

SEP

SECRETARÍA DE
EDUCACIÓN PÚBLICA



UNIVERSIDAD PEDAGÓGICA NACIONAL

UNIDAD AJUSCO

PROPUESTA DE INTERVENCIÓN EDUCATIVA

FINAL PROJECT:

PREHISPANIC ART FAIR

TRABAJO RECEPTACIONAL

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

**PRESENTA:
MARÍA ELIZABETH CERVERA RIVERA**

**ASESOR:
MTRA. ROCÍO SALGADO PEREA**

México, DF. a 11 de junio de 2023

UNIVERSIDAD PEDAGÓGICA NACIONAL

UNIDAD AJUSCO

Final Project:
A LESSON PLAN IN ACTION:
PREHISPANIC ART FAIR

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

Tuition:
220926024.

Student:
MARÍA ELIZABETH CERVERA RIVERA

Teacher:
MTRA. ROCÍO SALGADO PEREA

June 11th, 2023

Table of content

Introduction	4
Module 1	5
Theories, principles and approaches regarding learning and language acquisition	5
Chapter 1: Philosophy and theory	6
1.1 Teaching context, identity, and philosophy	6
1.2 Theory underlying your teaching practice and identity.	10
Module 2. Approaches and methodology for the four skills: reading, writing, listening, and speaking; always taking into account lexis and syntax whilst developing digital competences.	14
Chapter 2: Methodology and practice	15
2.1 A practical and useful lesson plan.	15
2.2 Designing of necessary tools to assess/test the progress of students.	17
2.3 Attached evidence of photos.....	21
2.4 Show evidence of your designed tools to assess your students.	22
2.5 Video.....	24
Module 3. Cultural awareness and Intercultural competences, as well as assessment and testing tools to measure students' development and progress with the aid of digital tools	27
Chapter 3: Experience Report	28
Results	28
Chapter 4: Conclusions	31
Conclusions	32
References	36
Appendixes	39
Carta de originalidad	47

Introduction

We can define “teaching philosophy” as a statement of thoughts and beliefs about how someone teaches. Also is the set of things a teacher considers students have to learn.

It is really interesting when we read about different teaching philosophies because it opens our minds and enriches our path as an educator. As teachers, we never stop learning, I like when teachers share between each other ideas about teaching and learning techniques because it brings variety.

In constructivism, Lev Vygotsky (1896–1934) said that second language acquisition research is reflected in studies emphasizing semiotic mediation's important role in social interaction within social, cultural, physical, and historical contexts. I believe that socialization is really important in second language acquisition because we learn from each other as humans.

Structuralism and behaviorism and constructivism are the schools that identify me as a teacher. I like to teach with CLIL methodology and also with projects. I think that these methodologies help students to acquire language faster.

Being a teacher isn't easy, as our students, we never stop learning and as I always say, preparation is the key to success in education. So if you want to grow as a teacher you need to prepare, study all methodologies, and be prepared to involve all of them in a classroom.

In this final project, an assessment and testing tool will be designed to meet the purpose of the teaching and learning activities. The teaching philosophy will be well-established. Theories, principles and approaches regarding learning and language acquisition will be analyzed, also approaches and methodology for the four skills: reading, writing, listening, and speaking will be shown. Furthermore, cultural awareness and intercultural competences, will be explain as well as assessment and testing tools to measure students' development and progress with the aid of digital tools.

Module 1

**Theories, principles and approaches regarding learning
and language acquisition**

Chapter 1: Philosophy and theory

1.1 Teaching context, identity, and philosophy

My goal as a teacher is to help my students acquire the English language and be useful community members who interact with everyone, reflecting values seen in class and using English in their daily professional life.

As a teacher, my objectives are to develop critical thinking, encourage lifelong learning, and serve as a mentor for my students. My students are important in my labor as a teacher, I think that my beliefs and techniques affect their knowledge, so that's why I feel responsible for the whole class environment.

To reach my goals as a teacher, I will focus on my preparation teacher. I will research and participate in courses and conferences to be a better teacher. I will also do team-based learning with my colleagues to have fresher and newer ideas and bring all of them to the classroom.

Motivational techniques are important in my teaching identity. I do believe that every learning process starts with the right motivation. You can love a subject, but a bad teacher can make you hate it. I'm aware of it, so that's why I took socio-emotional courses to learn how to deal with my students' needs and emotions.

As a Mexican, CLT is important because syllabuses are commonly focused on it. We are asked in schools to teach English so our students can be able to speak it but sometimes we need to evaluate our techniques to improve them, some of them have been around for a long time, this doesn't mean they aren't good, it is just that we need to refresh our techniques to guide and enhance learning. Taking students' needs into consideration would help our class environment and would make them willing to learn and grow.

We can define the word role as a set of actions that are expected for a certain task. So, in real life, we all have different roles, for example, I could be: a wife, student, sister, teacher, colleague, etc. A role comes with relationships, experiences, skills, and responsibilities.

Right now, I'm going through a new challenge. When I started with this specialization, I was teaching elementary and secondary school. I was recently hired to be a

professor at a university in Merida. I have never taught at this level. Here, the role of a teacher is different. My current school is bilingual and students need English to continue with their career. I identify myself with the needs analyst role because I have to constantly assess my students and I have to plan the whole course. Also, I'm my students' mentor and counselor because I'm entrusted with a subject named "tutoring" besides teaching English. Also, I'm a team member because I work with two more colleagues and we rotate the skills we need to teach (writing, speaking, reading, and listening). We all are entrusted with teaching the use of English and the different skills that are needed in English Language Learning.

I also assume the researcher role because as teachers, we need to research constantly to get fresher ideas and I also research with my colleagues about new techniques and dynamics we can apply in class. I'm professional because I'm always taking courses and I like to learn, one example is this, I enjoy being in this specialization.

So, I identify myself as a need analyst, mentor, counselor team member, researcher, and professional. I enjoy these roles and I would like to continue with them.

My personality as a teacher is relaxed and at the same time strict. I'm a very talkative person, so I like to talk and listen to my students. Right now that's important because I'm teaching a socio-emotional subject, so I need to know more about my students' needs. My students like that my classes are dynamic and they feel a confident atmosphere where they can express themselves freely and learn in a safe place. Some students have already told me that they feel motivated because I'm always encouraging them to learn and to speak without fear and they like that one of my phrases is that you shouldn't be afraid of making mistakes, making mistakes is part of the learning process.

My current students are social, they love social interaction, talk a lot, and enjoy working with friends and classmates. I only have one isolated student. He likes to work alone and he is always with his earphones, but as my group is social, I always make him interact with the most social guy I have in class and that technique has helped a lot.

The university works with a reward-based relationship with students because the best ones are sent to study abroad and that's everyone's dream in my classroom, so they behave correctly and do all their homework because if they fail one subject, they are not able to get the scholarship. Also, there is a referent relationship because students are constantly motivated, they have TED talks, projects, and conferences that motivate my students to work, be honest, respectful, and professional, also the school makes them get identified by the university values. We recently did an activity where they needed to create a banner with the values they get identified the most. It was a successful activity and made students feel part of the university.

My students' profile is at least B2 of English level, so they can be able to graduate and get the scholarship they desire to study abroad, so they should understand English in all forms, and they should be able to write wide engineering reports and read everything the enterprise gives to them. Every quarter, students have to take an ITEP certification, the minimum they can get is B2, so English is a really important part of their academic life.

I agree with some principles: Language is speech and not reading or writing, language is a set of habits, language is what a native speaker says, languages are systematically different and teach the language and not about the language (Moulton, 1961).

Talking about rationalism and cognitive psychology, Nash (2012) said that the rationalist theory and cognitive psychology state that humans have an innate capacity for the development of language—that we are genetically programmed to develop our linguistic system. Other terms used in association with this perspective are 'nativist', 'mentalist', and 'cognitive.' A highly influential nativist viewpoint grew out of Noam Chomsky's work, starting with the publication in 1957 of *Syntactic Structures*, and his harsh critique in 1959 of B. F. Skinner's behaviorism (Chastian, 137). Chomsky argued further that it must be the case that children were innately programmed to acquire language since they do it so quickly and with such limited input. This view of a child's experience with language input has nothing to do with behavior, but with "language universals that exist in the human mind" (McLaughlin, 24).

Now, talking about constructivism, as Behrens (2021) wrote in his article: 'constructivist approaches to language acquisition predict that form-function mappings are derived from distributional patterns in the input, and their contextual embedding. This requires a detailed analysis of the input, and the integration of information from different contingencies'. Knowing these schools is something that all teachers should know.

The communicative approach is necessary for my teaching, Chomsky (1991) said that interaction is essential in language learning so that's why I'm always preparing classes where communication is needed, especially in real-life situations. Getting our students involved in working with competencies will help them in their real lives. Assessing students is an important part of my philosophy. Giving feedback enriches learning, yet, we have to notice that negative feedback does not. Of course, we are going to point out things that were wrongly made but positive feedback should come first because motivation would make the teaching environment safer. Project-based assessments are the ones I like, in my experience, well-designed projects make students learn and explore their world, and also achieve their communication goals. Rubrics are necessary to establish the project goals.

As a teacher, I'm always open to new techniques and technologies. I always work with new apps to help my students to acquire language easily and rapidly. I like to create dynamic classes and strategies which encourage students to socialize and work together. Also, I think learning a second language should feel natural and useful, so these activities make them willing into language acquisition. Planning by context makes me realize what my students need, everyone has different learning styles, and when we incorporate this into our teaching techniques we get better results.

1.2 Theory underlying your teaching practice and identity.

When I teach, I perceive my students' excitement and their learning desire, so I explain everything as clearly and as easily as I can. Right now, it is hard to just get into the natural language acquisition because I have to teach the use of English, and I need to explain grammar as it is needed or shown in the syllabus. My challenge and also my goal is to explore and introduce the natural method in my daily teaching. For this, I will study and reflect on my techniques and students' need, so I can reach my goal. Student evaluations would help me to improve my techniques, feedback is always needed to check our current status as teachers.

One communication model I will implement is Laswell's model, this model explains that communication is the transmission of a message with the effect as the result. This model answers five important questions: Who created the message? What did they say? What channel did they use? To whom did they say it? What effect did it have on the receiver? I believe that this method would help my students to acquire language faster and more rapidly.

One of the most effective ways to motivate students towards interculturalism is to encourage them to explore their own culture. Students should be given opportunities to reflect on their cultural heritage and share it with their peers. This can be done through class presentations or cultural fairs, where students can showcase their traditions, food, music, and dance. Teachers should also provide students with resources to learn more about their culture. By developing a strong sense of cultural identity, students are better able to appreciate and embrace other cultures.

Another strategy to motivate students towards interculturalism is to create a culturally inclusive classroom environment. This can be done by incorporating diverse content into the curriculum, such as literature, history, and art from different cultures. Teachers should also be mindful of their own biases and ensure that they do not marginalize or stereotype any culture. In addition, teachers can create opportunities for students to interact with people from different cultures, such as through pen pal programs or by inviting guest speakers from diverse backgrounds.

Incorporating technology can also be an effective way to motivate students toward interculturalism. The internet provides students with access to a wealth of

information on different cultures, as well as opportunities to connect with students from around the world. Teachers can incorporate technology into the classroom by using video conferencing tools to connect with classrooms from other countries, or by using social media to facilitate intercultural communication and collaboration.

Furthermore, students should be encouraged to participate in community service projects that promote interculturalism. This can include volunteering at local cultural festivals or participating in intercultural exchanges with other schools. Through community service, students gain a deeper understanding of different cultures and are better able to appreciate diversity.

Our growth as professors would be shown in the course of our teaching career, but it is clear that every year we should become different teachers with new skills, and techniques, and with more technological tools.

As a teacher, one of my main goals, while I'm teaching, is to make everything clearer to my students, I mean, learning should be easy. I think that when teachers start with the common speech: "this is too difficult", they are already creating a barrier between the learning process and the student. So, when I'm in the classroom, I try to be as clearer as possible, I like to be positive and show how knowledge could be acquired anytime.

Howard Gardner talked about his theory: multiple intelligences (1983), which are: linguistic, logical-mathematical, spatial, musical and bodily-kinesthetic, I am utterly convinced that traditional learning is not the only one, and in our classrooms, we have different learning styles so it is our responsibility to incorporate varied strategies and design activities that appeal to different intelligences so all students enjoy the learning process, and, by enjoying this process, the learning process will be successful. So for this final project, it was decided that the lesson plan in action: Prehispanic art fair, would be inclusive with learning styles, so different activities were designed, the four skills in English were successfully applied and technology was used right.

As teachers we should reflect on the importance of clear and easy explanations, the exploration of natural language acquisition, and the use of student evaluations for improvement. Additionally, the implementation of Laswell's communication model,

the motivation towards interculturalism, the incorporation of technology, and the recognition of multiple intelligences are all evident in the teacher's approach. One theory underlying the teaching practice is the focus on clear and easy explanations that we should include in our teaching practice. It is our duty to recognize the significance of explaining concepts in a manner that is easily understandable to students. This aligns with the belief that effective teaching involves presenting information in a coherent and accessible way, considering the cognitive abilities and prior knowledge of the learners. By simplifying complex topics and using clear language, the teacher aims to enhance students' understanding and engagement in the learning process.

The desire to explore and introduce the natural method in daily teaching reflects an understanding of our language acquisition theories. As professors we acknowledge the challenge of teaching English as a second language and the need to explain grammar according to the syllabus. However, there is a goal to incorporate natural language acquisition methods, which emphasizes learning through immersion, meaningful communication, and exposure to authentic language use. This approach acknowledges the importance of balancing explicit grammar instruction with opportunities for students to engage in real-life language experiences.

By implementing Laswell's communication model, the educator aims to enhance the goal of every teacher: language acquisition. This model emphasizes five important questions related to effective communication: the source of the message, the content of the message, the channel used for communication, the target audience, and the impact on the receiver. By considering these elements, the teacher seeks to facilitate effective transmission of information and optimize the learning experience for students.

The teacher's motivation towards interculturalism aligns with the belief that understanding and appreciating different cultures is crucial in a globalized world. Encouraging students to explore their own culture and share it with their peers promotes cultural awareness, empathy, and respect. Creating a culturally inclusive classroom environment by incorporating diverse content, addressing biases, and fostering interactions with individuals from different cultures helps cultivate

intercultural competence and a sense of belonging for all students.

Incorporating technology is another strategy employed by the teacher to motivate students towards interculturalism. Utilizing the internet and digital tools provides access to a wealth of information about various cultures and facilitates connections with students from different parts of the world. By leveraging technology, the teacher enables intercultural communication, collaboration, and understanding, expanding students' perspectives and global awareness.

Recognizing multiple intelligences, as proposed by Howard Gardner's theory, acknowledges that students have different strengths and learning preferences. By designing activities that appeal to various intelligences, the teacher ensures that all students can engage in the learning process and find personal meaning in the content. This approach fosters inclusivity, increases student motivation, and promotes a holistic understanding of concepts through different modes of learning.

The final project mentioned, the Prehispanic art fair, exemplifies the integration of various teaching strategies and theories. The lesson plan incorporates multiple intelligences by offering diverse activities that cater to different learning styles. The utilization of the four language skills in English demonstrates a comprehensive approach to language acquisition. Furthermore, the incorporation of technology enhances intercultural understanding by providing access to information and promoting communication beyond the classroom.

In conclusion, the underlying theories and approaches shaping the teaching practice and identity described in the passage include the emphasis on clear explanations, the exploration of natural language acquisition, the implementation of Laswell's communication model, the motivation towards interculturalism, the incorporation of technology, and the recognition of multiple intelligences. By incorporating these theories into their teaching, the teacher aims to create a conducive and inclusive learning environment, where students can develop language skills, and of course, cultural awareness which is one of the main goals of this lesson plan.

Module 2. Approaches and methodology for the four skills:
reading, writing, listening, and speaking; always taking
into account lexis and syntax whilst developing digital
competences.

Chapter 2: Methodology and practice

2.1 A practical and useful lesson plan.

In the lesson plan (Appendix 1) some activities will help the teacher to apply the concept of intercultural. The first activity is a listening activity. The teacher starts with some videos introducing the Nahuas culture, and as it can be perceived, technology is used in this skill. This activity is necessary because students should have previous knowledge of social groups, in this case, Nahuas people. So listening about their behavior in ancient civilizations, the way they used to communicate, and the important things they did, will help students to get the concept and that's how intercultural competence becomes easier to get.

Also, the skill that we are looking for in this first activity is interpreting and relating the attitude of the people in the video in order to identify how was the social structure of that period different from the culture we know.

The next activity has two skills to develop, speaking and listening. Students will start a discussion group, which has the purpose to discover and interact with the culture exposed, thus students will share their knowledge and will listen to different points of view. This is important so they can establish the main characteristics of the Nahuas' culture.

For the next activity, 20 students are going to be divided into 4 teams of 5 people, every team is going to get one of the following topics:

1. Origins and how they disappeared.
2. Socioeconomic activities.
3. Art and contributions.
4. Most important archeological sites.

Each topic is going to be assigned randomly in a random generator, so there are no preferences or injustices. Therefore, students will have to research the assigned topic, they will have to read and listen to different information. Also, they will need to discuss the information researched to establish the most important information and to get critical cultural awareness, expressing differences and similarities between their own culture and the new one.

In teams, students should create a presentation in Canva, PowerPoint, or Prezi, they will explain the important ideas of the assigned topic, and add examples and pictures for the explanation. This activity should be exposed in English in front of the whole class in order to develop speaking skills.

The emic and ethic approaches were experimented with in these tasks because, the purpose here is to understand how reality is organized within a particular cultural perspective but also, to examine many cultures, compare them, and because of it, create their analysis and criteria.

The grammar focus here is first, the passive voice followed by reported speech and narrative tenses, these because students should have proper handling of these topics and grammar. So the expectations of using grammar correctly are higher.

For listening and writing skills, the tasks are: Develop a project in teams. First, they are going to listen to some information provided by the teacher about Nahuas culture, then, they are going to discuss it to get their conclusions in a summary. In the end, they are going to create a presentation, they can use Canva, PowerPoint, Prezi, etc. The presentation must be delivered to the teacher, and then, they have to expose it to the whole class.

For reading and speaking, we have some activities too. The evaluation will be an infographic of the assigned topic. Students should start reading the material provided by the teacher and some new material (researched by them). As can be seen here, the teacher has a manager role, where she understands students, their feelings, and their concerns and provides interesting and useful material for task development. The teacher can be seen as a mentor too, because promotes a positive environment for intercultural classes, by providing opportunities to prepare and develop lesson plans related to cultural awareness using a variety of strategies and authentic materials.

To begin with the vocabulary, students will get a puzzle with different concepts they have already read. This is a great way to make them think and remember the previous vocabulary.

Students will create an infographic about Nahuas culture, they will also create their speech, because it is going to be part of the final exposition. This final exposition will

be presented to the school's authorities and classmates. Students are going to be able to show their cultural awareness and their proper handling of the four skills in English.

For homework, students will create a sculpture related to the assigned topic, for example, Origins and how they disappeared, Socioeconomic activities, Art and contributions, and Most important archeological sites. They will have to explain the sculpture and show differences between Mayan and similar concepts.

The final project is a Prehispanic Art Fair, where students are going to expose and present their final products in front of other students and some University Authorities. This is going to show others our continuous work with students, and how they appreciate not only their culture but also other cultures.

2.2 Designing of necessary tools to assess/test the progress of students.

For this part, students will be assessed orally and of course, with their written material, the teacher will assess their presentation taking into consideration the next rubric:

Infographic	Done! Presents a few grammatical and spelling mistakes. Could be clearer. 5%	Well done! Uses structures correctly and well uses vocabulary. Rules of grammar, usage, and punctuation are followed. Correct Spelling. Lack of presentation 10%	Excellently done! Uses complex structures and presents varied and well-applied grammar rules. Correct spelling. Good presentation. 15%
Presentation at Prehispanic art fair	Done! Exposition with few details, not well-explained. No	Well done! Exposition well-explained, grammar rules, apply passive and active voice. 16%	Excellent! Well-explained exposition. Creativity, dynamic, applies narrative tenses, reported speech, passive and active voice.

	creativity in the exposition. 5%		25%
Sculpture	Done! Traditional nahuas sculpture. Lack of creativity. 5%	Well done! Creativity, well-explained sculpture. 10%	Excellent! Notices the importance of the sculpture and explains it. Creativity and design. 15%
Commonlit	Only read 1 reading of the commonlit. 5%	Well done! You could read more. Read 3 readings of the commonlit. 10%	Excellent! Reading is a good way to start understanding a second language! Read all readings (4). 15%
Homeworks	Lack of assignments done. 5%	Did a partial number of the assignments. 15%	Made all assignments, correctly and on time. 20%
Attendance	6-more absences. 0%	1-5 absences. 6%	0 absences, comes to every class. 10%
Total	25%	66%	100%

For testing, students are going to participate in a dynamic activity, as we are incorporating technology into our classes, a Kahoot will be used for it (Appendix 2). This Kahoot would challenge students' knowledge about passive voice and will let the professor know if everything is truly understood.

Some of the outcomes for these activities were:

For the listening activity: Increase the understanding of the Nahuas culture, including their behavior in ancient civilizations and communication methods, and improved intercultural competence through exposure to a different culture and its social structure. Enhanced interpretation skills to identify and compare the social structure of the Nahuas culture with their own.

For the speaking activities: Expand their knowledge and understanding of the Nahuas' culture through active participation in discussions, improved speaking and listening skills through engaging with different perspectives and sharing ideas, and developed research and presentation skills while creating a presentation on assigned topics.

Of course, strength their speaking skills through the delivery of presentations in front of the class, and enhanced knowledge and understanding of the specific aspects of Nahuas culture related to the assigned topics.

For writing skills: Improve listening skills in comprehending information about Nahuas culture, enhanced writing skills through the synthesis of information and summarization in a project, and developed the ability to present information effectively to the teacher.

For reading skills: Strength reading skills through the analysis of relevant sources to create an infographic.

For the final project, the Prehispanic Art Fair: Demonstrate appreciation for not only their own culture but also other cultures, specifically the Nahuas' culture. Develop oral presentation skills through the presentation of final products in front of peers and university authorities.

And, finally, evaluate and assess based on various criteria, including the quality of the infographic, presentation, sculpture, Commonlit, homework, and attendance.

The rationale behind the listening activity was to introduce students to the Nahuas culture using videos and technology. The focus was on developing the skill of interpreting and relating the attitudes of people in the video to understand the social structure of that period. This activity aligns with the theoretical concept of intercultural competence, as it aims to enhance students' understanding of a different culture.

In the discussion group activity aims to develop were both, speaking and listening skills. Students participated in a group discussion to interact with the Nahuas culture and shared their knowledge while listening to different perspectives. The methodology here was collaborative learning, where students engaged in dialogue to establish the main characteristics of the Nahuas' culture.

Talking about the team presentation, dividing students into teams and assigning different topics is to encourage collaborative work and research skills. Each team created a presentation using tools like Canva, PowerPoint, or Prezi, to explain their assigned topic with examples and pictures. This activity focuses on developing speaking skills and aligns with the theoretical concept of active learning.

For listening and writing skills students listened to information provided by the teacher about Nahuas culture, discussed it, and then summarized their conclusions in a project delivered to the teacher. This activity combined listening and writing skills, emphasizing the importance of comprehension and summarization.

For reading and speaking, the assessment task involved creating an infographic related to the assigned topic. This activity developed both, reading and speaking skills, as students need to comprehend information from various sources and present it orally.

The final project: The Prehispanic Art Fair served as a culminating event where students present their final products to other students and university authorities. The purpose is to showcase their continuous work, appreciation for different cultures, and oral presentation skills. The assessment for this project included various components, such as the infographic, presentation, sculpture, commonlit, homework, and attendance, which collectively evaluate students' overall performance.

2.3 Attached evidence of photos

▼▼

-Introduction:
Ask students about previous knowledge.
Introducing Nahuas culture.

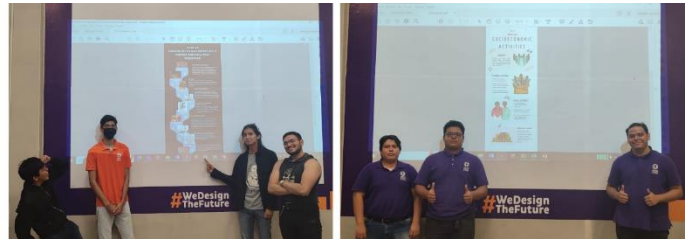


Speaking & listening:

- Discussion group.
- Divide in teams.
- The presentation.



-Infographic
-First step



PREHISPANIC ART FAIR




Objectives

Linguistic competence: Produce and interpret spoken and written language.

Intercultural competence: Interpret a document or event from another culture, explain it and relate it.



city



2.4 Show evidence of your designed tools to assess your students.

Assessment

Infographic	Done! Presents a few grammatical and spelling mistakes. Could be clearer. 5%	Well done! Uses structures correctly and well uses vocabulary. Rules of grammar, usage, and punctuation are followed. Correct Spelling. Lack of presentation 10%	Excellently done! Uses complex structures and presents varied and well-applied grammar rules. Correct spelling. Good presentation. 15%
Presentation at Prehispanic art fair	Done! Exposition with few details, not well-	Well done! Exposition well-explained, grammar rules, apply passive and active voice.	Excellent! Well-explained exposition Creativity, dynamic applies narrative tenses

	explained. No creativity in the exposition. 5%	16%	reported speech, passive and active voice. 25%
Sculpture	Done! Traditional nahuas sculpture. Lack of creativity. 5%	Well done! Creativity, well-explained sculpture. 10%	Excellent! Notices the importance of the sculpture and explains it. Creativity and design. 15%
Commonlit	Only read 1 reading of the <u>commonlit</u> . 5%	Well done! You could read more. Read 3 readings of the <u>commonlit</u> . 10%	Excellent! Reading is a good way to start understanding a second language! Read all readings (4). 15%
Homeworks	Lack of assignments done. 5%	Did a partial number of the assignments. 15%	Made all assignments, correctly and on time. 20%
Attendance	6-more absences. 0%	1-5 absences. 6%	0 absences, comes to every class. 10%
Total	25%	66%	100%

The designed tools used to assess students in this project were rubrics, a digital portfolio, and technological assessment like Kahoots, I think that these tools have emerged as powerful tools in modern education to enhance the testing and evaluation process. These tools are very important because they provide comprehensive and meaningful assessments that promote students' growth, foster self-reflection, and harness the benefits of technology in the educational landscape. Rubrics play a vital role in providing clear and transparent criteria for assessment, enabling both, teachers and students to have a shared understanding of learning goals and expectations. By breaking down complex tasks into specific components and criteria, rubrics facilitate fair and objective evaluations. They allow students to understand the standards by which their work will be assessed and provide guidance for improvement. Moreover, rubrics promote self-assessment and peer-assessment, empowering students to take ownership of their learning and develop essential metacognitive skills.

Digital portfolios, for example: teams, offer an innovative approach to assessment by leveraging technology to showcase student learning progress and achievements.

By compiling a collection of students' work over time, digital portfolios provide a comprehensive picture of their growth and development. This longitudinal view allows students to reflect on their learning journey, identify strengths, set goals, and engage in self-directed learning. Digital portfolios also enable teachers to gain deeper insights into students' individual progress, facilitating personalized instruction and targeted feedback.

Technological assessment tools, ranging from online quizzes and interactive simulations to digital assessments and adaptive learning platforms, have revolutionized the assessment landscape. These tools offer several advantages, including immediate feedback, adaptive and personalized assessments, data-driven insights, and enhanced engagement. By harnessing the power of technology, teachers can design assessments that cater to diverse learning styles, promote active participation, and facilitate differentiated instruction. Technological assessment tools also streamline the grading and feedback process, enabling teachers to provide timely and targeted feedback to students.

These assessment tools have the ability to promote authentic and meaningful assessments. Traditional assessments often focus on rote memorization and regurgitation of information, whereas these tools emphasize the application of knowledge, critical thinking, creativity, and collaboration. Rubrics provide clear criteria for evaluating higher-order thinking skills and promote a deeper understanding of the subject matter. Digital portfolios showcase the process of learning and highlight students' growth, emphasizing the development of essential nowadays skills such as communication, creativity, and digital literacy. Technological assessment tools create interactive and engaging assessments that mimic real-world scenarios, enabling students to apply their knowledge in authentic contexts.

Furthermore, these tools contribute to formative assessment practices, which are integral to supporting student learning and guiding instructional decisions. Rubrics, digital portfolios, and technological assessment provide ongoing feedback, allowing teachers and students to monitor progress, identify areas of strength and weakness, and adjust instruction accordingly. Through formative assessment, students become

active participants in their own learning, fostering a growth mindset and fostering a culture of continuous improvement.

As it can be seen, rubrics, digital portfolios, and technological assessment have become indispensable tools in modern education, transforming the assessment landscape and promoting meaningful evaluations. These tools enhance the testing process by providing clear criteria, promoting self-reflection, supporting personalized instruction, and leveraging the benefits of technology. By incorporating these tools into educational practices, educators can create a more inclusive, engaging, and student-centered learning environment that prepares students for success in the digital age.

2.5 Video

<https://youtu.be/y4yVj8o0dqw>

In this project, students embarked on an immersive exploration of the Nahuas' culture, delving into its rich history and significance. The journey began by recording a video where students shared their initial knowledge and opinions about the Nahuas' culture. They engaged in thought-provoking discussions, drawing comparisons between the Mayan and Nahuas cultures while highlighting the importance of their own cultural heritage.

To deepen their understanding, students watched a video that provided a comprehensive overview of the Nahuas' culture. This visual medium allowed them to absorb key information, enabling further exploration and analysis. Building on this foundation, students immersed themselves in reading additional materials on the topic. Armed with newfound knowledge, they collaborated to create an engaging presentation that synthesized their learning. The presentations were subsequently delivered to the class, providing an opportunity for students to showcase their research skills and communicate their findings effectively.

In addition to the presentations, students harnessed their creativity and design skills to construct visually appealing infographics. These infographics served as a means

to visually represent the significant aspects of the Nahuas' culture. They were proudly displayed and shared with the class, fostering a collaborative learning environment that celebrated individual and collective achievements.

To further their connection with the Nahuas' culture, students were tasked with designing sculptures inspired by the rich artistic traditions of the Nahuas. Meticulously crafting their sculptures, they incorporated elements that captured the essence of this ancient civilization. These sculptures became tangible representations of their learning and artistic expression, which were presented to their peers, solidifying their understanding and appreciation of Nahuas culture.

The pinnacle of the project was the Prehispanic Art Fair, a culmination of the students' efforts and a platform to showcase their collective work to the school's authorities. The fair served as a testament to the continuous dedication and hard work invested by the students, showcasing not only their cultural appreciation but also their growth throughout the project. During this event, students confidently presented their videos, presentations, infographics, and sculptures, impressing both their peers and school authorities with their in-depth understanding and creative interpretations of the Nahuas culture.

Throughout this comprehensive project, students were provided with diverse opportunities for self-expression, critical thinking, and collaboration. By recording their initial thoughts and opinions, engaging in discussions, conducting research, creating presentations, crafting infographics, designing sculptures, and finally participating in the Prehispanic Art Fair, students experienced a holistic learning journey. They gained a deeper appreciation for the Nahuas culture, honed their research and presentation skills, and embraced the importance of cultural heritage. This project not only fostered a sense of pride in their own cultural background but also instilled a broader perspective and appreciation for the cultural diversity that enriches society. By actively participating in the exploration and sharing of knowledge, students not only expanded their academic horizons but also developed essential life skills, such as effective communication, teamwork, and creativity.

In conclusion, this project provided an immersive and engaging learning experience centered around the Nahuas' culture. Through video recording, discussions,

research, presentations, infographics, sculptures, and the Prehispanic Art Fair, students were able to connect with and appreciate the depth and significance of the Nahuas' culture. This project stands as a testament to the power of experiential and multidimensional learning, nurturing students' intellectual growth, cultural understanding, and artistic expression.

**Module 3. Cultural awareness and Intercultural
competences, as well as assessment and testing tools to
measure students' development and progress with the aid
of digital tools**

Chapter 3: Experience Report

Results

The educational institution in which this project was implemented is a BIS university. It is noteworthy that at this university, the curriculum is delivered entirely in the English language, emphasizing the significance of language proficiency in the academic setting. Considering the students' eventual integration into professional environments, the cultivation of soft skills and effective social interaction holds immense importance. In my capacity as their educator, it becomes my solemn duty to foster the growth of competent professionals who possess the ability to articulate their thoughts and convey their cultural values with confidence and clarity.

Some outcomes that were accomplished in this lesson plan in action were:

- **Cultural awareness:** Students developed a deeper understanding and appreciation of different cultures, customs, traditions, and perspectives. By interacting with individuals from diverse backgrounds, they have learned to navigate cross-cultural situations with sensitivity and respect.
- **Language proficiency:** The activity provided abundant opportunities for practicing the four language skills: listening, speaking, reading, and writing. Through conversation, reading materials, and written assignments, students enhanced their vocabulary, grammar, pronunciation, and overall language proficiency in English.
- **Communication skills:** Engaging in social interactions in English allowed students to refine their communication skills. They have improved their ability to express ideas clearly, understand others' viewpoints, actively listen, and engaged in meaningful conversations.
- **Collaboration and teamwork:** By working together with individuals from different backgrounds, students developed their teamwork and collaboration skills. They learned to leverage diverse perspectives, negotiated differences and, found common ground to achieve shared goals.
- **Empathy and cultural sensitivity:** Students gained insights into the challenges, experiences, and values of others, promoting a more inclusive and tolerant

mindset. They learned to adapt their communication styles and behaviors to accommodate cultural differences, leading to improved cross-cultural relationships.

- Global perspective: Now, students have a better understanding of global issues, cross-cultural challenges, and interconnectedness. This expanded worldview enabled them to be more open-minded, adaptable, and effective in diverse international settings.
- Personal growth: Students became more confident in their ability to navigate intercultural interactions, overcome language barriers, and appreciate diversity. Also, they developed qualities such as patience, resilience, and a willingness to learn from others.

It is important to highlight that planning intercultural activities that incorporate social interaction and the practice of the four language skills in English offer a rich and immersive learning experience. Students' expectations of these activities are that they will enhance their cultural awareness, language proficiency, communication skills, collaboration abilities, empathy, and personal growth, and all of these things will be valuable for their professional lives.

Some possible solutions that can intercede into the problems faced are the following: address the issue of lack of objectivity, it is crucial for teachers to establish clear criteria and rubrics for evaluation. These rubrics should outline the specific learning objectives and expectations for each assessment. By providing students with transparent guidelines, teachers can ensure a more objective evaluation process. It is also important for teachers to be aware of their own biases and strive to evaluate each student based on evidence of their understanding rather than personal opinions.

To overcome the challenge of accurately assessing students' level of understanding, it is recommended to use a variety of assessment methods. Instead of relying solely on traditional tests, incorporate other assessment strategies such as projects, presentations, group discussions, and real-world applications. These methods provide opportunities for students to demonstrate their understanding in different contexts, allowing for a more comprehensive evaluation of their knowledge.

Teachers should actively work to minimize bias in their evaluations. This can be achieved by implementing anonymous grading systems, where students' identities are concealed during the evaluation process. Additionally, providing specific and constructive feedback that focuses on students' strengths and areas for improvement can help mitigate biases. Regular self-reflection and professional development opportunities for teachers can also contribute to raising awareness and reducing bias in the assessment process.

To address the issue of cheating, it is important to establish clear guidelines and expectations regarding academic integrity. Educate students about the consequences of cheating and promote a culture of honesty and integrity in the classroom. Creating a positive learning environment that values learning for its own sake can also help discourage cheating behaviors.

Teachers should make an effort to understand and respect the cultural diversity among their students. This includes familiarizing themselves with cultural norms, customs, and communication styles that may impact students' behavior and performance. By being sensitive to these differences, teachers can avoid making biased evaluations and ensure a fair assessment for all students. We should encourage our students to the open dialogue and provide opportunities for students to share their perspectives and experiences to foster inclusivity and understanding in the classroom. Efficient time management is essential when evaluating students. Teachers should prioritize key learning objectives and design assessments that provide a balance between comprehensive evaluation and time constraints. As teachers, we should consider using formative assessments throughout the learning process to gather ongoing feedback and adjust instruction accordingly. Using technology to streamline assessment processes, such as automated grading systems and online submission platforms, to save time and provide timely feedback to students.

In cases where internet connection is unreliable, it is important to have alternative assessment options that do not rely on digital tools. Prepare offline materials, such as printed quizzes or worksheets, that can be used as backups when the internet is not accessible. Utilize low-tech assessment strategies such as paper-based tests,

group discussions, oral presentations, or hands-on activities that do not require internet access. This ensures that students can still be assessed effectively regardless of internet connectivity limitations.

Some extra activities that could be implemented in this lesson plan are:

- Cooking or food fair: Organize a cooking event or food fair where students can prepare and share dishes from their assigned culture. This activity will provide opportunities for collaboration, communication, and vocabulary-building related to cooking and food.
- Cultural performances: Arrange cultural performances where participants can showcase traditional music, dance, or theatrical performances from their cultures. Cultural performances will make our students appreciate different kinds of art.
- Role-play scenarios: Students can take on different roles and practice their language skills while navigating intercultural challenges and developing cultural sensitivity.
- Online discussion forums: Set up online discussion forums or platforms where students can engage in asynchronous discussions related to intercultural topics. They will be able to share their thoughts, ask questions, and learn from each other's perspectives, thereby enhancing their reading, writing, and critical thinking skills. For this, actually we have a blog (Appendix 3), so we are going to post it there.

These extra activities are going to be used in the next project, because it is known that more holistic and different activities awake students' interest and creativity.

Chapter 4: Conclusions

Conclusions

Studying approaches and methodologies consciously has opened and clarified my mind. Is not that I didn't know about them, it is that when you study and apply your learning, knowledge just gets into you. Even when Chomsky sounds out of the teaching rule, it is one of the approaches I enjoyed the most I could not believe it because I'm always complaining that my teaching is too traditional but this project made me realize that I was taught in both methods. Undoubtedly, my next goal as an English teacher is to start with the approach and methodologies mixture, because we can get the best of both worlds. I was thinking that without realizing it, many times I mix methodologies and they are successful in class.

Everything teaches us something, by now I can say that all teachers have taught me something and so the same with students and colleagues. Reading and updating our techniques will not just give us new knowledge, if we implement it in our daily teaching, we will receive the reward every teacher wants: that our students acquire language successfully.

My goal is to show students how reading and writing can be fun and easy. Talking about reading, some powerful strategies are skimming and scanning. When I teach, my goal is that my students learn both strategies, so we practice them a lot in the classroom. Skimming is always useful to get main ideas quickly and scanning is perfect to search for specific information. But the most important thing is to get students into the language, I mean, students should be able to understand everything they read, that is my goal as a teacher, that students acquire the second language with all the English language skills they are supposed to, so I am responsible for creating new teaching strategies for them and also, preparing different interactive classes to make students willing to learn every day.

In this lesson plan, students were able to express their creativity and also, they practiced the four skills in English. As a teacher, I was very proud of them because the school's authorities were very excited and surprised by the Prehispanic Art Fair. Some opportunity areas I have found in this lesson plan were:

- Lack of cultural depth: Sometimes, these activities may only scratch the surface of different cultures, failing to delve deeper into the complexities and

nuances of diverse traditions, customs, and perspectives. Efforts should be made to provide a comprehensive understanding of the cultures involved, including history, values, and social dynamics. So on the next intercultural activity, I will include more topics on the rubric.

- Overcoming shyness or language anxiety: Some students were feeling a little bit shy or anxious when speaking in English. So it is important to provide opportunities for gradual exposure and offer language support which can help students overcome their inhibitions.

So we should be aware that evaluating students is a fundamental component of the educational system. However, it is not a task that is without challenges. Bias, cheating, cultural differences, and time constraints are some of the problems that can arise when evaluating students. Teachers must be aware of these challenges and implement strategies to prevent them from impacting the accuracy of student evaluations. By doing so, they can ensure that their evaluations are objective and provide an accurate assessment of their students' knowledge and understanding of the material.

Intercultural activities serve as a platform for students to deepen their understanding and appreciation of different cultures, customs, and traditions. These activities promote empathy and cultural sensitivity, enabling participants to adapt their communication styles and behaviors to accommodate cultural differences. The practice of the four language skills enhances their fluency, clarity, and confidence in expressing their thoughts and understanding others. Collaboration and teamwork in diverse groups foster inclusive and respectful relationships, while the exploration of global issues nurtures a broader perspective and a sense of global citizenship.

Furthermore, intercultural activities contribute to personal growth by instilling qualities such as patience, resilience, open-mindedness, and a willingness to learn from others. Students have gained confidence in their ability to navigate intercultural interactions, overcome language barriers, and appreciate the richness of diversity. These skills and experiences become valuable assets as students integrate into professional environments and engage with people from various cultural backgrounds.

Interculturalism is an essential concept in today's interconnected world, promoting understanding, respect, and appreciation for diverse cultures. It recognizes the value of cultural diversity and encourages meaningful interactions and exchanges between different groups. When the prehispanic art fair was applied, it became a powerful tool for fostering cross-cultural learning, promoting cultural appreciation, and celebrating the rich heritage of prehispanic civilizations.

The prehispanic art fair served as a platform for students to showcase their understanding and creative interpretations of prehispanic cultures, in this case, Nahuas' culture. It provided an opportunity for students from various backgrounds and disciplines to come together, collaborate, and engage in intercultural dialogue. By exploring the art -creating sculptures-, history, and traditions of Nahuas' culture –by doing the presentation and research to create their infographic- , students were able to gain a deeper appreciation for the cultural diversity that exists within their own community.

One of the key aspects of interculturality in the art fair was the emphasis on mutual respect and understanding. Students were encouraged to approach the prehispanic culture –Nahuas' culture- with an open mind, free from stereotypes or biases. This created a safe and inclusive space where students could freely express their thoughts, ask questions, and challenge their own preconceptions. Through this process, they were able to break down barriers and foster empathy, leading to a more meaningful understanding of the assigned culture.

The art fair also promoted active engagement with prehispanic art forms, encouraging students to explore and express their creativity while staying true to the cultural context. By designing sculptures, creating visual displays, and presenting their work, students not only developed their artistic skills but also deepened their understanding of the aesthetic and symbolic elements of prehispanic art. This hands-on approach allowed them to connect with the artistic traditions of prehispanic civilizations on a personal level, fostering a sense of cultural belonging and pride. In addition to the artistic aspect, the prehispanic art fair incorporated various forms of communication and presentation, encouraging students to effectively convey their knowledge and insights to a diverse audience. Students were challenged to deliver

oral presentations, create infographics, and engage in discussions that reflected their research and understanding of the Nahuas' culture, which was the assigned culture. These activities not only developed their communication and presentation skills but also fostered a sense of responsibility in accurately representing the Nahuas' culture to everyone at the university campus.

Furthermore, the prehispanic art fair provided a platform for interdisciplinary collaboration. This interdisciplinary approach enriched the learning experience by encouraging students to see the prehispanic cultures through multiple lenses, gaining a holistic understanding of their significance and relevance in different fields of study. The art fair also extended its impact beyond the university community. By inviting external guests, such as scholars, experts, and members of the local community, the event created opportunities for intercultural dialogue and knowledge sharing. This allowed students to engage with individuals who had a deeper understanding of prehispanic cultures, providing them with valuable insights and feedback. The involvement of external guests also served to bridge the gap between the academic and local communities, fostering a sense of shared cultural heritage and promoting a greater appreciation for prehispanic civilizations. I have to say that the Agenda Estatal de Inglés del Estado de Yucatán was at school, so it was very productive to students. They were very excited of the exposure that this activity gave to them.

Moreover, the prehispanic art fair demonstrated the importance of interculturality in promoting social cohesion and inclusivity. Sometimes, cultures are overrated and there is no promotion of their importance, so by showcasing the diverse artistic expressions of prehispanic cultures, the fair celebrated the contributions and legacies of indigenous communities. It provided a platform for these communities to share their knowledge and traditions with a wider audience, challenging stereotypes and fostering cultural pride. The Prehispanic art fair was a celebration of diversity in Mexico and it contributed to the promotion of social justice, cultural rights, and the empowerment of different cultures, and also students.

As a reflection of this specialization, I have to say that it was the best decision for my professional growth. I used to think that I knew a lot of things about teaching

English because I have been teaching English for more than ten years but I realized that things could be done better. Analyzing concepts and truly applying them was the best part. I have enjoyed all the activities, such as forums, videoconferences, having a good relationship between colleagues and our professor was crucial and meaningful for my development.

I want to thank my professor, who has been always looking out for us, explaining tasks with patience and passion. I want to thank my colleagues for the support they have given in this specialization. When I started, I thought that one year looked like a lot of time and now, I can't believe that we are almost done. As far as I can tell, I will miss all the videoconferences, classes, it was a pleasure to study in Universidad Pedagógica Nacional. I have truly learnt a lot and I am applying all the concepts and techniques in my daily teaching.

I would also like to thank my family that has been a great support for me through this specialization, they have provided me a safe environment where I was able to study and successfully create all my tasks.

My students were a big support in this specialization because they gave me the opportunity to create different activities and they did everything that I asked for, so without them, nothing would be possible. I feel very thankful and very proud of the adults they are becoming.

We can't ignore all the difficulties that were in the specialization, sometimes we were tired, we didn't have internet, we struggled with due dates and delivering assignments on the platform, but we always had the support of our tutor and colleagues. We achieved all our goals because we were determined to do it and we supported each other. Also, our tutor ask us to develop even more our critical thinking and that's what we did, we deeply analyzed the theories, and the rationale between activities and applied all the learnt techniques. It was a wonderful experience that I would recommend to all teachers in this precious job which is teaching English as a foreign language.

References

Chism, N. V. N. (1997-98). Developing a philosophy of teaching statement. Essays

on teaching excellence: Toward the best in the academy, 9(3). Consulted online on Sunday, April 30th, 2023. Retrieved from:

<http://podnetwork.org/content/uploads/V9-N3-Chism.pdf>

Chastin, Kenneth. *Developing Second Language Skills: Theory to Practice*, 2nd ed. Chicago: Rand McNally, 1976.

Nash, Marc. (2012) Empiricists and rationalists influence on methodology. Consulted online on Sunday, April 30th, 2023. Retrieved from:

http://www.spanishforallnyc.com/articles/Empiricists_and_Rationalists_Influence_on_Methodology.aspx#:~:text=The%20rationalist%20theory%20and%20cognitive,mental%20and%20'cognitive.

Kozulin, A. (1990). *Vygotsky's psychology: A biography of ideas*. Cambridge, MA: Harvard University Press. Consulted online on Sunday, April 30th, 2023. Retrieved from:

<https://onlinelibrary.wiley.com/doi/full/10.1002/9781405198431.wbeal1272>

Reeves, S., & Panteleeva, M. (2017). Role Of Motivation In Learning A Second Language For Intercultural Competence Development. In & R. Valeeva (Ed.), *Teacher Education - IFTE 2017*, vol 29. European Proceedings of Social and Behavioural Sciences (pp. 698-704). Future Academy. Consulted online on Sunday, April 30th, 2023. Retrieved from:

<https://www.europeanproceedings.com/article/10.15405/epsbs.2017.08.02.80>

Brown, H.D. (2007). *Teaching Writing. Micro and macro skills. Teaching by principles: An interactive approach to language pedagogy*. White Plains: Pearson-Longman. Consulted online on Sunday, April 30th, 2023. Retrieved from

<http://eeai.eupnvirtual.edu.mx/mod/book/view.php?id=4680>

López, A. C. (2022). *La cara de la lectura en México*. Leeactiva. Consulted online on Sunday, April 30th, 2023. Retrieved from

<https://leeactiva.com/la-cara-de-la-cultura-en-mexico/>

García, A.K. (2022). 4 de cada 10 mexicanos leen libros; en promedio consumen 3.9 contenidos al año. *El Economista*. Consulted online on Sunday, April 30th, 2023. Retrieved from:

<https://www.eleconomista.com.mx/arteseideas/4-de-cada-10-mexicanos-leen->

[libros-en-promedio-consumen-3.9-contenidos-al-ano-20220420-0053.html](https://www.utch.edu.mx/index.php/bis-universities/)

Universidad Tecnológica de Chihuahua (s/f). ¿Qué es BIS? Consulted online on Sunday, April 30th, 2023. Retrieved from:

<https://www.utch.edu.mx/index.php/bis-universities/>

The British Council (s/f). Guided writing. Consulted online on Sunday, April 30th, 2023. Retrieved from:

<https://www.teachingenglish.org.uk/article/guided-writing>

Brown, H. D. (2004). *Language assessment: principles and classroom practices*. Consulted online on Sunday, April 30th, 2023. Retrieved from:

<https://eeaile.upnvirtual.edu.mx/mod/lesson/view.php?id=4853&pageid=105>

Kuhlman, N. (2008). An Introduction to Language Assessment in the K-12 Classroom. Consulted online on Sunday, April 30th, 2023. Retrieved from:

<https://eeaile.upnvirtual.edu.mx/mod/lesson/view.php?id=4859&pageid=140>

Spolsky, B. (1995). *Measured Words: The Development of Objective Language Testing*. Oxford: Oxford University Press. Consulted online on Sunday, April 30th, 2023. Retrieved from:

<https://eeaile.upnvirtual.edu.mx/mod/lesson/view.php?id=4865&pageid=153>

Byram, Nichols, and Stevens (2001), *Developing communicative competence in practice*. Clevedon, UK: Multilingual Matters. Consulted online on Sunday, April 30th, 2023. Retrieved from:

<https://eeaile.upnvirtual.edu.mx/mod/book/view.php?id=4829&chapterid=10606>

Byram, M., Gribkova, B., & Starkey, H. (2002). Developing the Intercultural Dimension in Language Teaching: a practical introduction for teachers. Strasbourg: Council of Europe, pp.29-30. Consulted online on Sunday, April 30th, 2023.

Retrieved from:

<https://eeaile.upnvirtual.edu.mx/mod/book/view.php?id=4843&chapterid=10672>

Appendixes

Date & Place : Merida, Yucatan, Friday, April 31st, 2023.

Appendix 1

1. Lesson plan identification cell.	
Author	Maria Elizabeth Cervera Rivera.
Educational stage	Mixed Engineering Careers.
Title of your Lesson plan	Prehispanic Art Fair
Learning Objective of the plan/Competency	Communicative Intercultural
Communicative skill considered	Listening, reading, speaking and writing.
State of the following options	Prehispanic art fair aims to provide students with some cultural awareness and invites students to research and formulate critical thinking.
Functions	Introducing the most relevant aspects of the chosen culture, explaining concepts, and being able to represent it.
Main Grammar structure	Passive voice
Other Grammarstructures	Reported speech, narrative tenses.
Brief description of the plan	Students are going to research about a Prehispanic culture (nahuas),and they are going to explain some aspects of it: art and religion,
Hours of the plan implementation	12 hrs
Number of sessions	4
Contents required for the lesson	Videos and readings about nahuas culture.
Link of the content	Listening: https://www.youtube.com/watch?v=oDeiNSG9ozM&ab_channel=ElliotChavez https://www.youtube.com/watch?v= AMBIQW-h68&ab_channel=NomadJellyfish-%C3%89ricaLiane https://www.youtube.com/watch?v=0eA7-w8IGmc&ab_channel=NomadJellyfish-%C3%89ricaLiane Reading & listening: https://study.com/academy/lesson/nahua-peoples-culture-religion-language.html https://digitalworks.union.edu/cgi/viewcontent.cgi?article=1724&context=steinmetzsymposium
EEAILE tutor on line	Rocío Salgado Perea.

2. Introduction to the Lesson.

Step of the lesson	Teacher activities	Students activities	Session number
Activation	<p>Ask students about the different cultures they know.</p> <p>Ask about Mayan culture, which is very known here in Merida.</p> <p>Ask about why Prehispanic cultures are important.</p>	<p>Explain previous knowledge about cultures.</p>	1
Set the objective or competencies of the lesson.	<p>Linguistic competence: Produce and interpret spoken and written language.</p> <p>Intercultural competence: Interpret a document or event from another culture, explain it and relate it.</p>	<p>This lesson plan divided into 4 sessions will have the purpose of creating different products:</p> <ol style="list-style-type: none"> 1. Presentation. 2. Infographic. 3. Sculpture 4. Final presentation. <p>In 4 teams, students will research and explain:</p> <p>-Nahuas culture.</p> <ol style="list-style-type: none"> 1. Origins and how they disappeared. 2. Socioeconomic activities. 3. Art and contributions. 4. Most important archeological sites. 	1

Listening & writing

Step of the lesson	Teacher Activities	Students activities	Materials	Session number	Evaluation
Information processing activity	Start with some videos introducing the nahuas culture. Divide the topics and ask them to do their own research.	Watch the videos: : https://www.youtube.com/watch?v=oDeiNSG9ozM&ab_channel=ElliotChavez https://www.youtube.com/watch?v=AMBIQW-h68&ab_channel=NomadJellyfish-%C3%89ricaLiane https://www.youtube.com/watch?v=0eA7-w8IGmc&ab_channel=NomadJellyfish-%C3%89ricaLiane Analyze the information and write the important topic.	Board, youtube, computer, tablet, notebooks.	1	Write the most important things you have heard about nahuas.
Vocabulary introduction	Nahuas culture: concepts, architecture, Prehispanic tools, art, religion, gods, places.	Extract the vocabulary from the listened videos.	Board, youtube, computer, tablet, notebooks.	1	Create a glossary with the chosen words.

3. Communicative skills development.

1st practice	Start a discussion about nahuas.	Start discussing about nahuas culture and its importance nowadays. Listen carefully to the other opinions.	Board, classroom, google.	2	Discussion groups.
2nd practice or Social interaction.	Establish the time for each presentation. Students are asked to create a presentation and expose it to the class.	Listen the information given and write the final conclusions, research more about the assigned topic. Write your own ideas and the researched ones in a presentation, you can use canva, prezi or power point.	Canva, prezi, power point. Youtube, internet links.	2	Summary about the assigned topic.
Grammar Focus	Tenses needed: passive voice, reported speech, and narrative tenses.	Students will include the assigned grammar in their oral explanations.	Canva, prezi, power point. Youtube, internet links.	2	Final presentation and exposition to the whole class.
Summary	Students were asked to practice the grammar on this monthly project: passive voice, reported speech, and narrative tenses. They should explain the assigned topic of the nahuas culture.	Students will develop their project. First, they are going to listen to some information provided by the teacher about nahuas culture, then, they are going to discuss about it to get their final conclusions in a summary. At the end, they are going to create a presentation, they can use: canva, power point, prezi, etc. The presentation must be delivered to the teacher, and then, they have to expose it to the whole class	Board, youtube, computer, tablet, notebooks. Canva, prezi, power point. Youtube.	2	Final presentation and exposition to the whole class.

Reading & speaking					
Step of the lesson	Teacher activities	Students activities	Materials	Session number	Evaluation
Information processing activity	Provide students some written information about the culture. They are going to work in teams.	Read the information given by the teacher, and research more specific information of the assigned topic.	Board, youtube, computer, google, tablet, notebooks.	3	Infographic about nahuas culture

Vocabulary introduction	It was focused on the first session. So it is going to be a review, a mind map.	Collaborate with the mind map.	Board, markers.	3	Oral participation.
1st practice	Teacher provides a crossword puzzle with some references about nahuas culture.	Students need to answer the puzzle, and for it, they have to read the given information.	Work sheets,, markers, pencil.	3	Puzzle
2nd practice or Social interaction	Teacher establishes a document with information of how to create an effective infographic. Asks students to create one with this topics, divided in teams: <ol style="list-style-type: none"> 1. Origins and how they disappear. 2. Socioeconomic activities. 3. Art and contributions. 4. Most important archeological sites. 	Students will read the tips to create a good final product. Students will create an infographic about nahuas culture, they will also create their speech, because it is going to be part of the final exposition.	Canva, computers, tablets.	3	Final presentation of the infographic.

Homework	SS will create a sculpture related to the assigned topic. They will present everything in the “Prehispanic art fair”.	Create a sculpture related to the nahuas culture. Students should speak and present their infographic to different authorities of the University.	Printed or digital infographic, sculpture	4	Prehispanic art fair exhibition
Grammar Focus	Tenses needed: passive voice, reported speech, and narrative tenses.	Students will include the assigned grammar in their oral explanations.	Canva, computers, infographic, sculpture	4	Prehispanic art fair exhibition
Summary	Students should present in this quarter a project, which is: “Prehispanic Art Fair”. Every English group is presenting a different culture, for group F is the “Nahuas culture”.	Students should present an infographic about the assigned topic related to Nahuas culture. Also, they should present a sculpture about the Nahuas culture and explain it in the art fair.	Canva, computers, infographic, sculpture	4	Prehispanic art fair exhibition

4. Intercultural component

Language and culture, cognition, and awareness of the Prehispanic culture.

5. Evaluation

Prehispanic Art Fair 25%

Glossary 10%, Summary 10%, Final presentation 15%, Infographic 20%, Sculpture 20%,

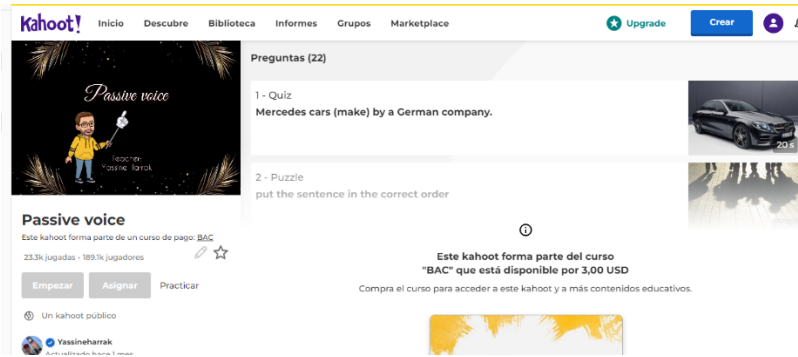
6. Conclusion

As teachers, it is our responsibility to introduce cultural awareness to our students. Students are very excited about this project and they agree that we should know our culture because then, some foreign people come and know our culture better than we do. Creating these activities is important because students have the opportunity to practice the four skills in English, and be creative with their projects.

7. Follow up activities

Prehispanic Art Fair will be presented to all students at UPY and authorities.

Appendix 2

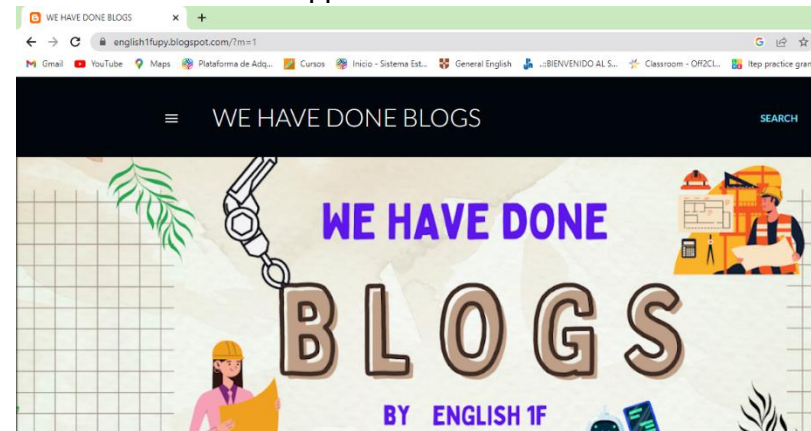


The screenshot shows the Kahoot! interface for a quiz titled "Passive voice". The quiz is part of a course called "BAC" and has 23,3k plays and 189,9k players. The quiz questions are:

- 1 - Quiz: Mercedes cars (make) by a German company. (Image of a Mercedes car)
- 2 - Puzzle: put the sentence in the correct order. (Image of a puzzle)

Below the questions, there is a message: "Este kahoot forma parte del curso 'BAC' que está disponible por 3,00 USD. Compra el curso para acceder a este kahoot y a más contenidos educativos."

Appendix 3



The screenshot shows the homepage of the "WE HAVE DONE BLOGS" website. The header features the text "WE HAVE DONE BLOGS" and a search bar. The main content area has a large graphic with the text "WE HAVE DONE BLOGS" and "BY ENGLISH 1F". The graphic includes illustrations of a person holding a blueprint, a construction worker, and various tools and materials.

Carta de originalidad

A 11 del mes de junio de 2023

Consejo de la Especialización en Enseñanza y Aprendizaje de Inglés como Lengua Extranjera

Coordinación de Posgrado

PRESENTE

Me dirijo a usted en carácter de autor del presente trabajo académico que sustenta el título Final project declarando que es una producción personal, donde no se ha copiado, replicado, utilizado ideas, citas integrales e ilustraciones diversas, obtenidas de cualquier tesis, obra intelectual, artículo, memoria, (en versión digital o impresa), sin mencionar de forma clara y exacta su origen o autor, conforme los lineamientos del Manual de Publicaciones de la American Psychological Association, en su última edición en español.

En este sentido, lo anterior puede ser confirmado por el lector, estando consciente de que en caso de comprobarse plagio en el texto o no se hayan respetado los derechos de autor; esto será objeto de sanciones por parte del Consejo de la Especialización en Enseñanza y Aprendizaje de Inglés como Lengua Extranjera y/o sanciones en apego al inciso d del Artículo 42, del Reglamento General para Estudios de Posgrado de la Universidad Pedagógica Nacional.

ATENTAMENTE



FIRMA

Nombre del autor: María Elizabeth Cervera Rivera

Matrícula: 220926024

Tutor: MEd. Rocío Salgado Perea