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**PROPUESTA DE INTERVENCIÓN EDUCATIVA
USING INTERCULTURALITY AS AN ASSET FOR
TEACHING ENGLISH**

TRABAJO RECEPCIONAL

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

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Using Interculturality as an Asset for Teaching English

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Introduction

This project will show the results of various activities described in three lesson plans in which students practiced their listening, reading, speaking, and writing skills while enhancing vocabulary review and learning about important aspects of interculturality based on the controlled use of different resources including authentic materials, that will allow students to exemplify the information received during the development of this project.

This paper will display a current version of my teaching context, a definition of who I am as a language teacher, my teacher identity, and my teaching philosophy, including the changes they have passed during this acknowledging process.

Also, this assignment will talk about the rubrics and assessment tools used for the listening, reading, speaking and writing tasks explained in the lesson plan but also will inform about the results obtained during the development of the activities.

This paper will explain the development of the lesson plan carefully planned for class execution, the rationale behind the activities, the outcomes, and even issues and internal and external problems that happened while carrying out the activities.

This essay will display pictures and pieces of evidence delivered by students that will illustrate the work done while carrying out the activities explained in the lesson plan and even an English transcript made by an American teacher and me to ensure students understood the answers to their questions made during the speaking task.

Finally, this assignment contains a video made of shreds of evidence of each activity planned that shows how the activities were done, how the students reacted, and the outcomes of these tasks done during the English classes.

Chapter I

Philosophy and Theory

1.1 Teaching Context, Identity and Philosophy

My Teaching Context

My name is Alejandra Romera Bueno and I have a bachelor's degree in Business Administration from Universidad Autónoma de Veracruz Villa Rica, which is incorporated into UNAM. Currently, I am a teacher at UPMP, a public, bilingual, and sustainable university in Puebla, México.

This position is the first I had as a teacher, where I have been working for four years, and has been one of the most fulfilling experiences of my professional life. I have experience working for private universities, in administrative positions. In time I realized, that even though I was close and in touch with students, and working as an academic, I needed closer interactions and wanted to stay longer in the classrooms.

English has been one of my favorite subjects since I was in school, and in time, it became an asset and a professional skill that was developed and perfected over the years. Naturally, once UPMP offered me the position of teacher, a once-in-a-lifetime opportunity opened and I was able to get involved directly with students inside a classroom.

Students at UPMP have variable profiles and backgrounds. Currently, I teach three English groups, first graders, fourth graders, and seventh graders.

The first graders possess the most basic English skills of all three groups. Their average English level is A2 and, in contrast, it is the most challenging class up to this point due to the fact of the low understanding level of comprehension and vocabulary.

The fourth and seventh graders have an average English level of B1. Despite the differences in their English levels, all groups have similar social and language profiles.

During this quarter, the groups have been working on enhancing their vocabulary level and on watching authentic materials to improve their comprehension skills in addition to working with their workbook and online platforms that are crucial for their second language development.

One important aspect that should be taken into consideration is that UPMP is a public school, with functional but limited resources, even though can provide a decent WiFi connection and complete classrooms with projectors and computers; it can be insufficient if it is compared with a private university. (Appendix 1)

Another issue that they have encountered, as I assessed in previous assignments, is the lack of interest in learning the culture that surrounds the new language they are learning. They do not have an interest in watching TV shows such as sitcoms and reading in English, which has slowed the pace of their learning process. Regardless of these difficulties, students have been able to fulfill their learning tasks and overcome this by learning English as a second language successfully.

As strengths and skills, students have an innate ability for working online and using various platforms that would help them to practice their English skills. I am not proud to confess that they have helped me to use these resources more effectively over the years.

They also show to be very passionate to learn about useful information and vocabulary regarding their careers so they can use it once they have graduated. I agree with them as I try to include as much as I possibly can. In addition, they also are interested in learning about how to act and what to do when they travel to another country, especially the United States. This point of view may seem to contrast with the fact that they are not interested in the cultural facts of other

countries, but they do make questions about American currency and how to use it, and how to interact with a waiter in a foreign country.

As many students, regardless of their social background, their life experiences and resilience are astonishing. Some have serious family issues, some have endured difficulties that have lowered their self-esteem, and unfortunately, some have caved upon peer pressure and taken bad decisions that have impacted their development.

Nevertheless, they still show up in class with smiling faces, a good sense of humor, and most importantly, respect for their teachers, dean, and institution.

As for the way we work, we do it based on our workbook, which I use to base further activities on the book's lessons. Usually, my students do not like to work with the listening section, they find them dull and uninteresting. To overcome this, once we have finished the book's listening task, I look for authentic materials that can be used to complement the assignment so they can listen to a native speaker and learn new vocabulary or as an example of how the vocabulary seen on class is used on a daily basis.

For instance, If we are working on a unit that is talking about food, I would look for a YouTube video of a cooking show to enhance the vocabulary taught in the workbook or watch the Nailed It show on Netflix that will provide food, utensils and useful prefix vocabulary, like the words "undercooked" or "overbaked".

Lastly, one more aspect that I find important inside my classroom is to provide a fun, relaxed yet respectful environment where my students can speak freely without feeling they are being judged or ridiculed. I will not tolerate mocking and degrading of any kind and will constantly ask my students to express their doubts and questions and will answer them as many times as they need.

My Teaching Identity

Following Brad Olsen (2008) the teaching identity derives directly from the teachers' past and current professional and personal life experiences. In addition,

these past and present components influence heavily the way a teacher creates, understands, and plans their goals within their careers.

A teacher's identity is a reflection of a teacher's personality and expects them to act coherently with their definitions of themselves. This means that the values, resilience, and experiences that have affected their individualism were reflected in a self-awareness approach. This allows the teacher to become more sensitive and able to connect with their students.

We can rely on our teaching philosophy and inner beliefs to identify our place as teachers in the classrooms. Even though I do not have a significant number of years practicing teaching, I believe that I have gained enough experience to center myself and concentrate on finding healthy teaching habits and avoiding practices that I did not like or did not find helpful while I was a student.

One of the most profound experiences that marked my life and led to the path I would follow in order to become a teacher, was when I was in college and chose to teach elementary school students about drug and alcohol abuse. That inspired me to get closer to an academic environment and to make a difference in my student's lives and help them to become the best version they possibly could be.

Like most of us, I have also encountered unpleasant encounters with teachers who did not like their jobs or did not care about their student's needs, and some others who believed that students should struggle in order to learn. When I became a teacher, I promised myself that my classrooms would not be stressful places, that students should feel safe and heard at all times, and that high self-esteem and confidence can go a long way in learning a second language.

As for my teaching identity, based on previous experiences as a teacher and a student I believe to have become an open educator, that bases their method on their students' needs and critical thinking that would allow them to solve their language issues on their own, without the need of asking me for translation. Also, I identify myself as a mentor and a guide that will provide the knowledge, lessons,

and tools my students need for them to express themselves freely, accurately, and appropriately

Teaching Philosophy

According to The Scots College (2017) a teaching philosophy is a set of a teacher's concepts and beliefs regarding the education they are providing to their students. This can also include the professor's personal values and purposes based on their cognitive and social knowledge put into practice in their classroom.

As I stipulated in previous assignments, my former teaching philosophy was based on anxiety issues that caused some of my students to fall behind in class and, as a consequence, they tended to avoid asking questions or participating in class due to the lack of confidence.

While this may be true, I have worked on a current teaching philosophy that still owns that statement as a statement and essence but modified it to fulfill my students' needs and to enhance their second language skills to their advantage.

One of the main reasons I decided to maintain this path while correcting my teaching philosophy is due to personal experiences with my students, I have seen them struggling, bailing, remaining silent, or even storming out due to panic attacks. I believe that as teachers, we should also be aware of our students' psychological needs that could interfere with their learning process.

My new teaching philosophy is to focus on teaching the main English skills, based on a lesson plan carefully developed with incorporated realistic, logical-sequenced, and achievable lessons and objectives according to their level and with a modern technological approach that will aim at the university's program, using authentic materials and real-life situations as support that would help my students to exemplify and have a better vision of the lesson being taught in the classroom. Also, enhancing their curiosity and eagerness for learning about other countries, in this case, United States, and language usage would allow them to become socially active in English. Becoming a Mentor for them would not only be for language

purposes but to be seen as a guide they can look up to and reach for throughout their college years.

Last, but not least, I am determined to consider my student's feelings, points of view, and feedback, in order to find a teaching style that would fit my class and reduce stress and anxiety; which I am convinced will impact positively my students' development. All of this will be accomplished by including a relaxed and respectful environment where they can feel free to express themselves and collaborate with the class without the fear of being criticized and diminished.

1.2 Theories Underlying my Teaching Practice and Identity

There are many theories that educators rely on to ensure their students' second language acquisition. For instance, Behaviorism, is, according to Norbahira Mohamad (2018) a set of beliefs that stands for the fact that students learn from observing the actions and verbal development of people surrounding them.

This theory also believes that an individual is born with a white canvas when it comes to languages. This is why young children are capable of learning L1 from their parents nevertheless of their nationality and language. When it comes to the second language, this theory stipulates that through observation, exposure, and immediate positive or negative feedback and reinforcements from their teachers, creating a response in which knowledge would be reflected in results.

As a bilingual teacher, I plan my classes following this path, where classes must be given in English at all times, so students can get involved fully and deeply in the language, observe grammar rules in practice and vocabulary pronunciation as their teachers speak, and receive feedback as soon as their activity is over, that will help them to strive while practicing a second language and will lead to better achievements in shorter periods.

Another approach that was considered through the lesson plan development and classes was Hymes's Communicative Competence which, as stated by Hanny A. Walean (2004), is a combination of a sociocultural, grammatical, and

psychological communication system that focuses on social interactions, internal and external factors, and contextual awareness that result in a communicative exchange in a target language that will not be concerned about grammatical mistakes, but in the social and acceptable interaction between individual.

This competence concentrates a student's efforts on delivering a message that is appropriate to the public addressed, positive, according to the situation, and more importantly if it is accurate regarding the second language learner's idea in combination with their need to communicate.

This competence was useful when carrying out the speaking activity, in which students were able to speak with a Native American and ask some questions about cultural aspects and holidays in the United States that are unknown to our country. Before the activity took place, students were briefed on whether their questions were appropriate, and how should they address this person and even received information about what sensitive topics were forbidden for the interview.

When the activity was in progress, they were not stopped for grammatical corrections, due to the fact, the main purpose of this task was to provide a relaxed environment where students could focus on listening to the Native Speaker and formulate their responses than being aware of their mistakes, which can cause nervousness and shyness.

Aspects of intercultural competence were also taken into account for this project. Intercultural competence, as said by Marilena Minoia (2019), refers to the social interaction in which people can comprehend other cultures using cognitive and behavioral skills that, in time, will allow them to understand aspects of the world that are crucial for complete educational development. (p.89)

In order for this approach to work, teachers must orient their lesson plans to be inclusive and to provide meaningful cultural information that will create a globalized point of view and even exercise their critical thinking, cultural

competence, and their curiosity for exploring different cultures around the world that inevitably, they will have contact with.

Intercultural competence is involved in my classroom on a daily basis because I believe that it provides many positive aspects that must be considered by any language educator. For instance, they learn about tolerance and respect which are vital for everyone, especially for those who seek to learn English as a universal language tool. Also, creates cultural awareness and opens their minds to understand different points of view and perspectives, and increases their adaptability skills. Lastly, Their observation skills will be improved and used to understand, learn and interpret various ways of living and the ways they should react and behave under circumstances different than what they are used to or seen their whole life.(Appendix 2)

The activity that was more significant for my students was the speaking task, they learned about how Americans interact with each other, celebrate different holidays, and had the opportunity to practice their English skills with a Native American. Nevertheless, they also read an article about cultural differences and watched a video about the pros and cons of living in the United States.

It is important to mention that I commonly use authentic materials to better illustrate and support any topic seen in our workbook, but I consider that especially for cultural purposes, it is important for them to rely on these types of materials that will provide an insight closer to reality.

Another important approach that has been considered is the cultural criticality approach, according to Donna Humphrey (2016), which refers to the negative point of view toward cultural differences and these are seen as barriers that interfere with their second language acquisition process and could lead to a communication breakdown out of fear, disapproval or shyness.

Taking this into account, I have always focused my classes on a cultural approach, and always use exemplifications, research cultural aspects, and create

awareness of the differences between our costumes and the ones from other countries.

My students have expressed that they feel intimidated by foreign people, or they feel insecure because they believe they are mocking their pronunciation or criticizing them. I believe that this happens due to the fact that they have not had the opportunity to interact with somebody from another country or simply lack cultural interaction.

I have worked hard to minimize this point of view and these negative feelings from my students by planning activities that will introduce cultural awareness in order to wake their curiosity and even inspire them for wanting to travel abroad someday without any fears, criticism, or conflicts.

The experiential learning approach as stated by Sonja Knutson (2003) "encourages personal input, initiative, and self-direction in the learning process". (p. 54)

Students are able to achieve this by getting involved in an activity where they can put their skills into action and gain rewarding and constructive experiences that would act through a learning technique that will be unique for each student involved in the activity. Also, this will provide a perfect opportunity for students to make an individual reflection according to their point of view and exposure to transform these into fulfilling learning experiences.

During the activities made in class, I played the role of facilitator letting them make contact with another culture by themselves, allowing them to form questions about the holiday they wanted to learn about and get involved in the process by researching cultural aspects of the United States that are unknown for most people in our country.

According to María Elvira Barrios (n.d.), schema theory refers to how a student's learning process starts with new information blending with existing knowledge that was previously acquired and is still present in the learner's mind,

also called schemata. All of this by using two information processing techniques called bottom-up and top-down (p.239)

Following this theory, students use these techniques to predict the definition and context of unknown information and to internally find clues to interpret and comprehend this information and turn it into schemata.

Because of this, teachers must be careful when selecting reading and listening activities so students can use their previous knowledge to move forward into acquiring new information and creating new knowledge.

In my classroom students did a reading and listening task in which they must write down unknown words and look for the definitions in English.

One thing that I noticed was that they write fewer words and more advanced vocabulary as we continue working in class. Also, they ask fewer questions about cultural aspects or how a word can be used in a sentence.

This means that they have been using previous knowledge gained in previous tasks to predict the definition and context of a word or even phrases, which will let them understand the main idea of the text or video, intentions, and contexts and adopt a more active role instead of feeling clueless because of the lack of vocabulary knowledge.

One more competence that was taken into account was cross-cultural competence, which refers to, according to Louise Rasmussen (2021), the capacity to interact and connect with people from different backgrounds, costumes, and cultures while being able to effectively exchange ideas that will lead to creating positive relationships, and openness to the world.

I believe that this competence is vital for students to open their minds to different social scenarios that, eventually, will help them to open their possibilities for achieving not only social aspirations but also this approach can help them to develop professional contacts and relationships.

According to my experience, if a student wants to learn a language, culture must be implied along with the cognitive process, otherwise, the language becomes shallow and meaningless. Also, learning about different cultures while practicing a new language changes the way students see life, opens their minds, and makes them more resilient, receptive, and free of social anxiety.

The genre-based approach, which was used in the writing activities during this lesson plan, and as said by Luu Trong Tuan (2011), is meant to help students to explore their writing style while getting involved in using social and cultural contexts in order to improve their language features. (p.1472)

Furthermore, teachers need to encourage their students while practicing writing to include good grammar structure, content, and well-described ideas. But also, they must learn to reflect their social interactions and cultural contributions into their texts, which will allow students to look deeper within themselves, and with the correct use of linguistic forms, to gain new knowledge through the writing process.

For this lesson plan, after explaining the details and importance of cultural awareness and how English as a language is importantly involved in the process of people becoming intercultural beings, students were asked to write about the importance of English as a second language, in which they had to explain, with their own words, in what aspects they believe this language will become an asset for their personal and professional development, with astonishing results.

The direct method is, according to Mohammed Rhalmi (2009), a language learning technique in which students learn a language by being exposed to, receiving classes, tasks and carrying out various activities strictly in the target language and focusing on knowing new vocabulary every day, improving and correcting pronunciation to make it as close as native as possible and practicing speaking for communication functions.(Appendix 3)

The main purpose of using this technique is to teach a target language the same way children learn their mother tongue. This is achieved by using

observation of facial expressions, repetition for improving pronunciation, immediate feedback that allows rapid knowledge acquisition, and grammar structure.

Students at UPMP are used to this method due to the fact the university is a bilingual institution, and teachers must be aware that every class must be given in English. Furthermore, in this lesson plan, I took advantage of this situation to carefully organize activities and select media that can follow this educational path such as authentic materials, and ask for collaboration from other teachers in other countries that could enrich their interculturality.

Communicative language teaching is, in compliance with Sanako Blog (2021), a language learning method in which teachers aim their class planning for students to practice speaking through the use of conversation practices in which students are being prepared for real-life situations that might be possible in the target language.

The reality is that not all students have the English level or the capacity of speaking continuously for long periods. Nevertheless, teachers must work with creativity to create activities that interest their class and inspire them into participating and speaking freely, avoiding negative feelings that could make them hide in the back and avoid getting involved in the tasks.

Some examples that have been applied in my classrooms are role-playing, debates, personalized activities that match the tasks on their workbook, and conversation tasks using supportive authentic materials such as videos and online news. I must add that all of the activities described above are made under supervision, but let my students take the lead role regarding the conversation task. As a result of this, my students have developed a sense of controlled freedom that motivates them to express their ideas and concerns inside the classroom.

An additional hypothesis that has been taken into consideration is Krashen's acquisition-learning hypothesis, which is, as stated by Elizabeth Taylor (1986), an involuntary learning process in which students acquire a second language in a

similar way that they acquire their first language, this means, it generates fluency as part of the process. Of course, for this to happen, students must be compromised with the process and be eager to learn this new language. (p.60)

In other words, students would use input by exposing themselves to the target language, focusing on vocabulary comprehension, all of this by being completely unaware of the acknowledging process. This is because, this hypothesis does not focus on structure and cognitive methods, but in the natural process of how human beings learn to communicate since childhood.

Lastly, one last theoretical approach that I considered during this lesson plan was intrinsic motivation, which, as stated by Chiew Fen (2015), can be defined as when students have the intention to learn and set that accomplishment feeling as a satisfactory goal to pursue during their second language acquisition. (p.98)

The point of taking advantage of intrinsic motivation is to find the activities amusing and entertaining and to feel satisfaction just by being aware of the fact that the tasks will transform into knowledge. Thus, students must feel eager to learn and, in my opinion, it is the best type of motivation, as it is natural, compelling, and visible.

It would be a fantasy to believe that every single student in my classroom works under this type of motivation, but, as a teacher, I work very hard to inspire my students and to make them understand the importance of learning a second language by explaining to them that it is not just a requirement for graduating, but a magnificent opportunity for them to communicate with people from other countries and to open their possibilities to a better professional and cultural development.

Chapter II

Methodology and Practice

2.1 A Practical and Useful Lesson Plan

Listening and Reading Task

Figure 1 – Lesson Plan – Listening and Reading

Lesson Plan – English VII Module 3 Unit 2 Intercultural Competences in the English Language Classroom			
Lesson skills worked in this lesson: Listening and Reading		Time per lesson: 1 hour	
Lesson's objectives: Practice the four English Skills based on Intercultural Communication. Reinforce vocabulary and grammar seen in class. Usage of linkers and connectors to express ideas clearly and coherently. With visual and audio aid promote listening for details and comprehension. Create awareness about life in the US and identify differences between this country and México.		Student's profile: B1 (Intermediate) able to understand main ideas of clear text of familiar topics and to maintain simple conversations.	
Material: Workbook, online platform, notebook, pen, whiteboard and a Smartphone		Equipment: Computer, projector, HDMI cable and Smartphone	
Topic: Intercultural Communication, Assessment and Integration.		Vocabulary: Culture shock, heritage, stereotype, diversity, currency, language acquisition, traditions, heritage, racism, travel. Grammar: Mixed grammar tenses.	
Approaches: Content-based instruction		Subskills involved: Pronunciation, comprehension, intonation, idea connections, vocabulary, listening for details, inferring meaning.	
Lesson Outline			
Stages	Procedures	Techniques	Timing
Warm up	- Setting the scene by playing "What	Use of	5-10

	does your name mean?" Students must think of an adjective that starts with the first letter of their first name and write it on the whiteboard without writing the same adjective twice.	compensatory strategies, discoursal features, interactive processing, authentic materials.	minutes First Class
Main activities	<p>- Listening: Students will watch the video "The PROS and CONS of living in the United States" where they will be able to see clear examples of life in another country. Also, they must write down unknown vocabulary and find the definitions in English for further understanding. The Teacher will answer any questions students might have. https://www.youtube.com/watch?v=eCbpOdbbHs0</p> <p>- Reading: In order to reinforce the previously watched information, students will read from a website, "20 Differences that May Leave You With Culture Shock When Moving to the United States" where they will be able to understand and be aware of the cultural differences in the US compared to México. In addition, this reading exercise will be useful and works as an introduction to their speaking task. https://www.columbiaspectator.com/spectrum/2022/05/06/20-differences-that-may-leave-you-with-culture-shock-when-moving-to-the-united-states/</p>	Top-Down listening strategies, phonetics, increase vocabulary, integrated skills, controlled and free speaking practices	20 minutes 20 minutes
Closure	- The teacher will select some students to speak their minds about the video that they have watched so they can point out some differences they noticed between México and the United States	Negotiating techniques, fixing communication issues, reinforce vocabulary, mixed feedback	5-10 minutes

Adapted from Amanda Meier (2014) Sample Lesson Plans, Intermediate 4 Spring 2014

(<https://static1.squarespace.com/static/52f20985e4b0c058f60aec80/t/547b4bf8e4b01fb13301c089/1417366520481/CEP+Lesson+Plan+1+%E2%80%94+Amanda+Meier.pdf>)

For the listening warm-up activity, students played a game that is called "What does your name mean?" where they had to think of an adjective that starts with the first letter of their first name and write it on the whiteboard, for instance, I would say "My name is Alejandra and I'm Authentic".

This warm-up activity started with the teacher giving the instructions, and students taking a few minutes to think of the adjectives without looking for information on their phones.

After the instructions, they walked over to the whiteboard to write their adjectives one by one. Some of them needed spelling correction or translation help, but nevertheless, it turned out to be a fun activity in which they were able to explore their vocabulary knowledge and relax for the activity to come.

The first main activity that took place was a listening task in which students watched the video "The PROS and CONS of Living in the United States" where they learned about cultural differences with this country by a video made by a foreigner living in that country.

In addition to watching this video, students had to write down unknown words for vocabulary enrichment. I explained the definitions after the video so they could clear their minds and for me to ensure that they truly understood the context and meaning of the video.

After this activity took place, I asked the class if they had any questions about cultural facts learned or any vocabulary word that was not explained and made sure to assist them in everything they needed.

As for the reading task, students read an online article about the cultural differences from a foreigner's point of view about living in the United States. activity was carried out by the teacher selecting and dividing the text so every student had a chance to read out loud their part of the text. While doing so, the teacher corrected pronunciation issues and explained the unknown words from the text.

Some students felt insecure about reading and speaking in front of the class, but I made sure to encourage them to feel more confident and reduced their anxiety by telling them that it is acceptable to make mistakes as long as they learn from them.

One issue that we encountered during this activity is that our WiFi and computer failed that day. Nevertheless, as a team, my students and I decided that they could do the activities relying on our smartphones.

I send both links (for reading and listening) to our Whatsapp group and they opened them on their own. They had to watch the video individually and write the unknown words on their own. As for the reading exercise, they took turns reading from their smartphones.

Even though there were impasses regarding these tasks, the class was able to successfully complete their work with no further issues. Also, I did not tolerate any mocking or laughing from their peers to maintain a respectful and relaxed environment while carrying out this activity.

For closure, I asked some of my students to speak about what they just read. At first, they hesitated on participating, but eventually, and with some support, they started to speak their mind and ask questions about their curiosity and their concerns about living or visiting another country. Besides, many of them have not been able to travel abroad, so they see these exercises as an opportunity to prepare their minds for doing it in the future.

Speaking Task

Figure 2 – Lesson Plan - Speaking

Lesson Plan – English VII Module 3 Unit 2 Intercultural Competences in the English Language Classroom			
Lesson skills worked in this lesson: Speaking		Time per lesson: 1 hour	
Lesson’s objectives: Practice the four English Skills based on Intercultural Communication. Reinforce vocabulary and grammar seen in class. Usage of linkers and connectors to express ideas clearly and coherently. With visual and audio aid promote listening for details and comprehension. Create awareness about life in the US and identify differences between this country and México.		Student’s profile: B1 (Intermediate) able to understand main ideas of clear text of familiar topics and to maintain simple conversations.	
Material: Workbook, online platform, notebook, pen, whiteboard and a Smartphone		Equipment: Computer, projector, HDMI cable and Smartphone	
Topic: Intercultural Communication, Assessment and Integration.		Vocabulary: Culture shock, heritage, stereotype, diversity, currency, language acquisition, traditions, heritage, racism, travel. Grammar: Mixed grammar tenses.	
Approaches: Content-based instruction		Subskills involved: Pronunciation, comprehension, intonation, idea connections, vocabulary, listening for details, inferring meaning.	
Lesson Outline			
Stages	Procedures	Techniques	Timing
Warm up	- Practicing vocabulary before writing. The teacher will write on the whiteboard the word “Discrimination” and students must say words related to it, such as skin color, religion, and nationality.	Use of compensatory strategies, discorsal features, interactive processing, authentic materials.	5-10 minutes

Main activities	<p>- Speaking Students will be asked to prepare questions about cultural aspects of the United States that they will ask a Native Speaker. They will have the opportunity to speak to an American English and Spanish Teacher online (Google Meet) that will answer the previously elaborated questions. Students will focus their questions on holidays, costumes and concentrate on learning cultural differences creating awareness of the American way of living.</p>	Top-Down listening strategies, phonetics, increase vocabulary, integrated skills, controlled and free speaking practices	40 minutes First Class
Closure	<p>- Students must write a gradual release exit slip describing what they have learned during the online conversation.</p>	Negotiating techniques, fixing communication issues, reinforce vocabulary, mixed feedback	5-10 minutes

Adapted from Amanda Meier (2014) Sample Lesson Plans, Intermediate 4 Spring 2014

(<https://static1.squarespace.com/static/52f20985e4b0c058f60aec80/t/547b4bf8e4b01fb13301c089/1417366520481/CEP+Lesson+Plan+1+%E2%80%94+Amanda+Meier.pdf>)

The speaking started with a warm-up activity that consisted of the teacher writing on the whiteboard the word "Discrimination" and asking their students what does it mean.

After that, students would have to say out loud the different ways a person can be discriminated against such as skin color, nationality, and religion among others, and then identify specific aspects of each discrimination subject. For instance, for skin color, they would say white, tan, or black, and for nationality, they would say Mexican, American, Chinese, and so on.

This exercise was very useful and a marvelous ice breaker for teaching vocabulary and also for creating awareness about our actions and behavior among other people. In addition, students enjoyed this activity and engaged actively.

For the main activity, I prepared an online video conference with a Native American English and Spanish teacher who spoke to my students for a forty-minute session. Previously, students had to research different holidays in the US but not in México, such as Saint Patrick's Day, Mardi Gras, and Thanksgiving among others, and ask questions to the Native American about how they are celebrated.

Students were nervous at the beginning, but as the class carried on, they started to loosen up and even made a small reply or asked a follow-up question.

Students learned about The Venetian Night, Saint Patrick's Day, Mardi Gras, Thanksgiving, The Air and Water Show, and even a little bit of other activities held in Downtown Chicago.

As soon as the video was over, I explained some vocabulary words that students were unfamiliar with, like cranberries, sonic boom, and downtown which helped them understand the context and have a clearer vision of what the foreign teacher was explaining to them.

At the end of the class, students wrote a release exit slip in which they described what they have learned during this conversation. Some of them explained that it was an interesting experience and asked to do this again sometime in the future.

One thing that went wrong during this activity is the fact that the audio and the speakers malfunctioned, but we managed to carry out the activity with my laptop's speakers, it was not the audio quality I was hoping for, but it was enough for my students to enjoy this experience.

Writing Task

Figure 3 – Lesson Plan - Writing

Lesson Plan – English VII Module 3 Unit 2 Intercultural Competences in the English Language Classroom			
Lesson skills worked in this lesson: Writing		Time per lesson: 1 hour	
Lesson’s objectives: Practice the four English Skills based on Intercultural Communication. Reinforce vocabulary and grammar seen in class. Usage of linkers and connectors to express ideas clearly and coherently. With visual and audio aid promote listening for details and comprehension. Create awareness about life in the US and identify differences between this country and México.		Student’s profile: B1 (Intermediate) able to understand main ideas of clear text of familiar topics and to maintain simple conversations.	
Material: Workbook, online platform, notebook, pen, whiteboard and a Smartphone		Equipment: Computer, projector, HDMI cable and Smartphone	
Topic: Intercultural Communication, Assessment and Integration.		Vocabulary: Culture shock, heritage, stereotype, diversity, currency, language acquisition, traditions, heritage, racism, travel. Grammar: Mixed grammar tenses.	
Approaches: Content-based instruction		Subskills involved: Pronunciation, comprehension, intonation, idea connections, vocabulary, listening for details, inferring meaning.	
Lesson Outline			
Stages	Procedures	Techniques	Timing
Warm up	- Playing “Three things in common”. Students must work in pairs and discuss three things they both did at the weekend and share them with the class.	Use of compensatory strategies, discorsal features, interactive processing, authentic materials.	5-10 minutes

Main activities	<p>- Writing The teacher will provide a file that contains useful linkers and connectors with translations, definitions, and examples. Then, students must write a composition about why is important to learn English as a second language, with personal insight and opinions.</p>	<p>Top-Down listening strategies, phonetics, increase vocabulary, integrated skills, controlled and free speaking practices</p>	<p>40 minutes</p>
Closure	<p>- Students will read their classmates written work about learning English as a second language, comparing and reflecting their own ideas with their classmates' contributions.</p>	<p>Negotiating techniques, fixing communication issues, reinforce vocabulary, mixed feedback</p>	<p>5-10 minutes</p>

Adapted from Amanda Meier (2014) Sample Lesson Plans, Intermediate 4 Spring 2014

(<https://static1.squarespace.com/static/52f20985e4b0c058f60aec80/t/547b4bf8e4b01fb13301c089/1417366520481/CEP+Lesson+Plan+1+%E2%80%94+Amanda+Meier.pdf>)

This class started with students playing "Three Things in Common" where students worked in pairs and discussed three things they both did during the weekend and share them with their peers. This activity was carried out well, but some of them did not take it seriously and tried to play it low-key by saying they both did absolutely nothing. I encouraged them by saying it was impossible to believe that they would have stayed locked down in their rooms for three days. After saying this, they discovered some activities they did alike and the task continued normally.

For the main activity, I displayed on the whiteboard some linkers and connectors that will come in handy for the writing task to come.

Once the linkers were on display, students wrote a one-page composition about the importance of learning English as a Second Language. I asked them to write about their insights and opinions about this topic and share details about their plans for the future using English.

For the closure activity, students read their peer's work with the intention of them reflecting on their own ideas with their classmates. As a result, they will find more useful reasons for learning English properly, and use it not only as a necessary asset for a bilingual university but also as a useful tool for effective communication.

2.2 Designing of Necessary Tools to Assess the Progress of Students

There are multiple ways a teacher can assess their students' development. Some of these tools have been used in my classes to evaluate at the end of a unit such as traditional assessment, formal evaluations, and summative assessment among others.

As stated in previous assignments, at UPMP the assessment types described above are usually ready to be adapted and downloaded and are provided by the workbook's online platform allows teachers to save time in elaborating exams for each term and unit, especially when it comes to grading due to the fact of teaching multiple groups at the same term.

These tests are made with multiple-choice, true/false, and cloze questions. One negative perspective is that teachers are not allowed to elaborate on their tests from scratch. On the contrary, we must download a pre-made test that is ready to adapt to our expectations but not discard. Even though this can be seen as restrictive, it is, in fact, a useful tool that provides boundaries and eliminates the possibility of writing tests that could be out of place according to the topics seen in class and also are easy to grade and revise.

With that being said, it is important to emphasize that for the activities carried out on this lesson plan, the evaluation was based on a rubric especially

elaborated for each of them, but the grade obtained during these activities was taken into account for the participation percentage of the overall grade.

2.3 Attached Evidence

Figure 4 – Students playing “What does your name mean?”



Picture taken during class activity

During the reading and listening task in the lesson plan, students had an opening activity called "What does your name mean?" in which students had to think of an adjective that started with the first letter of their names and were asked to write it down on the whiteboard while introducing themselves with that adjective.

After they had written all the adjectives, I made sure they all knew the definitions of each word before moving on to the main activities. This was useful for them to learn new adjectives and to lose themselves for the activity to come.

Figure 5 - Reviewing vocabulary after the video

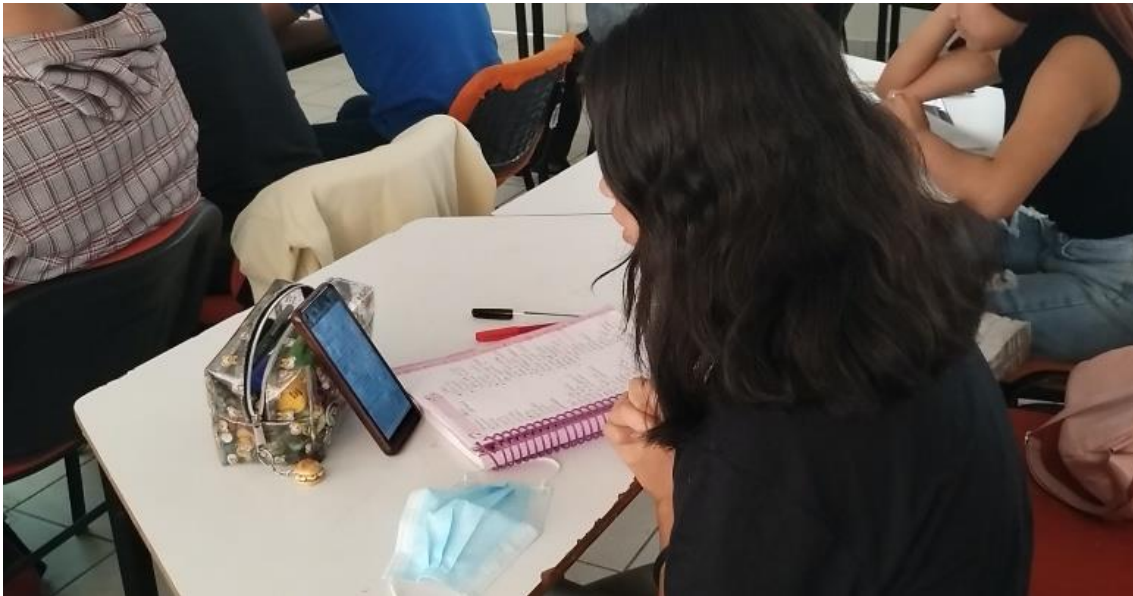


Picture taken during class activity

The listening activity was carried out by the teacher playing a YouTube video where students must pay attention to the cultural differences and write down unknown words for later interpretation. Before this task started, the classroom's audio system malfunctioned and I was unable to display the video on the whiteboard.

To fix this issue, I send the link to our WhatsApp group where they had to listen to it individually. One thing I would have done differently for this task is that I would have asked my students to bring headphones so they could watch and listen to the video without background distractions.

Figure 6 – Reading task



Picture taken during class activity

The reading task was about students reading an article about culture shocks people have encountered while living in the United States. Paragraphs were divided so every student could read out loud to practice speed and pronunciation as well. After each paragraph was read, I revised the unknown vocabulary and cultural contexts so the text would be as clear as possible.

During this task, the projector was not bright enough so I repeated the solution by sending the article's link to our WhatsApp group for them to be able to read it more efficiently.

In the end, I would have sent the link in the first place because I wasted some time trying to fix the projector. This classroom has been assigned since the quarter started, so it was not possible for me to change it, especially on such short notice.

Figure 7 – Vocabulary Development (Discrimination)



Picture taken during class activity

The speaking task started with a warm-up activity in which the teacher wrote down the word "Discrimination" and students would say vocabulary words related to different ways a person can be discriminated against.

This turned out to be a remarkable way to create consciousness and students enjoyed this activity. I believe that they learned useful vocabulary that will give them the strength for them to express their ideas and beliefs.

I will repeat this activity, but next time I will do it as a full class activity. I realized it is an asset for vocabulary learning, it is interesting for students and allows teachers to focus on one subject but go a little bit more profound for enhancing knowledge acquisition.

Figure 8 – Speaking activity



Picture taken during class activity

In my opinion, the speaking activity was the most important task that was carried on during this lesson plan. Students had the opportunity to speak with a Native American and ask questions about cultural differences, and holidays that are celebrated in the United States but unknown in México. They learned about various holidays such as Mardi Gras, Venetian Nights, and Saint Patrick's Day among other celebrations.

One issue that we encountered is that we could not make the audio work, so I had to use my laptop and an HDMI cable to connect directly to the projector, and as a result, the audio was not loud enough for students at the back of the classroom. This turned out to be a blessing in disguise because students were forced to remain silent and focus on the activity.

This activity was fun, and students were eager to speak and excited about formulating the questions. In addition, students paid close attention and replied to the speaker's questions, making this activity the perfect opportunity for practicing and developing conversation techniques.

Figure 9 – Vocabulary review after speaking task



Picture taken during class activity

When the video call was over, I asked my students if they had any questions and explained what I could not do during the speaking session.

They had vocabulary questions such as "pumpkin" and "Sonic Boom", I explained each word and doubts before ending the activity by asking them to deliver an exit slip with information about what they have learned during the task.

The exit slips showed that they have enjoyed the activity and would like to do it again as soon as possible. I promised I would organize a second speaking section after we finish the workbook unit.

In this assignment, I will provide a transcript that was a useful tool for this task.

Figure 10 – Students playing “Three things in common during the weekend”

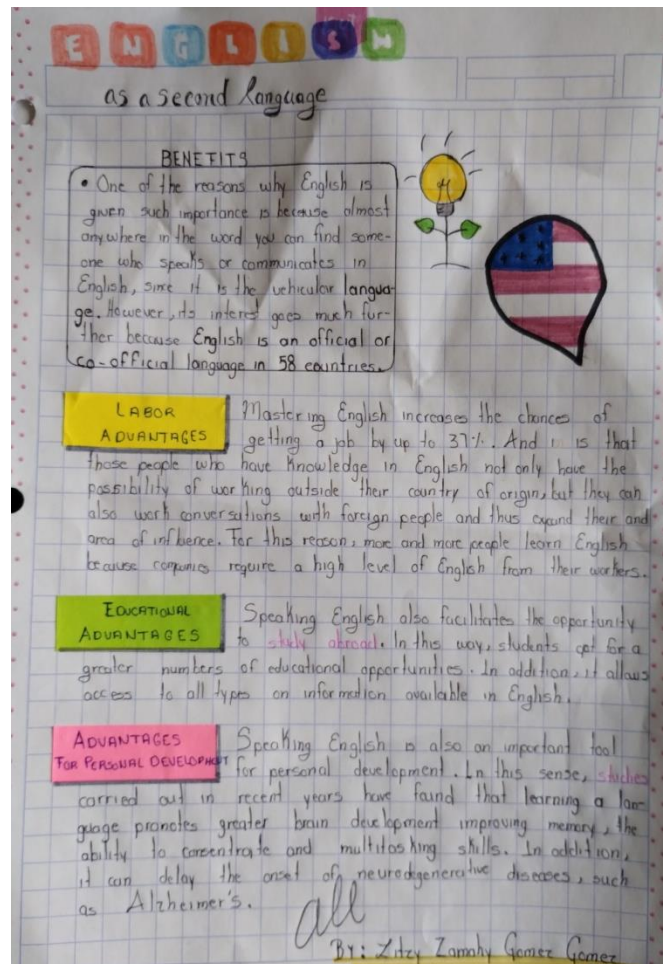


Picture taken during class activity

For this activity, students worked in teams to discuss with each other what they did over the weekend. Then they had to identify three things they did alike and explain them to the class.

This task had an interesting outcome, two of my students, that worked together, went to the same places and ate the same thing on the same day without being together- This helped the class to laugh and relax before the main activity came.

Figure 11 – Writing activity



Picture taken during class activity

After all the cultural work was done, for the writing activity, it was planned for students to develop a paper in which they had to express their opinions and insights on the importance of learning English as a second language, enhancing their work in the advantages of being bilingual.

Figure 12 - Reading peers' work



Picture taken during class activity

After the writing activity was finished, students read their peers' work out loud so they could compare their insights and points of view with their classmates.

This turned out to be an interesting activity due to the fact they realized that their ideas were similar and shared the same projects for the future using English.

2.4 Assessing Tools Used in Class

Figure 13 – Rubric for Listening Activity

	Basic 1 Point	Proficient 3 Points	Advanced 5 Points
Vocabulary	The student recognizes some words seen in class and is able to understand simple phrases with the help of subtitles.	The student recognizes most words, understands the main idea but struggles to try to understand contexts.	Students comprehend most words said, understand the main idea, and is aware of contexts, and only use subtitles as a guide.
Communication Skills	Students are not able to receive nor reproduce the information from the video. Also, they cannot understand the main idea of what is being said.	Students are able to partially receive and reproduce the information from the video. Also, they can understand fractionally the main idea of what is being said.	Students are able to completely receive and reproduce the information from the video. Also, they can fully understand the main idea of what is being said.
Task Achievement	Students needed to listen to the instructions several times before carrying them out because they were not clear enough.	Students understood the instructions after listening to them but asked questions regarding the activities.	Students understood the instructions after listening to them and were able to complete the task with no further questions.

Based on <https://egmusic.weebly.com/6th-grade.html>

Figure 14 – Rubric for Reading Activity

	Basic 1 Point	Proficient 3 Points	Advanced 5 Points
Vocabulary	Students are not able to understand the words well enough to comprehend the main idea of the text.	Students are able to understand some words of vocabulary used in context and can identify the main idea and provide some details about the text.	Students can identify the main idea from the text, they can recognize a fair amount of vocabulary and familiar words based on context and are capable of replying their insights and opinion of the reading exercise.
Interpretation	Students are not able to resume and explain the main points of the text even with the help of the teacher.	Students can work independently to resume the text and explain the main points of the text but still look for attendance from their teacher.	Students can work independently to resume and exemplify the text and explain the main points of the text with details and contexts.
Task Achievement	Students needed to listen to the instructions several times before carrying them out because they were not clear enough.	Students understood the instructions after listening to them but asked questions regarding the activities.	Students understood the instructions after listening to them and were able to complete the task with no further questions.

Based on <https://comprehensibleclassroom.com/2018/08/19/how-to-grade-reading-comprehension/>

Figure 15 – Rubric for Speaking Activity

	Basic 1 Point	Proficient 3 Points	Advanced 5 Points
Vocabulary	Students cannot find the correct words to express themselves, they need constant translation and help from their teacher to complete sentences.	Students used new words and some common expressions to express themselves. They rarely needed help from their teacher to complete sentences.	Students use a wide range of vocabulary, idioms, and common expressions and are capable of expressing themselves effectively.
Communication Skills	Students have a poor sentence structure, their ideas are not organized and it is hard for the listener to understand the message and the intention.	Even though there are some organizational and structural issues in their speech, students are capable of expressing their ideas accurately.	The main ideas are well organized and are expressed correctly. The listener is able to comprehend the message and the conversation is constant.
Pronunciation and Rhythm	The students are not able to speak with the right pronunciation and the rhythm sounds inefficient. The listener cannot understand the words correctly. Pronunciation must be improved.	The students usually are able to pronounce, intonate and speak with an acceptable rhythm, the conversation is flowing easily.	The students pronounce, intonate and speak with good rhythm and the conversation flows easily and naturally.
Task Achievement	Students needed to listen to the instructions several times before carrying them out because they were not clear enough.	Students understood the instructions after listening to them but asked questions regarding the activities.	Students understood the instructions after listening to them and were able to complete the task with no further questions.

Based on <https://cedec.intef.es/cedec-rubric-to-assess-an-oral-presentation-3/>

Figure 16 – Rubric for Writing Activity

	Basic 1 Point	Proficient 3 Points	Advanced 5 Points
Word Choice	Students lack the proper vocabulary to finish the task.	Students use a wide range of vocabulary but are sometimes redundant and repetitive. They also try to express themselves the same way they do in Spanish.	Students use a wide range of vocabulary successfully and appropriately with the task they must carry on.
Sentence Fluency	Students do not write well-structured sentences.	Most of their sentences are well-structured and complete.	Students always use complete, clear and well-structured sentences.
Grammar	Students have numerous mistakes in spelling, grammar, order, and structure.	Students have some mistakes in spelling, grammar, order, or structure but it does not interfere with the message and communication.	Students have very few or there are no mistakes in spelling, grammar, order, or structure and it does not interfere with the message and communication.

Based on <https://studylib.net/doc/6901913/rubric-%23-1--analytic-reading>

On the first day of my lesson plan's activities, students practiced listening and reading by watching a video about a foreigner's perspective of the United States after moving to that country and reading about culture shocks travelers have encountered while visiting that country.

For the listening task, some of the points that were taken into consideration were the amount of vocabulary recognized, the communication skills and if they were able to understand the main idea of the video, and the task achievement abilities as their ability to carry on the task without any further information or repetition.

The rubrics showed that most students were able to comprehend most words being said on the video, understood the main idea, and were also capable of acknowledging cultural contexts. In addition, even though they still wrote down a handful of unknown words for me to explain, they were able to do so without the overuse of subtitles. Also, the instructions were understood by most of the class, and started working as soon as I finished explaining the tasks, some students asked questions about what they needed but understood the assignment after speaking to them for a few minutes.

Nevertheless, a small number of students could not understand some words and struggled for understanding cultural contexts and partially understood the main idea of what was being said in the video.

The reading activity was assessed with vocabulary knowledge not only for understanding the text, words, and main idea but also for being capable of replying to their insights and opinion for the closure activity. Another aspect that was revised was the level of interpretation of the information being read, for students of being able to recognize the details and cultural context exposed in the article. In addition, another aspect taken into consideration was if students could understand the instructions after listening to them and completing the task without asking for repetition.

For this task, the class was able to identify the main idea and recognized a fair amount of vocabulary words, also their pronunciation, even though still needs practice, was decent and has shown signs of improvement. Some wrote down more words than others, but overall, they showed an advanced improvement in vocabulary development.

For interpretation, they had some mistakes and misunderstood cultural contexts, which caused them to get confused when it came to explaining the main points of the text. After I explained and pointed out the mistakes, they were able to carry out the activities without any further complications.

For the speaking task, students had a conversation with a Native American in which they asked questions about holidays that take place in the United States but are unknown to most people in our country. The conversation took place online, and students were prepared in advance with their questions ready to be asked.

This activity was graded by the amount of vocabulary and common expressions used and understood while speaking, how effectively they were expressing themselves and being understood by the speaker, their pronunciation, rhythm, and intonation when speaking, and how clear the instructions were for them.

Most students were able to use a wide range of vocabulary and were able to understand some idioms and common expressions. Overall, they expressed themselves effectively and understood the answers and explanations with brief involvement from their teacher. They also expressed themselves correctly and politely and kept the conversation fluent without pauses and misinterpretations.

Their pronunciation and rhythm were acceptable, but they still need to work on their pronunciation skills. This issue did not interfere with the communication process, nevertheless, they still have to improve on that matter. Also, they were able to understand the instructions without any further questions or explanations from their teacher or the online speaker.

Lastly, for the writing activity, students were asked to write a 500 words paper about the importance of studying English as a second language, in which students had to express their opinions and insights as a deep reflection on what aspects are crucial for them to continue studying the language.

They were graded based on appropriate word choice, sentence fluency, how clear and structured the sentences chosen for the task, spelling, order, and grammatical structure of the paper.

On these assignments, students used a decent amount of vocabulary, but they quickly became redundant and repetitive and also tried to express themselves the same way they do in Spanish, which made some papers difficult to catch on. A few of them needed help due to their lack of vocabulary.

Even though most sentences were structured and complete, some of them failed on connecting ideas that stopped fluency in the text. In addition, a few of them showed some mistakes in spelling, grammar, and structure, but were able to express themselves and deliver a message without obstacles in communication.

Overall, the results were good, but they still need to work on their writing skills in order to improve and be able to transmit their thoughts and insights effectively.

2.5 Video of Activities Developed in Class

The following link follows a 10-minute video that summarizes all activities stipulated on the lesson plans.

<https://drive.google.com/file/d/1znydJXEad4kFKPSNdJgdIEBoieibVMNg/view?usp=sharing>

Chapter III

Experience Report

During the making of this project, several activities were developed in order to put them into practice with our students. According to my point of view as their teacher, the outcomes obtained during the performance of these activities are surprising and positive.

The first thing that must be taken into consideration is that I work at a public bilingual school, and even though it has a decent infrastructure, sometimes there are difficulties that teachers come across that are impossible to fix or control. For instance, if the Wi-Fi malfunctions and the Internet is needed for finishing a task, not all students are capable of using their phones to support the lack of an online network, so I must adapt and find a solution to make this happen.

Also, most students have not had any contact with different cultures or even traveled abroad, but always showed curiosity for learning about them and loved to see fun facts about other countries in class. I firmly believe that for a student to learn a language is crucial for them to fully understand the contexts and the culture for the language to sink in. In addition, some of them have said that at home, are not allowed to watch television in English, which makes the effort made in class milder than expected.

For this lesson plan, I took advantage of my student's curiosity for learning about other countries, especially showed great interest in the United States and Canada, and eagerness of traveling someday to these countries.

The listening and reading activity were carried out quite easily as students tend to work better and faster when doing something they are interested in.

After the tasks, students felt confident enough for asking questions and wondering if what they read and watched was real or exaggerated. I explained that it was an accurate description and they needed to study English to travel and see it by themselves in the future.

This activity was useful for lessons to come, due to the fact students asked me to incorporate similar activities and to include cultural facts in every lesson. I believe that it had a positive impact and hopefully, this curiosity would have a long-lasting impact on their language development.

The most significant activity that took place was the speaking activity. As I said before in this project, they had to speak to a Native American asking questions about American holidays that are unknown in México.

The participation in this task was impressive, they could not wait to get their turn to sit down in front of the laptop and speak. This activity was fun, entertaining, and meaningful for them. Students asked about these holidays and the way they are celebrated personally by the speaker.

As I stated above, students are not used to interacting with foreigners, and at first, I thought that they would feel afraid or shy and my expectations were completely different from the outcomes.

I was happily surprised to see their positive attitude, their enthusiasm, and their conviction to communicate with the speaker and truly wanted to learn about American culture and showed their interest in traveling to Chicago to see these events someday. This was priceless to me and I enjoyed it as much as they did.

The writing activity was easier to fulfill because of all the information they received. They were able to express their thoughts, opinions, and insights in the paper they hand in at the end of the class.

Before this activity was carried out, I gave them a list of linkers and connectors to help them express themselves more fluently and easier. Among all the opinions I read, while revising their work, most of them think that they need to learn English for personal and professional growth. The common opinion among my students is that English will allow them to engage with people around the world and will provide educational, labor, and personal development opportunities that cannot be ignored.

Overall, I believe that these activities had a positive impact on my students and I will include cultural topics and facts as a compliment for every unit on their workbook.

Chapter IV

Conclusions

This specialty taught me to learn and create my teaching philosophy and identity which allowed me to identify myself as a teacher and to establish my role insight and out the classroom, as also, as the theoretical concepts, principles, hypotheses, methods, and techniques necessary for a better second language acquisition and that will help me from now on, to clarify and better express what I want to transmit to my students and to aim my English classes along with aimed objectives that will lead to well-oriented professional growth integrating personal values and beliefs.

There are several ways for grading English skills, this project showed different rubrics that were used on listening, reading, speaking, and writing activities made in class and a brief explanation of how they were applied with students from UPMP during the task. In addition, this paper showed a carefully designed lesson plan for each lesson, their main goals, resources used, and difficulties that were endured during the process of these activities.

During the execution of the lesson plans and the assessment, rubrics elaborated for students at UPMP, several activities such as a listening and reading task, a speaking activity involving a Native American on a video conference, and a writing exercise about the importance of English as a second language were carried out by the students in which interesting outcomes and results were reported in this project.

One of the main reasons why I decided to focus on cultural awareness towards different costumes of the United States was because students were showing curiosity towards the American currency, holidays, and way of living. Because of this, I looked at my possibilities and realized that the best way to learn from a country is by its people, so that was how I started planning the activities for this assignment, always considering my students' well-being and necessities.

This work was refreshing, constructive, and beneficial, not only for my students but for me as well. Students were forced to work out of their comfort zone and confront their social anxieties and fears while practicing their language skills, enhancing their critical thinking and thinking outside the box by working with authentic materials, real people with different points of view presenting positive outcomes, and academic growth.

I realized during this project that teachers need to take into account while planning a lesson plan, to always contemplate what can go wrong and to plan to overcome the internal and external difficulties teachers can encounter, so both teachers and students could, despite them, successfully finish the tasks planned and gain the knowledge and experience to become better English speakers.

Finally, I have learned so much during this specialization and I am grateful that I got this opportunity to learn and to grow as a professional and to become a better version of me that can actually help me to be the teacher that makes the difference in their students.

Extra Evidence

Extra Evidence 1 - The following link is a document that contains a transcript used as practice for the speaking exercise in class.

https://docs.google.com/document/d/1B2uolpJZrO6ug73sSCxv-_llzrYTCg7l/edit?usp=share_link&oid=111557266997420686582&rtpof=true&sd=true

Made by John Daugherty and Alejandra Romera

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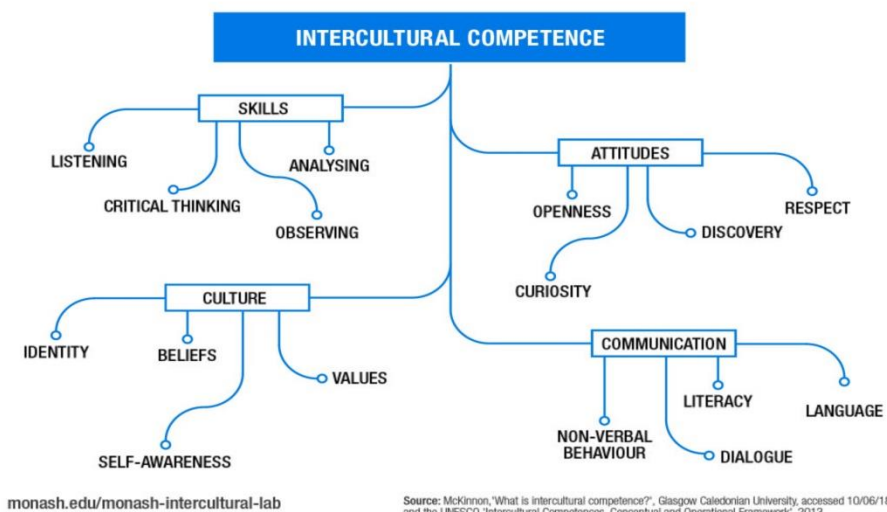
Appendices

Appendix 1 – Universidad Politécnica Metropolitana de Puebla



Retrieved from <https://www.elsoldepuebla.com.mx/local/upmp-la-unica-con-el-modelo-bilingue-bis-puebla-5575453.html>

Appendix 2 – Intercultural Competence



Retrieved from https://www.consul-tech.nl/blogs/intercultural_competence

Appendix 3 – The Acquisition – Learning Hypothesis

learning	acquisition
similar to studying most other subjects	similar to first language acquisition of children
explicit, formal knowledge	implicit, informal knowledge
conscious learning of a language	unconscious "picking up" of a language
formal teaching helps	formal teaching does not help

AuthenticGermanLearning.com

Retrieved from <https://www.authenticgermanlearning.com/how-to-learn-german/natural-approach-to-language-learning/>

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