



**UNIVERSIDAD PEDAGÓGICA NACIONAL**

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**UNIDAD AJUSCO**

**PROPUESTA DE INTERVENCIÓN EDUCATIVA**

**IMPROVING MULTICULTURAL COMPETENCES THROUGH TBL IN  
THE ELT CLASSROOM**

**WONDERS OF THE WORLD AS MULTICULTURAL ELEMENT**

**TRABAJO RECEPCIONAL**

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

**PRESENTA:**

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## 1. Introduction

I'm an English Teacher!?

–Remark made by an unprepared teacher

This project is aimed to apply theories and methods learnt in this program, using TBL in the ELT classroom, as well as motivating language learners with technology and multiculturalism. On the other hand, it will be presented considering everything learnt, personally and professionally, trying to respond to the creation of the scenarios in which students must execute their abilities with the language –in a more meaningful way. It starts with identity, passing through some foundations and executions, and finally reaching assessments and evaluations.

### Identity and teaching philosophy

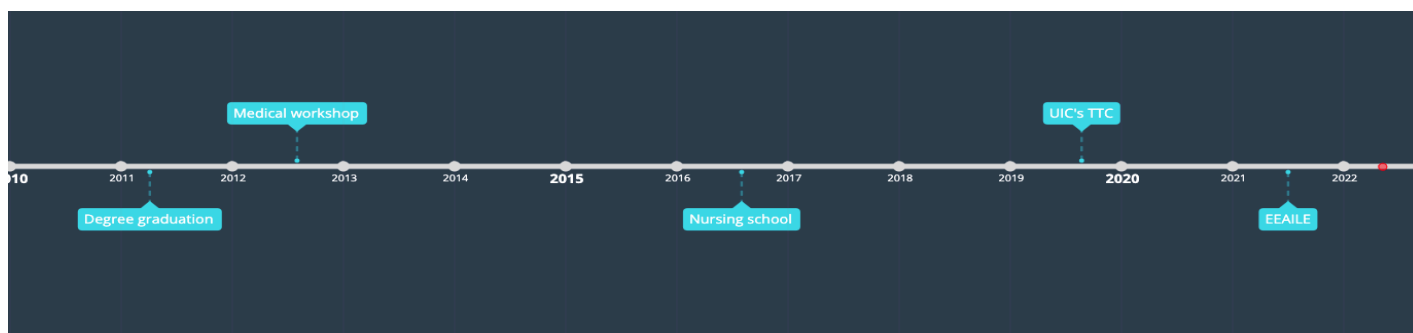
My name is Jair Alberto Gómez De la Paz, born and raised in Mexico City. I have been a “teacher” since I can remember, (teaching my cousins how to ride a bike, how to build an imaginary fortress or even teaching them some “in-house” adventures); but teaching as a language teacher, I could say, since 2011; right after having finished my degree.

In my life I have had the opportunity to travel and to study in bilingual schools. Therefore, I knew that my degree must have to be one related to languages. I have an A.B in Languages; at the beginning, I started working on the other field of my degree which is Translation and Interpretation. I could say that the reason I had chosen this option was that one of my teachers mentioned –choose Translation then complement your degree with a Teachers Course; so that was what I did...

Having worked in medical translation helped me understand the basic concept of this field as well as the language needs that Medicine demands. In 2012 I met one doctor who was planning to start a medical workshop and he thought I would be a good asset because of the knowledge I have in both fields English and Medicine. –So, I jumped in.

I worked with them for 5 years. Those years gave me the experience of being a teacher, but I felt “incomplete”, as something was missing in my teaching activities. Then one day I was invited to teach in one nursing school at INCMNSZ, once again because of that extra knowledge, English-Medicine. Next school year I was invited as well to join INCAN and INER Institutes; I felt as I was on cloud nine... until they asked me about my pedagogical background.

I didn't know I have to have a pedagogical background in order to get UNAM's verdict; so, they asked me if I could present an exam, unfortunately, I couldn't it because I had a trip to Europe as part of my T.I activities. I finished the school year and went back 24/7 to T.I. Someone advised me to take the TTC at UIC, (which by the way I live nearby) to have and study pedagogy and while I was almost finishing there, Covid happened. I could neither present the exam on time nor to properly finish the program. One of my teachers not only invited me to be part of the teaching staff but also told me about this program, so here I am.



### 1.1. My teaching English experience

Language learning and teaching can be an exciting and refreshing interval in the day for students and teacher. There are so many possible ways of stimulating communicative interaction, yet, all over the world, one still finds classrooms where language learning is a tedious, dry-as-dust process, devoid of contact with the real world in which language use is a natural as breathing.

–Rivers 1987, 14

The practice of teaching has been very different from mine in every single scenario. I didn't know anything about teaching methods, approaches, or techniques. At first, I believed English for academic purposes was the same as school English the main difference was, I have students (teenagers or kids on one hand and professionals on the other hand). After attending one talk where they mention something important –There is more than one version of English in the world. I thought that maybe the problem in learning English is that there are people who think there are only two, I read Kachru's three circles and he was right, maybe I could help with the process of learning and teaching English. For example, Kachru's "linguistic guess" was right, but on a much greater scale than he might have supposed.

Estimates vary, but the ratio of native speakers to non-native speakers is anywhere between 1:2 (Rajagopalan 2004) and 1:5 (Graddol 2008), and this gap is widening all the time.

I know that English is studied here in Mexico, first because it is part of the Academy curriculum and second because of personal needs. For me teaching was just to transfer what I know about the language without paying attention to the process, I have mentioned this in my previous assignment: Grammar-translation was one of the methods I used the most. How are they (my students) going to learn and understand the language if they don't get the idea in another language? For me what was the most important is that they understood the idea in their language so they can translate, not as a translation but as to pass, thoughts, feelings, or judgments in the other language.

I believed that grammar was the most important, and being honest, that made me feel as I master the language; of course, my assumptions were based on the idea of me knowing more than them. Using the linguistic names of the categories was what gave me the idea of being a language teacher; I neglected Communicative Approach, Task-Based Learning, and Total Physical Response methods among other concepts.

## 1.2. My teaching Philosophy

As we explore, rather than seeking prescriptions and judgments from other, rules (can be) broken that say we teachers must seek alternatives from those in charge, rather than ourselves or our peers, and that we must alone within our autonomous but isolated and lonely classrooms, rather than with colleagues.

–Fanselow 1987,7

I think this had happened to every single teacher; we feel ashamed of our first teaching experiences. At first, I was frustrated because I could explain myself, or at least, I thought I did but the problem was my students. I remember once I said to my class – I want you to speak English and as you were Chicanos ... These are the basics and if you master them everything will be easier... I cannot describe their faces. As Graham Hall argues, the strengths of non-native speakers are increasingly recognized and for now and in the future, “more attention will be given to what teachers do rather than where they are from” (Hall 2011:228); what I did was to discourage them the only rule I have promised not to break...

I talked to a colleague, and she mentioned – you cannot expect your students to learn the same way you did; you have to be there but without your own process, your travel

background, your schools' opportunities, etc. Then she gave a lecture which later I reread it in one of the books I am currently using.

“The time has come for the non-native-English-speaker teacher professionals to move from the periphery of the profession to the centre. It is time for us to argue that we represent the experience that is the norm for the majority of English speakers around the world – i.e. multilinguals for whom English is an additional language in their speech repertoire and identity. It is time for us to reshape pedagogy and linguistic theories to address the concerns of those who enjoy (or those who desire to develop) hybrid proficiencies and identities as we all do. The time to be defensive, apologetic and even confrontational is gone. There are no more battles to be fought. There is the serious task of living up to our responsibility of making knowledge that is relevant to the majority of people in the world – multilinguals. Perhaps that's the label we have to start using – not non-native speakers of English but multilingual speakers of English.”  
(Canagarajah 2009)

As mentioned before, Covid has changed the way I teach, as well as the Units learnt and studied in this program. Being part of the Specialization has helped me to learn and acquire different strategies in order to deliver what I know in compelling ways that assist my students to learn better. I have to mention that I am afraid of the idea that if a student is in doubt about the studied topic or needs extra exercises to practise, we just google, use YouTube or some PDFs or even play Kahoot! will reinforce the lessons. On the other hand, being at the school will be a new challenge, not only because our students are used to this new methodology but also dealing with the facility's needs, internet or even the physical classroom.

My teaching-practise was centred in prescriptivism, once again grammar and structures were the most important for me; then I have studied different philosophies or set of beliefs about teaching and learning: we could divide them into three main dimensions: cognitive (intellectual- learn in books or through experiences), affective (emotional), and behavioural (action-based- how we feel about teaching, learning, and working). Considering these ideas my teaching was shaped to be more affective with the lessons, therefore my students will be reached collaterally and then implement a behavioural teaching program, so my students will use “real” English; similar to The Content and language Integrated

learning approach, *CLIL*; the way it combines teaching with academic knowledge by incorporating some ideas is what I enjoy the most.

- Content: Academic subjects (grammar, history, science, etc.)
- Communication: language instructions without language syllabus.
- Cognition: Instructions develop critical thinking skills.
- Culture: Intercultural knowledge and communication. (Teaching a language this is the most important.)

During this program, we had been asked –What do you teach when you teach English? I think I can answer both ways. The first one was before the pandemic, where my teaching was grammar centred. I must say that even with everything learnt I would like to maintain this in my teaching: grammar-translation is one of my favourite methods especially with students which they had not had any contact before with the language, like the one I had in the Institutes (nurse students). The second path will be the inclusion of the direct method and the audiolingualism, post-pandemic of course. The first one to exemplify conversational style to be used in the classroom, so students could be in touch with the language, the second one, using the stimulus-response-reinforcement model to engender good habits; drills, in small steps, will help students to practice oral situations. For me, this was one of my greatest challenges as my nurse students did not have the level the school stated to have.

Concerning my role as teacher, I deem that a good rapport is built on mutual respect, trust, and understanding. As teachers we have to stimulate our student's interests and to create an excellent classroom atmosphere, so they can grow physically, mentally, emotionally, and socially, where they can practise, imagine and setting new ideas and specially to take risks.

Lastly, I could say that teaching is a learning process not only an everyday process but also from our students, colleagues, parents, and the community.

### **1.3. Theoretical foundations**

Educationalists, teachers, speakers, and linguistics, among others, have tried to come up with different methods to help educators understand how they should teach. During this program, some methods, approaches, and theories (among others) based on general beliefs about languages, evidence, methods, etc. as part of typical present-day-teacher behaviour were studied. It is essential to understand some of them in order to be used within an English class, e.g., constructivism is going to be the starting point as students will adapt



new information (New Wonders and Mexico Wonders) based on previous experiences (travel and Present Perfect). Students will emphasise memory, organization, and reasoning as they have to organize new information within the pre-existing schema as well as using Krashen's theory to motivate the language acquisition path (final assignment). Do not forget to mention some strategies that will help the development of the lesson plan; these strategies will collect information out of macro and micro skills<sup>1</sup>.

**Behavioural Learning Theory** (Watson, Skinner, Bandura, Ausubel, Herbart)

*(Praising students during and after tasks and showing them a meaningful way to learn the language)*

- Behaviour is based on positive reinforcement of desirable behaviour.
- Break down complex tasks into their component parts.
- Emphasis is on cause-and-effect relationships (process to product).
- Modelling is important.
- Engaging is only way to gain.

**Cognitive Developmental Theory** (Brunner, Piaget, Flower, and Hayes)

*(Asking students to create mind maps, flash cards, etc. to be used every time they have to create or to learn something new [structures, ideas, etc])*

- Mental structures develop gradually as learning is constructed through organizational and integration of new information and experiences.
- As learner assimilate knowledge, they think differently about concepts.
- Learners use prior knowledge when learning new knowledge.

**Social Interdependence Theory** (Geertz, Vygotsky, Bakhtin, Doyle, and Erickson)

*(Working in groups triggers a better language respond, students enjoy working with collaborative tasks. Therefore, classes include group-working most of the time)*

- Social interaction causes conflict that stimulates cognitive development.
- Knowledge is actively built by learners working together cooperatively and interdependently.
- Knowledge is produced rather than distributed.
- Knowledge and understanding are not constructed individually but in dialogue with other, and facts are “true” in that social context.

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<sup>1</sup> Assessing Skills Based on Brown H (2010)

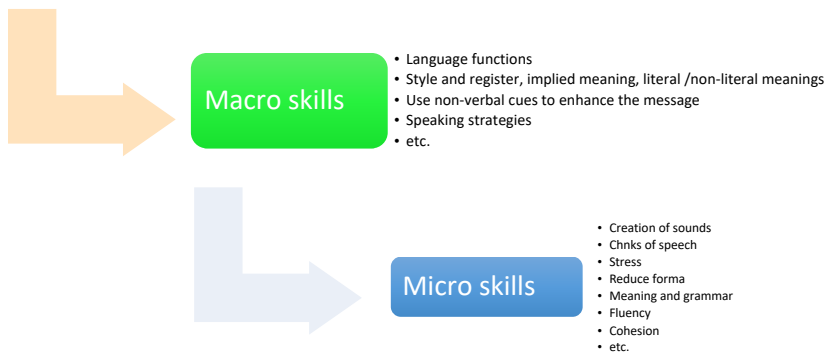
- What learners do in collaboration today, they will be able to do independently tomorrow.

### Interpretive/Critical Theory (Freire, Apple, Kozol, and Marx)

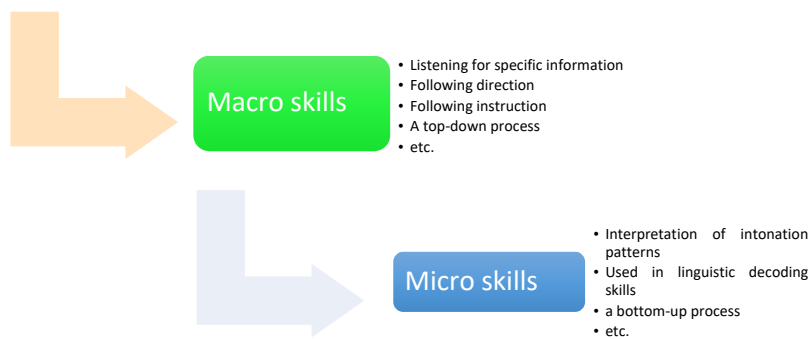
*(Students actively create, modify and work on their class, Teacher's roll is now as a counsellor, no more unidirectional classes)*

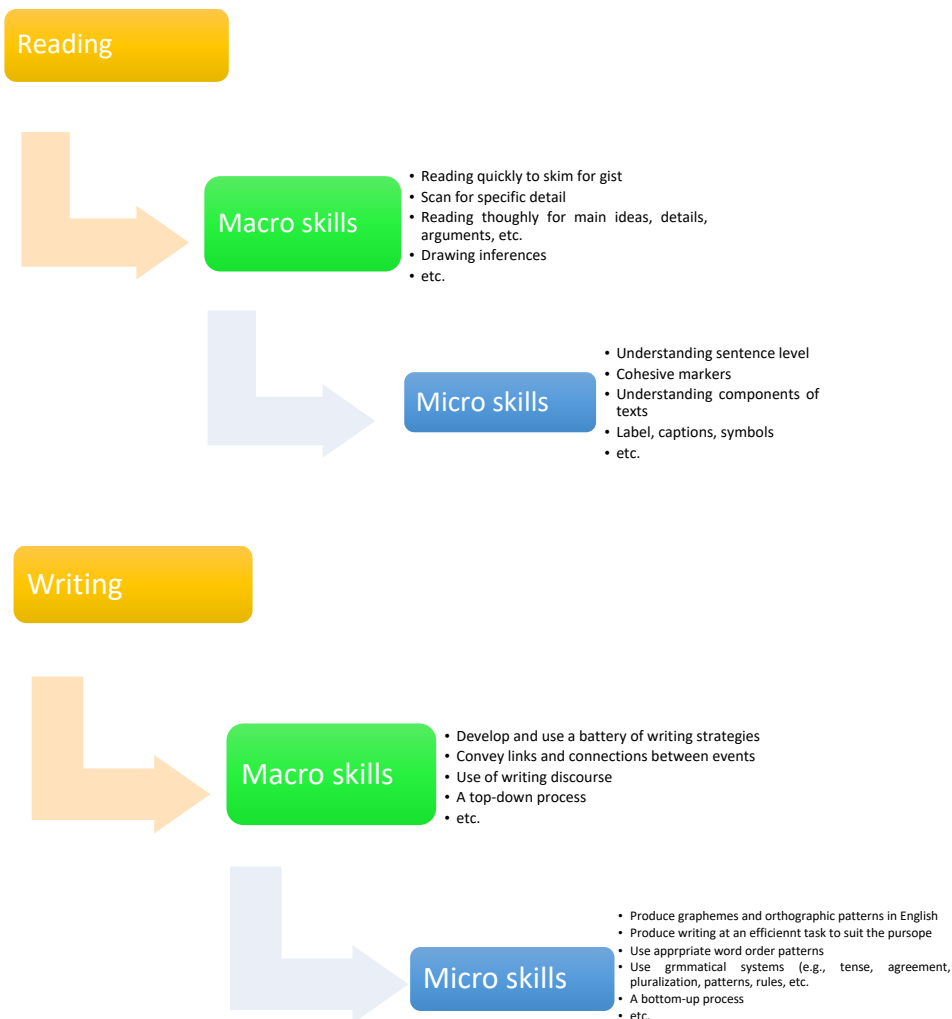
- Good pedagogy empowers learners to take control of their own learning processes.
- Education is apolitical process in that it involves issues related to power and control.
- Learning should have as its goal liberation rather than domination.
- Educational practices should seed to overcome the learner's "culture of silence".
- Discussion of ideas.
- Introduction of alternate ideas.
- Support/Research ideas.

#### Speaking



#### Listening





The first part is understanding the different theories, then adding them to the Lesson Plan and teaching practice was the challenge. Task-Based Learning (TBL) as theoretical background is needed in order to develop a model for English Language Teaching. The main criteria of language acquisition are that they do not require extensive use of conscious grammatical rules and, therefore tedious drill. Any language requires interaction, an organic communication, in which speakers are focused on the messages rather than the form of their utterances.

Based on this, TBL takes place in the LP plan through the completion of a meaningful task that resembles real-life scenarios; as David Nunan states –TBL answers the question *how?* within teaching and learning. (Nunan 2014: 458)

The lesson plan and class focused on the task, not the structure, similar to the “boomerang” procedure e.g.:

- The pre-task stage was used to explore the topic by creating context and highlighting useful words and phrases.
- The task cycle stage was divided into three phases, each one addressed one skill (Task-Speaking, Planning-Listening, and Report-Reading) which helped students to plan, unconsciously, their final task.
- The language focus stage was centred on the examination and discussion of specific features of their final task, after this stage, an offline correction was given.
- Best interpretation of the stimulus: Top-down (context) to be applied in concepts, grammar, expectation, etc and Bottom-up activation, assemble and integration of the information.

Rationale development was part of planning the lesson as communication is the main objective in TBL the language preparation was not focused on discrete items of the language but rather on a more holistic view of the language students need to perform the tasks successfully.

#### 1.4. Culture

Lastly, was the incorporation of culture to the equation.

We speak of cultural adjustment, but in fact it is not to culture that we adjust but to behaviour. Culture, a system of beliefs and values shared by a particular group of people, is an abstraction which can be appreciated intellectually, but it is behaviour, the principal manifestation and most significant consequence of culture, that we actually experience.

-Storti 1987,14

Culture plays an important role in shaping our students’ communicative competences, this is related to the appropriate use of language, for example, how native speakers make an apology and how. In other words, it is defined by the shared social and cultural conventions. Just as Brown and Yule (1983, p.40<sup>2</sup>) say, “a great number of cultural assumptions which would be normally presupposed, and not made explicit by native speakers, may need to be drawn explicitly to the attention of speakers from other cultures.”

Therefore, the first thing that we must do is to define what culture means:

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<sup>2</sup> Brown, G., & Yule, G. (1983). Teaching the spoken language: An approach based on the analysis of conversational English. New York: Cambridge University Press.

“Part of the appeal of the concept of culture is that everyone intuitively knows what culture is: “the way we do things around here.” In most definitions, one will find a common core referring to a shared frame of reference, including, among other elements, beliefs, values, and norms, expressed in symbols and artifacts, through which organizational members make sense of their world and by which their action is guided.” (Damers, 2007)

### 1.5. Definition of *culture* by Merriam-Webster

#### (Entry 1 of 2)

1. **a:** the customary beliefs, social forms, and material traits of a racial, religious, or social group

*also:* the characteristic features of everyday existence (such as diversions or a way of life) shared by people in a place or time

popular *culture*

Southern *culture*

**b:** the set of shared attitudes, values, goals, and practices that characterizes an institution or organization

a corporate *culture* focused on the bottom line

**c:** the set of values, [conventions](#), or social practices associated with a particular field, activity, or societal characteristic

studying the effect of computers on print *culture*

Changing the *culture* of materialism will take time ...— Peggy O'Mara

**d:** the [integrated](#) pattern of human knowledge, belief, and behavior that depends upon the capacity for learning and transmitting knowledge to succeeding generations

2. **a:** enlightenment and excellence of taste acquired by intellectual and [aesthetic](#) training

**b:** acquaintance with and taste in fine arts, humanities, and broad aspects of science as distinguished from vocational and technical skills

a person of *culture*

3. : the act or process of cultivating living material (such as bacteria or viruses) in prepared nutrient [media](#)

*also:* a product of such cultivation

4. : [CULTIVATION](#), TILLAGE We ought to blame the *culture*, not the soil.— Alexander Pope

5. : the act of developing the intellectual and moral [faculties](#) especially by education

## 6. : expert care and training beauty *culture*

Although there are many ways to define culture, we can state that it refers to the common values and beliefs of a people and the behaviours that reflect them.

### 1.6. Concepts

Although adapting to another culture can be an arduous experience, there are benefits that make the effort worthwhile. The benefits of successful cultural adjustment include<sup>3</sup>:

- A fuller sense of security
- The possibility of more success in the workplace
- The possibility of establishing meaningful relationships with people from the culture
- The possibility of gaining fluency in the language of the host country
- A deeper understanding of one's own culture
- A deeper understanding of oneself

The problem comes when the students are expected to interact with people from other culture, they become apprehensive, however the more it is learnt about culture through experience, the easier is for us to embrace the new culture. As it was learnt in this unit –those who have successfully adjusted to the host culture also discover that we have a better understanding of our own culture.

Teachers can teach concepts but the best way to learn and to use them, it is when students are set in cross-cultural communication situations, for example:

- Cross-cultural communication includes adapting behaviour.
- Cross-cultural communication involves problem solving.
- To understand a culture, get to know individuals.
- To understand another culture, study your own.

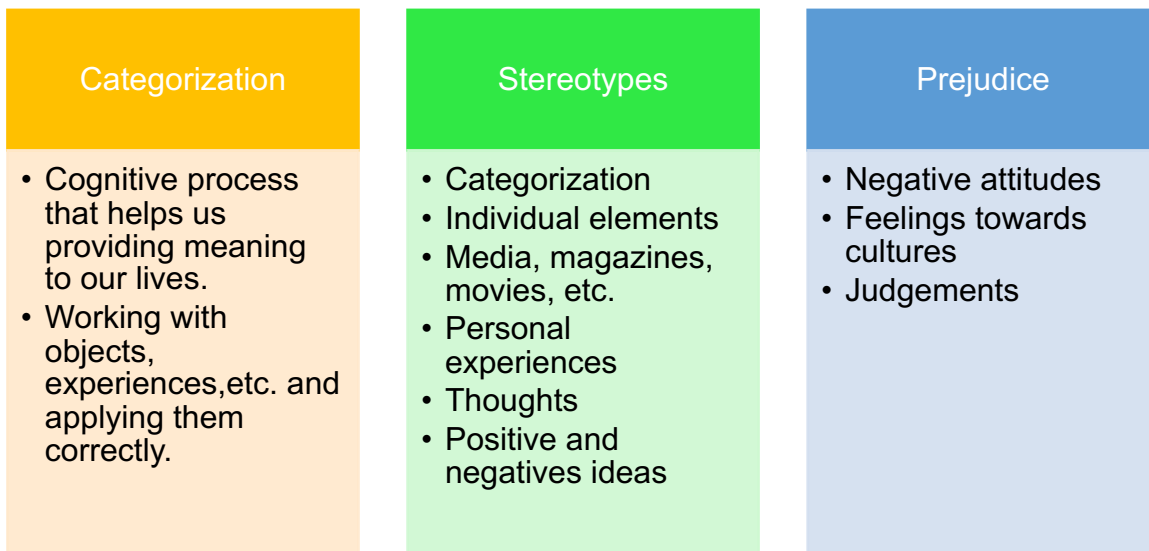
### 1.7. Culture and Ethnocentrism

On the other hand, having the idea that our own group or culture is better or more important than others; this is called ethnocentrism. This word derives from the Greek word *ethnos* meaning “nation” or “people”, and the English word *centre*. This is similar to having a “tunnel

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<sup>3</sup> Gebhard, J. (2000). Teaching English as a Foreign or Second Language. United States of America: Michigan.

vision”; sometimes students don’t embrace other cultures because of the misconception of them, comparing and contrasting morally values what leaves to:



### 1.8. Intercultural communications in the classroom

Teaching culture in both ways can sometimes present situations in which there are cultural misunderstandings that can cause students to become offended, angry, and/or confused. What it can be done is to ask them to analyse and determine a deeper insight into the culture; this kind of exercise can strike a healthy balance between the necessity of teaching the target culture, which will gradually sharpen students ‘culture awareness. Let’s review Storti’s Model<sup>4</sup>:

#### Model of the Process of Cultural Adjustment

We expect others to be like us, but they aren’t.

Thus, a cultural incident occurs, causing a reaction (anger, fear, etc.)

↓  
We withdraw

↓  
We become aware of our reaction.

↓  
We reflect on its cause.

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• <sup>4</sup> Storti, C. 1989. The Art of Crossing Cultures. Yarmouth, Maine: Intercultural Press.

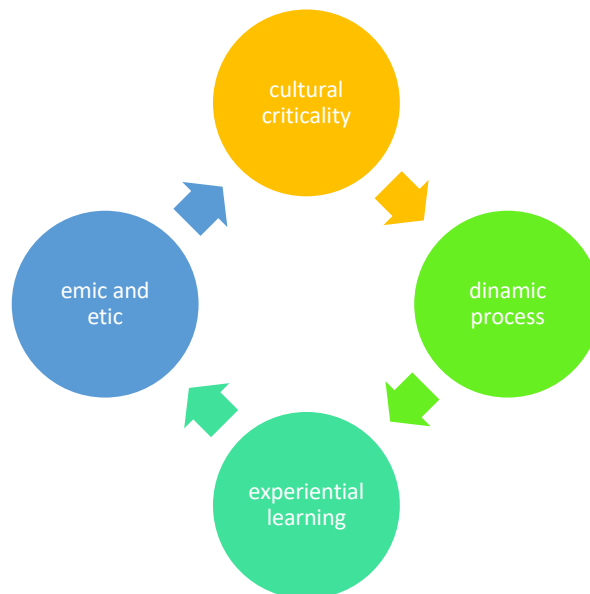
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We observe the situation, which results in developing culturally appropriate expectations.

↓

And our reaction subsides.

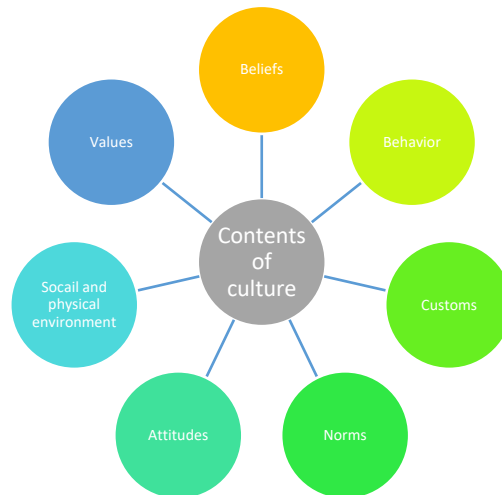
Teaching language and culture is not always an easy task, teacher role will always be to be builders and facilitators regarding intercultural contexts, especially because it is not ABC language but the language culture. As Kolb states that is not enough to read or listen about other cultures for becoming intercultural.



### 1.9. Cross-cultural awareness

Cross-cultural awareness reflects the idea of being aware of other culture and understand and accept cultural value, belief, and perception of such new culture. This idea can give a much clearer understanding about the world and the nature of a second language. Cakril claims “understanding a language involves not only knowledge of grammar, phonology, and lexis but also a certain features and characteristics of the culture (Cakirl, 2006).”





Based on this, cultural adjustment can be beneficial as Sorti points out (Sorti, 1989):

- A fuller sense of security
- The possibility of more success in the workplace
- The possibility of establishing meaningful relationships with people from the culture
- The possibility of gaining fluency in the language of the host country
- A deeper understanding of one's own culture
- A deeper understanding of oneself

However, as cross-cultural communication includes behaviour traits, some kinesics problems (facial expressions, gaze and eye management, gestures, touch, and posture and movement) as well as proxemics problems (the use of space) during the Covid pandemic could be faced. As a result, teachers and students have to adapt to this new “cheating” behaviour, adapting metrics, instruments of learning assessment, materials and resources to the class.

### 1.10. Assessment and evaluation

As reviewed during this unit, many teachers associate the term “assessment” with standardized tests as well as using it indistinctly in general education field; we must remember that testing is aimed at grading students and assessment is aimed at informing teaching and learning.

Etymologically, “assessment” derives from Latin, when assessing, teachers “sit with” the students therefore and assessment should be *with* the students and not *to* them. Of course, testing and assessing by contrast turn into *evaluation*. First purpose is to inform the

progress so teachers can modify or adapt the process. Hence, assessment is not just a matter of correction and grades but an open dialog about teaching processes.

A different way of reaching the evolution is working with some different tools, for example:

Summative assessment. - It is the data-gathering that occurs at the end of a process; its aim is to inform if the student can move on to a higher level or not.

- Final
- Evaluative
- Graded
- Authority-driven
- Controlling
- Teacher-directed
- Traditional

Formative assessment. – It is the information about students' progress or lack of it, with the aim of modifying instructions or strategies to fit students' needs.

- Process-oriented
- Informative
- Ungraded
- Growth-driven
- Empowering
- Student-directed
- Alternative

On the other hand, assessment of learning (AoL) is the process of measure students' performance against a pre-establish asset of criteria, e.g., Common European Framework, TOEFL, IELTS, etc. Huba and Freed (2000, p. 8=) offer this definition: "Assessment is the process of gathering and discussing information from multiple and diverse sources in order to develop a deep understanding of what students know, understand, and can do with their knowledge as a result of their educational experiences; the process culminates when assessment results are used to improve subsequent learning." Adding to the previous assessment methods we have:

A rubric is another assessment instrument that highlights a standard criterion to complete a learning task or performance.

A placement test is used to establish pre-specified knowledge, so the student can be placed in a congruent language level.

A diagnostic test is used to detect areas of language or learning to be develop.

An aptitude test is used to measure student's ability to learn a language.

An achievement test is used to measure student's attainment of pre-specified learning objectives.

A progress test is used along a course, and it measure students' mastery of contents in a certain unit.

A proficiency test is used globally to measure competences in the language.

These tools must be standardized so they can be used internationally; Coombe, Folse and Hubley (2007, p.7) stablish that these test work from "a detailed description of exactly *what* is being assessed and *how*". In other words, if a test represents these principles, it is a good test:

- Practicality: Tests do not require sophisticated equipment (software or hardware).
- Reliability: When applied to different groups that have similar characteristics, independent of who teaches those groups, will have similar results.
- Validity: Tests must evaluate what was taught.
- Authenticity: Tests must faithfully capture the dynamics of real language in use.
- Positive washback: Tests must influence on teaching and curriculum development.

## 2. Lesson planning

The following activities will be centred in multiculturalism through:

- Speaking- Introducing popular landmarks from other countries helps Ss to sense the differences in history, manners, as well as geographic location. Students will recognize real landmarks.
- Listening- Listening to the architectonical differences will help the Ss with their vocabulary and enunciation as a result, Ss will build their vocabulary production and use them confidently.
- Reading- Reading international information (Wonders) will help students with specific word recognition e.g., nationalities, concrete places around the world, popular foreign names, etc. Ss will be able to compare national to international information (International Wonders v Mexico Wonders).
- Writing. Mimicking international students' postcards will help students with their grammar production by understanding basic collocations, verbs, nouns, etc.

## 2.1. Procedures (TBL framework)

Stage 0

School: Universidad Intercontinental

Level: Level 2- A2

Class description: This class is made up of 5 students (one man the rest are women)- Most of them are students and one works. The age range is 19-29. All are extrinsically and intrinsically motivated, based on their teacher words. Many have described English as difficult. One student uses frequently L1 in class.

Timetable fit: Followed on from unit 10 (Have you ever been there?). The evidence at the end of that lesson indicated that they need more repetition of present perfect and describing past experiences. Their classes are on Tuesday from 18:00 to 21:00 and Friday from 16:00 to 19:00 (15 minutes break).

Topic: Have you ever been there? Virtual field trip to New Wonders.

Objectives: By the end of the lesson, students should have practiced the present perfect for exchanging information about past experiences and events, and have reviewed the use of Wh-questions, statements, and short answers with regular and irregular past participles; already and yet; present perfect vs. simple past; for and since.

### Warm up (Pre-task):

Strategies:

Operationalize conversational dynamics (volume, amount of participation, pauses, overlap and communication breakdown, backtracking and body language).

Use the appropriate forms [dealing with internal grammatical structures of words and phrases] and functions [dealing with language as students engage with content and interact with others]) and vocabulary to initiate, maintain and terminate a conversation.

Linguistic point: Use *present perfect* and present simple in a conversation.

Date: Friday 2022-05-22 at 16:00.

Vocabulary: nouns and adjectives to describe places, maps, city life, Geographical regions, etc.

Objectives:

Match Geographic knowledge (as students will work with world cities, it is important they know where continents, cities, places, etc. are, as well as to know how to read basics maps).

Categorize information about famous landmarks.

Use *present perfect* and present simple in a conversation.

Break down detailed information in a conversation.

Material: Microsoft Teams call, *Youtube*, *Pear Deck*, computers, internet.

Procedures		TIME	
Introduction T<>Ss	<p>Teacher introduces himself to the class then asks the following questions</p> <ul style="list-style-type: none"> <li>• What is your name?</li> <li>• Where are you from?</li> <li>• What do you study?</li> </ul>	10 minutes (Based on student performance)	
Stage 1	<p>Teacher shares the link with the class and asks them to join the lesson.</p> <p>Teacher chooses a student and asks about the Ancient Wonders.</p> <p>Teacher asks the class to name the Ancient Wonders.</p> <p>Teacher monitors the activity by showing the responses to the class.</p> <p>Teacher asks the students to read aloud the name of the Seven Wonders of the Ancient World.</p>	15 minutes (Based on student performance)	
	Anticipated Problems		
	Ss might feel shy to participate.		T encourages Ss.
	Ss might not recall some words or expressions.		T gives more examples.
Ss do not write correctly	T elicits from another S the answer.		
Assessment: Formative			

Stage 2	Teachers ask the students to locate the Ancient Wonders on the map. Teacher shares and casts Google Earth link to raise geographic consciousness of the topic.	15 minutes (Based on student performance)
Final stage	Teacher checks Ss answer and provides feedback.	15 minutes (Based on student performance)

### Stage I

Topic: Have you ever been there? Virtual field trip to New Wonders.

Would you want to visit one of them?

#### Task: Speaking

Strategies:

Operationalize conversational dynamics (volume, amount of participation, pauses, overlap and communication breakdown, backtracking).

Use the appropriate microskills (accomplish communicative functions according to situations [experiences], participants [classmates] and goals [oral presentation]). Use appropriate styles, registers, pragmatic conversation rules, sociolinguistic features in on-line conversations, and vocabulary to initiate, maintain and terminate a conversation.

Linguistic point: Use **present perfect** and **simple present** in a conversation.

Vocabulary: nouns and adjectives to describe places, maps, city life, Geographical regions, etc.

Material: Pear Deck presentation.

Objectives:

Match Geographic knowledge (as students will work with world cities, it is important they know where continents, cities, places, etc. are, as well as to know how to read basics maps).

Correlate *present perfect* and simple present in a conversation.

Orally present some past experiences using *present perfect structures*.

Procedures

TIME

Introduction T<>Ss	<p>Teacher shares and casts the official New 7 Wonders web page.</p> <p>Teachers elicits information from students.</p> <p>Teachers ask the students to locate the New Wonders on the map.</p>	10 minutes	
Stage 1	<p>Teacher shares and casts The New York Times' The "New Seven Wonders of the World interactive page and asks students to read aloud the information.</p> <p>Teacher draws students' attention with the interactive page, so they can active geographic knowledge.</p> <p>Teacher chooses a student and model the task for the class.</p> <p>Teacher starts the activity and monitor the class to give help as needed.</p>	15 minutes (Based on student performance)	
	Anticipated Problems		
	<p>Ss might have problems with the link (NYTimes's link works with Java).</p> <p>Ss might not recall some words or expressions.</p> <p>Ss do not answer correctly.</p>		<p>T has a second link (Google maps).</p> <p>T gives more examples.</p> <p>T elicits from another S the answer.</p>
	Assessment: Formative (checking grammar focus using class rubric.)		
Final stage	<p>Students tell the class about the places they would like to visit.</p> <p>Teacher checks and provides feedback (Using class speaking rubric).</p>	15 minutes (Based on student performance)	

## Stage II

Topic: Have you ever been there? Virtual field trip to New Wonders.

The New Seven Wonders of the World 2020

**Planning:** Listening

## Strategies:

Intensive listening (followed by detailed comprehension questions)

Listening for details.

Inferring vocabulary meaning.

Activate topic vocabulary

Extraction

Linguistic point: *Present perfect, simple present, and would* structures.

Vocabulary: nouns and adjectives to describe places, maps, city life, Geographical regions, etc.

Material: YouTube video and PD presentation.

## Objectives:

Break down detailed information to identify specific information.

Demonstrate one's ability to understand city's descriptions.

Procedures		TIME
Introduction T<>Ss	Pre-listening Teacher explains the task and the information in the chart. Teacher asks the class to read aloud –While exploring the New Wonders' slide. Teacher asks the class to read aloud slides #12 and #14.	5 minutes
	While-listening Teacher plays one time the audio program. Ss listen and write down some vocabulary. Teacher plays one more time the audio program.	15 minutes (Based on student performance)
Stage 1	Anticipated Problems Ss might have problems with internet connection.	
	Ss might not listen the video.	T asks the Ss in advance to check volume.



	Ss do understand the video.	T plays one more time the video with pauses and asks another S the answer.	
	Assessment: Summative (based on their responses).		
Final stage	Post-listening Students answer slide #13. Teacher shows responses. Teacher checks Ss answer and provides feedback.		20 minutes (Based on student performance)

### Stage III

Topic: Have you ever been there? Virtual field trip to New Wonders.

Mexico's Wonders

#### Report: Reading

Strategies:

Using context to find meaning.

Connecting ideas.

Bottom-up

Making predictions, reading for specific information in a travel bulletin.

Scan and read for details in an article about Mexico Wonders.

Linguistic point: *Present perfect, simple present, and would* structures.

Vocabulary: nouns and adjectives to describe places, maps, city life, Geographical regions, etc.

Objectives:

Correlate names and words in context: names, picture icons, etc.

Associate a leaflet read to compare and learn more about the New Wonders and/with Mexico Wonders.

Compose a story with present perfect and present simple using Google Earth, leaflet, and links as tool to complete final task.

Material: PDFs, Google Earth, and PD presentation.

Procedures		TIME	
Introduction T<>Ss	Pre-reading Teachers asks the Ss to draw a line from the images to the right place on the map to stablish context.	5 minutes	
Stage 1	While-reading Teacher explains the instructions and checks vocabulary. Teacher asks the students to read about and explore some places. Teacher provides a PDF (Mexico Wonders' leaflet) and asks Ss to read aloud. Teacher asks students to compare the New Wonders with Mexico Wonders (leaflet's information, Google Earth and links).	15 minutes (Based on student performance)	
	Anticipated Problems		
	Ss might not recognize some words or expressions.		T provides links to the students.
	Ss do not answer correctly.		T elicits from another S the answer.
	Assessment: Summative (based on their responses and class rubric).		
Final stage	Post-reading Students answer the virtual field trip reflection. Teacher checks Ss answer and provides feedback.	15 minutes (Based on student performance)	

#### Stage IV

Topic: Topic: Have you ever been there? Virtual field trip to New Wonders.

A postcard from one Wonder.

**Analysis and practice:** Writing

Strategies:

Planning  
 Drafting  
 Self-edit  
 Top-down  
 Write a postcard to someone one hasn't seen recently.  
 Use specific vocabulary to describe cities.  
 Check information in order.  
 Geographic knowledge.  
 Check information about famous landmarks.  
 Use the correct verb tenses in a short conversation.

Linguistic point: Present simple, continuous, perfect, and going to.

Vocabulary: Possessive adjectives, personal pronouns, nationalities, travel activities and/or preparations, emphatic adjectives, descriptive adjectives, maps, etc.

Objectives:

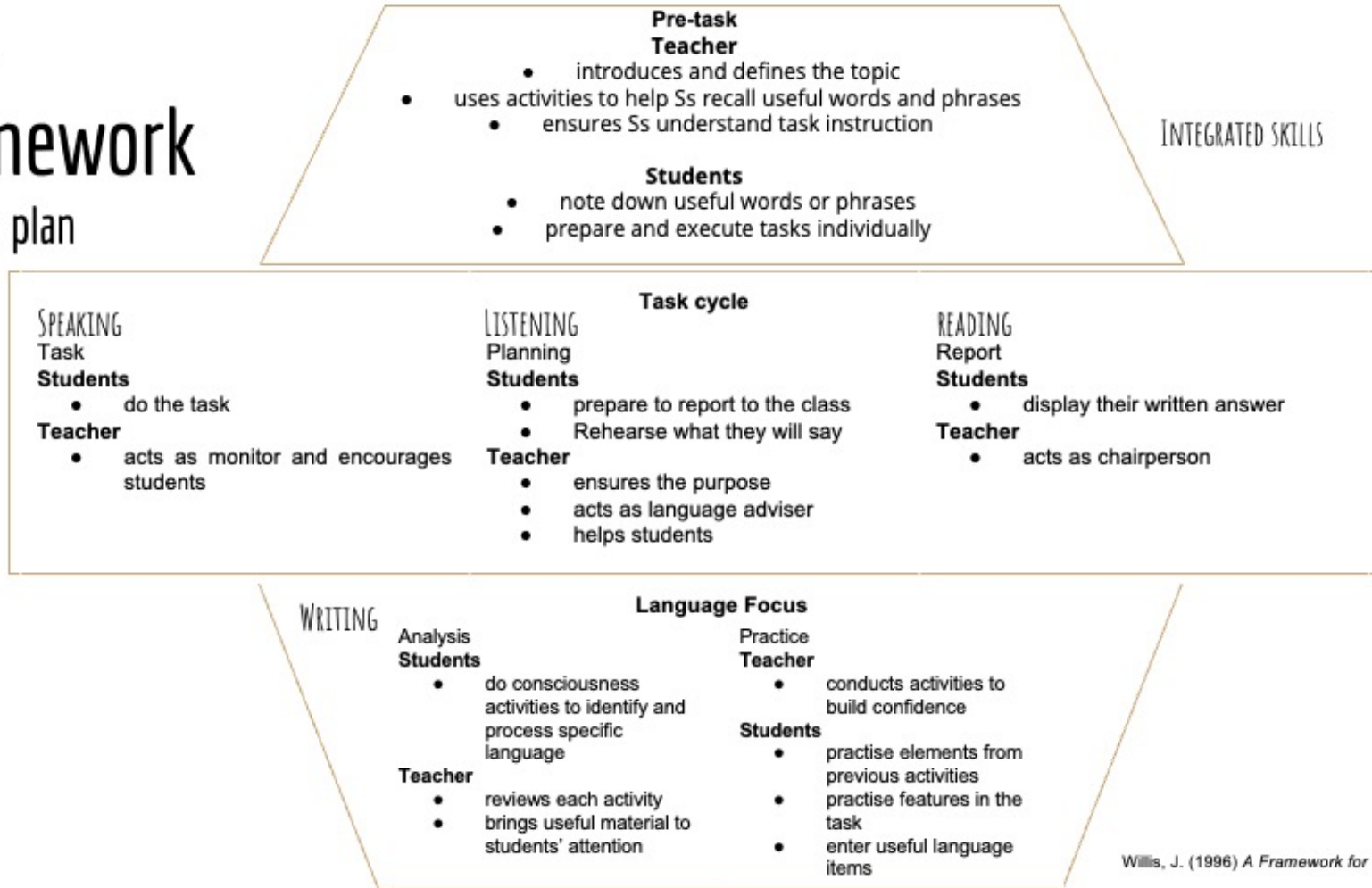
- Students will be able to mimic a postcard and to write different kinds of vacations.
- Question the pros and cons of tourism
- Comment about holidays

Material: Student's book, British Council PDF, laptop, dictionaries, links.

Procedures		TIME	
Introduction	Teacher explains the final task.	5 minutes	
T<>Ss	Teacher asks one student to read aloud the instructions.		
Stage 1	Teacher provides the material (PDFs, links, etc.) Teacher starts the activity and monitor the class to give help as needed. <b>Option:</b> Ss write the postcard for homework (based on class-time).	20 minutes (Based on student performance)	
	Anticipated Problems		
	Ss might lose interest while writing.  Ss might not recall some words or expressions.		T encourages Ss.  T tells Ss to use their student's books.

	Class is running out of time.	T asks the writing for homework.	
	Assessment: Formative (checking grammar focus using class rubric.)		
Final stage	Teacher collects the postcards. Teacher reads and grades writings (considering class-time) Teacher provides feedback. Teacher closes session and thanks class.		15 minutes (Based on student performance)

# TBL framework Lesson plan



Willis, J. (1996) *A Framework for Task-based Learning*.

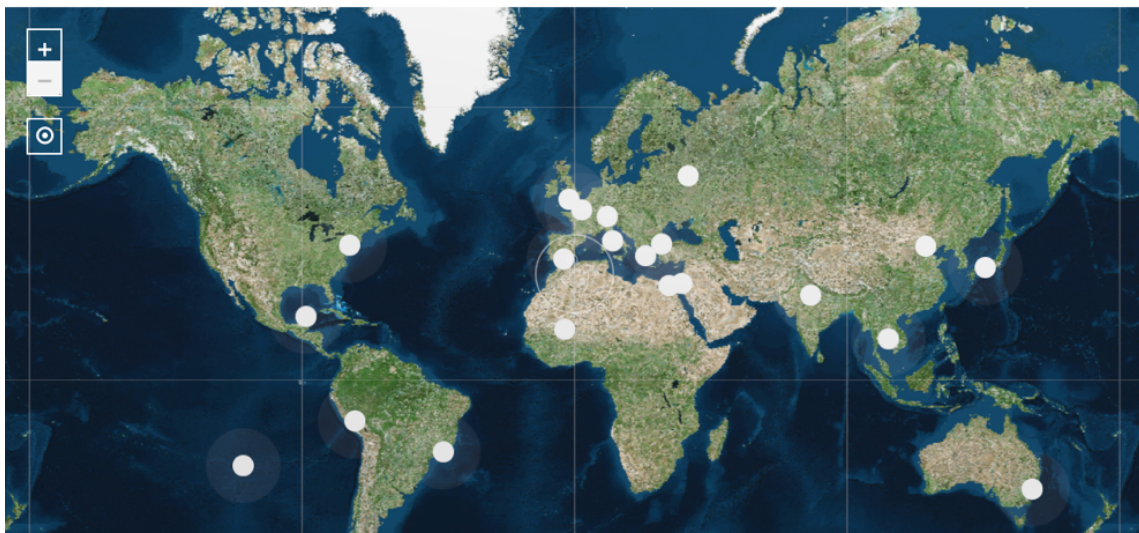
## 2.2. Evidence



WORLDMAP

## THE 21 FINALISTS

The New 7 Wonders of the World have made it out of 21 Finalists

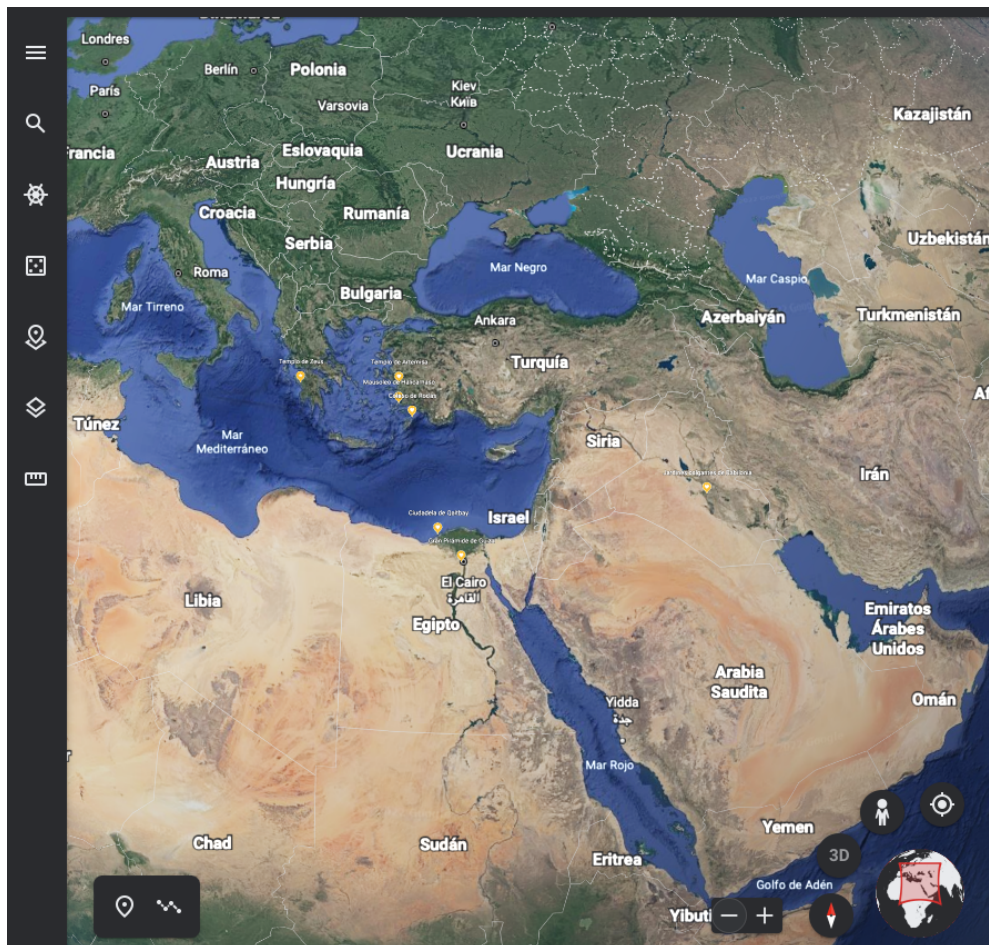




The New 7 wonders of the world were voted up by the public

#sevenwonders  
NEW Seven Wonders of the World 2020

518.368 visualizaciones • 8 jul 2020 5903 NO ME GUSTA COMPARTIR CLIP GUARDAR ...



# Mexico's Wonders

The greatest adventure now is to travel, to see those places in the world – man-made creations or sublime works of nature – that pack a mysterious power.



## Templo de las Cruces

Acámbaro is a city and municipality in the southeastern corner of the Mexican state of Guanajuato

<https://sanluispostosipost.com/2021/01/07/meet-the-mexican-taj-mahal/>

<https://goo.gl/maps/L3eL8AuhkEeQza5r8>

## Malinalco Archeological Zone

Malinalco is the municipality inside of Ixtapan Region; it is a town and municipality located 65 kilometers south of the city of Toluca in the south of the western portion of the State of Mexico.

<https://www.visitmexico.com/en/estado-de-mexico/malinalco/archeological-site>

<https://www.google.com.mx/maps/place/Zona+Arqueol%C3%B3gica+de+Malinalco/@18.9530972,-99.5052137,17z/data=!3m1!4m5!3m4!1s0x85cd ea86f8f147b3:0xc00baa48bce46d1e18m2!3d18.9530972!4d-99.503025>



## Cristo de las Noas

El Cristo de las Noas, located on the Cerro de las Noas hill, in Torreón, Coahuila. It is a large sculpture portraying Jesus Christ. It was built between 1973 and 2000.

<https://www.visitmexico.com/en/coahuila-de-zaragoza/torreon/cristo-de-las-noas>

<https://goo.gl/maps/f6p8sJKNZj1jJLPA>






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## WONDERS OF THE WORLD

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### 7 WONDERS OF THE WORLD - TRAVEL POSTER SERIES

This series of posters focuses on the New 7 Wonders of the World. They were chosen through an online contest in 2007 put on by a Swiss company, the New 7 Wonders Foundation. More than tens of millions of people voted. The New Wonders are 1) The Taj Mahal, 2) Chichén Itzá, 3) Christ the Redeemer, 4) The Great Colosseum, 5) The Great Wall of China, 6) Petra Jordan and 7) Machu Picchu.

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WONDERS OF THE WORLD

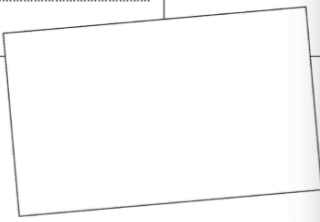


**BRITISH COUNCIL** LearnEnglish Teens  
 Writing skills practice: A postcard from New York – writing pract

Write a postcard to a friend or family member. Think about these questions:  
 Who will you write to? What's their address? Where are you? Are you having a good time? Where have you been and what have you seen? What haven't you done yet? What's the weather like? What are you going to do tomorrow?

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Affix stamp here



**BRITISH COUNCIL** LearnEnglish Teens  
 Writing skills practice: A postcard from New York – postcard

**Dear Mum and Dad**

I'm having a great time here in New York! Aunt Eva has shown me everything – the Statue of Liberty, the Brooklyn Bridge and Central Park. I haven't taken a yellow taxi yet but I really want to.


It's sunny and hot every day. Tomorrow we're going to watch a show at a theatre on Broadway.

Wish you were here.

Love Ami xx

Affix stamp here

Susan & Ken Ford  
 42 Park Street  
 London  
 E7 3QE  
 UK



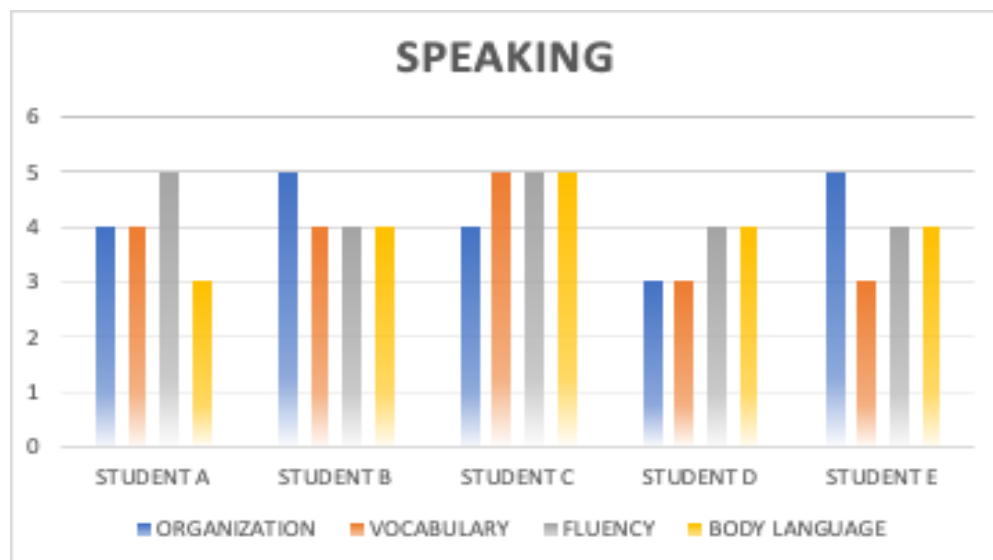
**Top Tips for writing**

1. Start your postcard: Dear + name.
2. Use the present continuous to say you're enjoying the holiday.
3. Use the present perfect to say what you have done.
4. Use going to for your future plans.
5. A good way to finish a postcard.
6. Finish your postcard: Love + your name. xx are kisses!

### 3. Assessing or evaluating tools

For this activity, it was used the analytic rubrics given by the headteacher only with two summative activities (speaking and writing stages); the other two formative activities (listening and reading stages) were orally evaluated. The result was given to the headteacher, she decided either use them or not; the rationale for assessment follows<sup>5</sup>:

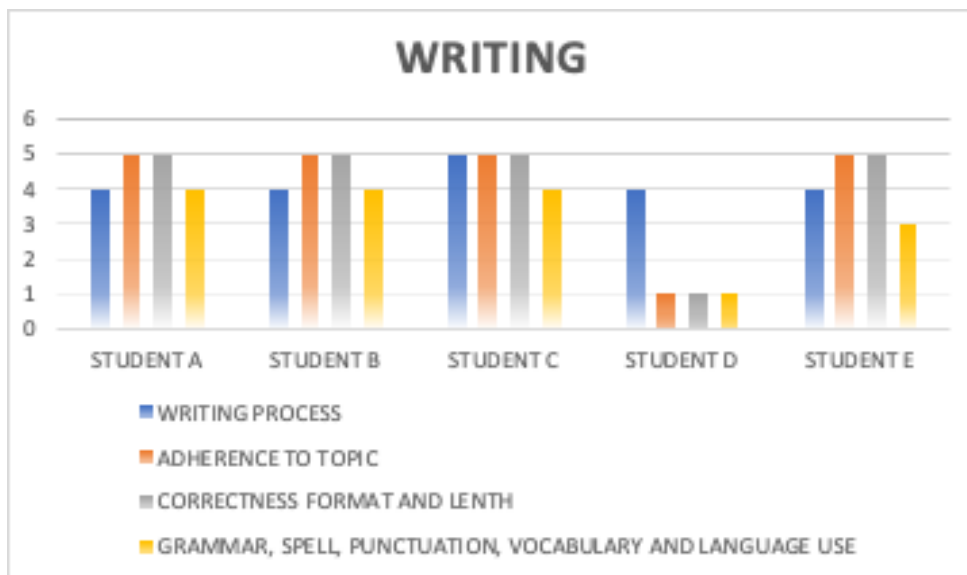
- To promote, enhance, and improve the quality of student learning through feedback that is clear, informative, timely, constructive, and relevant to the needs of the student.
- To measure and confirm the standard of student performance and achievement in relation to a subject's defined learning objectives,
- To reward student effort and achievement with an appropriate grade,
- To provide relevant information in order to continuously evaluate and improve the quality of the task and effectiveness in the learning process.



<sup>5</sup> Student Assessment Policy and Procedure. Wentworth Institute. 2015

<b>DATE</b>						
<b>SPEAKER'S NAME</b>						
<b>Organization</b> Organizes speaking by using main ideas as well as examples and details; uses 'signal words' and phrases such as: 'First of all; on the other hand; for example', etc.	<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> </tr> </table>	1	2	3	4	5
1	2	3	4	5		
<b>Vocabulary and Grammar</b> Uses advanced-level vocabulary and correct verb tenses, subject-verb agreement, plural nouns, articles, etc.	<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> </tr> </table>	1	2	3	4	5
1	2	3	4	5		
<b>Fluency</b> Appropriate speaking speed; emphasizes key words and ideas.	<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> </tr> </table>	1	2	3	4	5
1	2	3	4	5		
<b>Body Language and Eye Contact</b> Uses natural, relaxed body language to emphasize ideas. Uses appropriate eye contact.	<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> </tr> </table>	1	2	3	4	5
1	2	3	4	5		
<b>TOTAL GRADE</b> Add up the above grades for the final grade out of 20 points.	<p style="text-align: right;">out of <b>20</b> points</p>					
<b>AREAS in SPECIAL NEED  of FURTHER DEVELOPMENT</b>						



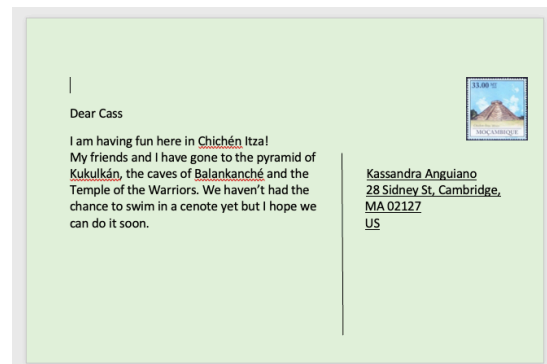
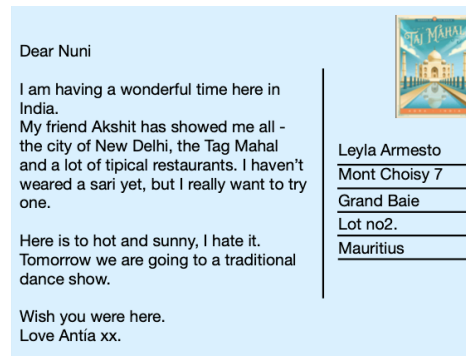
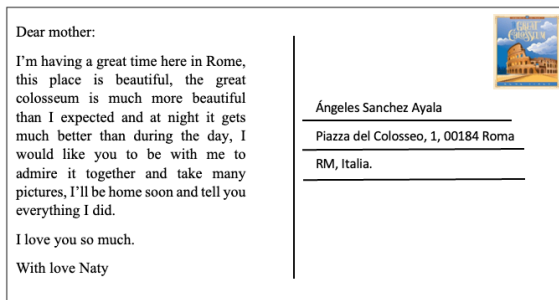


#### Assesment Rubric Dialogue Writing/Final Group Proyect

Students Name: \_\_\_\_\_

Date: \_\_\_\_\_

Criteria	Excellent! 5	Good! 4	Can Improve! 3	Poor! 1	Points
Writing Process	Evidence of outstanding planning. Drafting, revising, editing, use editing marks, rewriting, and publishing.	Develop as needed by planning, drafting, revising, editing, use editing marks, rewriting, and publishing.	Does not show strength uses only a few elements of the writing process.	Does not show strength or develop the use of any elements.	
Adherence to topic	Purpose is clear at all times.	Good purpose clear majority of the time.	Fair trends to wonder	More focus on purpose needed	
Correctness, Format and Length	Uses correct format and length required.	Only one or two elements missed in format and length.	Multiple mistakes and incorrect length.	Many mistakes made.	
Grammar, Spell, Punctuation, vocabulary and language use	Demonstrate command of the conventions of English capitalization, spelling, correct punctuation and use of language.	Only a few spelling mistakes. Good use of vocabulary, punctuation and language.	Multiple spelling mistakes have been made. Use of vocabulary could be better. Punctuation mistakes evident. Us of language is average.	Many spelling mistakes, vocabulary below expected grade level. Punctuation hardly been used or is incorrect. Language requires work. Not prepared at all.	



#### 4. Report and analysis

After finishing this class, I was pleased as the objectives were achieved. Nevertheless, I must adapt some things:

- Presentation pace. - Even if the students were eager when presenting I must set presentation limits as I was running out of time for the final activity. Somehow, I must make my timing flexible according to my Ss needs.
- Mode. – I must find a balance written (reading and writing) and oral (listening and speaking) assignments; Sometimes I had Ss who finished before and some others who took extra time.
- Difficulty. – Always plan some extra activities for early finishers that pose a challenge for them. Probably working on a word-bank or to help their peers.
- Because of this some students were lively at the beginning of the class, but their energy levels waned in the middle and the end, especially during virtual classes.

Next assignment, I would like to add some questions before the planning to consolidate the execution of my lesson plan:

- How does this activity help my students learn?

- Is it just a fun activity or does it contribute to the flow of my lesson?
- How am I going to transition into this activity?
- Will the objective be clear to the students?
- Will the students have the requisite language to be able to complete the task? If not, what do I need to do in class to help with this?
- How am I going to give feedback on the activity?

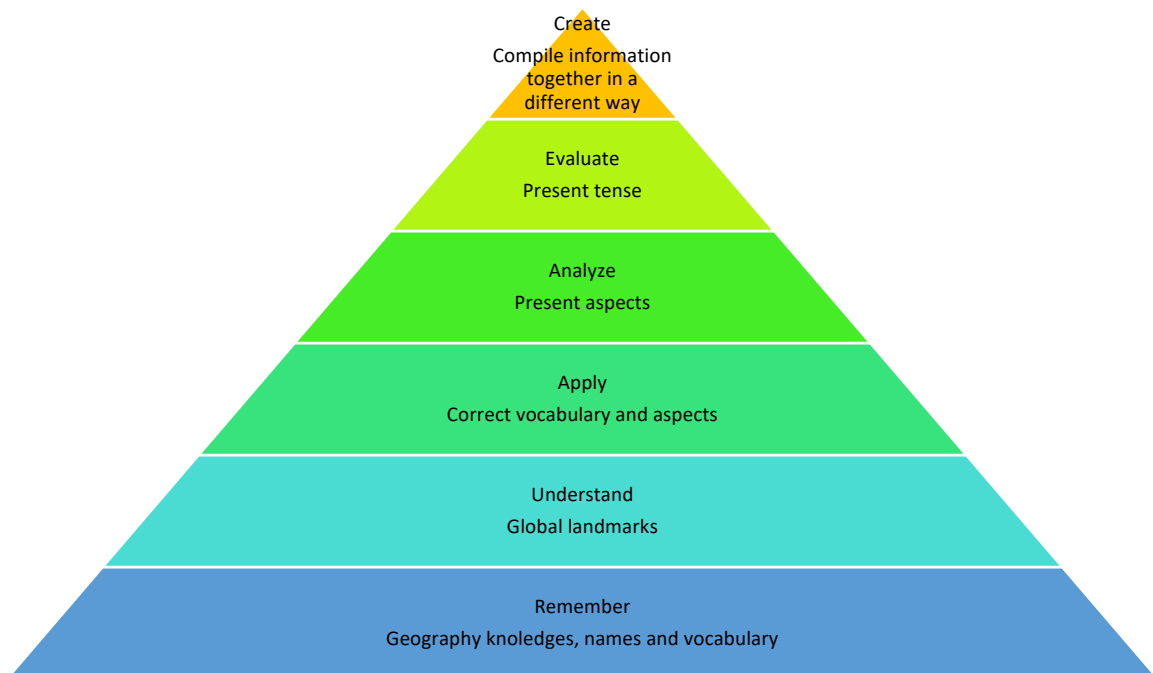
As well as 5 inclusivity practices (Varinder Unlu. ELT teaching):

1. Create a supportive, respectful environment.
2. Have high expectations of all students.
3. Create a supportive peer culture.
4. Plan learning which includes participation from everyone and encourages success.
5. Take a “community” approach to learning and teaching.

I was pleased to include 5 ways to motivate English learners. (ELT Cambridge)

1. Choose meaningful lesson topics.
2. Set achievable learning goals.
3. Give students some control.
4. Praise their work and efforts.
5. Turn errors into learning opportunities.

Having the visual pyramid helped as well in this task:



Finally, I have to be aware of how much can realistically be taught in a virtual class, having multiple objectives listed can be overwhelming for both, me, as a teacher and my students; less is almost always more. I must remember that objectives should clearly and unambiguously indicate performances in both ends.

## **6. Conclusions**

This activity had had two paths, on one hand, was the creation process, I was worried because, first I did not have a group to work with and when I had one, I did not know neither its level nor the unit they were working on. On the other hand, preparing for a class going blind was something that pushed me to do a good job. Not only I would be assessed by you, my tutor, but as well by a new group and a new teacher. I got the idea of this class after haven seen a NatGeo program about Mexico Wonders. I think the lesson was joyful and interesting because they, the students, asked me if they could present their postcards as part of their Monday presentation; I commented with the headteacher, and she concurred with me; last week she sent me the presentation audio files. They did an awesome job. I learnt that confirming that having a lesson plan well planned and having a meaningful class will definitely impact the student learning process as well as the acquisition and consolidation of the language. Speaking about assessing I gave the rubric to the headteacher so she could use them or not in their final grades. I have to mention that before I have never used a rubric as part of one specific activity, having them is a useful way to assess the students during their ongoing process.

After the completion of the lesson, outcomes were positive; students were able to use the linguistic points more naturally, they even use the activity as part of their future assignment (Oral presentation). On the other hand, the use of CCQs and rubrics (given by the headteacher) as part of the activity showed clear and measurable outcomes.

The evaluation was focus on the idea of using a particular aspect rather than a simple tense, as well as geographic knowledge. Students were motivated to use new tools (PearDeck and Google Earth) as part of their learning process which was meaningful. This result reinforced some points of the teaching philosophy.

Having more sessions would be perfect for this activity as the completion of the TBL Lesson Cycle takes time and in order to not have incomplete tasks or stages; some activities require more time, especially the interactive ones (Google Earth and 360° videos).

To close this project, I would like to address that the relationship between language and culture is not simple, nevertheless it is important to understand, especially since teachers will form perceptions about language based on their understanding of this relationship. Moreover, depending on the teaching context in Mexico, it is crucial to understand the context and backgrounds of the students. Hence, teaching culture (as the language is) can be relevant to their life and needs.

The texts recommended in the Specialization can be used by language teachers as tools and ideas to engage students in a more in-depth dialogue about the importance of learning culture and about how it should be incorporated into the ELT classroom. Inputs, Rationale, and Linguistic points, among others, are important... I have learnt this... but having students as the core of our teaching philosophy must be fundamental. Teachers are facing a new paradigm in education after Covid linked to social, political, and personal factors; ELT must, as learnt in this program, be part of our culture not only on language culture but on human culture as well.

Finally, I have applied concepts, ideas, and theories consciously, I used CCQs before changing activities and have extra materials to use in case something happened during the lesson. Right now, I am confident in the practise, and I have reinforced some points of my teaching philosophy.



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- <https://en.ppt-online.org/345363>