



UNIVERSIDAD PEDAGÓGICA NACIONAL

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PROPUESTA DE INTERVENCIÓN EDUCATIVA

**LET'S COMPARE AND RESPECT TRADITIONS AROUND
THE WORLD!**

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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LET'S COMPARE AND RESPECT TRADITIONS AROUND THE WORLD!

FINAL PROJECT

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INTRODUCTION

I am working in a government School, Cycle III, Sixth Grade Elementary School, understanding my students' learning needs and preferences. I have observed that they respond well to engaging methods such as incorporating music, interactive games, utilizing the whiteboard for writing exercises, etc. They are very competitive because they are teenagers.

My project involves implementing a comprehensive methodology, employing effective strategies and techniques, in order to enhance my teaching lesson planning with intercultural activities and demonstrate evidence of professional development.

My project centers around the implementation of Paulo Freire's pedagogical methodology, which emphasize the concepts of freedom, teaching with love

The strategies and techniques that I employ in my teaching lesson planning align with this approach, focusing on fostering intercultural communication, and creating an inclusive learning environment.

The evidence of professional development becomes evident through the execution of this activities.

Teaching is not just about transmitting knowledge, but it also involves creating a positive learning environment that fosters the growth of students, taking in consideration their ideas, thoughts and feelings.

It is very important to incorporate intercultural concepts into the classroom, which involves recognizing and respecting different cultures and traditions promoting diversity.

Assessing methods when we are planning is crucial for teachers to ensure that their teaching strategies are effective in promoting intercultural concepts. This involves understanding the cultural backgrounds and experiences of each student and been respectful of all cultures and traditions.

Interculturality planning involves cultural differences, acknowledged cultural biases and stereotypes, creating strategies for addressing cultural conflicts.

Teaching with the heart and incorporating intercultural planning can help create a classroom environment that promotes empathy, mutual respect, and understanding between the students.

For my planning, I'm assessing my students using different assessment Tools. They have been working with one project for about four weeks, the evidence I have as a portfolio of evidence are: their notebooks, books, and cardboard with traditions images from different countries and talking about the respect, empathy, peaceful and all positive values and good attitude, they have already presented to the class, this is my evidence for this interculturality planning and assignments tools to assess my student, according to the reading, writing, listening and speaking skills.

CHAPTER 1: PHILOSOPHY AND THEORY

1.1 TEACHING CONTEXT, IDENTIFY, AND PHILOSOPHY



My teaching context takes place in Mexico City in a Government Elementary School, Colonia Del Valle, I am teaching Second, Fourth and Sixth Grades, I have six groups, I am teaching three times a week per group. Even that I work in a public Elementary School my classes are made of fifteen to sixteen students in each class.

I like to teach English because I know that in the future speaking this language will be helping my students to communicate and interact with people from different countries, respect each tradition and cultures, they will have better opportunities.

I had learned English from my grandmother, she took me to Canada when I was eleven years old, because she was married with a Canadian, she taught me there with a lot of patient and that is the reason why I love to teach English, she was the sweetest teacher I have ever met. Then when my daughter started to learn words, songs, sentences, I searched the way to teach

her English in a fun way and using didactic materials, toys like Lip Frog, Colorful English Books. Cartoons and series for kids, I had learned from this shows, like HI five, Sesame Street, I found that teaching my daughter was very interesting and I had fun searching for engaged new materials for her.

In my School we were having virtual classes from since the beginning of the pandemic until October last year, most of t my students weren't able to connected, because of the bad economic situation they were having, their parents and family were sick, or they may had lost their jobs, families, etc.

On October from last year we went back to school , but we are facing that we do not have the facilities in the School to the use of technology, we don't have electrical equipment, speakers, CD players, T.V, access to Wi-Fi, the Internet does not reach all classrooms, only a few of them. I have to bring my own electronic devices, materials. I don't even have a chair or a desk; I have to travel by subway and walk from my home to my school with my , and I have to take my backpack from one place to another. I paid for my YouTube premium to be able to have my videos downloaded before going to work.

In my School we have students from Haiti, we also have two students that were inside a place in an Arabian house, we have one students from Argentina, and we have one student from Colombia to, this is already an intercultural classroom context, which facilitated the learning outcomes between my students.

Some of my learners don't have economic resources, their parents are very poor, or maybe they don't even have a mom or dad , because they passed away during the pandemic; while others, they have parents who professionals, like doctors, psychologists, lawyers, reporters, etc., those students have cellphones, tablets, video games, internet, some of them have pretty classroom objects, as well as colorful pencils, markers, notebooks, beautiful and expensive backpacks , food for lunch, by contrast the others don't have anything, not even one pencil or a notebook, or they are wearing big shoes that are not their size.

We also have students from private schools that are changing to my school. They have knowledge of English, because the private Schools that they come from are bilingual. And they all need to be respectful with each other, and we as Teachers need to be patient and positive, we shouldn't prejudice any culture, and we should keep away from negative attitudes.

Many of my students are new at the School, I have different levels of English in the same group.

First they were afraid of learning English, but now they are enjoying learning through the respect, patience and being listened to their feelings, and my teaching strategies I am using right now, that I have learned through this Specialization.

My teaching philosophy and identity is teaching with my heart; I think that we could create an educational environment that prioritizes emotional intelligence, empathy, and understanding that will help the world to have a peaceful and respectful planet.

I am always trying to engage students on a deeper level, encouraging them to think critically, creatively, and independently, and respectfully, patient, with other cultures.

I think we can have better students if they are able to express their thoughts and ideas without fear of judgment or reprisal.

We should create a culture of respect, where every voice is heard and valued. Encourage critical think and reflection, to be able to express what has been learned about the topics they are studying. This can involve asking open-ended questions or exploring viewpoints.

I have a cooperative personality, I prefer to work together with my students. I am a facilitator ,I like to promote communication, engaging my students learning, been a guide to find the knowledge.

I would like teaching my students to see the world from different perspective, and encourage them to empathize with others, including those who may hold different beliefs or come from different backgrounds all this came out from what I had learned during this specialization.

1.2. THEORY OF MY TEACHING PRACTICE AND IDENTITY.

My favorite author for my teaching philosophy is Paulo Freire who was and educator, the best known for his work on critical pedagogy. He argued that “education should be a transformative process that empowers students to critically examine and challenge the social and political structures that have shape their believes”(1). He said that students, and teachers should facilitate dialogue and collaboration in the classroom, he also said that “Humankind

emerge from their submersion and acquire the ability to intervene in reality as it is unveiled”(1) he pointed out that students need to go and find the answers and the knowledge into a real life situations.

Paulo Freire mentioned “...the essence of education as the practice of freedom..”(1), he mentioned the next phrase...“the word makes dialogue possible”(1), and what I really like about his methodology is “Love is at the same time the foundation of dialogue and dialogue itself. ”(1) the dialogue should be with love, freedom and humility.

I am building trust and respect with my students as individuals with unique needs and identity. I understand that they come from different backgrounds, but the School should be that secure place for children to be able to learn and improve their learning, behavior in everyday situations, and become into an Intercultural people, and always respect other cultures, and traditions.

My theoretical foundations, principles, hypotheses, approaches, methods, techniques are part of my new teaching style.

According to the author Hymes as he mention on his “Model of Communication”(2), in my planning I have a setting time and place, my students are working four weeks , a participants of speaking , and they are the students who are not exposing their project in front of the classroom.

In my planning, I also have a form “meaning and use”, “present in any piece of communication” with the author Diana L Parsen, that are visible in the four weeks of the communication that they should carry out to assemble their project. As I read during this specializations on the module 1.

First we need to identify the learning objectives to have a coherence which is the meaning and purpose of my planning, the main idea is to get a respectful, and peaceful understanding of acting in to an intercultural life, to be achieved through the teaching and learning activities I have planned.

“The Sociocultural Theory” that the author Vygotsky proposed about “the language are learned as a result of interaction between social and cognitive facts, construction of meaning, and sociocultural variables”(3), that were mentioned during this course, are important to add on my planning ,my students really need to socialize the concepts and knowledge.

In my planning I am using the “Behaviorism”, from the “School of Thoughts”, based on ...“Learning on the interaction between a stimulus and response”.., this happens when my students realize that they will most have to change some bad attitude, they should develop their project, and having a fun class ,this is going to be a stimulus, because at the end of the trimester, they will receive a grade ,this grade will be their response(4).

The author Krashan pointed out that... ”The language is acquired through expose to comprehensible and linguistic input”(5)... in my classroom I am providing my students with the input in the target language as often as possible, showing YouTube videos in English, using the English language with them. Then we will get an Intake which is what students are able to internalize, what they do learn, in my planning, they should learn the Intercultural communication respecting other cultures and traditions.

The Scaffolding method is helpful in my planning to, because I showed my students and told them the activities, they had pre-teach, they also had time to talk in pair and teams work, I had visual ads, showing pictures, videos on my tablet, and I had pasted cardboards and posters on the white board all of this according to this specializations.

To avoid “Communication breakdown”, I taught the vocabulary we will work on during the first lesson, the students will research about information about the country they prefer for their project.

We will use the results to improve the teaching and learning activities and identify areas where learners may need additional support or guidance.

This planning has the most important aspects of Interculturalism which promotes the interaction, the respect among different cultures and ethnic backgrounds, it’s important to respect and be open to the diversity, have a good attitude, be curious about other culture and our own, we have to listen to what people said, my students feelings to have a better attitude and learning outcomes, during the class, creating a regard and deference inside the classroom.

The author Byram has this definition for Intercultural competencies.-“Knowledge of others; knowledge of self; skills to interpret and relate; skills to discover and/or to interact; valuing others’ values, beliefs, and behaviors; and relativizing one’s self.” “The basis of Intercultural

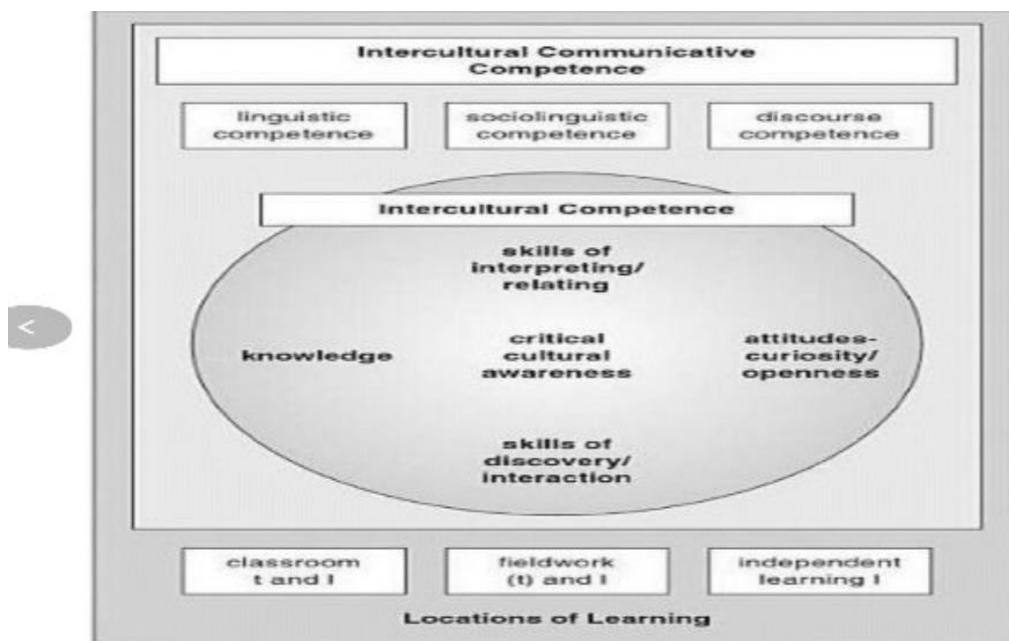
competence is in the attitudes of the person interacting with people of other culture”, we should value other cultures and respect then and ours.

According to Michael Byram, Bella Gribkiva and Hugh Starkey (2022), the intercultural competence consists of the components: knowledge, skills, and attitudes as I studied at this Specializations.

Intercultural attitudes have five supplemented values: Intercultural attitudes(curiosity and openness), knowledge, skills of interpreting and relating, skills of discovery and interaction, critical cultural awareness.

..Byram argues that the basis of Intercultural competence is in the attitudes of a person interacting with people of another culture...(Walinki 2012) as Byram pointed out on Walink writes , we should create a positive attitude when we interact with people from different cultures, countries, communities, respecting their education.

Figure1. Michael Bryram’s model of Intercultural



Byram's model of Intercultural Communicative

[https://wwwresearchgate.net/figure/Byrams-model-of-intercultural-Communicative-Competence \(6\)](https://wwwresearchgate.net/figure/Byrams-model-of-intercultural-Communicative-Competence (6))

The most important Intercultural communication concepts are:

Ethnocentrism	Is the cognitive process that children use to organize their words into meaningful units
Culture	Is the social and cognitive process that were discussed include acculturation to one's parents
Categorization	The belief that all members of a group are the same.
Stereotypes	Type-incorrect prediction about who a person is and what he will do.
Prejudice	Is a negative feeling about a group of people, this is a negative attitude.

LISTENING STRATEGIES

- 1-Students need to know why they are listening.
- 2-The listening must be realistic.
- 3- We should announce what we are going to do and with enthusiasm.
- 4- Allow two or three plays of the listening, to give enough opportunities to the students be able to understand and complete the tasks.

AUTHENTIC MATERIALS FOR LISTENING COMPREHENSION, USE OF TECHNOLOGY.

You Tube is an excellent tool to find different songs, educational videos, I will use the text book because it helps me to teach, showing traditions and celebrations from different countries, watching and listening different pronunciations will be helpful to teach Interculturality and to develop different activities, my students can find words, images and information to complete their project.

Speaking- "Speaking is when we speak with no interruptions or feedback from others",.. "giving a speech or teacher droning on and on and on!

"The learner is giving a single text to follow, in real-life situations we speak over each other, at different volumes and speeds and often with frequent interruption. The written equivalent

is having two or three text mixed up with some writing bigger and some writing bigger and smaller and sentences interrupted by comments and other sentences!”(7), my students can do a role play to practice questions of intercultural communication.

We should work with Authentic materials: The authentic materials could be texts, aural, visual, like real newspapers, articles, videos from YouTube, songs, writing or produced for reason not directly related to language teaching even if it’s fake (like a spoof on a news cast). These materials help to engage students in cultural experiences.

We could make use of authentic materials such TV shows, passport, visa travel, brochures, NET FLIX series, that’s why I added this material to my planning.

CHAPTER 2: METHODOLOGY AND PRACTICE.

2.1 A PRACTICAL AND USEFUL LESSON PLAN.

My lesson Plan consists of traditions around the world, promoting the interculturality; students are going to appreciate the diversity and a sense of cultural awareness, values, learning about students’ cultural backgrounds, using diverse materials and resources. Creating a safe and inclusive classroom environment where students feel comfortable sharing their ideas. Encouraging discussions and respectful dialogues.



*In this image my student from Six Grade is answering her activity book Play and Play 6.(7)





My Teaching goals for my lesson Plan are to reach and expect that my students achieve the learning outcomes that are perceived into an intercultural concepts, my students must be able to understand that there are different cultures and traditions around the world and we have to be respectful and positive between other countries.



The activities immersed in my lesson plan are based on the theoretical concepts seen in Unit 1, Module 3, about “Interculturality”.

LESSON PLAN

UNIT 6

TITLE: LET’S COMPARE AND RESPECT TRADITIONS AROUND THE WORLD

Social practice of the language :	Explain traditions based on pictures, understanding the importance of interculturality and respect between cultures and traditions.	
Final product:	Comparing traditions using pictures, thinking how to act if they were from other countries, been always respectful.	
Learning Outcome s:	Explore and choose images about traditions in different cultures. Describe and contrast details with positive attitude. Explain traditions based on pictures.	
Function of the language	Do you know this tradition? What is about? Characteristics of celebrations Values Understand the concept of interculturality.	
Vocabulary:	Pictures, competition, people, wheel, costumes, teams, traditions, celebrations, parties, guests, objects, places, countries, Canada, England, United States, Mexico. Values: respect, empathy, equality, peace, appreciation, acceptance, consideration, listening, and love.	

	This vocabulary will be used on the presentation ,it is the most relevant of this topic.	
Grammar r:	Do you know this tradition? I am from ... I like to eat... My flags My traditions are... My values are... respecting, understanding, humility, compassion, kindness, integrity, freedom, harmony, civility, equality, justice, friendship, security, creativity, altruism, family, charity and hope.	
Material develope r:	-Speaker - Cell phone -Tablet -Students Activity Book Play and Play pages 65 to 76(this book permit students to focus on formal aspects of language)(8). -Teacher's Book Play and Play pages 88 to 101(9) -Reader's Book pages 77 to 87(11) Newspaper (reading encourage students to relate their development skills outside the classroom). -Games Photocopies. -cardboard -clay, plastic food(toys)	
Students Profile:	This is my Six Grade Group , I have sixteen students in my classroom , I work in Elementary Public School, my students are almost teenagers, they are between eleven to twelve years old, they like the use of technology, they like to play video games, they like to listening to music and they like to watch videos.	
	Classroom management and organization	

Step One
 First week
 Day one

Warm up: Students will find out a secret word on the board (traditions), then with a Puzzle game(12), that will have the words we will use for the vocabulary, such as traditions, celebrations, countries, Canada, Mexico, England, China, interculturality, words to be used in this unit, then they will talk about traditions they like in their County and traditions they know from other countries that speak English, and when they hear a student from other county talking or explaining about their traditions they should be very respectful of their culture, and the differences between our traditions and other countries traditions. Here we have an exploration of needs of the input. I am having a teacher control of knowledge. My students are building blocks of communication.

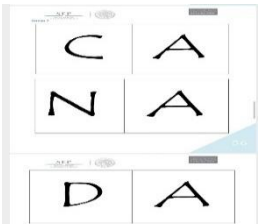
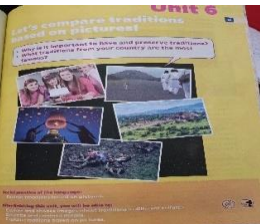
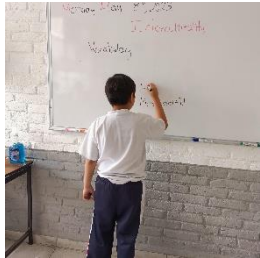
Students will share some culture backgrounds as a Brainstorming, this is a semi controller technique, generating a large number of ideas, choosing the vocabulary and key concepts. Students start the writing process making a list or drawing on the whiteboard. Students will listen to the vocabulary and then they will do a repetition aloud (Audio lingual method, teacher is controlling and providing a students with a model for imitation).

Students will listen to the words founded on the puzzle then they will have choral repetition.

Development: Students compared their traditions with traditions they have heard from other countries, reading the activity and Reader's Book, this is a manipulative technique.

This sentences they could use to complete gaps and listening from CD Play and Play 6(10)

Why they could be doing this?
 They look the same because ...
 It's as big as this...
 While this has this other does not have...
 It seems smaller than...



Closure: Students will explore their readers Book pages 77 to 87(11) and then they will answer referential questions.

Some are similar to our country- Which ones are..?

Here I see different ways of dancing.

Three students will act in front of the classroom about their countries, one student is going to be from U.S.A , other student from Mexico and the and one more student is going to act like he came from England, they are going to read about Christmas and Halloween celebrations in their countries.

They should respect cultural differences, developing cultural awareness, avoiding making assumptions or generalization.

Students will talk about the celebrations and traditions in each country, including history, significance, and cultural context avoiding stereotypes or generalizations.

Students should understand the concept of interculturality and the importance of respecting and valuing cultural diversity.




Students should recognize that each culture has its unique traditions, values and beliefs, and that these differences should be celebrated and appreciated.



Students should use appropriate language when explaining cultural celebrations and traditions. They must avoid using derogatory or offensive terms and be respectful of cultural sensitivities.



Students should explain the historical and cultural significance of each celebration and how it reflects the values and beliefs of each culture.


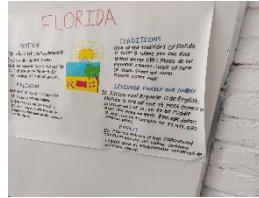

This activity is focused on recognize what is happening on the pictures?:

“This seems to be a summer activity and this one seems a winter activity”. Students will read the Reader’s Book Play and Play 6(11 bis)(reading skill). Then my students will fill the words in the gaps about situation that happen in different countries, on winter, spring

	<p>and summer seasons. The idea of this activity is to understand traditions ,families, celebrations, from different countries, this is a controlled technique. Here my students will have a role play, they will need to use their imagination to be a meaningful outcome learning knowledge.</p> <p>This celebration are fifteen years celebration in Mexico and sixteen years celebration on United States. Chinese New Year celebration, and Mexican New Year celebration, using a communicative technique, though mechanical drills focus on a minimal number of language doing a substitution drills and repetition drills. Finding the similarities and differences in each country. (Reading skill)</p>	
<p>Step two Day 2</p>	<p>Warm up: Students will listen to the audio 9, Play and Play 6(10 bis)</p> <p>Development: This will be a Speaking activity; Students will talk and compared the traditional chasing a cheese with traditions in their communities, this will be in pair work. Students should acknowledge and celebrate the diversity within each culture and recognize that there may be different ways of celebrating within the same culture, recycling last step information, to be able to remember the words, doing the cycle of noticing.</p> <p>Closure: Students will write on their notebooks (writing skill) some traditions in their communities comparing the traditions, values, with a respect and positive attitude, from the CD they just heard at the audio (Assessing Listening skill). Gist, sentence completion:</p> <p>Group work, answer and discuss the questions.</p> <p>What are the people doing? They are_____</p> <p>What color is the wheel of cheese? It is _____</p> <p>How much does the cheese weigh? _____</p> <p>What do you think about traditions? _____</p> <p>I think traditions are wonderful, beautiful...</p> <p>Is there any tradition in your country similar to this one?_____</p>	  

	<p>How should we act if someone has different culture or came from different countries? We should be respectful..</p> <p>Understanding that we should build peaceful relationships between people from different cultures, respect them.</p> <p>Using a restricted number of forms in grammar so they will be able to carry out their project, because they don't have enough vocabulary.</p>	
<p>Step 3 Fourth week Day 1</p>	<p>Warm up : Students will watch a YouTube video(Listening skill) "Cultures of the World/A fun overview of the world" https://youtu.be/RwSYrsjTiW4(13)</p> <p>Development: Students will write down on their notebooks, the traditions the video mentioned, comparing each culture with the respect to each culture(Assessing written and listening skills).</p> <p>Both pictures show on the video, the people is eating, but the way they eat, is in different ways, with different materials, they are wearing different clothes.</p> <p>Students will write sentences with descriptions from the video, I can see different dishes; Here, take a look, let's</p>	
<p>Step 4 Day 2</p>	<p>Warm up:</p> <p>Development: Students will work in teams, they will look about possible sources for good pictures, they will decide how many students will participate in their teams. Students will exchange their notebooks discussing the information and images they have found through the internet from their favorite country, here they will get feedback from their classmates in order to get the meaning across.</p> <p>Closure: Students will bring pictures to compare cultures and traditions, their food, families, sports, etc. Students should be aware of cultural differences and be inclusive in their explanations to promote understanding and appreciation of cultural diversity. Students are constructing their knowledge.</p>	

<p>Step Five Third week Day one</p>	<p>Warm up: Students will watch a XV Years video in Mexico from YouTube, giving ideas about our celebration, How old is the girl? What are they doing? ,What are they eating? ,Why people celebrate this birthday?, this celebration is different or similar to the Sixteen years celebration in United States? How they celebrate their parties? Development: Students will think about two or three cultural traditions to compare with a positive attitude, and then they will talk and exchange ideas in teams, then they will write on the board the traditions, one person for each team, after that they will have to copy on their notebooks the traditions and values they should follow to respect other cultures. For example My XV Years in Mexico are (14)... but my friend from USA celebrate like this.. which is a beautiful celebration to, but at six year old.</p> <p>She is ... They are... This tradition is funnier/ more colorful / amazing ... They are dancing.. They are eating...</p> <p>Closure: Students will write down on their notebooks the differences between cultures celebrations using positive words. Students should approach the explanation of intercultural and cultural celebrations with sensitivity, respect, curios and open mind.</p>	<p>Angela Aguilar- MI Vlog #02-Mis XV Años. 2 minutes.</p> 
<p>Step Six Day two</p>	<p>Warm up: Students will watch a YouTube video with students representing cultures from different countries, enjoying the learning through the listening.</p> <p>Development: Students will talk in pairs about what they have watch at the video, then students will make teams and they will choose one country to show in their project. Students will have a role play talking about the traditions, flags, costumes the kids are wearing. The students will have a post-writing or revising their</p>	

	<p>writing notebooks on teams, and I will ask some questions about their projects, Do you have information about your country's food.</p> <p>Closure: For home work students will find information and pictures from Google, internet, Libraries, or newspaper from the country they have chosen, their history, traditions, culture, family, food, society, the way they eat, what kind whether they have. The interaction between my students, will be using simple present structure " I am Canadian, I am Chinese, I am British, I am American, etc., the other students can guess where are their classmates from, I live in a country with a big Water falls called Niagara... My flags is...</p> <p>My students will build a planned speech to be able to present their project with the connected discourse and a lexical stress.</p> <p>My students will be practicing oral skills to become autonomous, and one day express their own meanings.</p>	
<p>Step Seven Fourth week Day one</p>	<p>Warm up: Students will play hangman, trying to guess the countries names, (the countries each team chose the class before)</p> <p>Development: (production of materials)The instruction in this approach is to explain the project work, students will present their project with the words, vocabulary and grammar they've learned, "Good morning teacher and classmates, That's what I have to say/ and that's it, Thank you! , in teams of five to the rest of the class, about comparing pictures with different traditions and cultures with their own culture. The learners should give a description and explain the images they have in their project. They should be respectful to other cultures, explaining the values, historical, social, empathetic, developing intercultural competencies and promoting peaceful and inclusive words, practicing empathy, trying to understand their experiences, (Assessing Speaking skill).</p> <p>Closure: Students will answer the questions each team makes.</p>	  

	<p>The students will get efforts targeted practicing the use of the four skills at the same time.</p> <p>Seek feedback: Students should seek feedback from peers and Teacher to ensure that their explanation are accurate and respectful of cultural differences.</p> <p>They should be open to constructive criticism and use it to improve their understanding and cultural celebrations, they must be paying attention the feedback and questions in order to answer appropriately target expressions, using intelligibility focusing on the use of the language with a free pronunciation and accent and a basic patterns of intonation.</p> <p>The students must give the adequate rhythm to the pronunciation getting the key words for their communication.</p> <p>The complete class would be able to answer the questions that the students are making, having a problem- solving, clarifying the doubts some students may have.</p>	
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2.2. DESIGNING OF NECESSARY TOOLS TO ASSESS/TEST THE PROGRESS OF STUDENTS

The assessment pointed out by the author Brown on this specializations, is “an ongoing process that encompasses a much wider domain”,(15) with this definition there are various assessment and testing tools available, such as quizzes, tests, assignments, projects, presentation, and discussion. I was using a project presentation at the end of the Unit, based on Intercultural communication deal and exchange.

There are different kind of assessment tools when it comes to assess students depending on the goals and specific skill or knowledge to evaluate, for example: test and quizzes, Portfolios, rubrics, observations, Performance assessment, and self-assessment.

I had choose the appropriate tool based on learning objectives and the type of assessment required for my planning and for the National English Program in Mexico, Elementary Government School(16)

We need to create the assessment and testing tool based on the learning objectives and assessment criteria.

The assessment tool should be designed to measure the learner's knowledge, the four skills, and understanding of the lesson.

Administer the testing tool to the learners and provide clear instructions on how to complete the assessment, ensure that the assessment and testing tool are fair, objective, and provide test the assessment and testing tool to ensure that they are valid, reliable, and effective. This can be done through pilot testing, peer, review, and feedback from students.

My students had a feedback from their classmates when they were completing their projects, in team work, the learners were sharing their drafts to their classmates, getting ideas and tips to improve their work.

What I have learned from this specialization is that Assessment is an ongoing activity, and a pedagogical process that includes a number of evaluative acts on the part of the teacher context, the testing should be practical, reliability, valid, authentic, and washback.

Following Brown define testing as a "method of measuring a person's ability, knowledge or performance in a given domain", test is measuring the students ability.

Practicality	This test needed to be practical, should not be expensive, be created to meet time constrains, be easy to administer, and follow an appropriate and accurate scoring procedure.
Reliability	This is the test that provides consistent evaluations of student's performance.
Validity	"the extent to which the interference made from assessment results are appropriate, meaningful, and useful in terms of the purpose of the assessment"(Browns ,2004)
Authenticity	It is when the task on the test simulate what a learner may do in a real life situation.
Washback	It is informing the students learning, it can be positive outcome when students receive information about their performance, and it can be negative when tests have no comments to provide their performance. Students should receive a lot of comments for feedback to be able to change their learning strategies.

Then I needed to choose the appropriate assessment and testing tools for the intercultural competence of my students, all this according to my planning, to be able to communicate effectively in a cross-cultural word.

The key is to choose the right assessment tool for the specific skill or knowledge to evaluate. It's important to ensure that the tool is valid, reliable, and aligned with the learning goals and objectives.

ASSESSING THE FOUR SKILLS:

Assessing Listening:

The format for Listening and Comprehension can be a Gist, it requires that students should Listening to passage and distinct the critical information to a few words or sentences. This indicated if the students has understood the general topic. The listening activities could be Intensive, selective, responsive, extensive,

I am using the CD from the activity book Play and Play, students are going to answer and complete task after hearing the audios about cultures and traditions.

Assessing Reading

According to this unit ; Valid a testing of reading should begin from understanding of the reading abilities to reflect the construct in assessment, identify reading strategies, a particular passage or task calls for bottom-up processing ability.

Grammar and vocabulary are learning objectives that are part of my students communicative experience and including meaningful vocabulary and it assessment in my class.

Assessing Speaking

To assess students in this skill, we could interview them with a couple of questions, or speech strategies, such as "presentation", "story retelling", "role-plays", "performance about normal life activities", etc.. The results can be used to concentrate the analytic rubrics.

Assessing Writing

Are five stages suggested by O'Makey according to this Unit as I have been learning during this specialization, prewriting, students typing their ideas, students providing feedback on grammar, spelling mistakes, post-writing and editing process.

ASSESSING ADOLESCENTS

My students are almost adolescents, they are in Sixth Grade, we are at the end of the school year, and they will start their adolescence in the secondary level. They will have their first formal contact with English as a foreign language. It's a big change in their academic life as the number of hours in school, they will have different teachers; but my students are in Elementary School, they have three teachers, the Spanish teacher, physical education teacher and English teacher and this number rises up to nine in middle school, they're having a big change in their bodies and minds, some of them are twelve years old.

Are to ways to assess students :

Informal assessment: in class work throughout the school year, results in students' competence in a task without a formal record. For example: Good job 😊, well done!

Formal assessment: is the processes that have already been planned and prepared by the teacher, includes exercises or specific procedures to assess the skills and knowledge of our adolescent learners. This type of evaluation determine students achievement. Examples of this type of assessment are the exam that is administered every three months with syllabus content, as well as the portfolio that our students develop through the school year and that includes different activities built in class, and their monthly projects.

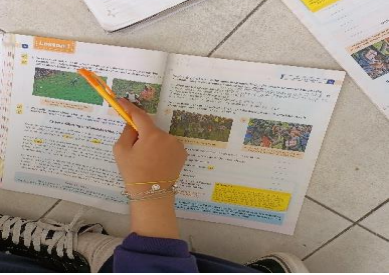

Formative assessment , it refers to the student's progress , diagnostic assessment, self-reflective process to provide feedback for the teacher and student, example, diagnostic test.

Summative assessment. – It's an evaluation at the end of the period of time, helps teachers to determine students' progress , involves gathering and interpretation at particular moment in time, in Elementary School occurs every three months.

To be able to assess my students I am using this Assessing Tools linked to my class planning and to the syllabus of the subject.

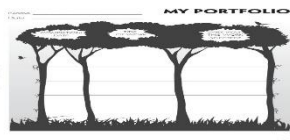
2.3. ATTACHED EVIDENCE OF (GRAPHICS, PHOTOS AND IMAGES).

<p>Assessing tools</p>	<p>Traditions around the world.</p>
	<p>Students are watching an Intercultural video, then they will have to answer some questions about history, food, flags, traditions of different countries and how they should react when they are coming from different countries. Here they have to answer their books and have to answer questions, in oral form, developing speaking skill, showing respect, positive attitude and good values. They fill in the gaps to complete sentences about other cultures activities, such as comparing food, clothes, families, they had to develop this activity in pairs, talking about what they had seen on the video. This ac</p> <div data-bbox="462 810 1198 1079"> </div>
	<div data-bbox="430 1486 993 1743"> </div> <p>During this activity the teacher practicing Regina was helping me to make this big cardboard with this game.</p>

<p>Test and Quizzes: These are used to evaluate students' knowledge and specific topics.</p>	<p>-Underline words and expressions used to describe images for example: There is a guy wearing a yellow and black T-shirt.</p> <p>Answers: pictures, competition, people, running, cheese, men, wheel, speed, yellow, speeds, yellow, red, blue, costume, falling. I like the game they are playing.</p>   <p>My students reading and completing tasks.</p> <p>(Image taken from BIN)</p>
<p>2.4</p>	<p>EVIDENCE OF MY DESIGNED TOOLS TO ASSESSED MY STUDENTS.</p>

Portfolios: -Students notebook, books , and Card Board with images of traditions and informations about other cultures and the values , differences, people, promoting promote understanding and appreciation of cultural diversity, they have feedback from student and teacher. Understanding and appreciating cultural diversity. Here we used the four steps: planning stage, the information gathering, analyzing, designing report stage.

Is a collection of students work that demonstrates their learning and growth over time. This can be used to assess their progress in specific areas, such as writing , critical thinking or creativity.

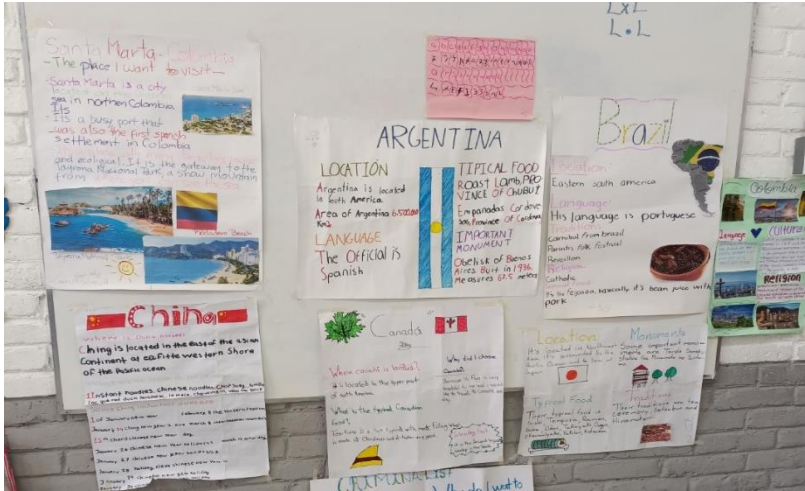


<p>Rubrics:</p> <p>A rubric is a scoring tool that outlines specific criteria for evaluating students work. It can be used to</p>	<p>Student</p>	<p>Speaking activity, during the class and presentation of the project 2%</p>	<p>Writing activity, answering tasks, and the presentation of the card board 2%</p>	<p>Listening activity, answering questions when the CD is playing. 2%</p>	<p>Reading Activity 2%</p>	<p>Interculturalit y Values, promote understanding and appreciation of cultural diversity during their</p>
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<p>assess a range of skills, such as writing, public speaking, or problem-solving.</p>						presentation of the project. 2%
	Ana					
	Sofia					
	Jean					
<p>Observation: Classroom observation can provide insights into students behavior, engagement, and participation . To assess social interaction and emotional skills, such as teamwork or leadership.</p>	Student	Behavior, appreciation of cultural diversity.	Constructive criticism and use it to improve their understanding and cultural celebrations.	Explanation are accurate and respectful of cultural differences.		
	Ana					
	Sofia					
<p>Gist: Performance :</p>	<p>Their Project presentation</p> <p>At the end of the project the students have to explain in a real situation what would they do if they were from the different countries they are talking about and they would celebrate Halloween , Christmas , and you</p>					

Are designed to evaluate a student's ability to apply their knowledge and skill in real-word situations. They can take the form of projects, presentation, or simulations.

should have to eat all together, respectfully, peacefully and having a positive attitude. Using a word choice of the vocabulary, here they had a feedback from their classmates and Teacher.



Self-assessments: Allow students to reflect on their own learning and progress. They can help students identify their strengths and

Self-Evaluation
Check (/)What you have learned in this Lesson.

I can answer questions about traditions appreciating cultural diversity.	Great	Good	Not sure
I can explain traditions, recognize culture traditions, values and beliefs, and that these differences should be celebrated and appreciated and been respectful.	😊		
I can Construct criticism understanding and appreciation of cultural diversity.		😊	
I can compare pictures with different traditions and cultures with my own culture.	😊		
I am respectful of cultural sensitivities.	😊		

weaknesses and set goals for improvement.	My project include interculturality values and understanding and appreciation of cultural diversity.	😊			
	I had used intonation and correct grammar spelling during my explanation of my project.		😊		
Gist Requires students to listen to passage and distinct the critical information sentence completion, short-answer	<p>Students should answer the gaps in group work, completing all the questions.</p> <p>It is celebrated by thousands of people, even tourists from other countries, respectfully. _____</p> <p>It is celebrated in the pyramid, but replicas are evident in other places on the 21st March. _____</p> <p>Country that celebrates the Cheese Choosing competition at Gloucestershire. _____</p> <p>They celebrate Sweet 16 tradition. _____</p>				

EXTRA ACTIVITY

One extra activity that can help assessing intercultural communication, is an Intercultural Simulation game, students will complete a task, simulating a real life cultural challenges and differences that participants may face when working with people from different cultural backgrounds, building a cross-cultural communication skills. Students will perform a celebration traditions in different countries.

Students will make food from different countries, to understand differences, using any material, could be clay, cardboard, toys, etc.

I will assess students with the tool of a questionnaire, with this I will evaluate participants knowledge, skills, attitudes, and behaviors related to Intercultural communication (assessing speaking skills) and understanding (assessing Listening skill).

We will do this activities creating a safe and inclusive environment that promotes cultural awareness, respect, and understanding to ensure the success of the activity.



<https://www.chefspencil.com/most-popular-mexican-foods/> Google

Top 20 Canadian Foods – Best Canadian Dishes You Need to Try Out

Posted on May 10th, 2021 by Yoda Olinyk (19)

What’s the difference between Mexican, Canadian, British and American Food.

  <p>Ingredients</p> <ul style="list-style-type: none"> • Enriched "macaroni product" containing synthetic "vitamins" and additives such as niacin, ferrous sulfate (iron), thiamin mononitrate (B1), riboflavin (B2), and folic acid • Sodium tripolyphosphate, a surfactant chemical • Sodium phosphate • Calcium phosphate • Yellow food colorings #5 and #6 	  <p>Ingredients</p> <ul style="list-style-type: none"> • Unbleached durum wheat semolina • Cheese powder • Whey powder • Lactose • Salt • Emulsifying salts • All-natural coloring agents derived from paprika and beta-carotenes, the flavonoid pigments found naturally in fruits and vegetables
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RANGEme

Image taken from :Taking A Closer Look at Food Standards: EU Versus U.S. -

The students will be able to understand and respect cultures, their food, the differences between each country.

This activity will let students explain how people from different cultures have different food, they like to eat like hamburgers, cheese pasta, pizza, hot dogs, mole, sushi, etc., the way they eat, with sticks, fork, knife, spoon, their fingers, etc.

They will make comments about the food and this will help to let students have interaction in team work, then they could write respectful comments about the food.

They could act like they were eating all together, they would have to be respectful to the other students culture and different traditions.

2.5 REQUIREMENT ON ASSIGNMENT 2-B : Performing and recording activities .

My video includes; introduction, Objective presentation, vocabulary introduction, information processing activity, 1st practice, 2nd practice or social interaction, grammar focus, Summary, conclusion & follow up activities with the highlights of the most memorable moments of the lesson.

Link(18):

https://drive.google.com/file/d/1V5_E53CuZyXhSqOEcSUsMMbLImIokvI4/view?usp=drivesdk

CHAPTER 3: EXPERIENCE REPORT

LIST OF COMPONENTS OF A CLASSROOM AND DISCUSSION ASPECTS OF CULTURE.

Aspects	
The objects in the classroom that represent the target cultures of the language.	I don't have a classroom, I have to get into the Spanish teacher classroom. But I write the date on the board, I can't erase the Spanish date, we are doing a

	interculturality activity because we have the date in Spanish and English.
The teacher had any kind of experience in living in an English country.	I have lived in Canada , I learn a lot from their culture and I respect them.
The student have different backgrounds.	My students like to listen to music, they like to watch videos, they like Netflix, and Korean songs that are in English, they like to play video games in English.
The textbook	My text book is perfect to teach interculturality activities, we learn through social practice of the language.
The authentically material	I choose video from YouTube to show my students interculturality, audios from the Book Play and Play.
The language spoken	I try to make my students use greetings, courtesy expressions, and farewell in English, I greet them in English and they answer the in English too.

MY PROBLEMS

1-My students probably will be laughing at the start of this Unit, but they will change explaining the Interculturality aspects; I am sure with the first class they will be respectful.

2-My students don't know many words or grammar so we will have to apply the translation method, and they will look into a virtual dictionary for words they don't know.

3-Another problem is that I don't have a chair, table, desk, so I have to find a free sit in each classroom, my solution is to use one empty chair from one student that didn't come to the School, it's difficult for me to assess my students standing up, and writing down their performance, using my assessing tools walking. But I am getting better every day.

4-I need to take my own speaker and Tablet to be able to play videos, audios from the Play and Play Book and CD(11 bis). The problem is that is dangerous to travel with my Tablet from my house to the School.

5-Another problem is that some classroom teachers are inside the classroom talking in Spanish with the students, evaluating their readings in Spanish, solution helps me one day was that I had to play the audio louder and I asked some questions from the audio to the students, the teacher and parent went out of the classroom.

6- They don't know the vocabulary, so we have to keep repeating the words over and over again.

7- They are just starting to learn English and Spanish at school, because they were studying at home in a virtual class, my student's behavior is not good.

8-Their age makes distraction in any situation, my students are almost teenagers and they are easily distracted with their classmates, and the noise from the playground from the physical education class is very loud.

9- The problems we are facing inside the classroom are also that their parents are very permissive with their children, they don't have rules at home and of course they don't want to follow the rules at school.

10-The students are overexposure to social networks and video games, for this reason, the internet is not allowing them to have time to study at home, or reviewing the class activities and do their homework, even that is dangerous to have virtual strangers friends, my students talk through video games like Roblox, they can get free virtual presents. They are using English to get the awards, points, pets, etc.

SOLUTIONS THAT MIGHT BE APPLIED IF DIFFICULTIES ARISE.

1.- I need to handle rules that work in order to have a group control.

2.-I should teach the vocabulary on the first class, before the activities, with images and body language.

3.-I should explain my students that we must respect other cultures and have a positive attitude to the different traditions every class.

4.-I need to use as much English as I can.

5.-I should provide feedback to each student, is a solution for the students to never forget the content, vocabulary and essence of the expected learning outcomes. Here they are having social interactions.

6.-If a student can't hear the listening after two or three times of playing the audio, I try translate the audio or at least the most important part.

7.-We need to take notes of what went wrong to cover it next lesson, I applied games the next lesson, to know what vocabulary my students keep forgetting, we can play games like "hang man",

8.-The listening, for my students that are beginners, we really need a speaker with a clear and slow sound, my speaker is too small.

9.-We should be very patient and positive with our class, even that sometimes I feel very tired.

10.-Outcomes obtained after trying out my whole lesson Plan, I need to have a list of them.

11.-Reflection upon the results explanation of the activities that went well and especially on those that can be improved.

12.- Problem solving- activities can construct students test where students and teachers are called on to adopt roles other than traditional. My students at the end of the project are going to make questionnaires to apply to their classmates.

13.- The solution for the bad behavior of some students is to talk to their parents, and apply the Public Schools rules about behavior and respect. If my students regulate their behavior, then they will be able to learn.

14.- When my students didn't bring the material for their project, they could use sheets and draw the food, flags, families, society, history.

CHAPTER 4: CONCLUSIONS

What I have learned during this specialization is that inside the classroom there are different cultures and traditions, but we all have to be respectful each other, and as one of my classmate said during a video session class “we are all humans ”.

In my School I have small groups of more or less seventeen students each group, that’s why we can work together getting great project presentations material.

I agree with what I have learned from this module the idea that our students need to learn the language to be able to communicate with people from all over the world, in a real life or through the internet. The Interculturality is important to understand the world, to stop wars, to be living in a peaceful world and be able to understand their music, television shows, Netflix series, to understand that we have different cultures and traditions, but we have to be respectful to each other.

Students can understand more of a listening text each time they listen to it. Listening activities should use motivation to engaged them, my students really enjoy watching YouTube videos with their favorite actors like Will from Stranger Thinks, they can compare their own culture from others in a fun way, using interactive materials from internet.

The speaking skills can be improved when students talk in pairs work or team work and at the end of the project; when students explain the Interculturality activities to the rest of the class.

In my School we have students from other countries, one day we were talking about Mexican Food and chili, all kinds of chills, mole, corn, how we eat tortillas and tacos, my students from Venezuela told us that they call the chili with other word, and they have a lot of food made with chili, he was using interculturality in that Unit, he was explaining the words they use in Venezuela.

I also have a very smart student, she was inside her house in Arabia, she wasn’t able to go outside, she wasn’t in a school, she is having a difficult time when she has to be working in teams, she does the projects really well, but she can’t talk to their classmates. Last project I see her doing the most part. I hope this planning I get her get into Interculturality doing her project in team with the class.

Assessing Tools for planning interculturality activities is essential for teachers to ensure that students are creating a diverse and inclusive environment. By understanding the cultural backgrounds and experiences of their students, teachers can develop effective strategies and activities to promote interculturality and respect for other cultures. In conclusion, teaching with the heart and promoting interculturality in the classroom can help create a positive and inclusive learning environment where all the students feel valued and respected.

By the use of effective assessment tools teachers can develop strategies and activities that promote interculturality, empathy with other cultures.

I believe that the author Bransford Model of Care has the exact words to teach into a cultural environment with comprehension, holistic, high-quality, and cultural responsive(20)

To be ready to get my evidences on my cellphone, I had a lot of help from my Principal for giving the permission to complete my assessment, my partners the Spanish teachers and the Teacher student was helping me to record my video with my cellphone. They also had help me with some intercultural activities. The practice teacher student, she had made the big cardboard game that my students really liked.

The way we communicate since we had learned the first words ,were making with our voice sounds to express or get something, since we were little kids we asked for milk, water, food, speaking, that's why learning an English language would help our students to communicate in a global world, they may won't be able to visit other countries, but they can have a virtual traveling to different countries, and they can communicate with the learning outcomes they had learned in a real life situations.

This phrase mentioned on the specialization really moved my feelings when I am teaching , it is from the author Paulo Freire ideas "engage the heart first, then the mind can follow "(1 bis).

What I think about give preference to my students feelings and intuition over logical thoughts it is because, when my students are having problems at their homes, becomes on bad behavior and they have a big wall, that is blocking their learning outcomes, ones they take out the problems that host them, they will be ready to learn English.

During this specialization I have been learning and changing my teaching benefiting my students learning process and outcomes, I have been changing my teaching methods and the assessment tools became clearer at the time of evaluating this trimester.

I am committed to continuously fostering an inclusive learning environment that cultivates intercultural awareness.

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