for each group. The bid for each sentence starts at 10 dollars, and they need to add at least 10 dollars for every bid. As is the case with Folses' method, there is no penalty for buying wrong sentences and there is no credit for leftover money.

Then, the sentences for auction are shown on the slides one by one. Students have 3 minutes to have a discussion and decide whether they should bid for that sentence or not. Students participate in the discussion enthusiastically as they all want to be the winning group, purchasing the highest number of correct sentences. I am only the timer who makes sure the auction is conducted smoothly without providing any suggestions or hints for them.

5) Fifth, at the end of the auction, I announce which sentences are correct and which ones are incorrect and give detailed explanations of the language points involved. Students usually listen to the explanations attentively as they are eager to know whether they are part of the winning group— the group with the highest number of correct sentences. Very often a time, students question my explanation of language points and ask for more examples. In doing so, students acquire more language knowledge than learning it by rote memorization."

LESSON 3.

Role play (20 min). This role play encourages students to think about some countries eat "exotic food" such as insects, dog meat. For some cultures this may be a very strange concept. To give students a chance to prepare their opinions, I divide the group in A and B groups for 10 minutes and then I mix the group. This is a kind of warm up and give students a chance to share ideas, gather some notes, and give weaker students or those with less imagination a support from their classmates by sharing ideas. As the groups are preparing, I monitor actively trying to feed in the phrases and expressions they need to express. In this activity I take advantage from vegetarian students.

Each learner reading a different section and making notes before regrouping to share what they learned. Next, they plan arguments for and participate in a role play to discuss the issues of "exotic food."

The lesson 3 is an important phase an corresponds to the stage 3: post-reading, from the schema theory, at this stage, teachers should create a free, relaxed, and lively atmosphere for discussion among students, allowing students to argue in order to fully mobilize the enthusiasm of students and to use new schemata to expand and export. Being the next phase, the reproduction of the knowledges learned in the process into a writing exercise. *Write abstracts or rewrite the text*. Writing abstracts or rewriting the text not only allows students to re-think of their learned vocabulary, phrases, and sentences, but also allows them to recall what they have learned, and discourse structure has been the organizational model.

LESSON 4. LISTENING. THE APPLICATION OF SCHEMA THEORY

The resource was created with parts from "Modern Family." I used the editor of videos from "windows" to show the most important parts from the chapter.
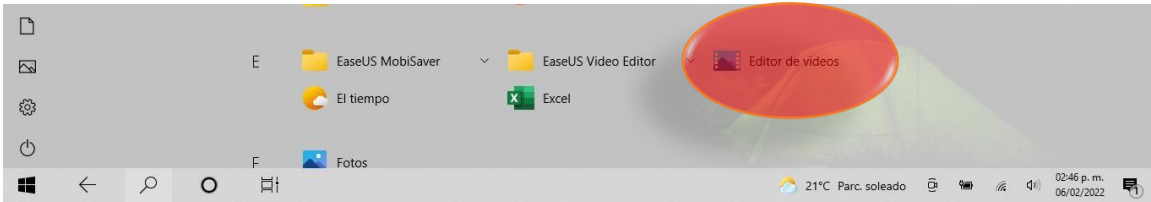
I apply the stages of listening by showing the material in the following stages:

1. **Without subtitles**

Figure 13. Listening activity without subtitles

2. **With subtitles**
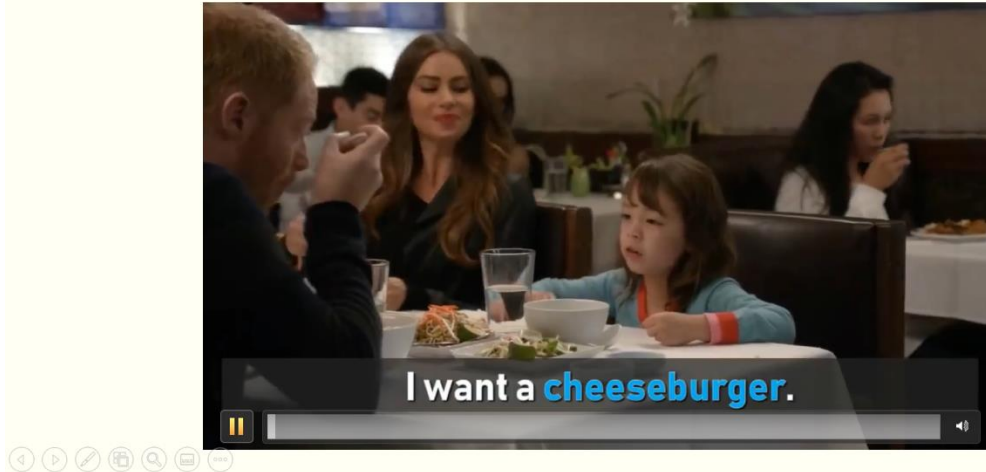
Figure 14. Listening activity without subtitles

3. **By explaining the most important information and interpreting or giving a sense to the conversation**

Figure 15. Slides with by explaining the interpretation of sentences in the listening activity

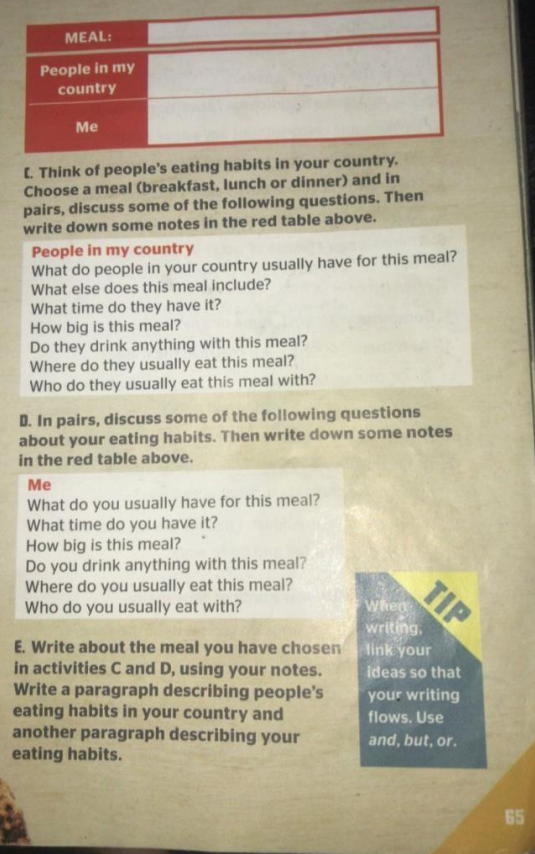**Table 4.** Schemata in the listening activity. Adapted from (J. Liu, 2016)

Stage of Listening Instruction	Related Metacognitive Strategies	Time
SESSION 1		
Stage 1. Pre-listening (to activate schemaand vocabulary). The first stage includes pre-listening and prediction. In this stage, I give students background information about the topic.	Planning and directed attention	5 min
Stage 2. First Listening. The second stage is the first-time students hear the listening sample. They have the opportunity to practice and discuss the focus question.	Monitoring, planning and selective attention	10 min
SESSION 2		
Stage 3. Second listening (to get moredetailed information) Students listen to the listening sample a second time.	Monitoring and problem solving	10 min
Stage 4. Third listening (to achieve acomplete understanding) Students listen to the listening sample for thethird time. Student's practice think-aloud independently.	Monitoring and evaluation	5 min
Stage 5. Post-listening (to apply tospeaking) In this last stage, students reflect on how their listening comprehension has increasedand discuss what strategies were the most helpful to them.	Evaluation	5 min

Other tools that I found really interesting to edit material and create authentic material are:

1) Read aloud. Read Aloud: A Text to Speech Voice Reader - Chrome Web Store (google.com)

2) H5p. Create, share and reuse interactobe HTML5 content in your browswer. H5P – Create andShare Rich HTML5 Content and Applications

LESSON 5. Writing

The lesson 5 is that learners helps students their writing skills.

Writing	Task	Time	DISCUSSION CONNECTIONISM
	Task 1- Draft. In the draft, students can write in a free-way, to practice of writing down all their ideas without stopping. The purpose of this exercise is to generate a reading from all the previous discussion about "eating habits" in the reading section.	**15 min**	This task consist of practice and practice to get stronger in writing and in total because of the practice makes perfect! A kind of is the connectionism states in the *law of exercise,* which is one of the three laws that Thorndike (Sackney & Mergel, 2007) put forth to explain the tenets of connectionism. This law says that the more you do something the better you are at it. And also, is created a stimulus-response bond or an S-R bond. Where the stimulus in this exercise is practicing writing and the response is the good fluency in writing and by consequence good grade into the class.
	Task 2- Feedback. First, I prefer to have feedback from their classmates. So, I ask to pass their draft to be evaluated. This activity has two proposals: 1) students can see mistakes from their classmates and evaluate 2) they can take some ideas from their classmates for their final document.	**15 min**	
	Task 3-Final document (session 2) I let students to use the technology such as applications to boost their writing such as: • 1. Reedsy Book Editor • 2. Scrivener • 3. Ulysses • 4. Plottr Ten Apps to Help Students Develop Writing Skills - The Tech Edvocate		

3. Teaching sequence

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

Lesson Plan	
Author	Jessica Karina Suastes Rivas
Educational stage	Basic 2
Title of your Lesson plan	**"Eating Habits"**
Learning Objective of the plan/Competency	**Purpose of the language** - To talk about food preferences -To ask and answer about quantity -To make, accept and refuse an offer -To read a menu -To order food and drink -To create, conduct and report the results of a survey -To use linking words (and, but, or) -To talk and write about eating habits - 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. **Formative-intercultural purpose** -To cultivate the intercultural awareness competence in learners by guiding them towards th reflection of having different scenarios for ordering food or cultural places (native), to enrich the 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	Controversial and common topic around the world
Functions	-Understanding authentic language -Reporting what others say - Develop social identity through actions, verbal, and non-verbal communication. - Communication acculturation
Main Grammar structure	- Countable/ Uncountable nouns (a (n) some/ any) -Use of: How much…? / How many…? A lot of
Other Grammar structures	- Let's + (base form of the verb) How about + (-ing form)? Why don't we + (base form of the verb)
Brief description of the plan	This theme was selected for students to be part of an intercultural activity related to the theme food which is part of their curriculum. Students are expected to become aware of the importance valuing and respect of other human beings, for cultural difference and diversity, for other culture tolerance, self-awareness, and self-knowledge.
Vocabulary	- Food, drinks, and phrases denoting quantity -To introduce different types of food people, eat for breakfast, lunch, and dinner
Functions	- Expressing likes and dislikes regarding food -Reading a menu, ordering food at a restaurant, Making and offer, Accepting and refusing an offer, -Expressing quantity -Talking healthy/ unhealthy food and food preferences,

	-Talking about one's eating habits -Adjectives describing food -Describing what food tastes like -Words related to recipes -Describing the ingredients and steps in a recipe - Types of food -Making suggestions and arrangements
Hours of the plan implementation	2-3 hours.
Number of sessions	1 session.
Contents required for the lesson	Video related to food habits in Cambridge, questionnaire for personal reflection, electronic puzzle.

Step of the lesson	Teacher activities	Students' activities
Before the lesson **ACTIVITY 1 "Eating Habits"** **Warm-up**	Teacher introduce the topic by generating a dialogue spontaneously, requesting to the students to generate possible scenarios that they would have, by using their imagination. Teacher takes copies of the extra material for students.	Students open their notebooks and write the topic and purpose of the class. *Students greet the class and express some ideas about the topic. *Students practice what they learned in the previous class. Students write down everything they ate yesterday. I encourage them writing first a rain of ideas to help them . I write my own list on the board to see similarities or differences to theirs.
During the lesson	**VOCABULARY**: Introduce the topic of the module and activates Ss' background knowledge **SPEAKING:** To establish a conversation with the students by asking them what they can see and their preferences **READING**: -Make the meaning prediction of the unknown words according to the text -Reading comprehension and the presentation of the vocabulary, structures, and functions in the context **GRAMMAR**: Concept of a noun Countable /Uncountable (a(an)-some) **Singular-plural nouns** -Present the concept of a noun and the difference between countable and uncountable and their use in English Some-any -Ask comprehension questions and use this resource as method to introduce to the question and negative forms and the rules to use "some" and "any" and their differences -Use of **want** and **would like** How much-How many -to introduce vocabulary related and phrases denoting quantity Linking words **and, but, or** -by using a sample text about eating habits and identifying the main idea of a text, introduce and explain the use of the linking words **and, but, or** **PRONUNCIATION:** to have differentiate between /g/ and /dʒ/ -Pronunciation according to the phonetical alphabet **LISTENING:** to give Ss practice in listening to specific information **WRITING:** prepare to the students for the writing activity by talking about their eating habits.	

4.   EVIDENCE (VIDEOS OF THE LESSON)

4.2. INSTRUMENTS TO MEASURE THE INTERCULTURAL COMPETENCE

The results of the survey are showing in the following link and pictures:

https://forms.office.com/Pages/AnalysisPage.aspx?AnalyzerToken=au8pWvabMbqrsbN6IS2FMhRrDs5crHsv&id=2fRL-ZeAlEet9qVGbKKFY59YVvdrmytCiaVj8LI4v6FUQlRCWURBOTZJMU5WNU81Q0I0MkM1SUtOMi4u
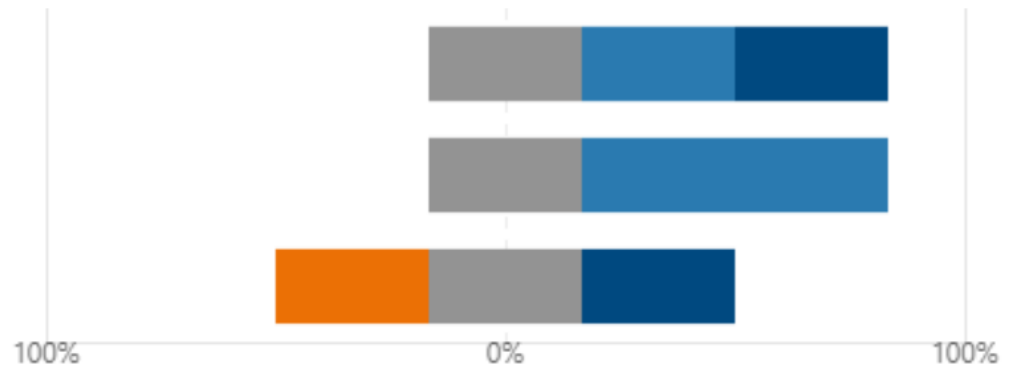

4. SKILLS_CRITICAL THINKING.

■ 1-Never   ■ 2-Rarely   ■ 3-Sometimes   ■ 4-Often   ■ 5-Always

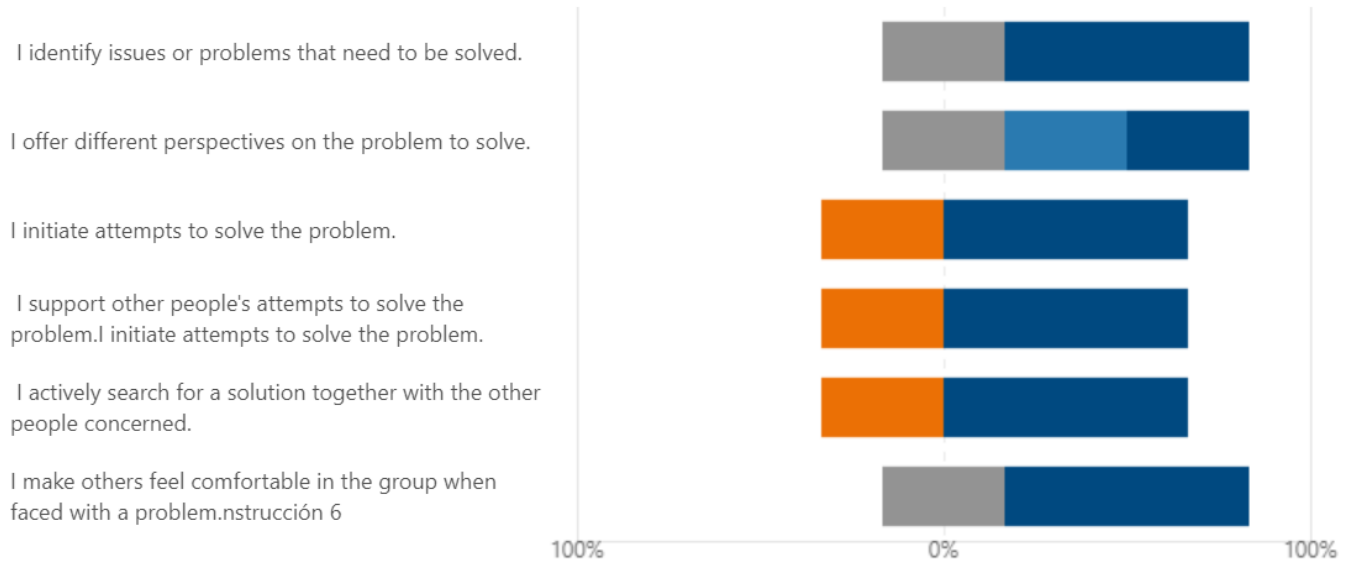I use all available information and my analytical skills to verify my interpretations

I offer different ways of interpreting the ideas and actions of people.

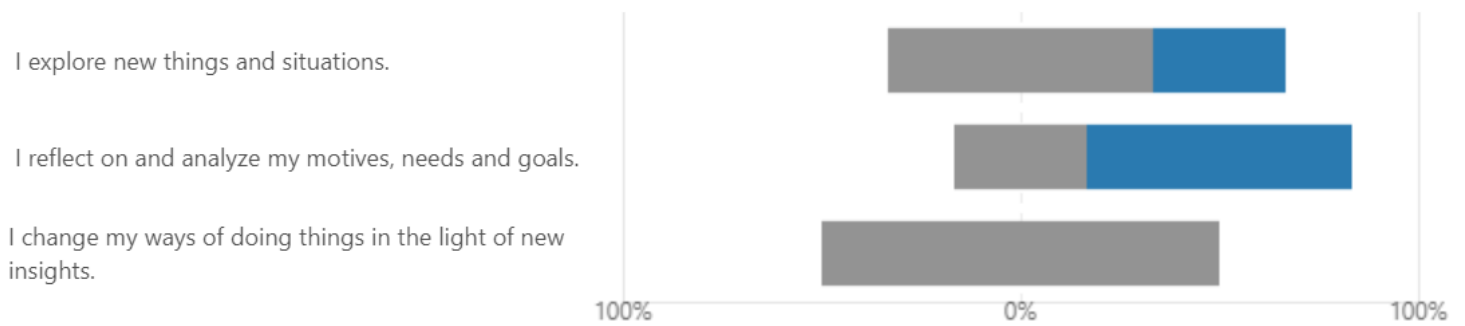I give clear arguments to explain my thoughts and choices.

5. SKILLS_PROBLEM SOLVING AND COLLABORATION

Legend: ■ 1-Never ■ 2-Rarely ■ 3-Sometimes ■ 4-Often ■ 5-Always

- I identify issues or problems that need to be solved.
- I offer different perspectives on the problem to solve.
- I initiate attempts to solve the problem.
- I support other people's attempts to solve the problem.I initiate attempts to solve the problem.
- I actively search for a solution together with the other people concerned.
- I make others feel comfortable in the group when faced with a problem.nstrucción 6

6. SKILLS_ABILITY TO GROW

Legend: ■ 1-Never ■ 2-Rarely ■ 3-Sometimes ■ 4-Often ■ 5-Always

- I explore new things and situations.
- I reflect on and analyze my motives, needs and goals.
- I change my ways of doing things in the light of new insights.

7. SKILLS_BE FLEXIBLE

■ 1-Never   ■ 2-Rarely   ■ 3-Sometimes   ■ 4-Often   ■ 5-Always
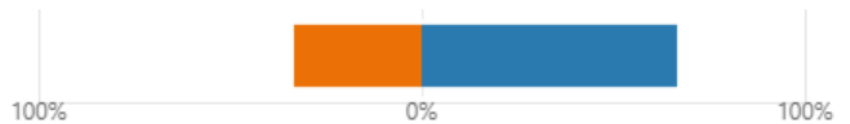
I work hard to understand the perspectives of others and consult with my diverse colleagues about...

100%   0%   100%
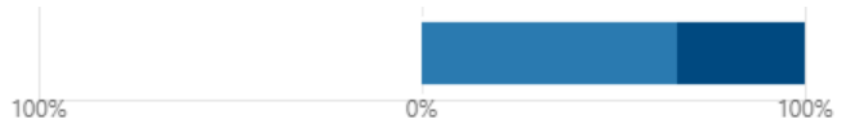
8. SKILLS_ BE ADAPTATIVE

■ 1-Never   ■ 2-Rarely   ■ 3-Sometimes   ■ 4-Often   ■ 5-Always

I know and use a variety of relationship building skills to create connections with people who are different...

100%   0%   100%

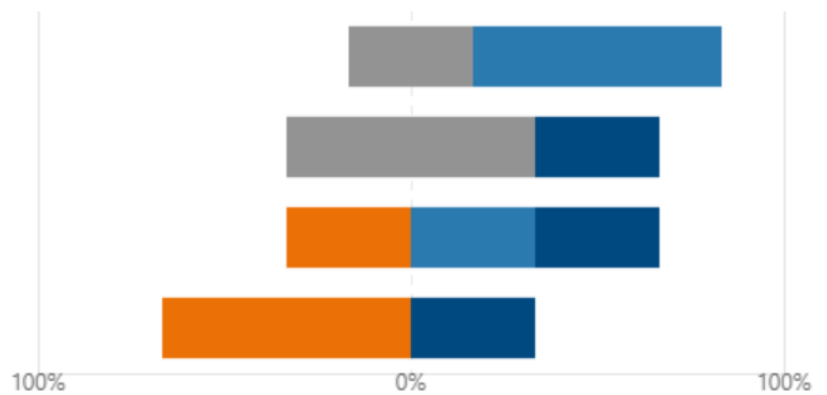## 9. KNOWLEDGE_KNOWLEDGE ABOUT INTERACTION

■ 1-Never   ■ 2-Rarely   ■ 3-Sometimes   ■ 4-Often   ■ 5-Always

I take into consideration both verbal and non-verbal messages.

I show awareness that words and body language may have different meanings in different contexts.

I clarify meanings to avoid misunderstandings.

I address the influence of power relations in interaction.

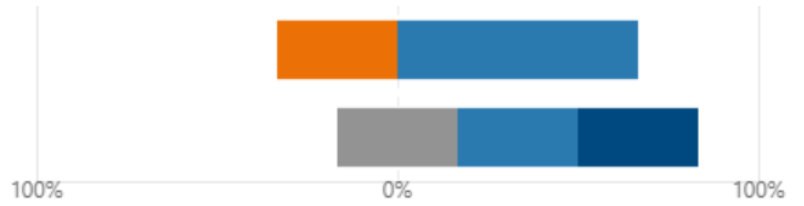100%   0%   100%

10. KNOWLEDGE_KNOWLEDGE ABOUT SOCIAL PRACTICES

■ 1-Never ■ 2-Rarely ■ 3-Sometimes ■ 4-Often ■ 5-Always

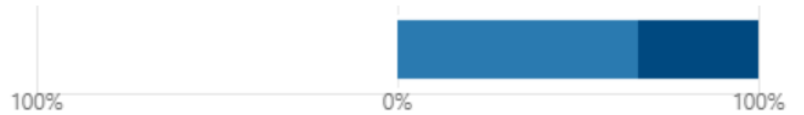I show awareness of the fact that other people might think, behave and feel differently.

I actively explore the reasons behind different practices and reactions.

100%   0%   100%

11. KNOWLEDGE_GAIN FROM MY MISTAKES
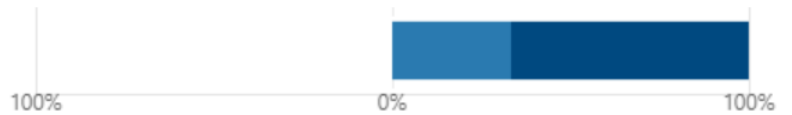
■ 1-Never ■ 2-Rarely ■ 3-Sometimes ■ 4-Often ■ 5-Always

I will make mistakes and will learn from them

100%   0%   100%

12. KNOWLEDGE_ASSESS THE LIMITS OF MY KNOWLEDGE

■ 1-Never ■ 2-Rarely ■ 3-Sometimes ■ 4-Often ■ 5-Always

I will recognize that my knowledge of certain cultural groups is limited and commit to creating...

100%   0%   100%

13. KNOWLEDGE_ASK QUESTIONS

■ 1-Never ■ 2-Rarely ■ 3-Sometimes ■ 4-Often ■ 5-Always

I will really listen to the answers before asking another question

100%   0%   100%
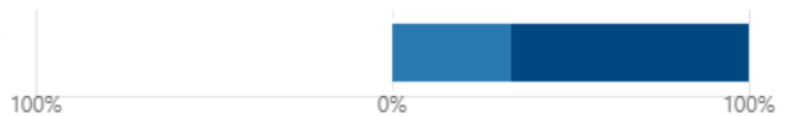
14. KNOWLEDGE_UNDERSTAND THE INFLUENCE CULTURE CAN HAVE

■ 1-Never ■ 2-Rarely ■ 3-Sometimes ■ 4-Often ■ 5-Always

I recognize that cultures change over time and can vary from person to person, as does attachment to...

100%   0%   100%

As aforementioned my group consisted of the most interested students to take the course. Therefore, who answered the survey showed high intercultural competence (IC) related to its three elements, attitudes, skills, and knowledge.
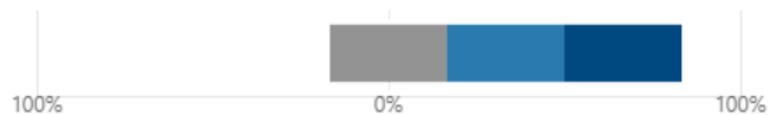
These results, which are regarding to skills and attitudes indicated that the students are willing to seek out chances to have cooperation and mingle with other individuals who have different cultures, orientations, and perspectives from theirs.

In specific the results from question 4 show their critical thinking. For example, they in general use all the available information and their analytical skills to verify their interpretations.

The results from questions 5 and 6 have shown their understanding towards a different kind of interaction that it has different aims and rules. In other words, generally they realize that every communication with other people who have different goals and rules needs knowledge about social practices so that misunderstanding can be minimized. In addition to this, in these results is also seem that students need to be more active in exploring the reasons behind different practices and reactions when they conduct a conversation with other people who show different behaviors or attitudes. Moreover, the most important part, since they have high intercultural knowledge, they possibly show awareness of the fact that other people might think, behave, and feel differently,

While questions 8, 9 and 10, the color orange indicated that they need little more openness in some respects such as they need to consider be more adaptative with people that shows different opinion and with the knowledge about interaction. In fact, this means that teachers from CELEX we need to construct this aspect in students through the implementation of some techniques and activities that help to develop it in students.

This is reported by (Deardorff, 2006), that one should have requisite attitudes, in the forms of respect (valuing other cultures, cultural diversity), openness (to intercultural learning and people from other cultures, withholding judgment), and curiosity and discovery (tolerating ambiguity and uncertainty).

4.2.1. EVIDENCE

The video of the class shows the process when I was teaching my students to use the technology "Immersive Reader." I clarify that they were in their devices interacting with the survey too.

https://1drv.ms/v/s!AspZa5ROjAF3oCHpLQyD1LNCmsi-?e=790GIU

NOTE: IN SOME CASES, THE EVIDENCE IS DIVIDED IN PARTS, BECAUSE SOMETIMES AFTER 40 MINUTES IN ZOOM, THE CLASS CUT OFF AND ALSO OUR INSPIRATION

LESSON 1. WRITING, READING, AND SPEAKING_EVIDENCE

PART 1_In the lesson 1 as aforementioned in the methodology. I had to retake previous knowledge about BASIC CONVERSATION. And the use of the verb "to be". The evidence is in the following link:

https://1drv.ms/u/s!AspZa5ROjAF3oCL_57C2uQirGeqw?e=vMSc7g

PART 2_Their speaking about meeting each other was recording in the following link. They really tried to speak in English. I some moments I tried to break the ice and I intervened in their conversations to correct some little aspects in their conversations. I considered that these corrections let them to have a more fluent conversation.

https://1drv.ms/v/s!AspZa5ROjAF3oCfnK0GKTfdQPa4Q?e=AIXsUc

https://1drv.ms/v/s!AspZa5ROjAF3oCjaPsbZqxGva6Z5?e=L016hn

PART 3_Then, the class continued with a class discussion to identify "learners´ native cultural norms" and to explore what they knew about other cultures. In this video I recorded how students became aware of differences before they are able to interact and develop connections with the new information. The principal goal was helping beginners familiarize themselves with cultural features and cross-cultural differences related to food, in order to have them develop intercultural competence.

https://1drv.ms/u/s!AspZa5ROjAF3oCnnv9gkClJ1nAoH?e=cLhL5k

COGNITIVISM APPLICATION. According to the schema theory, this lesson was the best stage to create and activate a background in the student's brain. Before reading, I selected the key words, let students discuss, give play to their imagination, their ideas lead to the context of the article. Also, is according to Baker´s recommendations (Baker, 2015), for implementing the Intercultural awareness in the classroom, it is included examining materials or 'realia' from target cultures, making comparisons between this and local equivalents, using cultural topics as discussion points and the content of communication in the classroom, pragmatics and particularly politeness, comparing different communicative practices in different cultures, and reflecting on the role of culture in learners' own identities and communicative practice.

This went farther than simple translations of food terms, it was important to introduce students to different ingredients found in other countries. By starting with their own country (Mexico). As shown in the following picture.

In the videos: PARTE3b, 3c, and 3d

It was important creating a discussion (SPEAKING) about the following points:

- Routines or schedule for
  - Breakfast
  - Lunch
  - Dinner

And different implications of different countries in comparison with their own (Mexican routines and different implications). It was provided with the information aforementioned of US, Germany, Netherlands, and England as shown in the following picture.

Therefore, it was good to expose students to different routines. In this way, students could explore by their self about the food culture in different parts of the world to build their knowledge base. Then, the students did a pair work reflection discussion and a personal reflection writing, which allow students to relate and the new learned information to their own culture and develop their intercultural competence.

The evidence of their writings for this section were as follows:

EVIDENCE_WRITINGS
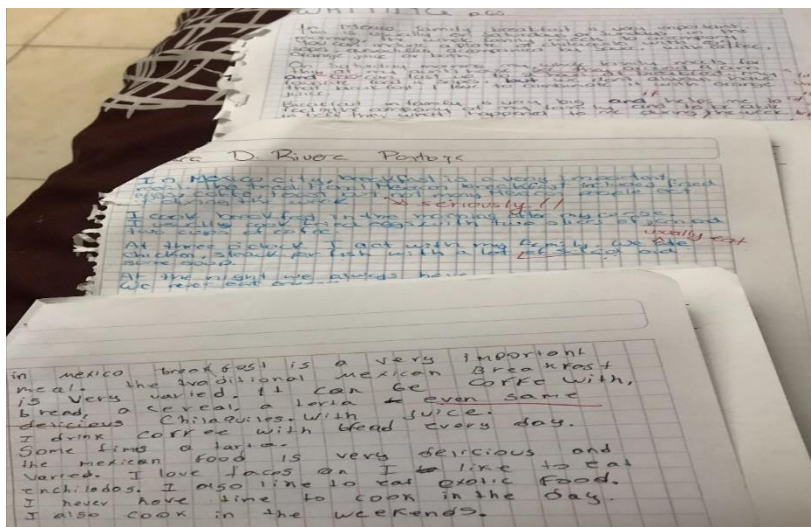
The evidence shows the writings made by my students of "the eating habits in Mexico, in the way to describe the composition (quantity) for breakfast, lunch and dinner), and the schedules to eat in our country.

Finally, they write about their preferred kind of food.

I think the best food of México, is the tacos because you can find them everywhere and they can be of different meat example the most famous in mexico are the tacos al pastor

I recommend the tacos to visitors, but they have to be careful with the red sauce because it is the hottest

the tacos can be accompanied with a soft drink or with fresh water

---

Resendiz Ramirez Jocelyn del Rosario

I would like local carnitas
I consider that people that comes from MEXICO have local carnitas because they are very caratenstic tacos and its taste is very good also is the oportunity to try the "salsa" and havca good (enchilada) with the salsa
I think mexican food is healthy because compared with the us food it is less greasy and has more moderate portions also the mexican food include vegetables and it's less sweet.

Writing

1. I would like to drink Tecate, typical drink of the state of Oaxaca.
2. People visiting the state of Oaxaca should drink Tacate. It is a drink prepa[...]
   like other drinks but the ingredient that makes it so unique is roasted maize[...]
3. I consider that the Mexican food is unhealthy because, it usually is prepar[...]
   oil. Also, we usually eat with a lot of tortilla. However, Mexico is recognized [...]
   gastronomy.

Daniela Vallarta Cardona

Paola Mariana Escalona Martinez
Writing

In Mexico, The traditional food is [...]

Homework

The important thing in a Mexican breakfast is the amount of energy and nutrients it provides necessary to face the day so it will always [...] calorie foods, with strong reserve of carbohydrates, proteins and vitamins of vegetables

The central base of a traditional Mexican breakfast is chilaquiles [...]

In the Mexico, break fast is an important [...]

I never have time to cook in the morning before school

I usually have cereal. I don't drink coffe at [...]

1.- I would like to eat:

2.- I consider that people that comes for 1st time to Mexico should eat

3.- Write about the healthy and unhealthy mexican food
_____

I would like to eat jumiles, because I never heard of this dish, and its for me very interesting.

I consider that people that comes for 1st time to Mexico should eat tacos and enchiladas suizas because I love eating those dishes. I love the manchego cheese and the pastor and suadero meat are very delicious.

The food in Mexico it's really unhealthy beacuse is very greasy, but I think i'ts the most delicious food in the world. and doesn't have very conservadores like the american food.

-Jeremy Damian Guadarrama Cordero

LESSON 1. TOOLS TO ASSESS/ TEST THE PROGRESS OF STUDENTS

Formative assessment . The formative assessment that I conducted was an indispensable part of the learning process. It is an ongoing, development-oriented process of collaborative engagement that reveals the underlying causes of students' performance problems and helps them overcome those problems. I used the following rubric to give them feedback to theirs writing.

Table 5. Rubric Writing

Category	4-Exceeds Expectations	3-Meet Expectations	2-Needs Improvement	1-Inadequate
Ideas	Establishes a clear focus Uses descriptive language Provides relevant information Communicates creative ideas	Develops a focus Uses some descriptive language Details support idea Communicates original ideas	Attempts focus Ideas not fully developed	Lacks focus and development
Organization	Establishes a strong beginning, middle, andend Demonstrates an orderlyflow of ideas	Attempts an adequate introduction and ending Evidence of logical sequencing	Some evidenceof a beginning, middle, and end Sequencing is attempted	Little or no organization Relies on single idea
Evidence and Examples	Body paragraphs provide clear evidence and examples supporting theirwork.	Body paragraphs provide clear connections, but may be need more examples or concrete evidence	Body paragraphs are vaguely on topic,but lack clear connections, evidence, and examples	Body paragraphs areunrelated, or marginally connected to essay topic. Examples and evidence is weak or Non-existent.

	Closing paragraph provides a clear conclusion successful	Closing paragraph concludes essay in satisfactory manner.	Conclusion is weak and at times confusing	Conclusion is non-existent with little or no reference to proceeding paragraphs or author's position.
Conclusion				
Grammar and spelling	Few or no errors in grammar, spelling, capitalization, and punctuation	Some errors in grammar, spelling, capitalization, punctuation	Has some difficulty in grammar, spelling, capitalization, punctuation	Little or no evidence of correct grammar, spelling, capitalization or punctuation
Legibility	Easy to read Properly spaced Proper letter formation	Readable with some spacing/forming errors	Difficult to read due to spacing/forming letter	No evidence of spacing/forming letters

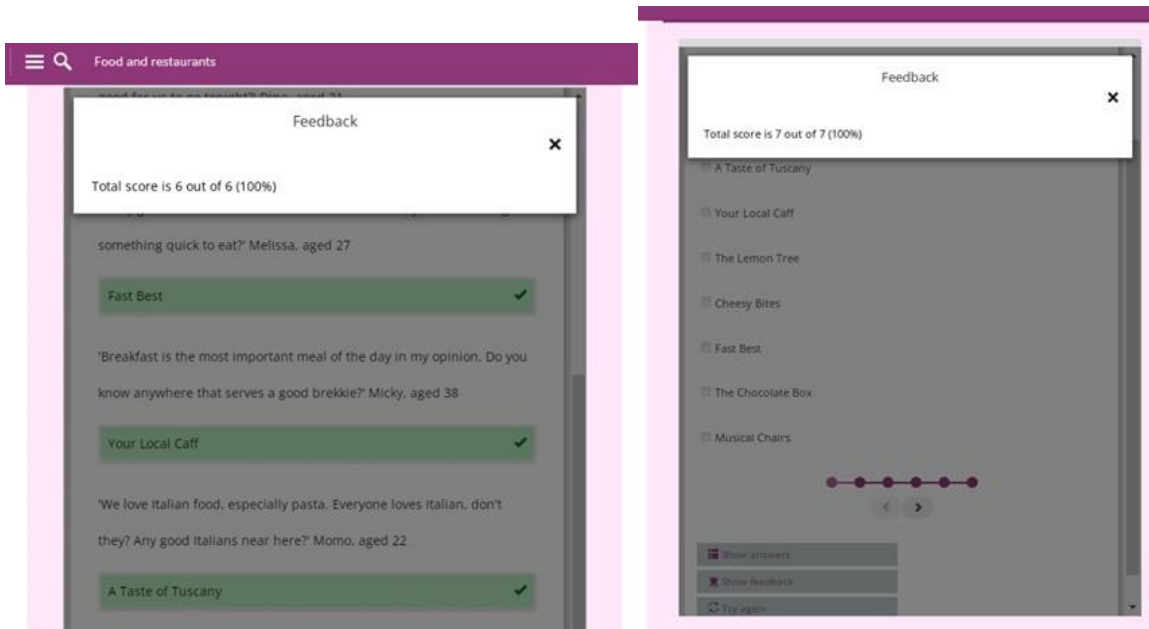**LESSON 2. LISTENING, READING, AND SPEAKING_EVIDENCE**

By using the Reading text from textbook. The reading is carrying on in stages. As shown in the following serie of videos I ask them to explain what they are expected to answer. And I push them selecting what is relevant for the current purpose; using all the features of the text such as headings, layout; skimming for content and meaning; scanning for specifics; identifying organizational patterns; understanding relations within a sentence and between sentences; using cohesive and discourse markers; predicting, inferring and guessing; identifying main ideas, supporting ideas and examples; processing and evaluating the information during reading; transferring or using the information while or after reading (Bojovic, 2010).

https://1drv.ms/u/s!AspZa5ROjAF3oDqQ_9LJbNLTA-3U?e=U9pv2W

https://1drv.ms/u/s!AspZa5ROjAF3oD0BhjxiJSvq8hRH?e=otgocd

LESSON 2. TOOLS TO ASSESS/ TEST THE PROGRESS OF STUDENTS

EVIDENCE_EXTRA-READING MATERIAL

Table 6. Rubric Listening

Criteria	Below level Expectations (1 point)	Basic level achieved (2 points)	Good level achieved (3 points)	High level achieved (4 points)
General Meaning	Did not recognize instructions that teacher dictated.	Some knowledge of instructions.	Most of the instructions understood.	Easily understands instructions.
Recognition	Relevant information was not recognized. Student repeated some information but did not repeat in a way to show understanding.	Some relevant information was recognized and reported.	Most relevant information was recognized and reported.	Easily understands instructions.
Correct responses	Reported information was incorrectly answered.	Reported information was answered correctly fora sufficient part of the answers.	Reported information was generally correct.	Reported information was correct.

SENTENCE STRUCTURE TEACHING. COUNTABLE AND UNCOUNTABLE NOUNS_EVIDENCE

https://1drv.ms/u/s!AspZa5ROjAF3n1lvNIF8IvhpVpQP?e=l9rMLI

5. RATIONALE

The basis for this project was to activate the schema in learners and develop the cultural awareness by applying the theories of cognitivism and constructivism, which from my perspective, both can be applied to cultivate the intercultural competence. To develop an intercultural competence in learners, teachers must create learning tasks that will move students toward intercultural competence. In this way, they can examine their own beliefs and practices through a different lens, negotiate points of view different from their own, co-constructing meaning of a given utterance, and gain an insider's perspective of another culture. The activities presented in this work represent a variety of approaches to teaching and assessing intercultural, which integrate the four skills reading, listening, writing, and speaking with a multicultural perspective.

6. USE OF TECHNOLOGY

One goal of this project was to propose a class by using an authentic material and the use of the technology by creating an interactive and dynamic electronic resource, which students can access even in their personal mobile phone or whichever another device.

This kind of applications can be used to develop learning-remembering of students both inside and outside the classroom and increase students' understanding of problems. Since most people in the age of technology spend their time on virtual social networking or entertainment, it is important to address mental health in relation to this technology, and researchers are suggested to investigate the effects of mobile educational systems on mental health variables. To develop education, many of the concepts that are beyond the scope of educational systems or school hours can be incorporated into games and simulations in smart applications (Saedi et al., 2018).

The use of technology is related with theory of multimedia learning, which indicates or suggest selection of appropriate concurrent multimedia modalities may enhance learning, as may application of several other principles. In fact, if materials contain verbal and graphical information, the working memory process auditory and visual information increase the cognitive process. In other words, the multi modal materials reduce the cognitive load imposed on working memory.

7. CONCLUSIONS

The present work is permeated by an intercultural vision that seeks to integrate the four skills in different lessons to cultivate their cultural awareness and help them to construct their own knowledge and intercultural competence. The response of my students to this input has been received with enthusiasm and they always show them positive to build their own knowledge by performing their hands-on activities and minds-on activities. Because of the activities required communication and the exchange of ideas. Also, the activities encouraged reflection and critical thinking by students.

In this work, I have demonstrated that a multitude of IC models exist that aim to measure Intercultural Competence (IC). It was used the Intercultural Competence Questionnaire (ICQ) in this work. The key IC dimensions are either cognitive, affective, or behavioral nature. Specifically, it was identified the following six cognitive dimensions across all IC models: culture-specific knowledge, attitude, open-mindedness/ flexibility, critical thinking, and motivation.

Furthermore, it was identified the following two affective dimensions: cultural empathy and emotional stability/control. Finally, it was identified the following three behavioral dimensions: experience, social initiative, and leadership.

The current models of integrated teaching of the four language skills have the objective of developing learners' fluency and accuracy, as well as their sociocultural communicative competence requiring adapting the language from context to context and from genre to genre.

The main goal of the work was accomplished, which was to engage learners with language interactions, with the classroom instruction developed on activities and interactions such as on games, role-plays and problem-solving in groups or pairs learners, which enable learners to attain the communicative competence.

It was achieved in the present work, the integration of the four skills, in some of them is the integrated reading with writing, listening with speaking, reading with writing or all of them, by focusing on realistic language, which lead to the learners the promotion of authentic language usage with the goal of developing learners 'fluency and finally the development of communicative competence in English.

7.2. LISTENING

Listening comprehension skills is a process which imply to be integrative being important for oral language and writing development. From this point of view, the process includes the targeting multiple language and cognitive skills. Which should not be limited for a lesson plan because it gives the opportunity to explore moments. For example, asking learners about what they did on the weekend being a way of expressing sentence to improve syntactic knowledge.

Then, there are factors related to speaker and listener characteristics that interfere in the listening process include such as accent, competence in the speaking, interest, and purpose, physical and phycological states, knowledge of context, memory, among others.

To dealt with these problems there are many strategies reported in the literature to helps students to improve listening abilities. There is not an ideal method that fits all types of English classes. Here, the teachers play an important role how to select the suitable listening strategies and how to apply them into the listening task.

Some tools that can be functional and focus to improve listening skill are the listening activities should be arranged from basic to more complex as the learners gain in English language and as more real as better or that relate to the outside world. To execute the listening activities, it is important the use of authentic materials and the adaptation of materials by using the technology, especially the exploitation because they play a big role to help students´ to improve their skills in listening and consequently in speaking and writing.

7.3. READING

There are amounts of opinions suggestions and research, regarding the teaching of reading skills. However, with the theoretical underpinnings of bottom-up and top-down, teachers, we can take advantage of the most useful methodologies associated with the different approaches. So, to develop reading abilities, both approaches should be considered and the integration of these is the interactive approach. I believe that teachers must emphasize in both psycho and linguistic. In fact, reading is a complex psychological activity and is the process of understanding speech written down. The interactive model that includes both is the schema theory. This theory guide practice and students to analyze from multiple level, understanding and mastering the content any text cultivating their logical thinking and language practice ability, building theory rhetorical schema knowledge, and activating them in reading to build rich content and failing to improve the reading comprehension ability better.

The schema theory also has limitations, although current pre-reading activities are quite common, these activities have many limitations in the teaching process and in many cases these activities do not function as expected. It has been discovered that contexts nor always improve reading memory. This process of reading has been described as "a psycholinguistic guessing game" in which highly efficient readers minimize their dependence on visual detail by using contextual knowledge to predict or examine these Differences from the original This "top-down" reading mode provides the English reading teacher with the wrong message that they think English reading teaching is to provide learners with "the correct background knowledge and encourage them to use the correct background knowledge in the decoding process take full advantage of this knowledge". However, a lot of research now shows that "language is the main problem and obstacle in first language reading".

Other important factor is the vocabulary, which plays an important and significant role in the production of spoken or written texts, however it has been receiving little attention. Teachers sometimes pay more attention on students´ linguistic competence rather than on vocabulary knowledge. It necessary to point out that, no matter how well the student learns grammar, or masters the sounds of the target language, without words to express a wide range of meaning, communication cannot happen successfully. Words need interaction, combination, and integration with others otherwise their learning is nonproductive (Tovar Viera, 2017)

Other factor to take in consideration for reading is the cross-cultural awareness, which has always been important in modern language studies, as preparing students for effective and competent intercultural communication requires not only mere teaching of linguistic skills like phonology, morphology, lexicology, and syntax, but also the vital component of cultural knowledge and awareness. And this provide learning opportunities for understanding, empathizing about geography or history, giving the appreciation of foreign people too.

For these reasons, teachers need to plan lesson in a step-by-step way. They need to build up students' confidence by starting from controlled and guided activities and move towards less-guided and more student-centered and creative activities. Also, by including new technologies to transform the way to learn and teach.

Finally, the assessment of students in skills such as writing is the close of cycle and can be achieved too by using different actions such as offering feedback, keep re-evaluating throughout the writing process, set clear parameters for your assignment and creating a scoring rubric.

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