



UNIVERSIDAD PEDAGÓGICA NACIONAL

UNIDAD AJUSCO

PROPUESTA DE INTERVENCIÓN EDUCATIVA

INTERCULTURAL STEREOTYPES

TRABAJO RECEPCIONAL

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

PRESENTA:

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México, DF. a 4 de Julio 2023

DECLARATION LETTER:

I declare that the following “**ENHANSING MY TEACHING PHILOSPY**” is entirely my own work and that it is written in my own words and not those copied directly from any source, except for those properly acknowledged.

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¹ EEAILE-CEAL. UPN. Guidelines for Academic Honesty in Citation and References.

http://eeaille.cealupn.net/pluginfile.php/2441/mod_resource/content/1/eeaille_1_00_Academic%20Guidelines%20for%20Citation%20and%20References.pdf

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TITULO QUINTO: De las sanciones y recursos.

CAPITULO 1. De las sanciones

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d) Presente como propios trabajos académicos que no son de su autoría, entre ellos, artículos, revistas, ensayos, libros, tesis profesionales o de grado, así como cualquier otro sin consentimiento expreso de su autor.”²

² Reglamento General para estudios de posgrado de la UPN.

<http://137.135.91.197/normateca/index.php/category/6-reglamentos-internos.html>



FINAL PROJECT

“INTERCULTURAL STEREOTYPES”

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Specialization in Teaching and Learning of English

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INTRODUCTION

Through this project, I analyze the activities that I proposed in my intercultural planning class called “Intercultural Stereotypes”, but not only how they were organized in the paper but also how my students reacted to them during the classes and in their context.

The purpose of observing the results that my activities provoked in my students, is to know if they are suitable for them because when I designed the planning, I imagined possible results but there is a big difference between what I imagine that the activities might cause in my students and what they really cause.

The comparison that I make between the activities and their application with my students is based on the analysis of the videos recorded in my classrooms, which I observed in order to write a more objective final project. It is important to point out that the videos were recorded on different days throughout two weeks in two different groups because I am English and math teacher, but most of my schedule is in math classes.

Also, I analyzed the materials used through this planning class. I used two types, those which were made by me because I did not find something similar for accomplishing the objective, and those real materials which purpose was to provide input.

On the other hand, my testing tools were also examined in order to know if they are suitable, valid and effective to grade the activities designed, concluding if they are either useful or not, and above all, proposing some changes to improve them because when I designed those assessment tools, I thought I had imagined all the possible situations, but it was not true because I had not considered some other possible circumstances; thus, I also propose some solutions to those unexpected situations that I saw when I used the assessment tools, whose main objective is to provide feedback during the learning process, leaving aside the idea that evaluating tools must be used for getting a grade.

Finally, this analysis also includes a reflection about my teaching philosophy and the role that it plays during the design of the planning and the materials proposed, which were made

by me. I have tried to keep my teaching essence through the design of the planning class, and at end of this assignment I will conclude whether the objective is accomplished or not.

The objective is that my students use language to convey their ideas, needs and thoughts by choosing both an appropriate channel and a code, making of the language a social practice, but, how to create scenarios where students use the second language for interacting? how to design meaningful material that really facilitates the process? How to engage students in the process? how to use the adequate method without losing my teaching philosophy?

Those questions are going to be answered at the end of this project, where I am going to analyze if I finally know what works and what does not in my classroom. Maybe I am not going to work at CETis 9 the rest of my life, fact that surely will modify the context; however, through this experience that started one year ago, I am sure that I am going to be able to be closer to discover what works and what does not in any context.

CHAPTER 1

Philosophy and theory

1.1.1.- MY TEACHING CONTEXT

I have been an English teacher at **CETis** 9 for almost five years which is a public high school that belongs to DGETI (Dirección General de Estudios Tecnológicos e Industriales). This institution offers classes in mornings and evenings, specifically from 7:00 am to 9:00 pm, offering three different technical careers: Fashion design, computer science, and administration. Students choose one of the three careers when they enroll in school, of course, it happens as long as there is enough space in there, the preference depends on the grade that they got in the exam to be accepted. It is important to point out that most of these students were rejected from their first option, so the first problem that teachers face up to, is the fact that students do not want to be at CETis 9, the second problem is that they think that English is useless in their lives.

My school is in downtown Mexico City, close to Tepito, which means that most of the students are from that important commercial place. It is a very small school with no more than thousand students. There is a computer lab, but it is always busy; the students do not have opportunity to use it unless the teacher books it. If they need either a computer or free Wi-Fi, they need to solve their needs by themselves, which is too difficult because some of them must work in Tepito to help their families and their earnings are limited, making it almost impossible for them to have the opportunity to buy computers, books or even pay for mobile data. On the other hand, my students are teenagers currently enrolled in fourth semester, ranging from 16 to 17 years old, who think that English is not important for them because they think that a second language, especially English, is not only difficult but also boring. They have told me that it is so confusing for them to find a direct relationship between sounds and the word that they refer to; attending class, in most of the cases, because English is a compulsory subject that they must study. English at DGETI starts since first semester and finishes in fifth semester. During that period of time, teachers must accomplish the topics that the syllabus indicates, a program that aims to take students to a **B2** proficiency level, even when some teachers have not reached that level.

CETis refers to Centro de Estudios Tecnológicos, Industriales y de Servicios

B2 refers to elemental level in the Common European Framework of Reference for Languages

1.1.2.- MY TEACHING IDENTITY

Recognizing who I am as a language teacher is quite challenging since it is possible that my students might perceive me in a different way, even when I am definitively a person who does like teaching English. The fact that I enjoy teaching takes me to seek the best way to do it, I mean, more than only accomplish the syllabus, I try to make my students like English because if that happens, they will look up more knowledge by themselves and English will get out from the academic context.

I teach English as I would have liked to learn it, avoiding expository classes as those that I had to take in Elementary school because I have always known that English class must be focused on communication, and it avoids the use of the board as the only one teaching tool used for the teacher to convey his knowledge. I want to be honest: lately, I have been so tired because I work with ten groups made up of at least 40 students each, from three different subjects, and some days, I did not feel like doing any material to use as an input tool; so I based a couple of classes on the use of the books, which are compulsory to work with; however, I did not feel comfortable at all in class, I felt that I had failed myself because I did not enjoy my lesson and my students didn't either. At that moment, I realized that I really like teaching English, and that making my material expecting how it might work in my class, makes me happy even when I am exhausted.

Because of this, I see myself as a person that likes to do her best, and to reaching the level where I want to be, it is necessary to learn a lot since I know that I need to improve in many senses, my technique needs to be improved and my English too; nevertheless, I am closer to discovering how to do this not only as good as possible but also excellently. I continue working with flashcards, memory cards, readings, games, and dialogues because I see that they still work, but I have also implemented many activities in order to offer more alternatives to students that want both to learn and to improve their English.

Throughout this specialization, my classes have improved a lot, and the results make me look forward to discovering more strategies for offering better classes.

1.1.3.- MY TEACHING PHILOSOPHY

I have always known that language is a social practice; so, in order to take my students to communicate their needs in a clear way in any context, I must work hard on developing the process of interaction by interpreting and producing messages, which seems to be easy, but it is not. Achieving interaction means to plan significant activities focused on solving situations by applying the second language, manipulating language to create meaning, and that is too difficult. The problem here is how to develop significant activities that follow that pathway to achieve the communicative goal, the answer might be by using real materials, by providing effective feedback, and by simulating real situations in class. The first time that I had to think about my “teaching philosophy”, I was completely sure that the usage of questionnaires after an oral text that pursue conversations instead of just texts, were not functional to get the communicative approach; however, I have changed my mind due to a text either oral or written that includes a questionnaire, might offer another important tool to evaluate knowledge and then, to provide feedback which is also another way to create input. What I have not changed at all, is the idea that **Language Functions (1)** are really useful for learning through practice instead of giving so much time to grammatical structures, which are useful but do not give us the whole “form” by itself to establish meaning and apply it into social practice. The purpose of developing those activities in the classroom, from my point of view, is to create **communities of practice (2)** where the students interact to produce language to exchange information, express their needs, and point their points across. If students are used to interacting inside the classroom by solving real situations (as real as possible), it will be easier to apply the knowledge of those functions in real life, they will use the accurate conventions of language and the appropriate words without realizing it.

(1) **Language Functions** English EFL. (2009). *English EFL*. Obtenido de Other grammar rules: [https://www.english-](https://www.english-eFL.com/lessons/language-)

functions/#:~:text=A%20language%20function%20explains%20why%20someone%20says%20something.,language%20function.%20La
nguage%20functions%20then%20require%20certain%20grammar.

(2) **communities of practice** (formpl.us, 2023) (APQC, 1994) APQC. (1994). apqc.org. Obtenido de <https://www.apqc.org/expertise/knowledge-management/communities-of-practice>

My current teaching philosophy makes me be more committed when designing the activities to achieve the interaction approach, I am conscious that language is not static, so I need to provide my students with vocabulary and different structures to describe events that might occur in different moments, but if I teach them only the grammatical structures, it will not be enough, because the grammatical rules do not guarantee communication, I would not like for the structures to stay only in a book.

Grammar is not the base of the second language acquisition process because knowing grammar does not guarantee communication as I had thought before this specialization, there are three more skills that are necessary to work with for establishing interaction, where there is important to be clear in order to be understood. Specifically, in the case of the written skill, if the text is not coherent, the reader is not going to have the chance to ask for clarification nor of inferring the meaning though context.

Claiming that my teaching philosophy looks for communication in real life, not only oral but also written, which does not exclude both reading and listening skills, I am still looking for new ways to take my students into situations that resemble possible real ones, applying those that I have seen that work, and discarding those that I am sure that do not work in my context, I am still improving but without getting rid of what I consider is essential, which is the fact of avoiding to face up English as if it were another subject.

Focusing on interaction, the methodology that matches the best with my teaching philosophy is definitively **The Experiential Learning (1) Method**, where my students learn by doing. I have mentioned that I like to offer scenarios where my students use the second language, here, the Experiential method comes because my students solve situations by interacting, learning from their mistakes, and acting different in the next occasion.

Because of the previously mentioned, games are my best option due to the opportunity that they offer to solve a situation where the members of the team are interested in solving, they make mistakes but learn about them as long as they want to win de game, fact that always happens.

(1) Experiential Learning Theory Western Governors University. (2020). Experiential Learning Theory. Obtenido de wgu.edu Experiential Learning Theory (wgu.edu)

1.2.- THEORETICAL CONCEPTS

Before supporting how and why I designed the testing and assessment tools that I propose in my planning class, I would like to establish the basis of the concept evaluation.

First of all, I want to point out the difference between testing and assessment and why it is important to evaluate students. Everyone has been **tested (1)** throughout academic life; so, we relate that word with exams to measure but we are wrong. Testing refers to an instrument that measures an ability which might be either specific or general; thus, tests are not only about exams where we read questions.

On the other hand, **assessment (2)** is a constant process where there are tests to measure skills. Here, tests are seen as the way of generating feedback which is also used as input. Teachers know that it is necessary to assign a grade and many have decided the “easiest” way to get it which is throughout exams which are applied to the end of the topic or in some cases, to the end of a determined period of time, but **summative testing (3)** are not enough to measure the progress of students because those results are not always reliable, we should use **formative testing (4)** though assessment tasks instead.

To design adequate tests to measure abilities, those tests must accomplish with five principles to be both useful and reliable. To explain the principles, I want to use an example.

(1) **tested** My English Pages. (2023). *MyEnglishPAges.com*. Obtenido de <https://www.myenglishpages.com/blog/definition-of-testing-assessment-and-evaluation/>

(2) **assessment** Le Grange, L.L. & Reddy, C. (1998). *Continuous Assessment: An Introduction and Guidelines to Implementation*. Cape Town, South Africa: Juta

(3) **summative testing** Trisha, D. (22 de May de 2019). *The classroom*. Obtenido de <https://www.theclassroom.com/summative-assessment-8659314.html>

(4) **formative testing** Trisha, D. (22 de May de 2019). *The classroom*. Obtenido de <https://www.theclassroom.com/summative-assessment-8659314.html>

A norm-referenced instrument that measures the proficiency in each skill, takes teachers to be constantly prepared; however, it is not mandatory in real life, at least in the school where

I work. Teachers do not need to take courses to keep their jobs, nobody asks them to have a certification nor knowledge about the subject.

This assignment shows how I created and applied some evaluation tools to assessing the performance that my students will reach in some tasks throughout a lesson planning to develop interculturality. I made an evaluation tool for each of the four skills, which will be used during the class because I chose for a formative evaluation instead of a summative one due to, I think that traditional evaluations used to obtain a grade, are useful only when they are part of an evaluative process as long as their results are used to provide feedback for the students.

Traditional evaluation tools include those activities where students answer about something specific. Although there are many options to choose, all of them offer limited results. I am not suggesting that they should be discarded, there are activities where they might be an adequate tool to analyze results, if the tools are well designed, of course. A multiple-choice test seems to be useless to evaluate a specific skill, but it could be a good tool to use when there is a listening activity, similar to a true/false activity, which I would not use as the main tool to work grammar, but it might be used during a reading activity. In my planning class, I used both multiple choice test and true/false one, in addition, I propose a dictation activity and a complete the blanks one.

I am not referring to a traditional dictation where the teacher says words and students have to write them down, a good dictation is another way to practice what previously has been seen, where both the vocabulary and the structures are used. The dictation provides many ways to identify strengths and weaknesses in our students, we may play with this activity by dictating complete or incomplete sentences, or maybe, by using this activity to organize a competition game, it depends on our context; nevertheless, we should consider the dictation as part of a **Performance Based Assessment (1)**

(1) **Performance Based Assessment** University of the People. (2023). *uopeople*. Obtenido de uopeople: <https://www.uopeople.edu/blog/what-is-performance-based-assessment-pba/#:~:text=,to%20be%20no%20single%20right%20or%20wrong%20answer.>

Performance Based Assessment approach focuses on how students act in productive skills such as speaking and writing. Here, students are faced up into a situation that they must solve, situations that imitate realistic moments as much as possible.

No doubt, performance evaluation might be subjective if it does not consider some important points like the process, the product, classroom measures and decontextualized measures. To explain the quadrants for collecting information in an assessment, I am going to refer to my intercultural planning class, whose final product is a cultural sample to avoid stereotypes, where each student will introduce the character that represents, character who will share information about his culture in order to clear stereotypes. To evaluating the performance that is going to help me to provide to my students with individual feedback, I have to observe the pathway that they follow through practicing in communities. It was designed in that way due to my experience as a Second language teacher, which has demonstrated to me that students feel more comfortable when working among their classmates. I have realized that my students do not like to ask me for clarification because they are afraid of making mistakes; but, when they work in teams, they build their own knowledge which is fed by themselves. Working with a more capable peer really works to catch up a higher level of understanding,

Although the practice is also evaluated because the process defines the final result, the objective of this observation process is to gather information to suggest to the students where and how to improve their performance. Of course that the final product must be evaluated because it is necessary to grade it either in a formal or informal way, but the tool to register the performance is not the same that we need to use when we observe the process, in my case, I suggested the usage of a rubric to evaluate the final product; however, I also considered each product made as a result of a task such as questionnaires, exercises, posters, homework and so on. This quadrant is called classroom measures. Finally, decontextualized measures refers to external sources that are not part of the syllabus nor the topic. In my planning class, I did not consider this quadrant at all because my school does not offer external tests to measure the proficiency of English. The products that students create along their learning process might be part of the **portfolio of evidence (1)** where students can keep samples of the most relevant products.

(1) **portfolio of evidence** refers a repository for the work that best demonstrates that you can apply the knowledge and skills.

The objective of these portfolios is to observe how students have progressed throughout their learning process. This portfolio makes it easy to see how our students' knowledge have expanded because it clearly shows enough material to analyze how students have moved from one stage to another.

The portfolio is useful to identify those activities that worked and those which did not work, the different products contained there and the results that they show may help us modify the planning class once that there was an analysis.

As the reader could see, the idea of grading through usage of a test is wrong in many senses. First, teachers must establish a grade as part of their jobs, even when we do not like it. Second, a summative evaluation must not be the only one assessment tool used to evaluate due to it does not offer any kind of feedback to the student, its purpose is establishing a grade and that is it, the feedback that a teacher might offer here does not have much sense because summative evaluation occurs at the end of the course. Third, the usage of **alternative assessments (1)** into the formative process should be a way of giving feedback throughout the tasks and not only those developed in the classroom but also those made outside, such as homework and special activities, I mean, every product might be checked and commented on with suggestions in order to help our students. The teacher can use the information to apply new activities where the purpose is to improve.

(1) **alternative assessments** formpl.us. (March de 2023). *formplus*. Obtenido de formplus: <https://www.formpl.us/blog/alternative-assessment>

CHAPTER 2

Methodology and practice

2.1.1.- LESSON PLANNING FORMATS

I show the formats that I used to develop my planning class.

INTERCULTURAL PLANNING CLASS			
Institution	Centro de Estudios Tecnológicos, Industriales y de Servicios No. 09	Objective of the session	The students describe some characteristics of different countries by linking ideas through correlative structures.
Teacher	María Cristina Flores Villegas		
Subject	English IV	Skill to focus on	Writing, reading, and speaking.
Semester	Fourth	Resources	The mentioned in each stage.
Partial	Third (May-July)	Evaluation tool	checklist
Topic	Interculturality by using correlatives to link ideas.	Time	50 minutes
Product	Students are able to express ideas by linking dependent and independent sentences through the use of correlatives.		
Generic Competences	G4 Listens, interprets, and emits relevant messages in different contexts through usage of codes and accurate tools. 4.2 Applies different communicative strategies depending on his partners, the context, and the objectives that pursues.		
Disciplinary competences	CO11 He communicates in a foreign language through a logical discourse, spoken or written, accurate with the communicative situation.		

The previous image shows the cover page from my planning format class. It is important to mention that this is what I currently use. The information that this cover page shows is very reduced, compared to others.

The format contains the three stages of a class (warm up, while and close), the activities developed by the teacher and those developed by the students, the materials used, the time that each activity consumes, the product that the activity generates, the evaluation tool and the ponder to assign. I completely created this format because I wanted to do something original; however, I have to admit that I first observed that one that I have to work with in my job. I eliminated some items that I considered that were not very useful and only were there to have more and repeated information. When I filled out the format, I did not need to add up one more, but I am willing to modifying this if it is necessary.

Lesson Planning. Session 1

LEARNING ACTIVITIES			
Teacher's activities		Resources	Time
The teacher plays 10 different songs. Each song is in a different language, there are songs in English (American and British), Spanish, French, German, Portuguese, Korean, Turkish, and Nahuatl.		-speaker -cellphone	-10 minutes
Student's activities			
They are asked to listen to the music in order to distinguish the languages.			
Stage	Product	Evaluation tool	Weighting
Presentation (warm up)	Spoken interactions between students and the teacher.	verification list.	10%
Teacher's activities		Resources	Time
-She distributes 1 out of 10 cards per team. Each card contains information about a country but without the name of that country. **there are 10 countries, those whose languages were worked in the previous exercise.		10 different cards with information in each.	30 minutes
Student's activities			
- They gather in teams of 5-6 people.			
- The teams must complete the information with the name of the country that the card contains (writing the name in their notebooks). To make agreements, students will have to share opinions in a spoken way.			
-The teams will have to interchange the cards to have the whole information about the 10 different countries. This information must be in each notebook (the cards are in movements among the teams).			
Stage	Product	Evaluation tool	Weighting
Practice (while)	Written sentences	verification list	60%
Teacher's activities		Resources	Time
-She will share the link of a false or true game on Kahoot app, where there are 10 statements that describe one of the ten countries previously worked. **only the countries that have been worked with so far. . Students will have to remember what they already read in the cards.		-Cellphone, wifi, Kahoot app	-10 minutes
Student's activities			
-They will play a game on Kahoot app, where they have to identify the name of the country that matches the best with the description. They need to choose among 4 names of different countries.			
Stage	Product	Evaluation tool	Weighting
Production (close)	Fill the blank spaces to complete sentences	verification list	30%

Lesson Planning. Session 2

LEARNING ACTIVITIES			
Teacher's activities		Resources	Time
-The teacher distributes 22 cards per team; these cards contain images to play a memory game. The images are related to the most representative of a culture (eg, two cards with the image of the statue of Liberty, two cards with images of a carnival in Rio de Janeiro, two cards with the Eiffel Tower, and the like).		Memory cards made by the teacher.	20 minutes
Student's activities			
-In the same teams, students will play this game to identify which country is the image about, inferring the name of the country and something related to that country every time that they match a couple.			
Stage	Product	Evaluation tool	Weighting
Presentation (warm up)	Spoken interactions between students and the teacher through a game.	verification list	10%
Teacher's activities		Resources	Time
- The teacher will distribute one of the countries to each team (10 countries). - She will take the class to the Computer Lab, asking them to gather information about the country that they have to work with.		Computers and wifi.	40 minutes
Students' activities			
- Each team will work with that country that they were asked to do by looking up information about it. To do this, they will work in the computer lab. -Each team will have to gather information about typical clothes, customs, language and politics, food, and the like. -Each member of the team will have to look up one of the aspects and take notes about his own research.			
Stage	Product	Evaluation tool	Weighting
Practice (while)	Written information	verification list	50%
Teacher's activities		Resources	Time
- She will ask them to create a poster with a collage in it about the information that they already found during their research. The poster must contain information (images) about food, clothes, traditions, the most representative places, and language and politics at least.		Cardboard, images or drawings.	40 minutes
Student's activities			
- Students will make a poster with images that show the most important information about the country that they already investigated.			
Stage	Product	Evaluation tool	Weighting
Production (close)	Posters	Rubric	40%

Lesson Planning. Session 3

LEARNING ACTIVITIES			
Teacher's activities		Resources	Time
<ul style="list-style-type: none"> -The teacher will show some flashcards with images about the concepts: to go backpacking, to greet somebody, to work together, intercultural communication, new encounters, foreign customs and to be kindhearted. Each flashcard will be explained (as a vocabulary activity). -With these images, she will ask to the students what they know about interculturality. 		Flashcards made by the teacher.	20 minutes
Student's activities			
- Students will share what they know about interculturality.			
Stage	Product	Evaluation tool	Weighting
Presentation (warm up)	Verbal interactions between students and the teacher through a brainstorm	Observation list	10%
Teacher's activities		Resources	Time
<ul style="list-style-type: none"> - She will play twice the video "The importance of intercultural awareness" (21) The importance of intercultural awareness Mynd & Testo - YouTube. The first time, she will ask students to watch the video, the second time, the teacher will give them a true/false questionnaire about the video. - She will indicate students to gather with their teams in order to discuss in an oral way about the different greetings around the world, - The teacher will ask them to look up information (on google) about the greeting in the country that they have been working with. 		Computer, wifi, true/false questionnaire.	30 minutes
Students' activities			
<ul style="list-style-type: none"> - Students will watch the video "The importance of intercultural awareness", then, they will solve a true/false questionnaire about the video. - Students will gather with their teams in order to discuss the different greetings around the world (how they imagine they are). - The teams will look up information (on google) about the greeting in the country that they have been working with. 			
Stage	Product	Evaluation tool	Weighting
Practice (while)	Oral practice	Observation list	30%
Teacher's activities		Resources	Time
<ul style="list-style-type: none"> - She will ask students to create a collage made by drawings to illustrate the information that they already found about how are the greetings in the country that they have worked. - She will ask to the teams to share the information with the other teams in an oral way. 		Cardboard with images.	50 minutes
Student's activities			
<ul style="list-style-type: none"> - Students will create a collage made by drawings to illustrate the information of how the greetings in the country are that they have worked. - The teams will share the information with the other teams in an oral way. 			
Stage	Product	Evaluation tool	Weighting
Production (close)	Posters	Rubric	60%

Lesson Planning. Session 4

LEARNING ACTIVITIES			
Teacher's activities		Resources	Time
<p>-The teacher will show some flashcards with images about people, it will be easier to distinguish the nationalities of the people there because the images will contain clear stereotypes. There will be 10 flashcards with an image in each with a person from a different country (those ten countries worked so far). The teacher will ask students to indicate her where they think that the person comes from.</p>		Flashcards made by the teacher.	20 minutes
Student's activities			
- Students will observe 10 flashcards, indicating where they think that the person there comes from.			
Stage	Product	Evaluation tool	Weighting
Presentation (warm up)	Verbal interactions between students and the teacher.	Observation list	10%
Teacher's activities		Resources	Time
<p>- She will ask students to stand up and move to the left if a statement is true and to the right if that statement is false. The statements will be sentences about clear stereotypes. -The teacher will ask students to play "hot potato" (in this game, there is a little ball that is moving around the class, when the time finishes, the student that has the ball must do something, in this case, mentioning what stereotypes are and examples about that concept) in order to define what stereotypes are. - She will ask students to create a chart with a description of two characters from the same country (that one that students have been working with where all the members of the team will develop imaginary characters from the same country). The assignment will contain a comparison between the character that students created, and one based on stereotypes.</p>		Whiteboard and markers, notebook and pen.	30 minutes
Students' activities			
<p>- Students will move to the left or to the right, depending on their answer, when the listen to the statements indicated by the teacher. - Students will play a game where they will define what stereotypes are. - They will be asked to create a chart with a description of two characters from the same country (that one that students have been working with where all the members of the team will develop imaginary characters from the same country). The assignment will contain a comparison between the character that students created and one based on stereotypes.</p>			
Stage	Product	Evaluation tool	Weighting
Practice (while)	Oral practice	Observation Checklist	50%
Teacher's activities		Resources	Time
The teacher will ask to each team to share the information about the country and above all, the characters that they already worked with to contrasting the information of the characters with the previous idea of stereotypes. The idea is that each student introduces the character that they already created (the stereotype and the real person of the country).		Cardboard with images.	50 minutes
Student's activities			
- The teams will share the information with the other teams in an oral way. Each student will be the character that each one created.			
Stage	Product	Evaluation tool	Weighting
Production (close)	A role play	Rubric	40%

2.2.1.- ASSESSING TOOLS

In both rubrics there were considered 5 aspects that I think are the most important to evaluate each of the abilities.

In the rubric to evaluate writing skill, I considered how clear the student introduces and develops the topic as well as how deep he analyzes the topic and then, how that analysis is organized, which brings an adequate conclusion. Of course, that grammar and spelling must be evaluated.

RUBRIC TO EVALUATE WRITING				
ELEMENT	NEEDS IMPROVEMENT	ENOUGH	STRONG	EXCELLENT
Topic	The topic is unclear	An attempt to introduce the topic but it is unclear	Clearly introduces the topic	Clearly introduces the topic, giving enough elements to make it clear.
Analysis of the topic	There is not explanation nor analysis of the information presented	An attempt to explain and analyze the information, but it is unclear at times.	Clear explanation and analysis of the information presented	Clear and concise explanation and analysis that thoroughly discusses the information presented
Organization of the information	There is not attempt at organization of the information	Attempts to organize ideas, but transitional language needs to be added.	Organizes ideas in a logical way by using transitional language	Strong organization and transitional language used throughout the text.
Grammar and spelling	A lot of errors. They distract to the reader	Many errors that distract to the reader at times	A couple of errors but they do not distract to the reader	No grammatical errors
Conclusion	Abrupt ending. No concluding statement	Ends with a concluding statement that does not clearly relate to the topic	Ends with a concluding statement about to the topic	Effectively ends with a strong concluding statement.

RUBRIC TO EVALUATE SPEAKING				
ELEMENT	NEEDS IMPROVEMENT	ENOUGH	STRONG	EXCELLENT
Content (Introduction, body, and conclusion)	The content is not clear and misses introduction, body or a conclusion.	Knows the content and misses introduction, body or conclusion.	Shows mastery of content and includes introduction, detailed body and conclusion.	Shows mastery of content and includes a clear introduction, detailed body, an interesting conclusion.
Visual Aids	Visual aids lack clearness and are not consistent with the presentation.	Visual aids are not totally clear and somewhat consistent with the presentation.	Visual aids are clear and mostly consistent with the presentation.	Visual aids are clear and consistent with the presentation.
Volume	The students at the back of the classroom cannot hear the presentation.	The students at the back of the classroom can hear some parts of the presentation.	The students at the back of the classroom can hear most of the presentation.	The students at the back of the classroom can hear with clarity.
Pronunciation	The students mispronounces at almost every word during the presentation.	The students mispronounces frequently during the presentation.	The pronunciation is clear but with few mistakes.	The pronunciation is very clear and no mistakes are committed.
Time	The presentation is 30% short or 30% over the time assigned.	The presentation is 20% short or 20% over the time assigned.	The presentation is 10% short or 10% over the time assigned.	The presentation is giving in the time assigned.

2.2.1.1. Rubric to evaluate writing

2.2.1.2. Rubric to evaluate speaking.

On the other hand, the design of the rubric to evaluate speaking skill was based on what I have seen during oral presentations, where grammar and pronunciation are very important because both make a speech clear and understandable. I also included visual aids as part of the criteria, which is very important because the visual aids are important to support what is said.

The criterion of volume needs to be here because that is something that I see every time that my students have to speak, the volume is not the adequate and the people at the back of the classroom are always distracted, which is also affected when the students get over the time that they had to present their topic; thus I consider this criterion as part of the rubric.

The use of both rubrics in my final products of each session will bring an objective evaluation where it will be easier to provide feedback to my students. Rubrics are really useful to identify the specific problems that students might present in a productive skill.

The use of rubrics helps to establish an objective criterion about the performance of the student, here, the aspects that conform the rubric are considered individually, and it makes easier to identify strengths and weaknesses to work with; however, working with this assessment tool consumes a lot of time, and when you have sessions of less than fifty minutes, using rubrics is quite difficult.

One of my groups contains 52 students and I see them three times a week, the evaluation based on rubrics took me more than one session even when I evaluated simultaneously because they were working in teams, I could identify where to continue working with them but unfortunately, I could not do anything because the time was over.

Definitively, I am going to use this valuable tool, but I need to consider the time that I have to use it because this time, I did not do it and my rubrics deserved more time.

Also, the informal feedback offered during the process, facilitated the self-reflection and critical thinking. That informal feedback was given in both oral and written ways, specially when it was about pronunciation or grammar. The oral feedback was given when any student mispronounced a word, I waited to the end of the speech trying to avoid stopping the flow of it. The written feedback was based on notes written in the products that students made, such as posters and exercises. For example, every time that I saw sentences which form was not appropriated, I made the correction directly in the notebook.

Finally, I accompanied my students when they worked the activities that were worked during all the process, which means that I was helping them during the two weeks that they were working. During that process, they had many questions and doubts about their performance, there, the informal feedback also took place.

The evaluation tools have as main goal to identify strengths and weaknesses, but it is necessary to share the results with the students if we want to generate an improvement in their performance.

2.3.1.- RATIONALE BEHIND THE ACTIVITIES

In this section, I will explain each of the activities that I proposed to develop intercultural sessions but before starting, it is important to understand that language is a code which needs to be conveyed to communicate a message; so, I did not design my activities through the use of printed exercises to solve grammatical structures because that does not work at all and that is not part of my teaching philosophy.

As I mentioned before, my teaching philosophy takes me to looking for another way to convey what I know, avoiding teaching only grammar through usage of the board as much as possible. I am looking forward to developing classes where my students do not realize that they are working on developing specific topics, and although I have not found the exact formula, I have discovered that when I use games to teach, my students learn a lot because they interact all the time.

I have gambled for interaction through games, and my intercultural planning class include some of them. I developed 4 sessions made up 100 minutes each, all the activities are planned to be measured in both informal and formal.

In the first session, I proposed to open the class by listening to music. Here, students will try to identify the languages that those songs are in. I have tried a similar activity and the result was good, my students were really interested in discovering the language. In the same session but in a different stage, they will receive 10 cards with information in each, the information will be about 10 countries, they will have to discuss to establish what is the name of the country that the card is describing. During this activity, students will interact by speaking, I know that the level of English is not adequate to communicate but when something like this happens, they create resources, such as signs, to solving that problem. The last activity of this session requires a cellphone because they are supposed to race on the Kahoot app where they will synthesize what they discussed about the ten countries.

During the second session, students are expected to start producing information though an assessment that will take them to use the four skills. The session starts with a memory game

to recall the knowledge generated in the previous session, that game will take them to look up information to contrast what they know and what they think they know. Here, usage of technology is essential because they need to find information about a determinate country (in teams), information that will be placed into a collage with the most representative of that country. The communication among peers will be essential because they will have to establish agreements to know what they must look up.

The reading skill will not be evaluated by using a questionnaire but by observing the collage where they synthesized the information.

For the third session, I have planned to use a resource that I do like to work with, I am referring to flashcards, they take my students to develop their imagination and with this, understand vocabulary that they will use in the next stage. The next stage will start by watching a video about interculturality, where students will be asked to apply the information from the video to solve a couple of printed exercises. The information from the video will open a discussion topic, “Does everybody greet in the same way in all the countries?”, the question will detonate not only interaction but also research about the topic. Each team will share the information about the country that they have worked so far. But how do I evaluate that assessment to provide feedback to improve? the answer is by using a rubric.

The fourth and last session will start again by playing with some flashcards to open the topic “stereotypes”, session that will include a brief process to stablishing the concept “stereotypes”. During this session, students will develop a character to highlight a contrast between stereotypes and a “real” person. This role play will be performed at the end of the class and evaluated through a rubric.

The previous activities were made taking care of many aspects; firstly, keeping the idea that my teaching philosophy makes me proposing situations where my students must solve something, as I mentioned, I like to use games to accomplish it; secondly, taking to my students to achieve interaction to reach the communicative approach; thirdly, proposing a

formative evaluation assessment where there is not an exam that measures a specific ability because it does not show real results as it was pointed out at the beginning of this assignment; however, I consider that the time to develop these assessments tools is not enough, above all because I am proposing activities where students have to create not only posters but also research, also, I need more time to offer significant feedback to each of my students.

To solve the issue about the time and the number of students, I proposed as much as activities in teams as possible. It saves time and offers confidence in my students because they feel comfortable when they have chance to ask to their peers. The most advanced students helped others to complete sentences, find vocabulary, identify mistakes, and above all, solve those mistakes. This strategy also motivates a lot those students that help others because they think that they are useful. The recognition of their classmates makes them feel happy.

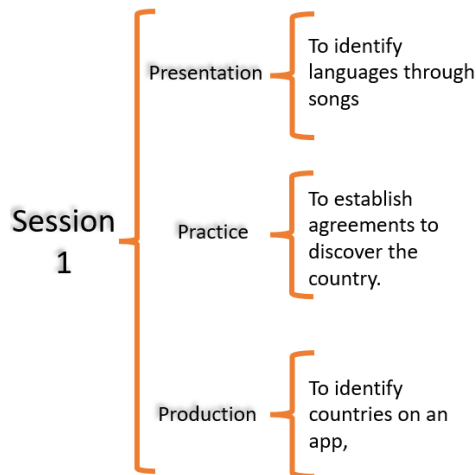
I even eliminated exams as a method of checking learning progress because it is neither enough nor valid; rather, I created a final product which is a role play where students must use language in a simulated situation to introduce the characters that they represent. The result was the product of formal and informal feedback offered during the process, fact that also worked as stimulus to motivate students because they realized that they progressed, with this, English became easier and useful.

The use of structures, focused on form, helped me to identify where I could work deeper to strength learned structures, but meaning was more important here because it facilitates interaction.

2.4.1.- EVIDENCE OF THE ACTIVITIES

The planning class developed in four sessions, contains activities that were worked during three different moments: presentation, practice, and production. During the presentation moment, I designed some games because I have realized that during that moment, students decide if they like and enjoy the activities of the next two stages. Games help me to keep them interested in the class.

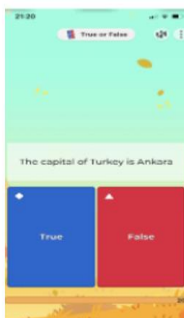
SESSION 1



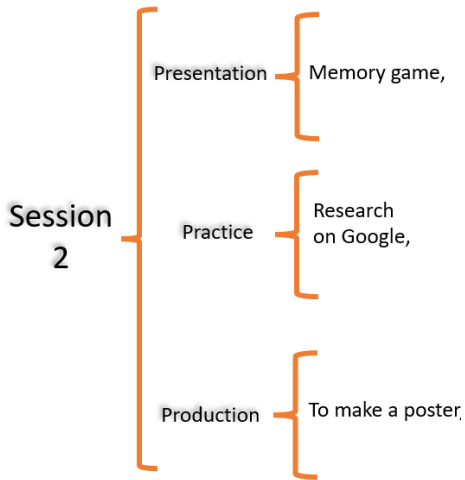
Presentation: Identification of songs through music.



Practice: Students played with cards to discover the name of the country that the description referred.



Production: Students practice the information already discussed on a “Kahoot” game.



During the second session, students needed to activate schemata; so, I designed a memory game where they activated previous knowledge.



Presentation: Students played a memory game with images related to different countries.



Practice: Students looked up information about the main characteristics of the countries. The information was related to famous places, typical food, traditions, language, and so on.



Production: My students made posters with images of the most representative of the country that they worked with. The information was worked during the practice stage.



During the third session, it was worked the definition of interculturality. Here, my students went deeper with the investigation about the differences among the countries.



Presentation: Flashcards to start talking about interculturality.



Practice: The video “The importance of interculturality” helped my students to clear their ideas. When the video finished, my students shared ideas about the content of the video.



Production: My students investigated on their cellphones, how greetings are around the world. They shared their results in an oral way.



The final session was interesting because my students demonstrated that they had analyzed the information developed during the previous sessions.



Presentation: Flashcards with images of stereotypes. Students shared their ideas about the people from those countries.



Practice: Students played "hot potato" in order to share the ideas about stereotypes. Each one had to say a characteristic about the person from that place and how the stereotype is.



Production: Students played a role where some of them acted as if they were foreigners, one was the stereotype of that country and the other was the real person. They worked in teams of two people.

CHAPTER 3

Experience Report



3.1.- EXPERIENCE REPORT

When I started to imagine the activities, I was thinking of my students. I thought how they would react to the activities, I even imagined possible problems caused for the number of students and for the limitations that the school has; however, I could have imagined that the activities designed in this planning lesson, would cause interest in my students.

My teaching philosophy is present all the time, but it had not been enough to provoke real interest in my students, they really got fun during the two weeks of the intercultural stereotypes lessons.

The results that the first session brought as result, made me realize that I had planned for the correct context because my students demonstrated that they were comfortable with the activities. I think that it happened because of two factors, they worked in teams, and they played games.

The first activity that opened the sessions was about music. Honestly, I had played music previously, but its purpose was completely different. Here, they identified languages along ten different songs, they participated all the time by inferring the answers. The next activities worked in the same way because they had to play again but both games implied interaction to solve situations.

The second session was also interesting. Before starting the classes, I was worried because the first activity, the one that I designed to activate **schemata (1)**, was a memory game, and since I have been English teacher, some people have told me that my class is not appropriated for teenagers because of my idea of including games, it was possible that the memory game could be rejected; nevertheless, it was accepted incredibly well, my students were engaged with the activity, recalling the information generated the last session. The next activities of that day, which included research in the lab and the elaboration of a poster with images, also worked pretty well, fact that I had not expected.

(1) **schemata** carrel, l. Patricia, wiley online library (june 1984). obtenido de formplus: evidence of a formal schema in second language comprehension - carrell - 1984 - language learning - wiley online library

My students do not like to receive the information, they want to investigate and use it with a purpose. Neither do they like to base the class on the board because they know that they are not going to learn anything there, English is communication, expressing thoughts. A student that starts expressing himself is going to be enough motivated and the second language is going to be easier.

During the third session, my students worked with listening skill through a video. It was the activity where I observed that they were not completely comfortable, even when the level of proficiency on the video was appropriate for them, they felt that the video was not an interesting activity, they even told me. Here, I made a mistake because I did not design activities that had a clear purpose because they only had to fill in the blanks. The information of the video was used for the next activity but now that I know where the error was, I think that I could design it differently.

During the last session, my students were in touch with stereotypes, they shared the ideas that they had, then, they investigated and finally, they compared their original idea with the new information. The final product was the result of 4 sessions of analysis and a lot of work, my students spoke in front of the whole class in order to share the character that they had created. At the end of the session, they clearly identified stereotypes. In general, the time of the sessions was not enough because I received so much participation in class due to my students were really engaged in the activities, we needed more sessions and they asked me to continue working with the topic, fact that makes me think that the planning class really worked. Currently, I know that grammar is not the cornerstone of second language acquisition and form is not more important than meaning, communication is not the purpose of acquiring a second language, it does not matter if somebody can express ideas if there is not a person who receives, responds, and interacts with the emitter. I also realized that my students like games even when they are teenagers, they like to work in teams because they not only feel comfortable with their classmates but also, they learn from others. Making posters, collages, and drawings are activities that help to develop reflection. I conclude that the expository class based on grammatical structures does not work at all.

CHAPTER 4

Conclusions



CONCLUSION

Throughout this specialization I have learned language theories whose study has brought as a result, methodologies which seek the facilitation of the teaching and language acquisition.

Knowing those methodologies has helped me to understand the nature of language and the common misunderstandings that it brings to my students. The methodologies have taken me to design classes where the approach is clear, interaction. Nowadays, the activities that I design, pursue the interaction as an important communicative tool, it occurs through communities of practice, which have become the cornerstone of my classes because I have discovered that they really work, and it happens because working in teams brings a big security in my students due to, they feel comfortable when they are with their peers, it has been pretty useful.

On the other hand, I am now conscious that grammar is not what takes somebody to learn another language as I was told. Before the specialization, I used to spend too much time at teaching grammar through the board, even when I could observe it did not work with my students, fact that provoked boredom and confusion in them. I understand that one of my responsibilities as teacher, is to provide my students with a considerable amount of input through different materials used in different scenarios where they apply the second language by solving situations as if they were in real life, fact that I considered not only when I designed my intercultural planning sessions where I proposed different activities in order to help my students to develop a critical thinking where they realized that stereotypes are not what they thought, but also in the rest of my classes.

The learning process goes beyond the use of the textbook and that it is not limited to the time that my students spend in the classroom because the learning process must continue outside the classroom, which is one of my responsibilities as teacher. I have changed my approach, my technique, and my methodology as English teacher, understanding that English is not only a compulsory subject, but it also offers the opportunity of sharing needs, thoughts, ideas, opinions, and above all, interaction to survive in a specific context.

Currently, I know what works and what does not work in my classroom, which has also brought as a result, that many of my students have shown big willingness to learning, participating actively in class especially every time that there is a chance to speak.

The process was not easy because I had to try many activities, some of them completely useless because they were based on the grammar-translation method, which I used more than I should have done. I tried to teach English imitating the way in which I had learned the second language, but I did not understand why my method did not work at all. My students did not participate and the most important was that they were not interested in learning, I felt frustration but that feeling took me to look for a solution, this specialization.

In general, everything changed, and I am a better English teacher, I stopped thinking that I was a fraud because I know what and why to do something. My students like my class because it is different, they have even asked me to continue working with them the next semester, which makes me feel so happy because all the work has been worth, I have learned much, more than I had imagined. My English also improved, I feel more secure when I have to speak, and although I know that I have to improve more, I am in the pathway.

I would have liked to have more time for applying this planning class because I saw that my students were enjoying the activities, and when it happens it is sure that something worked well.

At this point, I conclude that even when there were activities where I would have liked to have more time for finishing them without hurry, they worked. The assessment tools were useful because they show objective results, but the time was again a problem because of the number of students and the time that each session had.

I am going to apply this planning the next semester with other students, but considering the aspects that are going to make easier to develop the planning, above all, using the dynamic, assessment tools, and materials that I am sure that are going to work.

APPENDIXES

I share the images of the materials that I designed to be used throughout the four sessions. All of them were indicated in the planning formats.

Link of the video where I applied my lesson planning:

https://drive.google.com/file/d/1WL2sRVYEPO_HX1N5rXm2g-trqpzJPW9u/view?usp=share_link

Session 1

1.1. List of links used at the beginning.

Spanish: (5) chilanga banda letra cafe tacuba - YouTube
French: (5) Le plus beau du quartier- Carla Bruni (Español- Trad) - YouTube
Italian: (5) La donna e mobile Pavarotti lyrics - YouTube
German: (5) Rammstein-Sonne With English Lyrics - YouTube
Náhuatl: (5) Recuérdame en náhuat - YouTube
English: (5) UB40 - Kingston Town Lyrics/Letra Subtitulado al Español - YouTube
British English: (5) Rolling in the Deep ~ ADELE~ Lyrics - YouTube
Portuguese: (5) Michel Teló - Ai Se Eu Te Pego - Video Oficial (Assim você me mata) - YouTube
Korean: (5) BTS-다이너마이트 한국어 버전 For Army (Dynamite korean cover) 아미 헌정 작사 버전 - YouTube
Turkish: (5) Kiss Kiss (Tarkan) - YouTube

1.2. Cards used in the practice stage.

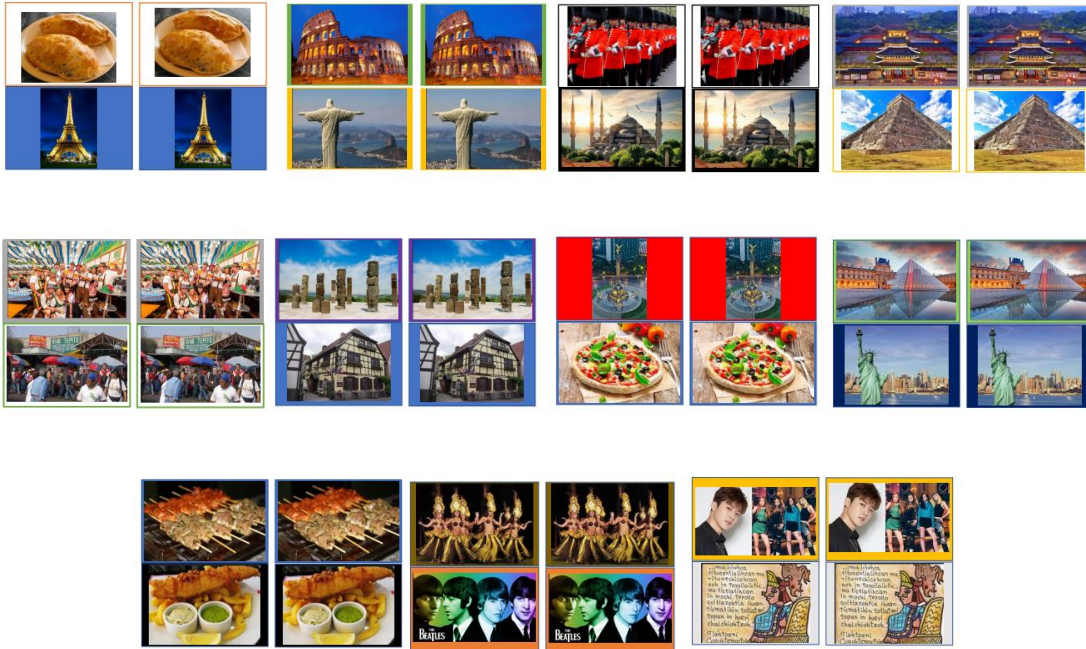
It is bordered to the north by the United States; to the south and west by the Pacific Ocean; to the southeast by Guatemala, Belize, and the Caribbean Sea.	The executive branch has two leaders. The President of the Republic, currently Emmanuel Macron, is the head of state, elected by universal adult suffrage for a five-year term. The Prime Minister, currently Elisabeth Borne, is the head of government.	This country is well known for such folk festival traditions as the Oktoberfest and Christmas customs, which include Advent wreaths, Christmas pageants, Christmas trees, stollen cakes, and other practices.	This country is a peninsular region in East Asia. Since 1945, it has been divided at or near the 38th parallel, with North Korea (Democratic People's Republic of Korea) comprising its northern half and South Korea.	This country remained a Portuguese colony until 1808 when the capital of the empire was transferred from Lisbon to Rio de Janeiro.	Although Náhuatl is spoken in both Mexico and South America, it refers only to the country where the language is currently spoken and its capital is Pachuca de Soto.
City-states such as Milan, Florence and Venice played a crucial innovative role in financial development in this country, devising the main instruments and practices of banking and the emergence of new forms of social and economic organization.	Traditional examples of the popular food include the Sunday roast, featuring a roasted joint served with assorted vegetables, Yorkshire pudding and gravy and fish and chips.	This country is primarily located in North America. It consists of 50 states, a federal district, five major unincorporated territories, nine Minor Outlying Islands and 326 Indian reservations.	The capital of this country is Ankara, which is the second-largest city because Istanbul is its largest city and main financial centre.		

1.3. Kahoot game.

<https://create.kahoot.it/share/countries/6017f178-fbac-4e0d-9aae-d6a7aef3d8ab>

Session 2

2.1. Memory game



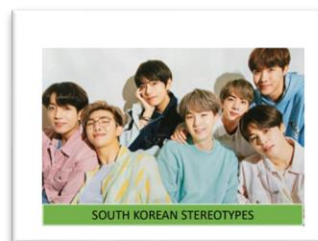
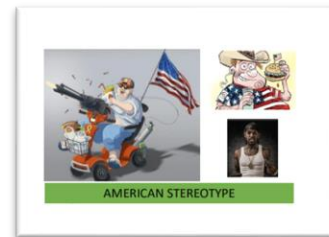
Session 3

3.1. Flashcards for explaining vocabulary



Session 4

4.1. Flaschcards for explaining stereotypes



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