

UNIVERSIDAD PEDAGÓGICA NACIONAL

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***Developing speaking skills through oral projects talking about
culture and interculturality: Mexico vs The World***

TRABAJO RECEPCIONAL

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

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UNIVERSIDAD PEDAGÓGICA NACIONAL
ESPECIALIDAD EN LA ENSEÑANZA Y APRENDIZAJE
DEL INGLÉS COMO LENGUA EXTRANJERA

FINAL PROJECT:

Developing speaking skills
through oral projects talking
about culture and
interculturality: Mexico vs The
World

Presents:

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Academic degree: Master's degree



Mexico, CDMX. July 4th, 2023

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1. Introduction

Around the world we have thousands of customs, cultures, traditions and habits that define every single country, state, town or society and all of that is what make us diverse, different and so unique. Let's see Italy and USA as example:

As an Italian it is almost automatic to perceive US Americans as people who always work, talk about business over lunch and drink their coffee running in the street instead of enjoying it in a café. What does it mean? Italians are lazy and American hyperactive? Not really. It means that the meaning people give to certain activities, like having lunch or dinner, could be different according to certain cultures. In Italy, where relationships are highly valued, lunch, dinner or the simple pauses for coffee have a social connotation: people get together to talk and relax, and to get to know each other better. In the USA, where time is money, lunches can be part of closing a deal where people discuss the outcomes and sign a contract over coffee. However, misinterpretations occur primarily when we lack awareness of our own behavioral rules and project them on others. In absence of better knowledge, we tend to assume, instead of finding out what a behavior means to the person involved (Quappe, 2005).

Therefore, to avoid misunderstandings it is important students are taught about culture at schools and educational institutes, which have their syllabus, methodology, rules and policy, but something that all of them are remarkable and judged for is the outcomes in terms of students' development when they go through assessments and tests. These latter refer to the systematic processes of measuring knowledge, behavior, skill, attitudes, and beliefs according to explicit rules and benchmarks which are:

- ❖ Systematic
- ❖ Empirical
- ❖ Inherently tools for quantitative measurements
- ❖ According to explicit methodologies

And everything is aimed to a final evaluation to make decisions and its main characteristic is the qualitative nature of it, plus its utilization for judgment.

(Mahmoodi-Shahrebabaki, 2018)

On the other hand, a good students' performance can enrich our teaching philosophy, which is a useful tool and exercise in where you write concisely your beliefs to easily articulate them to your students, peers or a search committee. It might serve as the introduction to your teaching portfolio or as a means of professional growth as it requires you to give examples of how you enact your philosophy, thus requiring you to consider the degree to which your teaching is congruent with your beliefs.

In the process of assessing, learning about culture in class and doing this project I took into account some aspects from theoretical foundation because that is part of my sessions and these theories are the ones which I apply the most:

- ✿ Stephen Krashen's hypothesis
- ✿ Communicative approach
- ✿ Communicative language teaching
- ✿ Intercultural competence

So now, in the following pages it will be explained and described important concepts which are related to the process of teaching and learning, mainly in the creation of these sessions and a final project:

- ✓ The assessing tools and tests in general and the one I will use in the final project of this module
- ✓ My current teaching context in the institute I am working at
- ✓ My final and improved version of my teaching philosophy that has been shaped through the classes, institute and this specialization.
- ✓ Concepts regarding intercultural competence, the way we communicate and how students and teachers can promote cultural awareness in the classroom
- ✓ Activities aimed to interculturality using the 4 skills (speaking, listening, reading and writing) and the final project

I hope the activities meet, not only my students' needs, but also they get a view of new cultures and how we can communicate with each other, which means we will be able to communicate with the whole world with no boundaries. It is crucial to mention that the teaching context (the way I currently assess and test my students, syllabus, my behavior and philosophy, my students' behavior, etc.) end up in who I am today and trust me when I say that improvement will go on and on as in my students as in myself.

2. Chapter 1: Philosophy and theory

My current teaching context

I am Juan M. Alvarado and I am working at Harmon Hall which is a private institute of English founded in 1966 and has plenty of franchises throughout the country. Its objective has been the language approach to those who need English as a second language either for school, work or any purpose. The franchise I am working in is divided in Harmon Hall Xochimilco, Villa Coapa, Ermita and Milpa Alta, so the coordinators and directors set the groups, institute, schedule with the specific teacher every month.

For example, one of my coworkers is working in the morning from 7-11 am at Harmon Hall Ermita and then he has to move to Harmon Hall Coapa in the afternoons from 3.45 to 9 pm. He says it is ok now because the distance is not too much but when he is assigned at Xochimilco in the mornings and then Ermita in the afternoons it is a mess due to the distance and traffic jam. In my case I am currently working just at Xochimilco's Harmon Hall, fortunately I have not been assigned to any other school. I must admit that the environment is not that good because one receptionist is kind of grumpy and the coordinator gives orders instead of trying to help in the needs of the institute or our performance. I would like to work at Coapa or Ermita because I feel more comfortable, the administrative staff is nice and cheerful and every single issue I get they will help as soon as possible.

There are kids, preteens and adult courses and they start since course 1 to 24, on weekdays, Saturdays and also TOEFL courses which last 2 months and the teachers' course once a year. Every course lasts 1 month or more (depending on vacations or days off) Let's say that C1-C4 is equal to A1 in the European language framework, C5-C8 equal to A2, C9-C12 B1, C13-C16 equal to B2, C17-C20 equal to C1, C21-C24 equal to C2.

One thing that I consider important to mention is the Cambridge's methodology we use which consist of:

- ♣ State objectives: we state objectives in every lesson and try to reach them by the end of the class
- ♣ Warm-up: I start the class with a dynamic as an ice-breaker
- ♣ Lead-in: I make an introduction using the main topic (we include the grammar even if they do not know it yet)

- ♣ Figure it out (guided discovery): in this stage I make students realize of the functions and structure by analyzing the context in the book
- ♣ Grammar presentation: we go over formal grammar explanation
- ♣ Mechanical activity: approx. 1 per class
- ♣ Meaningful activity: 1 per class
- ♣ Communicative activity: approx. 1 per class (I always try to use a dynamic or game as a way of having fun while learning, this, because in my experience I have noticed more improvement and enthusiasm in class)
- ♣ Consolidation: I ask students what we reviewed today
- ♣ Wrap up: I elicit a few examples from them

Due to my experience, I have been given courses of all levels (except for TOEFL) and have had students aged since 6 years old up! Each course is divided in 3 units of the book and every unit has 4 lessons (ABCD) in which we go over grammar, vocabulary, conversation strategies, phrases, reading, listening and communicative activities, so, at the end of the unit we have a written and oral quiz (3 of each in total). In order to have a final grade we assess participation, homework, final project, written and oral quizzes. The minimum passing grade is 70.

Lately we have been given a big screen in which we can present slides of PowerPoint with pictures, grammar exercises, listening, interactive and communicative activities.

Once we have the grades of the quizzes, project and participation we put them in the system on a file, then we will get the final score of the course and the teacher talks to the student about it, besides his/her performance, feedback, strengths, weaknesses and so on. Students (those who passed) move on to the next course which commonly starts in a week.

Finally, the last day of the course I give them their final score and we all gather to have a "convivio" at 2 pm to play "futbolito", darts, hockey, "UNO" and usually order something to eat like pizza, hamburgers or BBQ wings, basically we have fun and chat about our lives, which is great because we get to know each other a little bit more.

What is remarkable and I consider quite good is the structure of the program, I mean, there is a plan to follow and the topics are according to the level since course 1 in all books and material. I can see that owing to this fact, students feel confident enough to speak and ensure

their language acquisition and as a result students have enough willingness to carry on with their learning and trying to finish the whole program.

The latest version of my teaching philosophy

As the classes were being given my thoughts seemed to be flashing due to many different ideas I could use, improve, change, add or simply improvise. My mind never stops thinking about the last class (past activities) or the tomorrow's class (future activities) and this is because of the new information I have been getting from these topics in the specialization and want to implement to see the possible outcomes either if they are good or bad there will be always a first time to try and since there move on until we get the best of all.

Johnny, as my life has been shaped

First of all, I want to introduce myself, my name is Juan Manuel Alvarado, nutritionist and English teacher. I work at an institute of English and also, I give consulting online and in my own office.

In early years I was interested in science, healthy lifestyle, languages, meeting new people around the world and of course having the ability to communicate with them. That's why I decided to learn English, as it is the "universal language", I knew I could talk with any person wherever he/she is from. I have had the opportunity to travel to USA and get a little practice so that I can improve my speaking, listening, writing and reading.

I could say that everything started since I took my first basic class of English language at ESCA Tepepan and obviously lots of hard work, study, discipline and motivation.

Through time I have got enough experience not only to build my teaching philosophy, but also to enhance it in such a way that in my class all my students get the best experience in language learning. Besides this, I needed a course or specialization in which I could learn more and apply more strategies or skills during classes. It may not be that easy for me, as I did not study something related to pedagogy or linguistics, however, I really like it and what I have noticed is that teaching is not for everybody, I mean, there are teachers everywhere but do not know if they really know how to teach

I guess I could say that I am one of those teachers who can understand and reach the specific aspects a student needs for his/her learning, taking into consideration his/her background, mod, academic level, etc. The environment plays another important role, for example all the teachers that have influenced on me and how I acquired tools, methodologies, dynamics and teaching models.

Johnny as a teacher

So now I would like to share some information about me as a teacher in a more detailed way.

After finishing high school and starting university I decided to take the teachers' course in Harmon Hall Xochimilco in 2012. During 6 months the course was divided in modules and each module we would check different aspects of teaching and learning with reference to the TKT program. We were about 15 teachers-to-be and we used to do teamwork activities, individual presentations and as a whole group we took part in festivals like Valentine's Day, Independence Day, Halloween (or Day of the death), etc. I really found it challenging since I never studied something related to teaching or pedagogy based on the fact that my area was health sciences (nutrition).

So, when we finished the course, the teacher selected some of us to start working there in Harmon Hall in courses of kids, teens and adults. I was looking forward to being selected but it was not as I expected it. I had already given up and just focused on my career at college.

Then, 7 months later, I was asked for the TOEFL certification in my university and I needed to take a test before the real one to see if I was able to get a good score, consequently I went back to Harmon Hall to ask the coordinator if he could let me take a TOEFL test, he agreed and arranged the day and hour. That day everything was going nicely, I met with the coordinator in Harmon Hall and finished the test and that should be it, but then he asked me "Hey I see your performance in the teachers' course was quite great, would you like to join us?" I was in shocked and didn't say anything at least for the following 5 seconds.

Next, I started working there on September 2013 and my first group was kids 4! They were around 7-10 years old. Obviously, I was nervous, stunned and with a mix of feelings when I

just stepped into the classroom with them sitting on their chairs waiting for the teacher and then the class started.

Through the years I have had groups of kids, teens and adults, having several experiences which have led me to the teacher I am now. My students say I am a dynamic teacher and they really learn and enjoy my classes so that is what keeps me motivated. A part of the methodology is based on DYNAMISM and playing games at the same time that my students learn. It's also important to mention that students also evaluate teachers on a survey and are graded with a percentage on a graphic which is posted in our online page. Let me tell you that I am always on the top 2 best teachers and in 2021 (of course I have been in 4th or 5th place), making the average, I was the number 1, basically the teacher of the year 2021 and nobody else has achieved something like that so far.

Johnny + experience = Teaching Philosophy

As described before, my teaching life and experiences have led me to get my own teaching philosophy (TP). The TP is a self-reflective statement of your beliefs about teaching and learning. It's a narrative that conveys your core ideas about being an effective teacher in the context of your discipline. It develops these ideas with specific, concrete examples of what the teacher and learners will do to achieve those goals. But...why is the TP so important?

Teachers might be writing it as an exercise in concisely documenting their beliefs so that they can easily articulate them to their students, peers, or a search committee. It might serve as the introduction to the teaching portfolio. Or, it can serve as a means of professional growth as it requires teachers to give examples of how they enact their philosophy, thus requiring them to consider the degree to which their teaching is congruent with their beliefs. Some concrete relevant reasons to do a TP are:

- a) The teacher's beliefs about teaching and learning usually have a positive impact on the students and the classroom environment.
- b) Teachers tend to implement classroom practices that reflect their philosophical beliefs.
- c) A well-done TP helps the instructor to reflect and act appropriately in the classroom.

Additionally, some other experts consider important that teachers develop a TP because it helps them to improve their teaching. For example, some authors claim that it is important

because “the teaching statement gives you a starting point for examining your teaching practices, allows you to share your ideas with others, and allows you to monitor the progress of your own development as a teacher” (Espinoza, 2010).

What I have felt, experienced or improved.

There are some important points I have been developing in the past months and I want to share owing to the fact that all of the build my philosophy:

Ψ My concept of learning

In a successful learning situation, the learner goes beyond what he/she can domain, that means, they master the discipline and commitment to acquire as much knowledge as possible to have proficiency and professionalism in the environment they are surrounded by.

Ψ My concept of teaching

My values, beliefs and aspirations as a teacher have enhanced as they are tested every time I am standing up in front of a class, having my students looking at me, listening to what I am saying and trying to understand as much as possible. All of that make me get into mastery, competency, transformational learning, lifelong learning, general transference of skills, critical thinking and much more.

Ψ My goals for my students

This point worries me a little bit because I am having in mind, not only the skills my students will get as a result of my teaching, but also how they are going to use it (in the professional field) and how all of that will have an impact on their behavior, critical thinking, problem solving, etc. Most of it begins in every objective I set in the lesson plan.

Ψ My teaching methods

In terms of the previous objectives, it is crucial to choose the right methods if I want my students to get their goals and have a successful learning, I would say everything depends on my students needs and based on this I will be able to use specific strategies such as case

studies, group work, simulations, interactive lectures. What could be interesting is the fact that if I come up with new ideas definitely, I will test them.

Ψ My interaction with students

I have always considered myself as a helpful, responsible and charismatic teacher with the willingness to help and mentor my students. Everything depends on the context and situation I am encountering because it happens that sometimes you need to be a little bit strict and bossy, so that your students do not misbehave.

Ψ Assessing learning

This is another important point I must be aware of because I have to take care of my students' growth and learning, at least while they are in my classroom. This is why I need to assess them with appropriate tests, projects, portfolios, presentations and so forth. I think I need to exploit their abilities and make them feel they are involved in the language. The feedback will push them further so that the more they speak and correct themselves the better communication they will have.

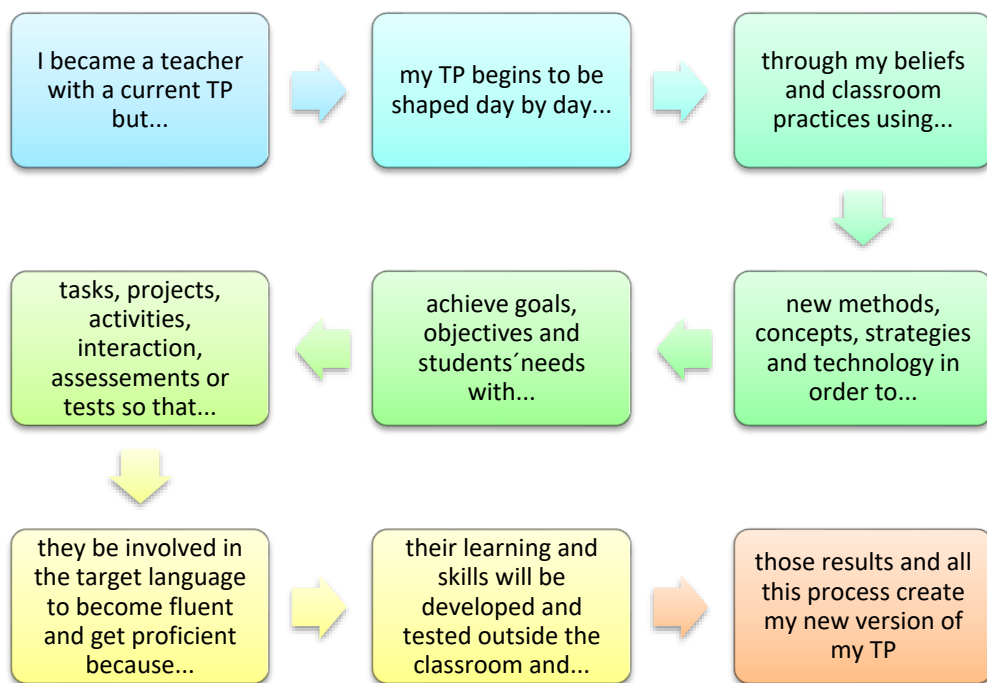
Ψ Professional growth

I guess my professional growth will never stop even though all the good or bad things, slips, errors and challenges I may have. All of that is what shapes who you are as a professional, as a teacher, as a professor. Day by day is an experience that you add to your personal portfolio, to your development and performance that should be enhanced since the minimum aspect up to the best quality or skill you got.

Ψ Attitude towards technology

Technology will always be part of our life and classes, even if we do not like the idea of using it. Some people think technology is just a distraction, but it can help encourage active participation in your classroom. Using devices like a computer, tablet, or other type of technology in the classroom can help turn traditionally dull subjects into interactive and fun activities. In the teaching area it is assumed that using technology in the classroom would help prepare learners for the digital future. The world is changing so will the way of teaching as well.

In summary I can say that:



All in all, I do not consider myself the best teacher in the world but giving my best and effort every single day, every single class makes the difference between an ordinary teacher and a teacher who stands out of the others. Teaching is the best way to keep learning.

Theory in the teaching practice, theoretical foundation

Developing interculturality

How would I create more intercultural competence on my students?

Essential cultural competence elements have been categorized in three major areas:

- ◆ The teachers' knowledge, generally regarding specific cultural groups
- ◆ The teachers' awareness, in the context of the practitioner's own cultural identity and values, beliefs, biases and comfort level in cross-cultural situations
- ◆ Skills, which refers to the teachers' ability to use appropriate methodologies and pursue the best outcomes.

These three combined categories create a framework for what is considered as a culturally competence practice in the social work profession and other related fields. (Bracons, 2019)

Culture is also seen by people as a social heritage, costumes and habits acquired since childhood, present along individual's life as part of society. But, also, a systematic construction and a continuous reconstruction of what has been learned which is transmitted over time. Right now it comes to my mind that it is essential (for students to improve their interculturality) to understand and work with people with different values, beliefs, customs and ways of living. For these students, they must always be prepared and that implies a systematic attitude of openness to the other, tolerance, comprehension, empathy, capacity of adaptation. Students referred some core capacities included in developing cultural competence:

- Knowledge (defined as relevant information about group history, held beliefs, values and behavioral characteristics and considered them essential to the development of a social worker competence)
- Cultural humility (the emphasizes on the role of the social worker as a learner in the user-practitioner relationship)
- Self-awareness (awareness of other cultures and identities in order to appreciate another person's identity)
- Service delivery (involving the full skill use of resources, services and institutions to best assist people and communities)
- Empowerment; communication skills
- Academic and professional education and respect for other ethics and values

(Bracons, 2019)

Stephen Krashen's Hypothesis: *Affective filter and Input*

Input

- My students will be able to understand messages in the grammar structures which he/she does not use properly, that is, he/she does not focus in them or analyzes them.
- Speaking is not taught directly, speaking fluency will come when the learner be ready and that will be possible for the comprehensible input. So, one goal I want to reach is that during the session five "projects" they become more natural and fluent in an activity out of the ordinary from the common classes.

Affective filter

- It is easy in a certain way how your students feel, if the students are very talkative or participating that means they are motivated and learning or acquiring the language will flow. You can notice that by the way they speak, stand, move or look at you. In case a student feels down I talk to him/her and ask what's going on, then I try to help and find a solution together. This will turn in reaching the stated goals.

(Krashen, 1981)

Communicative Approach

It mainly focuses on developing communicative competence. It is also used in learning a second language emphasizing of the communicative ability, that means, applying the language principle order to produce grammatical sentences and understand them. Here it is important to mention that communicative ability is formed of 4 competences: grammatical, strategy, sociolinguistic and discourse. Among my objectives in the sessions the communicative approach takes places because if my students feel challenged and compete against each other they will get the idea to improve and become a better learner than his/her partners in the classroom.

(Doddy, 2012)

Communicative language teaching

This method is defined as an approach that focuses on learners' interaction whether as the means or the ultimate goal of learning a target language. It is considered as the most effective approach on the communicative competence and the interaction is key to achieve the

objectives. Every session I promote interaction, communication and through this method I ensure that my students will reach their objectives in terms of getting their across successfully. (Gustiani, 2011)

Intercultural competence

The intercultural competence means having the necessary skills, knowledge, attitudes and behavior to know both one's her/his own culture and other cultures.

Attitude

- Here I want my students to be open and respect to, interest in and curiosity about different cultures. In addition to these, being risk-oriented, empathic, open-minded and respecting differences are among the other intercultural attitudes.

Knowledge

- My goals have taken into consideration the student's skills to gain knowledge about products of the people of his/her own culture or another culture with which she/he interacts.

Interpreting and relating skills

- My students will be able to interpret an event belonging to another culture and explaining this event by relating it with the situations of her/his culture.

Exploring and interacting skills

- One general goal is to gain new information about a culture and the cultural implementations.

Critical cultural awareness

- My students will get the ability to evaluate her/his own culture and points of view of other culture in terms of implementations and products in a critical way.

(Gizem, 2016)

Cultural Awareness

So many years of evolution have originated millions of traditions and customs which lead us to live our culture, but what is culture? It refers to the belief systems and value orientations that influence customs, norms, practices and social institutions, including psychological processes. All individuals are cultural beings and have a cultural, ethnic and racial heritage. Every person has a culture, the many customs and beliefs that shape our perspectives and create ideas through which we see others. We are our own experts in the cultural experiences that influence our lives. Yet, when we try to communicate with people from other cultures, we need to ask ourselves whether or not we are doing so in an effective and appropriate manner. It is impossible to become an expert in every culture. Even so, we can become more culturally aware, understand our own cultural influences, and respect and value the differences of other individuals and groups (APA, 2013).

Cultural awareness is when one is cognizant, observant, and conscious of similarities and differences among and between cultural groups, so, it is important to increase it in our students each class if we want them to be able to communicate with the world and understand it. Developing cultural self-awareness requires that we shine a light on an aspect of our culture that we deem as natural and then questioning how that aspect may be different for people of other cultures. Consider, for example, how we say hello and goodbye or the way we show affection (Goode, 2006).



Always take into account some tips which can help everybody in the classroom to acquire excellent communication and at the same time increase cultural awareness when cultures get encountered:

Think beyond race and ethnicity

- We must expand our cultural understanding

Think outside the box

- We need to consider how our perspectives affect our understanding of cultures

Experience culture

- Participate or create activities in which students and yourself learn about cultures

Learn by asking

- People feel respected when others show interest by asking questions

Exchange stories

- Storytelling and sharing personal experiences are important communicative techniques that transcend cultures

Respect language preferences

- We must be careful if the materials we use need to be adapted to ensure that you are understood

Read about literature

- This can help students to understand about many issues and develop awareness of social justice

Clear concepts

- Define values, principles and acceptable behaviors to encourage respectful cross-cultural collaboration

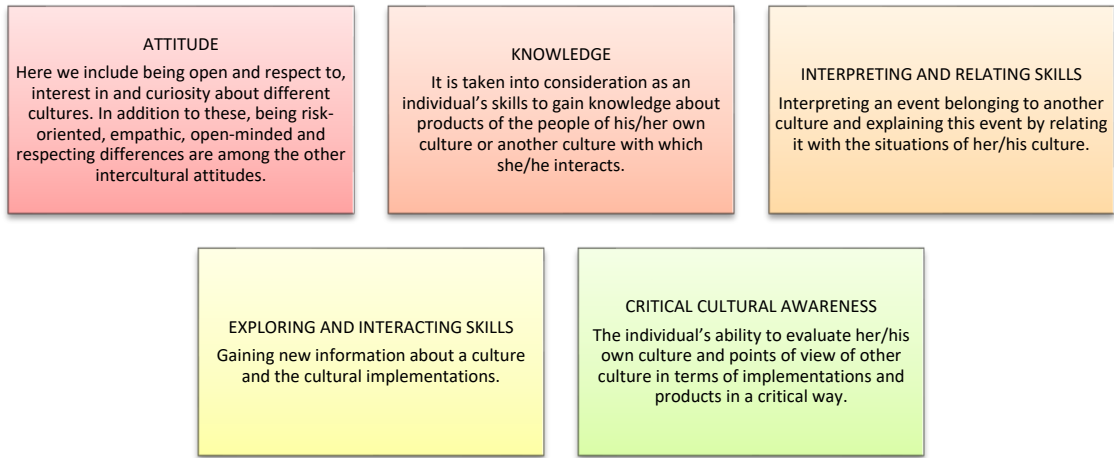
(APA, 2013)

(Goode, 2006)

Intercultural competence

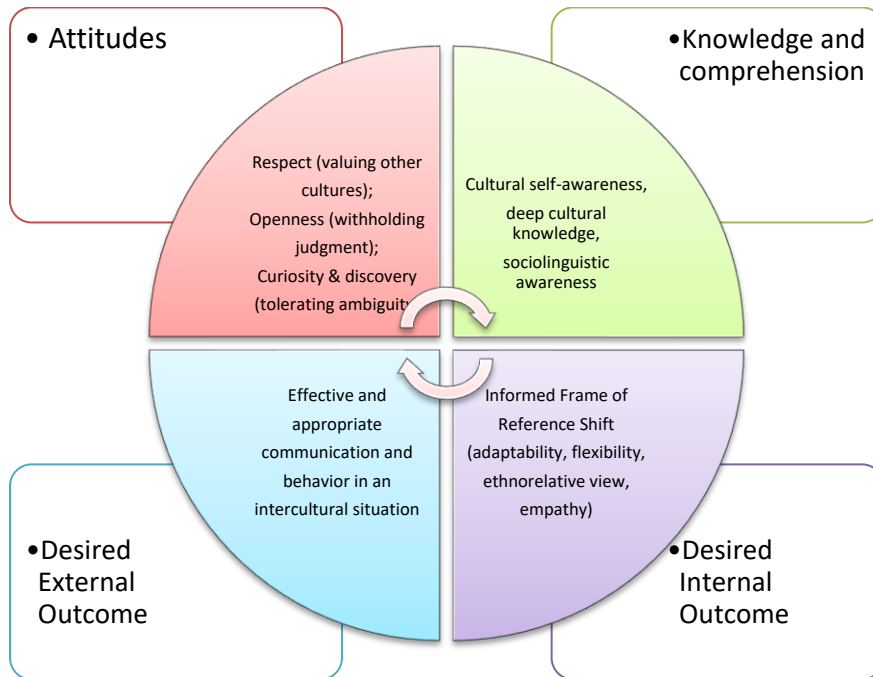
The Intercultural Competence (I.C.) is defined as the capacity of behaving effectively and accordingly by using the intercultural sources. In other words, it is possible to say that intercultural competence means having the necessary skills, knowledge, attitudes and behavior to know both one's her/his own culture and other cultures (Gizem, 2016).

Many authors have set their approaches to I.C. but there is one who stands out of the rest, Michael Byram. He put forward the idea of 5 dimensions which are described as follow:



(Gizem, 2016)

Deardorff developed a model which includes four steps in order for an individual to gain I.C., and she/he has to have the qualifications of these four steps. In the following graph is shown the I.C. model with the features and the process that involves:



(Deardorff, 2009)

The first step could be with attitudes; from individual level (attitudes) to interaction level (outcomes). Degree of intercultural competence depends on acquired degree of attitudes, knowledge/comprehension and skills.

Interculturality

Interculturality describes the need of a deep understanding and respect of all cultural expressions. On the other hand, intercultural communication focuses on the mutual exchange of ideas, cultural norms and the development of deep relationships. This concept is, then, different from multiculturalism, which refers to a society that contains several cultural groups. In this case, people live side by side, but each group does not necessarily interact with each other.

Multiculturalism is a reality, interculturality is a project and a policy. Interculturality is a synonym of cultural pluralism, for instance, with the recognition of each specific culture and the need of comprehensive interaction and mutual exchange with any other. It presupposes a wish to understand the difference and willingness of others, promoting new forms of cohesion on the basics of culturally different perspectives, elements and behaviors (Bracons, 2019).



3. Chapter 2: Methodology and practice

Students' profile

Teacher: Juan Manuel Alvarado
Harmon Hall Milpa Alta/Villacoapa/Xochimilco/Ermita

Number of students	5 (+1 who will be a listener)
Age	Between 13-30
Level	A2
Comments of the previous teacher	“A marvelous group that behaves and shows interest in class even though they are teens and they are starting. They like to play dynamics and have fun while learning. What impressed me was the ability they have to catch the grammar and use it correctly most of the time. They seem to go to private schools and take English classes there as well. In short you won't have any trouble with them. ”

Needs

Once we finished the first class it was clear for me the knowledge they had, I mean, it was not necessary to go over the topics again and again, they caught them at first time. From time to time one girl was a little messy but believe it or not she is the smartest. They were asking for new vocabulary that belongs to higher courses and they use it in their speeches. Another thing is that they need to use more connectors and conjunctions in order to link their ideas properly and practice the new grammar. Also I could see the willingness to take part in all the activities and they get along so well. There are no bad behaviors or rebel students, so work with them I so easy that the class flows. It is probably that I send one or two students to Extra-Help (it is a program provided by the institute in which the low-level students take a 30 minutes class with a teacher to check a specific topic or to review the topics the students has problems with or just to answer the student's doubts). Finally, they surely need enough practice to get the topics as clear as possible and they be ready for the next course. Out of that, I feel so comfortable with this group.





Program

Course	6
Frequency	Saturdays (8 Saturdays)
Schedule	From 8 am – 3 pm
Initiation	April-May 2023
Number of total lessons	8 (4 per unit, lesson A, B, C, D) Lesson A related to grammar Lesson B related to grammar and vocabulary Lesson C related to phrases to improve speaking Lesson D related to reading and vocabulary All lessons have different and mixed activities which can be listening, speaking, writing and surveys and depending on time is how I handle the time and duration of the activities. Sometimes it is hard to coordinate everything due to many factors such as: students are late or the topics are kind of difficult, receptionist interrupts to give announcements, etc.
Schema	Students are familiar with the topics because we will discuss about celebrations during the year, for instance: New Year's, graduations, birthdays, Halloween, etc. the idea is that they use those celebrations as a reference and include the grammar and vocabulary I will teach.
Lesson duration	One unit divided in 5 sessions to carry out the activities for the assignment. I need to be careful with timing and the way I carry out all the tasks because I will follow a specific plan and everything is specially measured. Obviously, I am aware of any unexpected situation in case I need to short any dynamic or probably to make it a bit longer. The session that will last longer will be the number 5, because they need time to prepare the material, organize their speech and use some accessories I will ask for.


Lesson plans



The sessions are shown in the formats below lesson with the specific objective, total time and skills I work on:

Name: Johnny	Course: 6	Frequency: 5	Week: 2	Day: Saturday	No. of Students: 6
Session learning objective: <i>students will practice listening for specific information with a conversation including grammar Be going to</i>					
Important considerations: <i>timing and the level of students taking into account their skills in listening. Possibly, some of them may have ear problems.</i>					


SESSION 1 - LISTENING	Material	Time
<p> PRE-ACTIVITY</p> <p>T: Now, in pairs discuss: What special events or dates do people celebrate during the year? What do they do in each? Which ones are/aren't your favorite ones? Students discuss and T. elicits answers with a dynamic.</p> <p> MAIN ACTIVITY: <i>Listening for specific information</i></p> <p>T: Ok, my friends Alicia and Dave are talking about their plans for the following special events (birthdays) What are they going to do? Whose birthdays are they going to celebrate? Students compare what they heard and T. elicits the answers.</p> <p style="text-align: center;"></p> <p style="text-align: center;">Unit 4, Page 34, Lesson A, Exercise 1B (1).mp3</p> <p>We will also analyze the grammar topic <i>Be Going To</i> for future plans, so that they use the structure in affirmative, negative and questions.</p> <p> POST-ACTIVITY</p> <p>T: Alright, after checking their plans I have a question for you, what are your plans for the next family/friends birthdays? What about your birthday? Students discuss in trios and then with a dynamic we check answers.</p>	<p>-Books -Audios -Pictures -Cues -Dynamics with different materials</p>	<p>7 min</p> <p>7 min</p> <p>15-20 min</p> <p>6 min</p> <p>10 min</p>
		Total time: 45-50 min

Name: Johnny	Course: 6	Frequency: 5	Week: 2	Day: Saturday	No. of Students: 6
Session learning objective: <i>students will practice writing for description using a special event or festival of their like.</i>					
Important considerations: <i>timing and the level of students taking into account their skills in writing. Their handwriting and the style the use.</i>					

SESSION 2 - WRITING	Material	Time
<p> PRE-ACTIVITY</p>		3 min

<p>T: Let's take a look at other countries, for example in Spain people gather to celebrate La Tomatina, let's check:</p> <p>https://www.youtube.com/watch?v=U_6NRddULq4</p> <p>What other special celebrations or festivals do people have around the world? What do they do in each of them? Students discuss and T. elicits answers with a dynamic.</p> <p> MAIN ACTIVITY: T: Please individually go on the internet and look for a special event or festival that is not well-known. Then, write a short paragraph describing it and highlighting the most important features.</p> <p> POST-ACTIVITY T: Alright, now in pairs tell your partner about the festival you found and you can ask him/her any question about it. At the end, decide if you would like to go to any of them.</p> <p>Students discuss in pairs and then with a dynamic we check answers.</p>	<p>-Books -Audios -Pictures -Cues -Video -Dynamics with different materials</p>	<p>7 min</p> <p>10-15 min</p> <p>10 min</p> <p>10 min</p>
		<p>Total time: 50-55 min</p>

Name: Johnny	Course: 6	Frequency: 5	Week: 3	Day: Saturday	No. of Students: 6
<p>Session learning objective: <i>students will practice speaking for comparison using the activities people do in the different events.</i></p>					
<p>Important considerations: <i>timing and the level of students taking into account their skills in speaking. They may be feel shy or do not know how to express their ideas. Making pairs or trios with different roles.</i></p>					

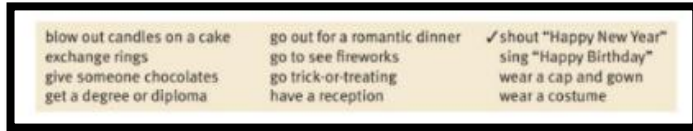
SESSION 3 – SPEAKING	Material	Time
<p> PRE-ACTIVITY</p>		

T: Hey guys look at these pictures, what are the people celebrating? Students describe the photos and say the different celebrations. (7 min)



☰ VOCABULARY

T: Ok so people blow candles in a birthday party, right? Check the following phrases Repeat after me. Now, classify the activities which are commonly used in each event. After a few minutes they compare and T elicits answers.



☰ MAIN ACTIVITY: *Speaking, comparison*

T: Ok guys so now in pairs compare the activities people do in each event using the vocabulary we just saw. Are the activities the same? What are the main differences and similarities among the celebrations?

☰ POST-ACTIVITY

T: Alright, in my case, I like to celebrate my birthday with a big cake and exactly the number of candles of my age. Now in trios, discuss, what do you do in each of the events we saw previously?

Students discuss and then with a dynamic we check answers.

- Books
- Audios
- Pictures
- Cues
- Dynamics with different materials

7-10 min

7-10 min

10-12 min


8 min

10 min

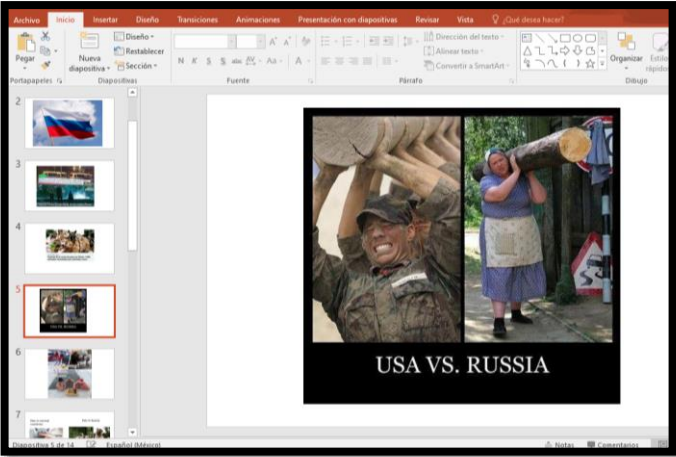
		Total time: 40-50 min
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Name: Johnny	Course: 6	Frequency: 5	Week: 3	Day: Saturday	No. of Students: 6
Session learning objective: <i>students will practice reading for detail to identify the characteristics of the different celebrations in different countries.</i>					
Important considerations: <i>timing and the level of students taking into account their skills in writing. They may not read the complete article. Possible noisy environment due to some repairing in the building.</i>					

SESSION 4 – READING	Material	Time
<input type="checkbox"/> PRE-ACTIVITY T: Guys here in Mexico we celebrate weeding in a church with the whole family and the guests throw rice at the broom and the bride. Also, here we have the custom to organize a Baby Shower when a baby is about to be born. Do you think people around the world celebrate the same way as us? Why? Why not?	-Books -Audios -Pictures -Cues -Dynamics with different materials	7 min
<input type="checkbox"/> MAIN ACTIVITY: <i>Reading for detail</i> T: Ok guys check the following text with 3 different events in 3 different countries, read it and find out the characteristics of how they celebrate them. What amazed you the most? After reading we go over the features of each event.		7-10 min

 <p>Let's celebrate!</p> <p>Although people around the world celebrate many of the same events, they sometimes celebrate these special days quite differently. We found some interesting – and unique – traditions for celebrating New Year's Eve, birthdays, and weddings.</p> <p>BIRTHDAYS In China, there's an interesting birthday tradition for infants. A baby is one year old on the day he or she is born. One year later, friends and relatives get together for the baby's second birthday. They put several objects in front of the baby, such as some money, a doll, and a book. If the baby picks up the money, it means he or she is going to be wealthy. Reaching for the book means the baby is going to be a teacher, and picking up the doll means the baby is going to have a lot of children one day.</p> <p>NEW YEAR'S EVE In Mexico, people celebrate the start of the new year by getting together with friends and family. On New Year's Eve, they have a special dinner. Then, when the clock strikes midnight, everyone starts eating grapes – one for each month of the next year. A sweet grape means the month is going to be a good one. If a grape is sour, then the month is not going to be so good.</p> <p>WEDDINGS Weddings around the world have different traditions, and Venezuela is no exception. Of course, during a wedding ceremony, couples promise that they will always love and take care of each other. However, in Venezuela, the bride and groom don't always say their promises – sometimes they sing them. Later, during the reception, the bride and groom sneak away. If no one sees them leave, it means they are going to have good luck in their marriage. And that seems to be something that all these traditions have in common – they are all meant to bring good luck.</p>		<p>7 min</p> <p>10 min</p> <p>10 min</p>
<p>📖 POST-ACTIVITY</p> <p>T: Alright, in my view people can celebrate as they wish due to the culture and traditions they have since long long ago, but in your view, do you agree with the way they celebrate each event? What do you think people from other countries say about our traditions (Mexican culture)?</p> <p>Students discuss and then with a dynamic we check answers</p>		<p>Total time: 45-50 min</p>

Name: Johnny	Course: 6	Frequency: 5	Week: 4	Day: Saturday	No. of Students: 6
Session learning objective: <i>students will work on a final project presentation including the grammar, vocabulary seen in class and comparing a specific celebration in Mexico vs another country in the world pointing out the differences and costumes.</i>					
Important considerations: <i>timing and the level of students taking into account their skills in the development of this project. Organization and teamwork. Their difficulties they may encounter.</i>					

SESSION 5 – PROJECT: INTERCULTURAL COMMUNICATION ACTIVITY	Material	Time
<p>❖ WARM-UP</p> <p>T. hey guys let me tell you that last year I visited Russia and I was impressed by the culture and what the lifestyle is, so, look at this power point presentation I made in which I show you some funny and common things Russians tend to do.</p>  <p>❖ PRE-ACTIVITY</p> <p>Now I ask you guys, what do you know about Russians? Are they similar to Mexicans? Why? Why not?</p>	<p>-Books -Audios -Pictures -Cues -PowerPoint presentation -Dynamics with different materials</p>	<p>10-15 min</p> <p>3 min</p>

<p>❖ MAIN ACTIVITY – PROJECT PRESENTATION</p> <p>T. So guys, now it is your turn to show us any tradition, festival, or cultural event that you find interesting and amazing to share with all of us! You can bring material like pictures, posters, photos, real items regarding the event, etc. Besides, you need to describe it or contrast it with Mexican traditions, so that we can compare both. You may include grammar and vocabulary seen in this course.</p> <p>❖ POST-ACTIVITY</p> <p>T. In conclusion guys, what is what makes us different from the other countries? What things you should know before going to any other part of the world? Do you consider yourself to have enough cultural-awareness in terms of diversity in events and traditions? Students discuss and then we brainstorm their ideas.</p>		<p>30-45 min</p> <p>10 min</p>
		<p>Total time: 55-70 min</p>

General points of the lesson plans

Rationale behind each session

- ✚ **S1, Listening for specific information:** I included this audio with a conversation so that students identify the plans these people will do soon paying attention to the grammar and the sociocultural environment that the conversation is taking place. They also may predict how these people will celebrate (considering they are in USA)

- ✚ **S2, Writing for planning and organizing:** Here my idea is that my students make some research about unknown festivals after watching a video so that they have a clearer idea of the differences in cultures and also that they broaden their horizons knowing that out of Mexico people have their celebrations.

- ✚ **S3, Speaking for comparison:** I want my students to give their views about the differences and similarities of the activities we do and how we celebrate similar special events. I guess that once they now difference and similarities their cultural-awareness will increase with the possibility to enhance their vocabulary to describe these events.

- ✚ **S4, Reading for detail:** Here I want my students to underline and then analyze the different ways in which people celebrate the traditional events and compare them. I want to bring up back previous knowledge and schema, for example, a memory of their last weeding they went.

- ✚ **S5, Project:** I want to conclude these series of activities with a final presentation where my students show and contrast cultures (Mexico's and another one) so that they get enough cultural-awareness and notice how diversity is.

Problems that may arise

Right now, I think one problem they may encounter is the knowledge of countries and cultures around the world, I mean, they may only know very few events different from ours, or they just know their favorite one and probably think people celebrate the same way as us talking about the common celebrations, therefore they will not have many ideas to share.

Possible solutions

What I could do is that by homework find out some of the most popular celebrations around the world and read about them a little bit, so that they just have an idea of the cultures and diversity (what the people do, how they celebrate, etc.)

Technology

Technology is everywhere, which is why it's important that it plays a part in students' current learning environment. Using technology when you teach will help students to become more familiar with it and in the future, they will barely have problems when starting college. Some of the benefits are:

- ✓ Technology can help teachers form a better relationship with their students and their colleagues because they integrate it into the lesson plans and expand knowledge.
- ✓ Many students learn best when they have access to technology. To reach as many students as possible, it's crucial that technology be incorporated into the course design.
- ✓ One significant benefit of integrating technology in course design is that it helps to create a more engaging learning environment for students.
- ✓ Technology can help teachers to present subjects in more interactive and creative ways.
- ✓ Whether students learn best through lectures, reading, examples, or video, technology allows teachers to accommodate every learning style.
- ✓ Students can learn via online videos, audiobooks, interactive online games, and more, all at their own pace. And because online content is easily updated, you and your students can immediately access the most recent information.

Technology will undoubtedly continue to evolve and it's important to adjust your classroom style to align with the technological evolution. I think we all should try something new as with technology as with the students (a mix), also because we never really know how effective a tool or approach will be until we try it. Using technology in your classroom also encourages critical thinking skills. Just dive in, jump into it and experiment everything.

(Lumen learning)
(Concordia University)
(Walden University)

Assessment

Language teachers are often faced with the responsibility of selecting or developing language assessments for their classrooms and programs. However, deciding which testing alternatives are the most appropriate for a particular language education context can be daunting, especially given the increasing variety of instruments, procedures, and practices available for language testing. Language assessment is the process of using language tests to accomplish particular jobs in language classrooms and programs. In language assessment, we first gather information in a systematic way with the help of language testing tools. For example, we may use an oral interview to gather information about students' speaking abilities, then make interpretations based on that information (Norris, 2000).

We can assess learners formally or informally. Informal assessment is when we observe learners to see how well they are doing something and then often give them comments on their performance. Formal assessment is when we assess learners through tests or exams and give them their work a mark or a grade. In the next table there is the summary of the differences under the headings of assessment, tasks, purpose and marking:

	Formal Assessment	Informal Assessment
Assessment tasks	<ul style="list-style-type: none"> ❖ Tests ❖ Examinations 	<ul style="list-style-type: none"> ♣ Normal classroom teaching and learning activities ♣ Homework tasks
Purpose	<ul style="list-style-type: none"> ❖ To assess overall language ability (proficiency test) ❖ To assess learning at the end of a course (achievement test) ❖ To assess learning at the end of part of a course (progress test) ❖ To decide if learners can continue to the next level ❖ Other, example: placement, diagnostic, etc 	<ul style="list-style-type: none"> ♣ Feedback, for the teacher ♣ To help the teacher improve procedures or choose different materials or activities for future lessons ♣ Feedback for learners about what they can do and what they still need to work on
Marking	<ul style="list-style-type: none"> ❖ Learners receive grades (% , pass/fail, A-F, etc.) 	<ul style="list-style-type: none"> ♣ Teacher keeps records of progress but does not give grades ♣ Learners keep records of progress

(Spratt, 2011)

Categorization

Classroom assessment was categorized according to intention, purpose, interpretation, and administration. In regard to intention, an assessment can be informal when it is a spontaneous comment, or it can be formal when it is carried out in a systematic manner. In terms of purpose, an assessment can be formative if it focuses on the process of learning or it can be summative when it is used to measure student learning outcomes at the end of an education cycle. With respect to interpretation, an assessment may be used to compare students' performance with their peers' performance (norm-referenced) or it may be employed to compare students' performance with the course content (criterion-referenced). It was stated that "whereas norm-referenced tests evaluate students in terms of their ranking to another, criterion-referenced tests evaluate students in terms of their mastery of course content". The last category of assessment is administration which refers to the way an assessment is administered or delivered; an assessment may be classroom-based (small scale) when it is only used in the classroom or it can be delivered statewide or nationwide (large scale). Assessment, moreover, can be conducted by either speaking or writing. Therefore, one more category of assessment may be added which is "mode": oral or written. (Tran, 2012).

The categorization is summarized in the next table:

Category of assessment	Type of assessment
Mode	Oral Written
Intention	Informal Formal
Purpose	Formative Summative
Interpretation	Norm-referenced Criterion-referenced
Administration	Classroom-based Large scale

Principles of language assessment

Fundamental principles for evaluating and designing second language assessment include validity, reliability, practicality, equivalency, authenticity, and washback.

Validity

- A test is considered valid when it reflects the test-takers' ability in a particular area and the test does not measure anything else. It relies as much as possible on empirical evidence and involves performance that samples the test criterion. Besides, offer meaningful and useful information about a candidate's ability because it is supported by a theoretical rationale.

Reliability

- A test is considered reliable if it is administered on different occasions and similar results are obtained. It gives clear directions for scoring and has uniform rubrics for evaluation.

Practicality

- Practicality refers to the logistical, practical, and administrative issues involved in the process of constructing, administering, and rating an assessment instrument. It involves the extent to which the demands of test specifications can be met within the limits of existing resources such as human resources (test writers, raters, or proctors), material resources (space, equipment, or materials), and time.

Equivalency

- An assessment has the property of equivalency if it is directly based on curriculum standards or instructional activities. Specifically, equivalency determines in what ways assessment design is influenced by teaching.

Authenticity

- It refers to the degree of correspondence of the characteristics of a given language test task to the features of a target language task. It offers activities similar to real-world tasks with meaningful, relevant and interesting topics.

Washback

- It is the effect of testing and assessment on the language teaching curriculum that is related to it and is used to refer to the influence that a test has on teaching and learning.

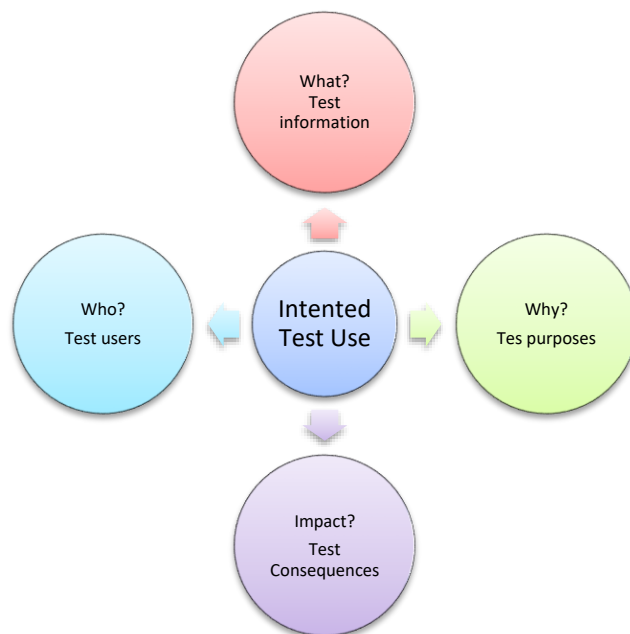
(Tran, 2012 / Tukhtabaeva, 2020)

Tests

Language tests are simply instruments or procedures for gathering particular kinds of information, typically information having to do with students' language abilities. Tests may have a variety of formats, lengths, item types, scoring criteria, and media. We may differentiate among language test types according to such characteristics and the information provided by each.

Function

A number of such decisions and actions may call for the use of language tests. At the language program level, for example, we use tests to admit and place students into appropriate courses, determine the extent to which course objectives are being achieved, evaluate teacher performance, and reflect on the effectiveness of syllabus design and pedagogy. Within the language classroom we use tests to diagnose areas of learner need or sources of learning difficulties, reflect on the effectiveness of materials and activities, encourage student involvement in the learning process, track learner development in the L2, and provide students with feedback about their language learning progress for further classroom-based applications of language tests. Intended test use is defined as the interrelationship between four components of the language assessment process: who uses the test; what information the test should provide; why, or for what purpose the test is being used; and what consequences the test should have (Norris, 2000).



By specifying exactly how tests are intended to be used within language classrooms and programs, language teachers should have a sound basis for evaluating and revising current assessment practice, for making the purposeful selection of appropriate language testing

tools, for designating how those tools will be used, and for deciding to what extent language assessment is accomplishing the jobs it was intended to accomplish.

Types of tasks

In class we use different kinds of tasks in order to assess students and see their progress. It is advisable to use different dynamics so that you can have variety and students do not get bored or feel discouraged. Some examples are:

Reading	Writing	Listening	Speaking	Grammar	Vocabulary
True/false questions Yes/no questions Multiple-choice questions Open comprehension questions Information transfer e.g. table completion Cloze tests	Copying Jumbled words Labelling Sentence-dialogue completion Story writing Writing (stories, essays, compositions, emails, etc.)	True/false questions •Yes/no questions •Multiple-choice questions •Open comprehension questions •Information transfer e.g. table completion •Listen and complete the gaps-sentences •Tick the word sentence you heard •Dictation	Repeating words-sentence Responding to prompts-functions •Describing pictures-objects-films, etc. •Discussions •Interviews •Role-play •Problem-solving in groups	Multiple-choice questions Sentence-dialogue completion Transformation exercises Error correction Gap-filling	Labelling Categorizing Word-building Word maps/mind maps Matching Odd one out Finding or giving synonyms, antonyms, definitions and lexical sets

(Spratt, 2011)

When planning tests or tasks, it is necessary to think first about our reasons for assessing learners. Then we can decide when and how often to assess them and choose what methods we are going to use because each activity has advantages and disadvantages, this is the reason why a good test includes a variety of tasks.

Assessment Rubrics

Session Speaking:

Name:						
Course and unit:						
	Poor	Fair	Good	Very good	Excellent	Comments
Communication	1	2	3	4	5	
Grammar	1	2	3	4	5	
Vocabulary	1	2	3	4	5	
Conversation strategy	1	2	3	4	5	
Fluency	1	2	3	4	5	
TOTAL ___/25						

In the speaking rubric I included those aspects to assess and measure how smooth and fluid their speeches are, hesitations, attempts to search for words and the volume.

Session Writing:

Name:						
Course and unit:						
	Poor	Fair	Good	Very good	Excellent	Comments
Communicative achievement	1	2	3	4	5	
Content	1	2	3	4	5	
Organization	1	2	3	4	5	
Language	1	2	3	4	5	
Quality/quantity	1	2	3	4	5	
TOTAL ___/25						

In this rubric I want to see the strong word usage with a wide range of new words and expressions engaging responses, adequate vocabulary, minimum grammatical errors and contextualization of the subject in a nice way.

Session Listening:

Name:						
Course and unit:						
	Poor	Fair	Good	Very good	Excellent	Comments
Ability to focus	1	2	3	4	5	
General understanding	1	2	3	4	5	
Listening for details	1	2	3	4	5	
Accuracy of answers	1	2	3	4	5	
Recognition of vocabulary	1	2	3	4	5	
TOTAL ___/25						

With this rubric I check if the student is able to concentrate fully and listen very attentively throughout the assessment and if he/she shows a good general understanding of all vocabulary and information.

Session Reading:

Name:						
Course and unit:						
	Poor	Fair	Good	Very good	Excellent	Comments
General understanding	1	2	3	4	5	
Pronunciation	1	2	3	4	5	

Fluency	1	2	3	4	5	
Expression	1	2	3	4	5	
Comprehension	1	2	3	4	5	
TOTAL ____/25						

In this rubric we analyze volume, how the student increases or decreases for emphasis, fluency, how professional he/she sounds and the speed of reading.

Session of the Project

Names:				Comments
Course:				
Project's name:				
	Poor	Good	Excellent	
Product quality	1	1.5	2	
Teamwork	1	1.5	2	
Research	1	1.5	2	
Project presentation/creativity	1	1.5	2	
Language use	1	1.5	2	
TOTAL: ____/10				

Here in this rubric, they will be assessed taking into account the quality of their presentations, how they worked as a team (organization), the research they carried out in order to get the information and the resources, how creative they are when presenting, the material they use (pictures, posters, colors, etc.) and finally how they performance in front of the class using the language.

4. Chapter 3: Experience report

Outcomes and critical analysis

After implementing all the lesson plans with the sessions, I have to say that it really was a challenge because sometimes I was overthinking about how the activities would flow and if the procedure had been changed, which other results I would have got. One way or another, the objectives were going to be same, this is, to focus my students' attention on interculturality and improve their skills using culture, in Mexico and all over the world, as a starting point and then moving on with the different activities as planned.

In terms of listening:

My students showed good understanding in the activity, just a few mistakes but in general they got the idea of the topic even though I did not repeat the track. Teachers are supposed to play the tracks 2 times because that's the general rule but the coordinator has advised us to play it only once because in that way students will get ready when taking a TOEFL exam or any other certification. All in all, they did nicely in this session. Not all of them participated when I was eliciting answers but I glanced at their notebooks and they had something written at least. Probably I will play the listening twice next time just to see if they can get more information.

In terms of reading:

When reading, the students felt totally confident and had just vocabulary questions but out of that everything was great. They even felt surprised due to the different ways of celebrating a common event, for instance, they never thought that in China when a baby is born, people put different objects so that the baby chooses his/her "future" when here we just make a Baby Shower party. I remember that the key question was "Do you think people (from abroad) celebrate a wedding the same way as us?" and they looked at each other's faces like: yes, they do, don't they? And the debate started. This time the reading was interesting enough for them, so I will be aware of that in the following readings.

In terms of speaking:

In this skill I could see full participation but many questions to answer regarding vocabulary, probably the topic demands more specific vocabulary that they may do not know. The limited ideas of the way people from the outside celebrate common events did not permit a total fluency and simplicity in their speeches. Some of them have enough general culture and could easily compare the activities and things people are accustomed to. It could be a good and useful idea if next speaking activity I leave for homework to read or investigate popular events around the world.

In terms of writing

In this stage my students had a few problems when connecting their ideas as well as vocabulary questions. Honestly speaking I was expecting more details in their writings but it is common that basic levels like C1 to C8 students tend to simplify their ideas. Girls are much more detailed because they even draw little, colorful drawings or decorate their papers. Next time I would like to emphasize more on the description of the writing task, so that they write more aspects, features or give more information of the main topic.

In terms of the final project

Here I definitely want to highlight the fact that they read during the presentations, it is something understandable in a certain way because students tend to feel shy, nervous or have stage-fear but I guess this time was too much reading. This also has to be with the time they give to study their topics and projects because if you study properly your topic there is no need to read during all the presentations. I also noticed the effort and interest in the material they brought or the costumes they wore which was quite good. Some of the teams brought a power point presentation but unfortunately the TV in the classroom didn't work. Even so, we had a great time and the environment was what I always want it to be, joy and learning at the same time.

In terms of the students' needs

Students are all different and that is what makes students unique and interesting human beings. Students' needs definitely affect learning and behavior in the classrooms. Although classroom management plans are written for most classroom settings, classroom management is also affected by student characteristics. Individual goals, interests, culture, home background, age, academic ability levels, mental health issues, behavior problems, eating disorders, use of drugs, and addiction problems influence the classroom management plan. Classrooms are also affected by life circumstances of the children and adolescents. Students come from a wide range of experiences and situations that determine how they react to classroom activities and classroom management procedures. Although schools should be places of safety and security, they often provide opportunities for student-on-student bullying and inappropriate interactions between students. Just as teachers modify instruction for student differences, teachers make adjustments to classroom management to meet the needs of different students.

For sure all of them had a special need I wanted to address but sometimes it is impossible to assess or help in a good way due to the time, planning, etc. but this time I could identify:

- 1) Excellent development and participation in the sessions, even they felt tired (because of the school and the weekly routine)
- 2) Speaking and standing in front of everybody may be the big issue, it is hard to work on that because to achieve enough confidence and avoid shyness or reading during presentation it is necessary to get experience through different stages in life.
- 3) They often struggle with balancing their personal, professional, and academic responsibilities, including affording their most basic needs in conjunction with course expenses. While many of their most significant challenges take place outside of the classroom, these difficulties nonetheless can have a substantial impact on their academic success.

- 4) Students are particularly interested in long-term access to Wi-Fi hotspots, printers, laptops, and multimedia editing tools, and would use these devices either at home or on-site for academic, professional, and personal purposes.

In terms of my lesson and class planning

In general, I tried to be as careful as possible to create my lesson planning, step by step, activity by activity so that the outcomes reach the objectives and my students' needs. The procedure was not easy and took time to plan it and carry it out. So I would say that in my next lessons planning I could work on the next points:

1. Making extra supplies and materials available so that they have different interaction.
2. Teaching procedures step-by-step or instructions and if the time allows it, ask them to repeat the instructions of the activity we are about to do.
3. Because students need a guide, I will tell them what they are supposed to do, why it is important, and will provide a strategy for how to do it.
4. Because many students bring problems from different skills, help them put off worrying about a problem until a specific time unless the problem must be addressed immediately.
5. Assigning a partner, they feel comfortable with to discuss problems, to debate or do any activity in the plan.
6. Because emotions affect the student's ability to learn, I will set a part of the lesson plan in which I will talk individually with any student who I see sad, heavy, upset or powerless. So that I can encourage him/her to get back to work.
7. Motivating positive self-talk to increase self-control.
8. Teaching my students to set goals for themselves (besides the ones from the class).
9. Allowing students to help others when appropriate.
10. Focusing on the activities that didn't work properly in the lesson planning and re-do them again.

Planning is an ever-changing procedure which will lead us to success in the classroom.

Every class teachers plan their activities but it is common that things do not go they way you think, so here I show a table with the expectations I had at the beginning of this planning and the outcomes I got:

What I was expecting...	The outcomes ...
I thought my students would not know anything about other countries' cultures	They had some ideas about cultures but not at all, so they went into deep research
I was with the idea of my students to present in a more fluent way	They read a lot during their presentations and were dependent of the pieces of paper with information they had
Probably they were going to bring and create nice material to present	They had cool material and some of them even wore costumes
I was afraid they were going to miss the grammar and vocabulary seen in class during the presentations	Some of the teams used vocabulary and grammar at least in one sentence
I was sure they would feel shy or be stage-afraid	They showed willingness and a few of them needed some help to pronounce words but they could stand up in front of everybody
Perhaps the time was going to be key in this process	They were on time, with the activities and the project

It is important to anticipate possible problems or situations which are not planned that may arise. This is like having a plan B, (or even C, D, etc.) which can save you in case something is not going the way you want. This way, we can ensure that the future classes will be easier to handle and we know what to do in every hard situation no matter when or how happens, the idea is to get ready all time and find a clear solution.

Link of the video

<https://www.youtube.com/watch?v=aPsGM0w8MOo>

Video Script:

0:01 - Title page

0:10 - Learning objectives

0:46 - Teaching context

1:10 - Theoretical foundation

2:01 - Session 1 Listening

2:23 - Session 2 Writing

2:42 - Session 3 Speaking

3:00 - Vocabulary activity

3:09 - Speaking activity

3:42 - Session 4 Reading

3:58 - Session 5 Projects

4:23 - Project 1: Dolls and Toys (Japan-Mexico)

5:29 - Project 2: Toreo vs Jaripeo (Spain-Mexico)

6:17 - Project 3: Halloween vs Día de muertos (USA-Mexico)

7:02 - Extra projects 4: New Year's Eve (China-Mexico)

7:50 - Extra projects 5: San Valentine's Day (Japan-Mexico)

8:50 - Extra projects 6: Halloween vs Día de muertos (USA-Mexico)

10:08 - Assessing student's development

10:23 - Critical analysis and results

10:45 - Conclusion

11:05 - Credits

5. Chapter 4: Conclusions

As it is known, language is considered as the most important aspect of the culture of the society where it is spoken. So, one of the factors that affects an individual's level of intercultural competence is his/her language proficiency. If international students know host country's language and use it effectively, this will increase their level of intercultural competence. Because of this, some opportunities where international students can use host country's language more frequently should be provided.

Cultural awareness is a process. It develops over an extended period of time and requires actively growing one's knowledge about other cultures and reflecting back on how one's culture shapes one's own beliefs and opinions. It's even possible that individuals display various levels of cultural awareness within their own culture. Regardless of the cultural awareness students enter with, we can create environments that affirm all students' experiences, openly acknowledge and validate different cultures, and welcome respectful, critical dialogue. When we do, we embed dignity and understanding in the classroom, which is crucial for all learners to thrive.

Developing your Teaching Philosophy (TP) statement is a relatively new teaching practice that many professionals are not still aware of its importance for their professional growth. Nowadays, in English speaking countries like the United States and Canada it is common that educators develop their own TP as a part of their personal portfolios. However, the creation of your TP should not be just to have a file for your professional portfolio.

The review of common assessment options has shown that the knowledge and skills needed for designing practical, authentic, reliable and valid tests are likely to be real challenges for most classroom teachers who are seldom fully trained to construct quality tests. Teachers, nevertheless, usually have at their disposal a wide range of choices depending on the contexts where they work and the evaluation culture of the language program.

If teachers are not charged with the responsibility of constructing tests for their own classes, they may be provided with tests to use for classroom evaluation. However, in cases where classroom teachers are required to produce their own tests to evaluate their students' learning outcomes and progress, it is critical that teachers are well informed of available tests to adopt

or adapt, as test construction is usually an onerous task. One possible alternative to final tests is evaluating students during the course of their study through formative assessment, which may be a more learner-friendly method. A combination of both formative and summative assessments may also be a balanced approach to evaluating student progress, especially for second language learners, as no test can possibly measure all areas of skills and knowledge that learners have mastered.

A balanced approach to evaluating second language students can ensure that the results of the assessments are more reliable and students who do not perform well under pressure and stress during exams may find it a fairer method of second language assessment.

This specialization and final project have been quite helpful to expand my teaching professional knowledge. Creating and improving your methodology is a great practice for all teachers since by doing it you learn to reflect about your work as a teacher. In addition, it is a good way to think about your beliefs, values, expectations and goals as an instructor and this is important because as teachers we need to have a clear idea of what to do in our job. Personally, I recommend this interesting practice because in my case it was quite useful to improve in my work and I can say that I have an identity as a teacher and this has helped me to learn every day what I need to do in order to reach my future goals and shape a better version of myself.

On the whole, I would like to conclude this final project with a quote by Charles Bradford Henry, an American lawyer and democrat politician who served as the 26th governor of Oklahoma from 2003 to 2011:

“A good teacher can inspire hope, ignite the imagination and instill a love of learning”

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7. Declaration letter

I declare that the following ASSIGNMENT ***“Final Project”*** 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://eeaile.cealupn.net/pluginfile.php/2441/mod_resource/content/1/eeaile_1_00_Academic%20Guidelines%20for%20Citation%20and%20References.pdfm “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.”¹

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



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

http://eeaile.cealupn.net/pluginfile.php/2441/mod_resource/content/1/eeaile_1_00_Academic%20Guidelines%20for%20Citation%20and%20References.pdf

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.*"

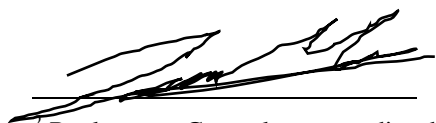
The "Reglamento General para estudios de posgrado de la UPN" states as follows in the

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."²



² Reglamento General para estudios de posgrado de la UPN.

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

8. Appendixes

1) Lesson plan with the sessions written on paper

Class Planning Sheet


Name Juan Course 6 Day Sat Week Sat Date _____ No of Se 3+1

Lesson Learning Objective SS will practice the 4 skills in terms of general ideas, traditions, etc.

Important considerations SS need not make them actual aware of the traditions and customs people have

Activity	Procedure	Material	Time
Warm-up	Hey guys, let me tell you that in January we celebrated...	Pics	4'
S1 Listening	Pre Act: How what special events or dates do people celebrate...? Main Act: Well, My friends Disobedience... Post Act: Plan for next birth days	Audio Powerpoint Aes	} 31'
S2 Writing	Pre Act: Let's talk a look at other countries (food) Main Act: Individually go on the Internet... Post Act: Tell your partner about the festival...	Videos	
S3 Speaking	Pre Act: Look at these pics... Main Act: Let's check the following phrases... Post Act: I like to celebrate my birthday...		} 34'
S4 Reading	Pre Act: In what we celebrate weddings... Main Act: Reading for data... Post Act: In my view, people can celebrate...		} 31'
S5 Integral Activity	Warm up: Last year I went to Russia... Pre Act: What do you know about Russians? Main Act: Project Presentation Post Act: What makes us different?		} 53'

Comments Check SS's needs and lack Holy week -> vacations

CPS-001 harmon hall 
Edici3n 2007 D.R. 2007 Editora Harmon HAR, S.A de C.V.

- 2) Presentation Mexico vs Russia, extra material used in session 5 as example (to see it just double click)



C19 - Mexico vs the world.pptx

- 3) Pictures of the presentations



4) Evidence of activities

THE COLOGNE CARNIVAL.

It can be described as a great costume party that takes place for approximately six days in the month of February, from Thursday to Tuesday. The first day in the morning the starting signal is given with a lively street parade in which many people dress up in extravagant costumes. Loud music can be heard pouring out of virtually every pub and beer hall in the city. You'll hear lots of traditional music, dance and enjoy live performances during the day, and street performers see more parties and street performances well into the night.

Ariana Avellano.

