



## **UNIVERSIDAD PEDAGÓGICA NACIONAL**

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**UNIDAD AJUSCO**

**PROPUESTA DE INTERVENCIÓN EDUCATIVA**

**TRABAJO RECEPCIONAL**

**“TEACHING INTERCULTURAL COMMUNICATIVE  
COMPETENCE TO YOUNG LEARNERS BY COMPARING  
THEIR COUNTRY TO OTHERS”**

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**México, DF. a 04 de julio de 2023**



# UNIVERSIDAD PEDAGÓGICA NACIONAL

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## UNIDAD AJUSCO

SPECIALIZATION IN ENGLISH LANGUAGE TEACHING AND LEARNING AS A  
FOREIGN LANGUAGE

### FINAL PROJECT

**“TEACHING INTERCULTURAL COMMUNICATIVE  
COMPETENCE TO YOUNG LEARNERS BY COMPARING  
THEIR COUNTRY TO OTHERS”**

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**JULY 04<sup>TH</sup> 2023**

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## TABLE OF CONTENTS

INTRODUCTION.....	5
CHAPTER 1: PHILOSOPHY AND THEORY.....	6
1.1.- Teaching identity and philosophy.....	6
1.2.-Theory underlying my teaching practice and identity.....	7
CHAPTER 2: METHODOLOGY AND PRACTICE.....	16
2.1.- A practical and useful lesson plan.....	20
2.2.-Designing of necessary tools to assess the progress of students.....	28
2.3.-Attached evidence.....	31
2.4.- Evidence of designed tools to assess my students.....	34
2.5.- Video “A lesson plan in action” .....	35
CHAPTER 3: EXPERIENCE REPORT.....	35
3.1.- Outcomes.....	35
CHAPTER 4.....	37
CONCLUSIONS.....	37
CHAPTER 5 .....	38
APPENDIXES.....	38
APA STYLE REFERENCES .....	42
DECLARATION LETTER.....	45

## **INTRODUCTION.**

In the first part of this assignment, we will talk about the role of the teacher in the learning development process, how it is necessary to be a pillar that needs to be constantly updated, to be up to date and face the challenges that we can find in the constant changes within a society but above all to make a reflection on our teacher philosophy that we have managed to build and consolidate step by step thanks to the experience and practice in which our environment is involved. Achieving an identity in our way of teaching undoubtedly enriches our philosophy to adapt to a globalized world that requires us to grow day by day.

In addition to the above, this final project was carried out taking into account the importance of our students developing within a cultural competence and communicative competence since they play an important role in this globalized world and that without a doubt is a primary focus in the teaching of a second language. Therefore, a compilation of information has been made where we return to the basic contexts that enrich our work in the classroom.

During the last tasks we have been working on the improvement of a lesson plan, adapting each activity to the context and needs of our students, so it is time to present the activities in action. To make a self-criticism in this task it is necessary to make a video recording implementing the lesson plan and thus be able to identify areas of opportunity that allow us to understand from another perspective that can be improved by recognizing the mistakes, turning them into a challenge that we have yet to meet.

I will also talk in detail about the educational and social context that exists in the school and in the group where I have been working in the implementation of the lesson plan of this task, seeking to understand a little about how there are some aspects that can be presented as a barrier to learning that limit the teaching and learning process, these needs allow us to see the great work of working with students in public school at the elementary level.

It is important to point out that the contents that are being applied are based on the plans and programs established by the SEP "Aprendizajes Clave 2017" and that in each activity we are taking into account the materials and textbooks sent by the SEP in previous school cycles since currently no free materials were provided so the students work with copies provided by the school.

Therefore, we will return to some basic concepts that justify the activities within the lesson plan regarding the issue of interculturality, this to highlight the importance today of creating awareness and knowledge of different cultures.

In addition to this I will also explain how my teaching philosophy has been adapting to the needs to continue building the process to achieve the objectives creating a link between my professional ethics and moral reasoning so that these are combined and achieve a better person as a professional who really contribute to a change in the society around me.

In the final part of the task, they comment on the extra activities that were carried out and the results obtained during the session, which entails a reflection that will surely strengthen my perspective to assess what I still need to do.

## **CHAPTER 1: PHILOSOPHY AND THEORY**

### **1.01.- Teaching identity and philosophy**

When talking about building one's own philosophy, it entails believing in what we are doing, ensuring that we will always expose our students to the challenges that arise so that they will be able to face every circumstance that will surely come their way.

I believe that a teacher has an obligation to create higher expectations for each and every student considering that all children are unique and have something special to contribute to their own education, that they can choose their learning through curiosity.

My goal is to bring an open mind, a positive attitude and high expectations to the classroom every day, creating a safe and caring space where students are free to express themselves. I feel it is necessary to bring consistency and warmth to my work in the hope that I can consequently inspire and encourage such traits in the students as well.

Teaching is not an easy task and those of us who have chosen this job know that it has valuable rewards such as the satisfaction of helping and preparing our students to be better people, more critical, responsible and aware not only of the world around them but also of their role in it.

Undoubtedly, our responsibility is not only within the classroom as this is projected in a good or bad impression on our students for the rest of their lives. Teachers should never forget that one day we were students and that is why we should put ourselves in student's place in order to satisfy their needs and expectations, because the teacher is in a classroom to share and transmit the knowledge with students, it is like looking back and many times I think about how I would have liked my teachers to be, I remember being a shy child and teenager who did not like to speak for fear of being wrong and now I try to motivate students by telling them that one also learns from mistakes, that if one does not express oneself one will never know if we are right or wrong and that there are no consequences for every mistake we make, only learning from it.

## **1.2.-Theory underlying my teaching practice and identity**

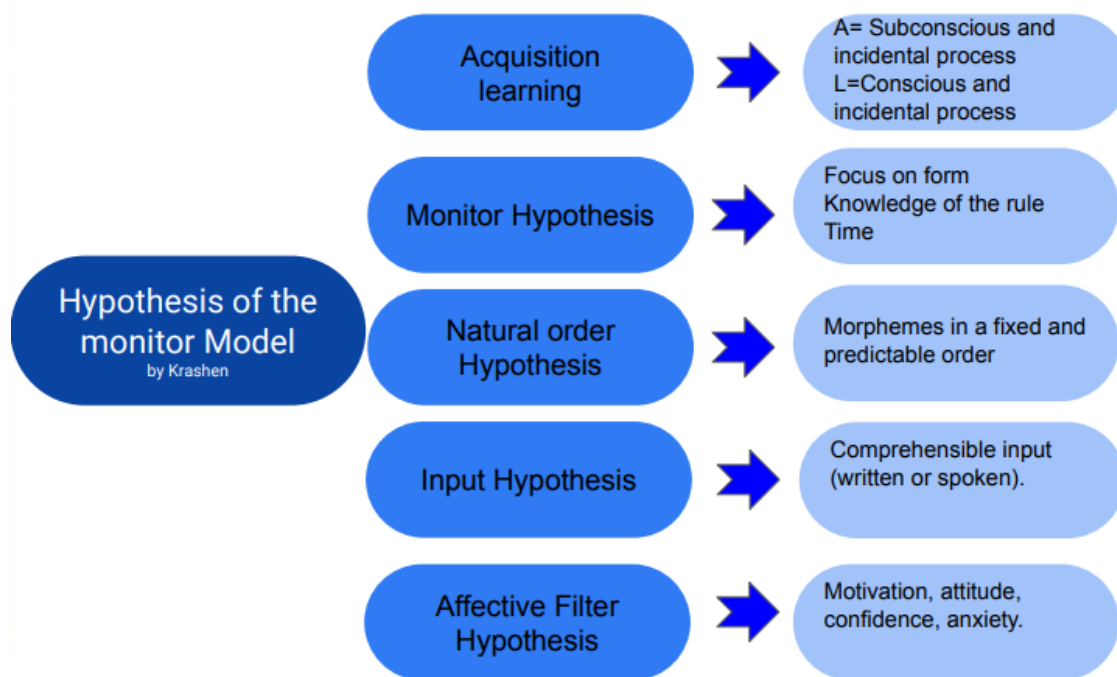
The teaching and learning of the English language in the public system at the primary level at the national level is almost null or at least it is not a project that covers the entire Mexican Republic, which is why it is very complicated to have a sequence in all of basic education.

In order to eradicate little by little the lack of English language teaching, it is necessary and urgent that we teachers keep ourselves in constant updating and preparation to be able to contribute in a positive way in our school context.

For all of the above, it is necessary to reflect on what has been learned during the Specialization in order to explain different approaches and theories that have emerged to promote and apply a methodology within a lesson plan.

Personally, I consider that Krashen's monitor model hypothesis raises several important points, such as the affective filter, since it basically explains that a language cannot be learned if the learner is blocking the learning process. In other words, a learner may be mentally prepared to learn or may be hindering this process in some way.

### Stephen Krashen's Hypothesis



### Learning and Acquisition

Below are 2 important concepts for second language learning process but, what is the difference between Learning and Acquisition?

**Learning** a language is a process of formal education, it is when the educator or teacher uses formal teaching methodology and gives the students instructions facilitating their understanding of the rules related to a particular language, the



teacher can be seen busy explaining the grammar rules to students while students are busy trying to comprehend those grammatical rules and structures so the student requires some conscious effort to understand the language.

On the other hand, **acquisition** is a non-conscious or subconscious process, the process of acquiring a language first starts by the surroundings, it does not involve learning grammatical rules or structures, it is when children first acquire sounds and vocabulary and then the sentence patterns and structures. (EEAILE Lesson 5 2022).

Next, a series of theoretical concepts will be taken up again that helped us to propose the methodology within the lesson plan and carry out the class session with a profile focused on intercultural and communicative competence.

### **Intercultural Competence**

To begin to talk about interculturality we will start by understanding what is culture and Cultural Identity which according to UNESCO (2013) Cultural Identity refers to those aspects of identity shared by members of a culture that, taken as a set, mark them as distinct from members of other cultures. Like most forms of identity, cultural identity is socially constructed – that is, people do something to create and then claim it, whether that be speaking a particular language, eating particular foods, or following particular religious practices. Individuals have multiple identities, and these change over time (Hecht, 1993)

Culture is that set of distinctive spiritual, material, intellectual and emotional features of a society or social group, encompassing all the ways of being in that society; at a minimum, including art and literature, lifestyles, ways of living together, value systems, traditions, and beliefs (UNESCO, 1982 and 2001)

Intercultural competences refer to having adequate relevant knowledge about particular cultures, as well as general knowledge about the sorts of issues arising when members of different cultures interact, holding receptive attitudes that encourage establishing and maintaining contact with diverse others, as well as

having the skills required to draw upon both knowledge and attitudes when interacting with others from different cultures. (Leeds-Hurwitz and Wendy,2013).

### **Intercultural Communicative Competence**

Intercultural communicative competence refers to the ability to understand cultures, including one's own, and to use this understanding to communicate successfully with people from other cultures. For example, ICC might include understanding how gestures and distance between speakers vary from one culture to another.

In the classroom, to develop this competency, students can develop a written or online guide to their own country and culture for visitors, read and comment on guides written by visitors, research aspects of a target culture in various media, such as film, literature and television, make presentations on aspects of the target culture, and draw on the teacher's knowledge of their own culture. (British Council).

Working with young children is a great challenge and we must be aware that it requires focusing on the student, who is the center, creator and developer of the whole learning process.

In addition to this, the knowledge obtained by the students is born and applied in a real context, where problems, competition and challenges are part of everyday life. During my lesson plan I also focused on the importance of the autonomy of the students but above all how we must carry out this development process so that the student little by little and step by step will create their independence, that is why it is important to base ourselves on the theoretical part as mentioned by Vygotsky in ZDP.

Vygotsky proposed four "genetic domains" for investigating higher cognitive processes: the phylogenetic (humans undergoing natural evolution), the cultural-historical (social activity of humans), the ontogenetic (individual lifespan), and the micro genetic (immediate events). Asia Pacific Journal of Education (2017, p116-129).

## Zone of proximal development (ZPD) By Vygotsky

One of the most important theories in SLA is undoubtedly the zone of proximal development theory developed by psychologist Lev Vygotsky, this is a learning theory that can be observed in a classroom or any other place where an individual has the opportunity to develop new skills. This theory is understood that as educators we must provide students with appropriate learning experiences and support to help them realize their potential development through the use of activities and methodologies that motivate students to participate in activities that allow them to apply and modify what they have learned to new situations.

Vygotsky maintained that ZPD is “the distance between that actual development as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaborative with more capable peers. (EEAILE Lesson 7 2022)



## Scaffolding

The major goal of scaffolding in teaching represents view the ZPD characteristic of transfer of responsibility for the task to the student (Mercer and Fisher, 1993). They emphasize collaboration between teacher and learner in the construction of knowledge and skills that mean to help learners achieve independence, Vygotsky

outlined scaffolding as a tool for growth. Learners take small, manageable steps toward the goal. Working collaboratively with an expert instructor or more knowledgeable peers helps learners make connections between concepts. English Language Teaching (2010, p. 241)

During this fruitful learning period we have had the opportunity to enrich each stage that strengthens our teaching, reorganizing terms that we use every day in our teaching work, such as evaluation.

The evaluation stage at the basic level is carried out on a quarterly basis, however the tests and the assessment are done in each class evaluating each activity and each process, keeping a log, checklist or rubric that allows us to capture each progress or each area of opportunity where we need to reinforce in our students before issuing a grade.

Knowing our students and identifying their way of working facilitates the entire evaluation process since knowing their successes and areas of opportunity helps us to recognize their progress in their daily work and the sequence of activities that are performed to achieve the objective per unit and per session, personally, observation is a tool that I use daily, and within the traditional assessment tools I use are the multiple choice or matching communes. Practicality is the base principle to design the evaluation format and surely many of my English colleagues will agree due to the number of students we teach. But all the other elements should not be left aside since they are necessary for the evaluation instrument to function optimally.

The following concepts will help us to identify the basic principles of testing.

### **Practicality**

As we know, teaching is a very time-consuming profession. When devising tests then, it is important for teachers to think in practical terms. Having said this, one of the key principles of language tests is that tests need to be practical. Brown (6) argues that tests should not be too expensive, be created to meet time constraints, be easy to administer, and follow an appropriate and accurate scoring procedure. (EEIALE, LESSON 4, 2023)

## **Reliability**

When considering the reliability of a test, teachers should ask themselves whether the tool is consistent and dependable. A test that provides consistent evaluations of student performance and that is dependable is considered to be a reliable test.

## **Validity**

The third principle that we will explore is test validity. Validity can be defined as “the extent to which the inferences made from assessment results are appropriate, meaningful, and useful in terms of the purpose of the assessment”

(EEIALE, LESSON 4, 2023)

## **Authenticity**

When devising a test, it is useful to try to develop a test that is going to match what the learner is expected to do in a real or authentic situation.

Brown argues that authenticity of a test is met if the test includes natural language, present items in a contextualized manner (as opposed to isolated test items), includes relevant or interesting topics that will meet the learners’ needs, and try to emulate real world tasks.

(EEIALE, LESSON 4, 2023)

## **Washback**

The fifth principle is washback. When implementing a test in a classroom, it is important for the teachers to think about the impact of the test on teaching practices and on student learning. Before moving on, we want to highlight that washback can be a positive outcome of testing but it can also be a negative outcome.

(EEIALE, LESSON 4, 2023)

English teachers have a great challenge when we talk about assessment, we must clearly determine which parameters are going to be taken into account according to the level of the students.

Sometimes it sounds a bit difficult considering the number of students an English teacher has, which is why it is necessary to know our students to see their progress, talking about formative assessment whose functions are to regulate learning and for these rubrics are usually the best assessment tool.

A problem in writing with young children is that they tend to write because they listen to what they say and want to read as it is written, so practice and reading exercises are essential for good spelling.

Within the evaluation it is necessary to review the exercises carried out in class, generally a small feedback is given according to their level but the students focus solely on the grade, they do not usually correct or correct, but not because they have understood it, but because they are looking for a best grade.

To return to the main concepts on the theme of the lesson plan "interculturality, we comment on the following.

### **Schema theory**

Schema is knowledge about the topic that individuals have already acquired through various experiences. These experiences and knowledge are activated when reading and can help the reader connect previous experiences to the content of the text. (EEAILE Lesson 1 2022)

In general, the familiarity of the topic has a direct influence on the understanding of the readers, that is to say, the more the reader knows about the topic, the easier and faster he obtains the information from the text. Students with more prior knowledge can understand better.

**Content schema** refers to previous general knowledge we have about a particular topic. We use the knowledge we have about past experiences to make connections to new information in the text. Using content schema can connect old and new information, which can help us understand the message of a text more clearly. (EEAILE Lesson 1 2022)

For example, when the teacher shows the description of a picture in this occasion when talking about "Canada" the students will immediately connect their experiences about what they know about this country, surely, they imagine the cold weather, snow, or even polar bears, and in this way, the students seek to express the above vocabulary in a simple way.

**Formal schema** or rhetorical patterns refer to the knowledge we have about the different organizations of text (8) Meyer 1975). For instance, letters, essays, newspaper articles, and postcards all have different organization. (EEAILE Lesson 1 2022).

In this case it could be a Christmas letter, where the structural organization of the letter has a pattern to follow, the students will recognize vocabulary that expresses good feelings, and they will understand that there is a sender and a receiver, through the words to: /from.

**Linguistic schema** which refers to the linguistic information we have stored in our mind in order to decode words and their meanings. This type of linguistic schema is also considered data-driven, or bottom-up. Readers can understand the meaning by using linguistic information. (EEAILE Lesson 1 2022).

Linguistic schemas refer to the existing linguistic competence of readers in terms of vocabulary, grammar and idioms. They are the basis of other schemes and this is an essential role for the comprehension of texts, it is very difficult for students to decode if they do not understand a text.

## **CHAPTER 2: METHODOLOGY AND PRACTICE**

I have been an English teacher for approximately 18 years, I have always worked in the public system, I spent 15 years working in the National Program of English in Basic Education (PRONI). Currently, for the last two school years, I have been working at the public elementary school Club de Leones No. 5, located at 205 José María Pino Suárez Street, Mártires de la Revolución neighborhood, in the northern area of the city of San Luis Potosí. In terms of infrastructure, the school has 12 classrooms, 5 of which were recently built since the previous 5 were demolished due to risk of collapse.

It has been a period of readjustment on the part of the students, basically a little over 3 months ago they have returned to face-to-face classes, they had just returned from a pandemic to later suspend the face-to-face classes due to the infrastructure problem and return to online classes, that is, basically it was 3 years with intermittent classes, even so we will continue working at a distance despite the fact that English classes were not a priority.

The area of opportunity for these students is very wide, so I understood the great challenge I had in my hands. I teach 6 groups of 3rd, 4th and 5th grade with groups A and B with a total of 150 students. This is the second school year that the students have English classes, so the level is beginner.

I will focus on the 5th grade B group, since this is the group where the recording was made. This group has a total of 24 students, 13 girls and 11 boys, the students in general are very participative and interact in class when necessary, however basically they only have contact with the language in the classroom.

It is important to point out that the contents that are being applied are based on the study programs established by the SEP "Aprendizajes Clave 2017" and that in each activity the materials and textbooks sent by the SEP in previous school cycles are being taken into account, since currently no free materials were provided, so the students are working with printed copies of digital material from the National English Program (PRONI).



Therefore, we will return to some basic concepts that justify the activities within the lesson plan regarding the theme of interculturality, in order to highlight the importance of creating awareness and knowledge of different cultures today.

The topic in the lesson plan is "Can you compare your country with others? In which students are expected to explore short travel stories, complete a guided reading, distinguish and express natural aspects and cultural expressions similar and different between Mexico and other countries and finally write statements with descriptions and comparisons.

The class starts with the warm up, here we rescue the previous knowledge "content scheme" The objective of the warm up is to create motivation and an optimal educational environment, I like to question the students about how they have been feeling during the day, this gives them confidence.

Content schema refers to previous general knowledge we have about a particular topic. We use the knowledge we have about past experiences to make connections to new information in the text. Using content schema can connect old and new information, which can help us understand the message of a text more clearly. (EEAILE Lesson 1 2022)

In task 1, the objective is to reflect on a possible topic, students express their opinions about what they know about Canada and the differences that exist with Mexico. The main skill to be assessed is the ability to express themselves orally, although most students will mention incomplete words or phrases and others in Spanish.

The methodology, the approaches and the techniques used in the classroom depend on the context and the needs of the students, we must determine a sample goal, which can really be achieved in a time frame, identify the previous knowledge of the students, the size of the group, if it is required to work individually, in pairs or in teams. I believe that working with young children in the question of methodology, approaches and didactic sequences require a little more design, it means, to be very specific, dynamic and entertaining, children tend to be easily distracted, they enjoy

singing, participating (depending on their learning styles) so we must maintain that expectation and interest to involve them in the class so that learning is carried in a meaningful way.

In task 2, students identify vocabulary through images, the images represent different aspects of animals, food or places found in Canada. They discuss in plenary about what they observe and then in task 3 the students read and listen to the story narrated by placing the number under the image according to the order in which they are mentioned in the story.

In task 3, reading, taking advantage of the fact that the students like to read in plenary after listening, they follow the reading while I mark pauses to identify vocabulary, it is important to verify the correct pronunciation and evaluate the errors but also to motivate the students to encourage their autonomy.

Krashen proposed various factors that are bound to influence the learning process in both positive and negative ways. These include motivation, attitude, confidence, and anxiety. He believed that when students are nervous or anxious, their affective filter is high or up, and therefore the input that students are exposed to cannot be acquired. On the other hand, if students are comfortable and calm their filter is lower or their affective filter is down. In this condition, the language input that your students receive can be readily. (EEAILE Lesson 05 2022).

Task 4 contains the grammar "Comparatives", prior to this activity and a previous session, students were given a worksheet with images of the places to compare (places in Mexico vs. places in Canada) this activity, the students will write descriptive and comparative sentences following a model.

Task 5, the students work in group or pairs, the comments and complete the right side of a chart about Mexico, the chart has different cultural and natural aspects like weather, natural, animals, cities and culture. Monitor and offer corrections, or new vocabulary. Add useful language to the board.

Generally, when students review an activity and due to the complexity of the number of students, I usually question them about the answers to their activities, I ask them questions and when they answer I ratify if it is correct and if not, I ask them to try again, being very careful so that the washback is not negative.

Within each unit the material used generates a self-evaluation which is worked on in pairs, in this way the students can reflect on the success of the activity or their mistakes, The valuation scale can be used in Lessons 2 to 4 to assess how well students are achieving the outcomes of this unit. I can carry out an initial assessment in Lesson 2 and simply adjust it as necessary by the end of Lesson 4. This will also give you a sense of how learners have progressed. Always keep in mind that this tool will help identify both struggling and advanced students (who may already be able to successfully complete the outcomes before they have worked on the related activities), which will give you the opportunity to use more open tasks to allow for different learning outcomes. Vygotsky maintained that ZPD is “the distance between that actual development as determined by independent problem solving and the level of potential development as determined though problem solving under adult guidance or in collaborative with more capable peers.

And at the end of the unit the rubric or descriptive evaluative scale helps me to define my checklist that I have by groups to make the evaluation authentic and practical.

Not all the results were as expected, the students were participative but they still struggled with the pronunciation in readers activities. They do all the written activities but they do not complete sentences, they do not follow 100% structure in comparative sentences, they omit words even though they are following an example. The aspects to compare in the chart are climate, animals, natural places, important cities and culture (traditions). The problem in this aspect is that students do not recognize aspects of our country.

Without a doubt the specialization has brought me different challenges, but also a lot of learning, it has helped me to contextualize concepts that I used before but did not recognize their basis, I have also defined my teacher philosophy and that is why

I am infinitely grateful for everything I can learn to improve and face the real challenge that occurs every day in the classroom.

## 2.1.- A practical and useful lesson plan

The lesson plan is our guide to carry out our sessions, the format of the planning is our own, because only the person who makes it understands each of the points of the sequence, therefore, only we know where we can make adjustments and which activities will be evaluated.

Previously we presented a lesson plan with which we were working previously which has been slightly modified in the approach of the activities due to the way of working in the previous weeks (virtual and now face-to-face) The objective of the session has been added and not only in general. Remember that the objective is the basis for knowing what we are going to evaluate and how we are going to evaluate it.

LESSON PLAN			
TEACHER:	Martha Elena Ramírez Tovar	GRADE:	5TH
		GROUP:	B
COMMUNICATIVE ACTIVITY	Understanding the self and the other		UNIT
			6
OBJETIVE OF THE LESSON.	Write sentences with descriptions or comparisons		
PROFICIENCY LEVEL	Beginners Develop: Understands and uses English to interact with short oral and written texts of personal interest in familiar contexts.		
EXPECTED LEARNING FOR THE UNIT:	<ul style="list-style-type: none"> <li>• Explore short travel stories.</li> <li>• Complete a guided reading.</li> <li>• Distinguishes and expresses natural aspects and cultural expressions similar and different</li> <li>• Similarities and differences between Mexico and other countries.</li> <li>• Writes statements with descriptions and comparisons.</li> </ul>		
SOCIAL LEARNING ENVIRONMENTS:	Recreational and Literary Environment		
SOCIAL PRACTICE OF THE LANGUAGE	To read a short travel story to discover natural aspects and cultural expressions.		
TEACHING GUIDELINES FOR THE LESSON.	<ul style="list-style-type: none"> <li>• Write descriptive and comparative sentences following a model.</li> <li>• Use a variety of resources to deal with uncertainty about meaning</li> </ul>		

GRAMMAR	Comparatives.
PRODUCT OF THE UNIT	Comparative Chart
SUPPORTING MATERIAL	Worksheet, notebook, notes

LESSON PLAN		
TOPIC	How Can You Compare Your Country to Others?	
LESSON	4	
STAGE	TIME	PROCEDURE
Warm up	5 min	<p>-Start the class with greeting expressions, good morning, hello, how are you today?</p> <p>-Write on the board: How is your country different to some English-speaking countries? First get them to make a list of countries where people speak English. Then ask them to discuss similarities and differences between their country and the countries on their list. Then ask students share their ideas again.</p> <p>-Students read the categories and classify which country they think they belong to.</p>
STAGE 1	TIME	
Lead-in Reading Listening Predicting	(5-10 minutes)	<p>-To rescue previous knowledge-schemata, mention the place or vocabulary of the text from the previous class.</p> <p>- Ask students to share what they know about Canada. Elicit some answers. Then ask students to read the story and listen. As a class, discuss what was different between your initial answers and what is described in the story.</p>
STAGE 2	TIME	
Listening Reading	(10 minutes)	<p>-Ask students to look at the pictures. Ask students if they know what the things in the pictures are called. It might be useful to elicit the words and write them on the board (poutine, moose, city, waterfall, maple syrup). Ask students to read and listen again and number the pictures in the order they hear them. Then elicit answers from the whole class.</p>
STAGE 3	TIME	
Reading	(8-10 minutes)	<p>-Ask the students if they can name a few words of the imagens. If they can't remember and check their notes. Ask students to scan the text and circle words they are unsure about. Ask them to use more than one strategy to check the meaning. Monitor and help provide definitions. You can then ask students what new words they learned and write them on the board.</p>
STAGE 4	TIME	
Reading. Writing.	(12 min.)	<p>- Ask students to look at the model sentence and underline the structure that is used to compare two things. Elicit that we can use verb + adjective + er + than to make comparisons. Write another simple comparison together as a class; e.g.: Belize is smaller than Mexico. Ask students to share and compare their answers with another pair, before asking volunteers to write the sentences on the board. Show some pictures to compare the places.</p>
STAGE 5	TIME	
Writing	8 min.	<p>Ask them to complete the right side of the table about Mexico. Monitor and offer corrections, or new vocabulary. Add useful language to the board.</p>

Closing	Verify answers in plenary. Students participate in reading the answers. The order of participation is according to the attendance list. End the class with farewells expressions.
<b>SELF-EVALUATION</b>	At the end of the Unit a Self-evaluation is applied. Students are organized in pairs. Read the instructions out loud. Monitor and provide support as needed. Give students a minute to reflect on how successfully they completed the activity
<b>ANTICIPATED PROBLEMS AND POSSIBLE SOLUTIONS</b>	
<b>PROBLEMS</b>	<b>SOLUTIONS</b>
Students may not be able to identify different cultural aspects of our country.	Show different images with internet support and explain the place or distance to our location.
<b>EVALUATION TECHNIQUE</b>	<b>OBSERVATION</b>
<b>EVALUATION TOOL</b>	<b>RUBRIC /DESCRIPTIVE VALUE SCALE</b>

To close the unit 5 as a homework the last class students will create a comparative chart that compares their country with another or others. Subsequently, in the next class, the students present their homework, explaining what they wrote in their activity. Tell them to pool together all the words and expressions, descriptive sentences, and comparative sentences they wrote and decide together on the final information to include. Remember you always have the option to adapt the product to your class's needs and interests. If students are not confident enough to come to the front of the class.

# Lesson 4

1 How do you imagine Canada? Tell each other. Then read and listen. Was anything different to your answer?  

2 Read and listen again. Number the pictures in the order they are mentioned.  




Last December, my family and I went to Toronto. It's in Canada, and it is a big city by Lake Ontario. The lake is so big you cannot see the other side; it looks like the ocean!

And it was so cold, so much colder than Mexico! It snowed every day we were there, and there were very large pieces of ice on the lake and in the streets. We really couldn't stay outside for very long, but we didn't have to. In the city center, you can walk through underground tunnels that are connected to public transport.

One thing I really enjoyed about Toronto was the breakfast. When you go to a restaurant and order pancakes, they serve it with real maple syrup, which tastes better than what I'm used to! I also got to watch a hockey game at a stadium, which was a lot of fun. We got to eat poutine, which is basically French fries, cheese, and gravy (a meaty sauce). It's wonderful in the winter; it makes you feel warmer.

We rented a car and went to Niagara Falls. It was beautiful, and so much taller and noisier than I imagined. We couldn't stay for long because it was freezing, but it was a nice drive. Everything was white. Even the trees were covered with snow. On the way back to the city, we stopped the car because we thought there was something standing under some trees next to the road. It was a giant moose, and, oh boy, was it big! It was much larger than any cow or horse I've ever seen!



3 Work together and check the meaning of words you don't know. Use your dictionary, or ask a classmate or your teacher. 

4 Use the words to write sentences. Follow the model.  

Lake Ontario / large / Lake Chapala. Lake Ontario is larger than Lake Chapala.

- a Toronto / small / Mexico City. \_\_\_\_\_
- b Piedra Volada / tall / Niagara Falls. \_\_\_\_\_
- c Salsa / spicy / gravy. \_\_\_\_\_



5 Work together to complete the table about cultural expressions and natural aspects. Add two more categories of your own.  

	Canada	Mexico
Weather	snow and ice in the winter, warm summers	
Nature	waterfalls, lakes, forests, mountains	
Animals	moose, deer, elk, bears, birds, whales, butterflies	
Cities	Big cities: Toronto, Vancouver, Montreal	
Culture	Halloween, Calgary Stampede	
_____		
_____		

Evaluation suggestions according to the National English Language Program in the National Strategy for Strengthening English Language Teaching for Strengthening English Language Teaching.

The purpose of this component according to “Estrategia nacional para el fortalecimiento de la enseñanza del inglés” The purpose of this component is to establish procedures for monitoring students' progress in English proficiency and competency at the end of a given period of time, as well as to assess and to assess whether the didactic situations, the organization of classroom work, the use of materials use of materials, and the type of assistance or guidance provided are directed to the achievement of the goals set at each grade level.

WARM UP		
TIME	PORPUSE	
5 min	<ul style="list-style-type: none"> <li>Create motivation and an optimal educational environment</li> </ul>	

### WARM UP.

In the preamble of rescuing previous knowledge and at the same time providing an introduction to the subject is a way to test how much they know about a specific topic that works as a diagnostic test to know student’s strengths and weaknesses it identifies what they know and what they need to know.



The objective of the warm up is to create motivation and an optimal educational environment, I like to question the students about how they have been feeling during the day, the upper groups (5th grade) are always at the last hour of the day and maybe the students feel a little tired, this depends a lot on the class and the subject but when I see them very disinterested, I start with an active break using TPR.

Task 1		PREDICTING/ SPEAKING/ READING/ LISTENING
TIME	PORPUSE	
5 min	<ul style="list-style-type: none"> <li>Reflect about the possible topic.</li> </ul>	



## Task 1

In stage 1, the objective is to reflect on a possible topic, the test is oral, to know what opinions the students have about how they imagine Canada. The main skill to be tested is the speaking ability, most of the students will probably mention incomplete words or phrases.

- 1 How do you imagine Canada? Tell each other. Then read and listen. Was anything different to your answer?  

Task 2		READING/LISTENING	
TIME	PORPUSE		
5 min	<ul style="list-style-type: none"> <li>Observe picture to identify cultural aspects</li> </ul>		

## Task 2.

- 2 Read and listen again. Number the pictures in the order they are mentioned.



STAGE 3		GRAMMAR/READING	
TIME	PORPUSE		
8 min	<ul style="list-style-type: none"> <li>Identify comparatives in the text to comment some aspects in Mexico and Canada.</li> </ul>		

### Task 3


This activity will help students to use a variety of resources to deal with uncertainty about meaning. Remind students that there are different ways to check the meaning of new words.

Last December, my family and I went to Toronto. It's in Canada, and it is a big city by Lake Ontario. The lake is so big you cannot see the other side; it looks like the ocean!

And it was so cold, so much colder than Mexico! It snowed every day we were there, and there were very large pieces of ice on the lake and in the streets. We really couldn't stay outside for very long, but we didn't have to. In the city center, you can walk through underground tunnels that are connected to public transport.

One thing I really enjoyed about Toronto was the breakfast. When you go to a restaurant and order pancakes, they serve it with real maple syrup, which tastes better than what I'm used to! I also got to watch a hockey game at a stadium, which was a lot of fun. We got to eat poutine, which is basically French fries, cheese, and gravy (a meaty sauce). It's wonderful in the winter; it makes you feel warmer.



We rented a car and went to Niagara Falls. It was beautiful, and so much taller and noisier than I imagined. We couldn't stay for long because it was freezing, but it was a nice drive. Everything was white. Even the trees were covered with snow. On the way back to the city, we stopped the car because we thought there was something standing under some trees next to the road. It was a giant moose, and, oh boy, was it big! It was much larger than any cow or horse I've ever seen!

**3 Work together and check the meaning of words you don't know. Use your dictionary, or ask a classmate or your teacher.** 

Task 4		READING / WRITING / SPEAKING	
TIME	PURPOSE		
10 min	<ul style="list-style-type: none"> <li>Identify the different aspects between Mexico and Canada.</li> </ul>		

### Task 4

In this activity, students will write descriptive and comparative sentences following a model.




**4 Use the words to write sentences. Follow the model.**  

- Lake Ontario / large / Lake Chapala. Lake Ontario is larger than Lake Chapala.
- a Toronto / small / Mexico City. \_\_\_\_\_
- b Piedra Volada / tall / Niagara Falls. \_\_\_\_\_
- c Salsa / spicy / gravy. \_\_\_\_\_

<b>Task 5</b>		Compare cultural and natural aspects in a chart
<b>TIME</b>	<b>PORPUSE</b>	
5 min	<ul style="list-style-type: none"> <li>Comment and compare natural aspects and cultural expressions between Mexico and Canada.</li> </ul>	

## Task 5

This activity requires students to complete a diagram or chart with similarities and differences about natural aspects and cultural expressions.

- 5 Work together to complete the table about cultural expressions and natural aspects. Add two more categories of your own.   

	Canada	Mexico
Weather	snow and ice in the winter, warm summers	
Nature	waterfalls, lakes, forests, mountains	
Animals	moose, deer, elk, bears, birds, whales, butterflies	
Cities	Big cities: Toronto, Vancouver, Montreal	
Culture	Halloween, Calgary Stampede	
_____		
_____		

<b>CLOSING</b>		
<b>TIME</b>	<b>PORPUSE</b>	
5 min	<ul style="list-style-type: none"> <li>Interest in learning about different cultural aspects of other countries.</li> </ul>	

## CLOSING.

Finally, general comments are made on the differences between Mexico and Canada, and feedback is provided if necessary. Motivate students to continue learning about different aspects of other cultures by questioning places where they would like to travel.

### 2.2.-Designing of necessary tools to assess the progress of students

Generally, when students review an activity and due to the complexity of the number of students, I usually question them about the answers to their activities, I ask them questions and when they answer I ratify if it is correct and if not, I ask them to try again, being very careful so that the washback is not negative. Within each unit the material used generates a self-evaluation which is worked on in pairs, in this way the students can reflect on the success of the activity or their mistakes, as a teacher you should supervise and provide support, when necessary, gather students in groups of four and ask them to discuss their answers. Give students one minute to reflect on the success of the activity. Solicit reflections from the different groups.

### Assessing my Learning Process Descriptive Value Scale

Use the descriptive value scale to evaluate your classmates' comparative chart.

1 = Excellent    2 = Good    3 = Needs a little help    4 = Needs a lot of help

	1	2	3	4
The information is relevant.				
The information is descriptive.				
The chart includes similarities and differences.				
The information is written correctly.				

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The valuation scale can be used in Lessons 3 to 4 to assess how well students are achieving the outcomes of this unit. You can carry out an initial assessment in Lesson 3 and simply adjust it as necessary by the end of Lesson 4. This will also give you a sense of how learners have progressed. Always keep in mind that this tool will help identify both struggling and advanced students (who may already be able to successfully complete the outcomes before they have worked on the related activities), which will give you the opportunity to use more open tasks to allow for different learning outcomes.



## Evaluation Tool

### Descriptive Value Scale

Student's Name: \_\_\_\_\_

The student can...	1 Excellent	2 Good	3 Fair	4 Needs Help
...use different strategies to check meaning of new words.				
...understand basic information and some details in travel stories.				
...compare natural aspects and cultural expressions.				
...write descriptions of own cultural expressions and natural aspects.				
...write comparisons about cultural expressions and natural aspects.				

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From the perspective of the National English Program, although the evaluation in each of the stages of the program has a promotional character, its function is formative and must be:

- Global. It considers, as a whole, the skills that students have developed in English, avoiding partializing them in isolated knowledge or skills.

- Continuous. It considers the work and actions carried out throughout the development of the stages or phases of the communicative situation and not only the final product.

Formative. It is a continuous process of gathering evidence and data of a more qualitative nature on the performance of the students, i.e., on their strengths and weaknesses, in such a way that they can be evaluated in a more qualitative way strengths and weaknesses, so as to ensure positive and effective feedback between the learners and effective feedback among the students themselves, and between them and the teacher. And effective feedback among the students themselves, and between them and the teacher. (SEP, 2010)

It is worth mentioning that the planning marked is only for one session, in this case it is designed for 50 minutes, it would be the 4th session on the topic of interculturality with the topic; How can you compare your country with others?

Two more scenarios, Istanbul and South Africa, were previously presented and also prior to this session the students were given a worksheet with images of the vocabulary used in the comparative sentences, with the comparison of Lake Chapala and Lake Ontario in Canada, also the city of Toronto with Mexico City, Piedra Volada with Niagara Falls and finally a traditional food in Canada (Gravy) and the Mexican sauce. This worksheet was previously delivered in anticipation of a possible lack of technological equipment in this case the projector which could not be used in the classroom. The idea was to present the worksheet on the projector with a series of images searched on the internet.

After the session, students complete the comparative chart between Canada and Mexico. In the following session, they comment on the aspects they wrote.

### **2.3.- Attached evidence**

Over the years and through experience, we teachers are aware of the possible difficulties that exist during class, whether it is that some audio does not work or that the equipment you need to watch a video does not work or that when you need some electronic equipment someone else is using it. In these cases, it is necessary to make approaches and adjustments to see how it can work and carry out the session with other materials.

For the authorization of the recording of the class, a document was required to be given to each parent where they had to authorize that their son or daughter could be inside the classroom when the recording was made, so the students were aware of what would happen and some of them could feel exposed and nervous.

Even so, during the session carried out following the work plan, the students were participative, although there were few who tried to use the English language, that is to say, they understood what was being presented but they used their Spanish to express themselves, looking for their teacher, in this case me, to interpret into English what they wanted to say and then repeat it.

Due to infrastructure situations the planned topic had been taking place in online classes, students identified through images everything related to the topic, they were shown words (new vocabulary) through images on the internet, in recent weeks 3 to be exact we resumed face-to-face classes but now we face the need for equipment and materials that are not always available at school, such as a projector, a speaker, even so and with previous knowledge that the students had about the topic, the session is carried out.

The 4 weeks in which the marked contents are presented in a unit at first glance seem simple and short but it is about reinforcing and involving each student within the group, I try ask them to read a sentence, phrase or instruction in this way students they know that everyone should participate in the reading, it is usually in an orderly manner and respecting the number of attendees.

The advantage of the activities is that the worksheets are contextualized since I have seen the need to select several exercises from various books or web pages because we do not have a textbook. Seeing the positive side of this problem, students practice writing by taking their notes and answering the exercises.

We also do not have support audios for the focused exercises, so I have provided them with audios (I record myself reading phrases, songs, etc.) or other times I record the voice of a translator so that they can listen to different pronunciations and little by little identify another. pronunciation.

Most English teachers would probably agree that teaching listening and comprehension can be challenging, as each student learns at a different rate. So, the choice of strategies can be successful for some, a bit slower for others, but in general I think translation is a habit to limit because students tend to panic when they find out they don't know all the words and this can motivate them. The use of electronic translators can lead to misinterpretations, although they are very useful in terms of pronunciation. But in any case, as a teacher we can help them by giving them context; This will help them find clues about what they hear, the images can help them so that when they hear the word or expression again, the image comes back to them as a memory. It is very useful to ask them to do actions while listening, this will also make them remember the words when they hear them again, the memory of the movement will bring to mind the specific action.







## 2.4.- Evidence of designed tools to assess my students

**Evaluation Tool**  
Descriptive Value Scale

Student's Name: Trejo Banda Christian Ruben

The student can...	1 Excellent	2 Good	3 Fair	4 Needs Help
...use different strategies to check meaning of new words.	✓			
...understand basic information and some details in travel stories.		✓		
...compare natural aspects and cultural expressions.		✓		
...write descriptions of own cultural expressions and natural aspects.		✓		
...write comparisons about cultural expressions and natural aspects.		✓		

---

Student's Name: Vazquez Rodriguez Lionel

The student can...	1 Excellent	2 Good	3 Fair	4 Needs Help
...use different strategies to check meaning of new words.			✓	
...understand basic information and some details in travel stories.				✓
...compare natural aspects and cultural expressions.			✓	
...write descriptions of own cultural expressions and natural aspects.				✓
...write comparisons about cultural expressions and natural aspects.				✓

TSSA Unit 5 Photocopiable material

Wednesday May 17<sup>th</sup> 2023

Daniela Sifuentes

**Assessing my Learning Process**  
Descriptive Value Scale

Use the descriptive value scale to evaluate your classmates' comparative chart.

1 = Excellent    2 = Good    3 = Needs a little help    4 = Needs a lot of help

	1	2	3	4
The information is relevant.			✓	
The information is descriptive.			✓	
The chart includes similarities and differences.		✓		
The information is written correctly.				✓

**Self-evaluation**

- 1 Work in pairs. Say how you can compare and describe a country's natural features and cultural aspects. Give an example of each.
- 2 Look back through the lessons and check what you have learned to learn, to know, and to do. After that, you can go to page 115 again and check.
- 3 In your notebook, write what you think was difficult to achieve.

54

Sunburst 5 Primary Teacher's Book

## 2.5.- Video “A lesson plan in action

[https://drive.google.com/file/d/1nEGa\\_Nxn0nXKWlrtG-QqymPE\\_V-Qr0-view?usp=share\\_link](https://drive.google.com/file/d/1nEGa_Nxn0nXKWlrtG-QqymPE_V-Qr0-view?usp=share_link)



## CHAPTER 3: EXPERIENCE REPORT

### 3.1 Outcomes

The theme of the lesson plan is within unit 5 is "Can you compare your country with others? in which students are expected to explore short travel stories, complete a guided reading, distinguish and express natural aspects and cultural expressions similar and different between Mexico and other countries and finally write statements with descriptions and comparisons.

The students were participative and excited, they like to learn new things and comment on the topics, but unfortunately, they only use L2 when they are asked to participate by reading an exercise in the book and not when they want to express their ideas.

the expected learning in the area of learning to learn is that students find the meaning of new vocabulary, consult information in dictionaries, question or deduce, make notes and relate their previous knowledge, which at certain times is complicated because many of the students expect to receive indications to do something, there is a lack of autonomy to develop.

in the area of learn to know, the objective is for the students to identify and compare different aspects, to know what we have in our country and from there to see what there is in other places, in this step the students carried out the activities but incompletely, they did a structure of the comparatives but words were missing or letters were omitted.

In the area of learn to do, the objective is that the students look for the way to do things to complete the information, however when they had to compare specific aspects, they did not know all the information of our own country, therefore it was difficult to recognize to compare what exists outside of Mexico.

Not all the results were as expected, the students were participative but they still struggled with the pronunciation in readers activities. They do all the written activities but they do not complete sentences, they do not follow 100% structure in comparative sentences, they omit words even though they are following an example. The aspects to compare in the chart are climate, animals, natural places, important cities and culture (traditions). The problem in this aspect is that students do not recognize aspects of our country.

## **CHAPTER 4.**

### **CONCLUSIONS**

To conclude this task, it is very important to comment on how enriching it has been for me to unite the theoretical with the practical, in this case my lesson plan with the recording of the class, although many years have passed since I started this path of teaching on the fact of feeling observed always motivates us to improve, we realize that one never stops learning.

Although I must accept that it was not easy to observe myself, but with this assignment I gave myself the opportunity to express my ideas about my own work and understand that I can be my own judge and that only I can equip and inspire myself in different ways to create my own growth.

We teachers are used to evaluate periodically but we rarely analyze our work, we simply correct and continue but we do not take the time to go into our own work and create a constructive criticism.

On the other hand, and according to the contents of the lesson plan, the intercultural theme seems to me to be very precise nowadays since we must awaken the interest of the students to have a progressive vision as citizens of the world and thus understand the different cultures in order to face social and global problems by creating their own perspective.

I am infinitely grateful to the Universidad Pedagógica Nacional, my tutor and my classmates for giving me the opportunity to grow, to share but above all for allowing me to see beyond the classroom, because I met different perspectives that helped me to deepen my way of teaching based on the active methodology.

**CHAPTER 5**

**Appendixes**



**Lake Ontario**



**Lake Chapala**



**Toronto**



**Mexico city**



**Piedra volada**



**Niagara Falls**



**Salsa**



**Gravy**

Images taken from the internet

1 Read and listen again. Number the pictures in the order they are mentioned.



Last December, my family and I went to Toronto. It's in Canada, and it is a big city by Lake Ontario. The lake is so big you cannot see the other side; it looks like the ocean!

And it was so cold, so much colder than Mexico! It snowed every day we were there, and there were very large pieces of ice on the lake and in the streets. We really couldn't stay outside for very long, but we didn't have to. In the city center, you can walk through underground tunnels that are connected to public transport.

One thing I really enjoyed about Toronto was the breakfast. When you go to a restaurant and order pancakes, they serve it with real maple syrup, which tastes better than what I'm used to! I also got to watch a hockey game at a stadium, which was a lot of fun. We got to eat poutine, which is basically French fries, cheese, and gravy (a meaty sauce). It's wonderful in the winter, it makes you feel warmer.

We rented a car and went to Niagara Falls. It was beautiful, and so much taller and noisier than I imagined. We couldn't stay for long because it was freezing, but it was a nice drive. Everything was white. Even the trees were covered with snow. On the way back to the city, we stopped the car because we thought there was something standing under some trees next to the road. It was a giant moose, and, oh boy, was it big! It was much larger than any cow or horse I've ever seen!

2 Use the words to write sentences. Follow the model.

- Lake Ontario / large / Lake Chapala. Lake Ontario is larger than Lake Chapala.
- a Toronto / small / Mexico City. Toronto is smaller than Mexico City.
- b Piedra Volada / tall / Niagara Falls. Piedra Volada is taller than Niagara Falls.
- c Salsa / spicy / gravy. Salsa is spicier than gravy.

3 Work together to complete the table about cultural expressions and natural aspects.

	Canada	Mexico
Weather	snow and ice in the winter, warm summers	Mexico has a temperate climate
Nature	waterfalls, lakes, forests, mountains	the nature of Mexico has many animals and rivers
Animals	moose, deer, elk, bears, birds, whales, butterflies	dogs, cats, golden cage peacocks
Cities	Big cities: Toronto, Vancouver, Montreal	Big cities: Mexico City, Monterrey, Toluca, Puebla, Cancun
Culture	Halloween, Calgary Stampede	Day of the Dead, Children's Day

Student's notebook evidence

**Learning to Learn** (page 47, activity 8)

**Finding the meaning of new words**

You can use these strategies to help you find the meaning of new words.



**Learning to Know** (page 52, activity 4)

**Comparative adjectives**

We can use comparative adjectives to compare things.

- Lakes are **smaller than** oceans.
- Mountains are **taller than** buildings.
- Guadalajara is **bigger than** Cancun.
- The city is **noisier than** the countryside.
- Film is **more interesting than** hockey.
- Mariachis are **less popular** in other countries.









**Learning to Do** (page 53, activity 5)

**How to make a comparative chart**

- 1 Make notes of the information you want to include in your chart.
- 2 Use a color or shape to mark the words or expressions that belong to the same category.
- 3 Count the categories and countries.
- 4 Decide if you are going to write the countries or other categories in the rows or columns.
- 5 Draw your chart; write the names of the countries or categories.
- 6 Complete your chart with the information from your notes.




**Unit 5**

<p><b>carnival</b>  <i>n.</i> a colorful festival in which people walk, sing, and dance on the street wearing colorful clothes and masks</p>	
<p><b>folk</b>  <i>adj.</i> traditional</p>	
<p><b>giant</b>  <i>adj.</i> extremely big</p>	
<p><b>hot springs</b>  <i>n.</i> hot water that comes out of the ground in nature</p>	
<p><b>lava</b>  <i>n.</i> very hot liquid rock inside a volcano</p>	
<p><b>mosque</b>  <i>n.</i> a building where Muslim people practice their religion</p>	
<p><b>shake</b>  <i>v.</i> move side to side quickly because of a strong feeling or because you are cold</p>	
<p><b>stampede</b>  <i>n.</i> a cowboy rodeo</p>	

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## DECLARATION LETTER:

I declare that the following Assignment for **“Final Project” “Teaching Intercultural competence to young learners by comparing their country to others ”** 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.

I understand if I omit to cite in any document signed under my name, I am committing plagiarism, which is unacceptable in any academic environment, and it is a serious violation of the institutional regulations, stated by the Guidelines for Academic Honesty in Citation and References included at [http://eeaille.cealupn.net/pluginfile.php/2441/mod\\_resource/content/1/eeaille\\_1\\_00\\_Academic%20Guidelines%20for%20Citation%20and%20References.pdf](http://eeaille.cealupn.net/pluginfile.php/2441/mod_resource/content/1/eeaille_1_00_Academic%20Guidelines%20for%20Citation%20and%20References.pdf) *“Participants must be aware of norms for Academic honesty. The following are the policies that the Specialization has adopted, based on Georgia State University (<http://www2.gsu.edu/~wwwfjb/sec409.html>) and Universidad Pedagógica Nacional policies. As members of the academic community, students are expected to recognize and uphold standards of intellectual and academic integrity. The program assumes as a basic and minimum standard of conduct in academic matters that students be honest and that they submit for credit only the products of their own efforts. Both the ideals of scholarship and the need for fairness require that all dishonest work be rejected as a basis for academic credit. They also require that students refrain from any and all forms of dishonorable or unethical conduct related to their academic work.”*<sup>1</sup>

### *Definitions and Examples*

*The examples and definitions given below are intended to clarify the standards by which academic honesty and academically honorable conduct are to be judged. The list is merely illustrative of the kinds of infractions that may occur, and it is not intended to be exhaustive. Moreover, the definitions and examples suggest conditions under which unacceptable behavior of the indicated types normally*

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<sup>1</sup> 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](http://eeaille.cealupn.net/pluginfile.php/2441/mod_resource/content/1/eeaille_1_00_Academic%20Guidelines%20for%20Citation%20and%20References.pdf)

*occurs; however, there may be unusual cases that fall outside these conditions which also will be judged unacceptable by the academic community.*

A. Plagiarism: Plagiarism is presenting another person's work as one's own. Plagiarism includes any paraphrasing or summarizing of the works of another person without acknowledgment, including the submitting of another student's work as one's own.

Plagiarism frequently involves a failure to acknowledge in the text, notes, or footnotes the quotation of the paragraphs, sentences, or even a few phrases written or spoken by someone else. *The submission of research or completed papers or projects by someone else is plagiarism, as is the unacknowledged use of research sources gathered by someone else when that use is specifically forbidden by the faculty member. Failure to indicate the extent and nature of one's reliance on other sources is also a form of plagiarism. Any work, in whole or in part, taken from the Internet or other computer-based resource without properly referencing the source (for example, the URL) is considered plagiarism. A complete reference is required in order that all parties may locate and view the original source. Finally, there may be forms of plagiarism that are unique to an individual discipline or course, examples of which should be provided in advance by the faculty member. The student is responsible for understanding the legitimate use of sources, the appropriate ways of acknowledging academic, scholarly or creative indebtedness, and the consequences of violating this responsibility.*

The “Reglamento General para estudios de posgrado de la UPN” states as follows in the

*TITULO QUINTO: De las sanciones y recursos.*

*CAPITULO 1. De las sanciones*

*III. Baja definitiva en los siguientes casos:*

*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.”<sup>2</sup>*



Martha Elena Ramírez Tovar

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<sup>2</sup> Reglamento General para estudios de posgrado de la UPN.

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