

UNIVERSIDAD PEDAGÓGICA NACIONAL

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PROPUESTA DE INTERVENCIÓN EDUCATIVA

“EVERYBODY IS UNIQUE AND SPECIAL”

**AN INTERCULTURAL COMMUNICATIVE COMPETENCE LESSON PLAN IN
ACTION**

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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Specialization in English Language and Teaching as a Foreign Language

Final Project:

“Everybody is unique and special”

An intercultural Communicative Competence Lesson in action”

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TABLE OF CONTENTS

INTRODUCTION	5
CHAPTER 1. PHILOSOPHY AND THEORY	7
1.1 TEACHING CONTEXT	7
1.1.1 MY TEACHING IDENTITY AND PHILOSOPHY	8
1.2 THEORETICAL FOUNDATIONS	11
1.2.1 SECOND LANGUAGE ACQUISITION	11
1.2.2 STEPHEN KRASHEN'S HYPOTHESIS	12
1.2.3 INPUT, INTAKE, INTERACTION AND OUTPUT	13
1.2.4 VYGOTSKY'S ZONE OF PROXIMAL DEVELOPMENT	15
1.2.5 METHOD, APPROACH AND TECHNIQUES	16
1.2.6 THE COMMUNICATIVE APPROACH	18
1.2.7 KOLB'S MODEL	19
1.2.8 INTERCULTURAL COMPETENCE	21
1.2.9 BYRAM'S MODEL OF INTERCULTURAL COMMUNICATIVE COMPETENCE	23
CHAPTER 2. METHODOLOGY AND PRACTICE	25
2.1 A PRACTICAL AND USEFUL LESSON PLAN	25
2.2 DESIGNING OF NECESSARY TOOLS TO ASSESS / TEST THE PROGRESS OF STUDENTS	37
2.2.1 TESTING AND ASSESSMENT	37
2.2.2 KIND OF ASSESSMENT	38
2.2.3 PRINCIPLES	39

2.2.4 COMMON APPROACHES AND TRADITIONAL ASSESSMENT	39
2.5 PERFORMANCE BASED ASSESSMENT	40
2.2.6 PORTFOLIOS	41
2.2.7 RATIONALE BEHIND EACH DESIGNED MATERIAL ASSESSMENT	41
2.2.8 LISTENING SECTION	42
2..2.9 SPEAKING SECTION	43
2.2.10 READING SECTION	46
2.2.11 WRITING SECTION	47
2.2.12 SELF ASSESSMENT	48
2.3 ATTACHED EVIDENCE	49
2.4 DESIGNED TOOLS TO ASSESS STUDENTS	52
2.5 PERFORMING AND RECORDING THE ACTIVITIES	55
CHAPTER 3. EXPERIENCE REPORT	56
3.1 OUTCOMES AND ANALYSIS	56
CHAPTER 4. CONCLUSIONS	58
4.1 APPENDICES	60
4.2 REFERENCES	66

INTRODUCTION

The present work is the result of the analysis of the different materials provided in the specialization in English Language and Teaching as a Foreign Language, from the basis of second language acquisition to the diverse theories, methodologies, strategies, approaches, and kinds of assessments in teaching, through the use of new technologies to design and innovate the material into the classroom. With these theoretical principles in mind, the current paper aims to rationalize, design, develop and evaluate two consecutive 45 minutes lessons set within the context of an Elementary School. "Everybody is unique and special", is the title of a didactic sequence taught to students from 4th grade, in "Benito Juárez" elementary school, it was focused on the communicative approach. Considering the prepared testing and assessment resources to put into practice all the material designed carefully to gather enough evidence through a video recording to experience our theoretical concepts and prove that all the knowledge we acquired during the specialization training improved our professional development.

Chapter 1, philosophy and Theory, is described my Teaching context, philosophy, and identity as an elementary English teacher, considering all the elements learned during the specialization study and a deep reflection on the main changes I had presented in my teaching, increasing my self-confidence as a professional.

In Chapter 2, is described the methodology and practice, providing a wide explanation of the lesson plan background. This section explains the development of a lesson plan that includes intercultural competence, which is considered as the ability to be aware of cultural relativity following reading, writing, listening, and speaking activities to 4th-grade students from "Benito Juárez" Elementary School with a Basic English Level. The treatment considers a song that talks about different ways to say hello in various places around the world; and an informative video about what are cultures and traditions; the main objective is not only that after the lesson, students will understand the basics components of culture but also learn about the process of becoming more aware of better understanding one's own culture, and other cultures around the world, identifying themselves as unique and special, through a

reading activity and giving a short description of their culture and make them consider them unique and special developing their Intercultural communication competence which is the ability to effectively and appropriately carry out communication behaviors.

Secondly, the learning assessment instruments are described: I decided to use rubrics for each skill section, a checklist, peer observation worksheets, and different PBA forms of assessment using technology and collect information to change the traditional ways of assessing students, considering at the end of this lesson a students' self-assessment. Through this enrichment work, I can include all the rationale behind each designed activity and give a brief description of the development and outcomes of each one, but also identify the group's weaknesses and strengths. With all this information and data gathering, I could take decisions about how effective results to work with the approach selected and implemented.

Chapter 3, the general outcomes of the lesson plan implementation are described in the following paragraphs, reflecting on the work that students have done, and my experience report gives a critical analysis and some conclusions about implementing the lesson and the activities promoting intercultural competence into the classroom. In this stage, I consider my progress in the language and my teaching during this specialization, helping me to be aware of the importance of considering not only the linguistic aspects of the language but also selecting the most appropriate intercultural material, approach, and considering technology as a resource to motivate our students to learn differently.

In Chapter 4, I have included a short conclusion to explain my reflections and personal opinion about how I felt during this assignment and what I learned, can change and improve to get my academic objective, materials from all different resources are showed, and the lesson plan links are available to review them too. A video recording link shows the lesson plan, with a small group from Benito Juarez elementary school. I included all the appendixes required to show all the technological and physical resources that were used during the development of this lesson planning.

CHAPTER 1. PHILOSOPHY AND THEORY

1.1 TEACHING CONTEXT

According to the SEP Curricula, teaching English as a Foreign Language must start from the third grade of pre-school, and continue until secondary school, it is divided into two stages: the first one to promote the first contact with the language and the second with the main objective to generate the basic domain of competence of it; focused on the CLT approach and the teacher role is considered how the main and in some places the only writing and speaking language model (Secretaria de Educación Básica, 2017). Besides, it determines the students' competence through the Common European Framework of Reference for Language, even though it gives us well-organized content for each grade.

However, different factors influence the deficiency of English teaching as a Foreign Language such as most English teachers do not know the curricula, lack of infrastructure, some urban schools just covered by different English programs, lack of English teacher training, etc. For instance, in Oaxaca and some other places around the country, students from a public school have not in touch with the language until secondary school, and we do not have a textbook and enough materials to work with our students; currently, I am working in the public system of Basic Education at the "Benito Juárez" Elementary School, ubicated in the Armadillo Grande community, in Valle Nacional, Tuxtepec, Oaxaca City, is a rural community where is spoken Chinanteco as a first language and, there is no cell phone signal and no contact with Technological resources. Most families have a family member working in the United States as an immigrant. Taking into account it as important information about the previous contact students has with the English language, in this school, it is the first year students receive the opportunity to have English classes, so the first contact with the language is particularly with simple words such as colors and some nouns.

There are 80 students in the Elementary School, and every group has its classroom. However, even though my classroom has elements, such as a blackboard, chairs, tables, and some books, there is a room designed to use computers and projectors, if I want to Project a video or listen to audio, I need to move the groups to that place. We do not use a specific English book, I try to follow the English plans and Programs, but I need to contextualize the activities

proposed according to the student's needs. I attend from first to sixth grade, so each class has around 10 to 15 students, with ages ranging from 6 to 12 years old. Most of my students do not have a meaningful experience with the English language, just through some TV programs. So their English level is A1 and A2.

1.1.1 MY TEACHING PHILOSOPHY AND IDENTITY

Our set of beliefs about teaching and learning plays a crucial role in our actions when we work in the educational field, aware of the importance of reflecting on our teaching beliefs and values. If we reflect upon our teaching practice, we start identifying our weaknesses and strengths. Brindle's observation draws attention to the fact that "both teachers and learners bring experiences to the classroom that subtly influences their perception". Teachers' beliefs about learning may be based on their training experience or may go back to their own experience as language learners (Freeman, 1992). It means that teachers create their identity and philosophy according to the background and historical moment unconsciously, because they influence their model as an educator, most times by creating the same teaching situations in which they were educated, as a repetition behavior.

I want to express that this specialization has provided me not only theoretical knowledge about the different principles, approaches, digital resources, and information related to teaching and learning English as a second language, but also has challenged me to implement all that we have learned and improve my teaching practice and philosophy; considering all the elements for developing a cultural lesson plan and helping my students to achieve their communicative goals through an integration of different strategies, authentic materials, and integrated skills and technology. Now, I could understand that the way we conduct students during the process will make the difference between traditional teachings and a good lesson plan which considers all the aspects that students need to achieve to acquire the language effectively and functionally.

My mission is to create a safe place where students can feel free and have a safe learning environment because students learn best in an organized environment that includes a comprehensible and accurate syllabus. Having fun, inviting them to be creative and collaborative where teaching encourages classroom discussion and student interaction.

Students should be taught with types of learners in mind and not focused on just a certain learning style, we are multiple-learning people.

As an ESL Teacher, I have learned to be flexible with my students and with me, some teaching strategies work well, and some do not, but we need to prepare a plan B to face the possible problems that could emerge from a lesson class. For many years I was pre-occupied with my role and what I should do and teach, but now I consider that as teachers and like actors in a play, we often need to create and follow different roles for our students and shift from one role to another because we are in a constant shift of roles, everything is based on each course that we start, as teachers we play a major part in our classes and with our students and institutions' norms; On the other side, we play a specific role outside the classroom: curriculum developer, material developer, counselor, mentor, team member, researcher, and professional (Richards & Lockhart, 1996: 99).

By designing my courses and lesson plans, I think that, we need to involve students in the learning process because we need to be conscious of our role in the classroom, first, students are who need to learn not us, if we consider all the elements that a well-structured lesson plan must have, the students context, integrated skills, and evaluation according with the course needs, It lets us not only to know better our teaching practice but also helps our students to get language proficiency and construct their tools to face real English context. I think a teacher must be sensitive to and value personality and learning style differences and accommodate those differences in teaching and interactions with students.

Students should want to learn for the sake of learning and be self-motivated by curiosity, that is why I used to work with different topics that generate creativity and curiosity, being from their main interests. I prefer that students can act in scenes as the real world required, and teach not only for academic purposes but also to develop abilities for real-world challenges.

Some of the topics we just worked on during this specialization are about interculturality; I could say that students learn best when actively engaged in an inclusive classroom environment, appreciating differences, and offering privacy and sanctuary that support safety and respectful, friendly expression.

Concerning evaluation, I believe final assessments are built on formative assessment and provide guidance with recommendations for successful subsequent assignments. But we also need to consider summative one because we need to measure our student's current abilities, and it usually occurs at the end of each course to illustrate what the students have learned during the school year. Manipulative and create, to learn and get a deeper understanding of concepts and acquire language developing critical thinking

Finally, I could say, there is no better payoff than watching a student succeed because they were motivated to learn and we guided them to that. We are always learning more about teaching and our teaching practice, and reflecting on this growth helps us see what we know and feel more clearly.

1.2 THEORETICAL FOUNDATION

1.2.1 SECOND LANGUAGE ACQUISITION

It is important to realize that SLA is a field that is interested in understanding the acquisition of second languages, not just acquiring L2 English “L2 can be defined as how people learn a language other than their mother tongue, inside or outside of the classroom and Second Language Acquisition (SLA) as the study of this” (ELLIS, 2003). In our country, we should take into consideration three issues from the term *second*; the first one is that not all learners are in the process of learning a second language because some students are fluent in two or more languages as in my student context, they speak an indigenous language at home and use Spanish at school, and currently, they are learning English. Another issue is when we as learners and now teachers idealize the Native speakers as a model to follow thinking that our student’s target language is deficient, or their English is incorrect or inappropriate. A third problem is when most researchers attempt to develop second language learning context or foreign language context theories and methods. Therefore it is important to consider the difference between each classroom and the learner’s context.

When we focus on SLA research studies we could consider some main questions such as what second language learners acquire, how they acquire it, what is the difference in which individual learners achieve it and we need to take into consideration cognitive structures, comprehensible input, interaction and output, the role of the first language and psychological variables.

There are three schools of thought on Second Language Acquisition: Behaviorism and structuralism. All kinds of behavior including the complex could be explained in terms of habits, being these stimulus-response connections. “Learning took place when learners had the opportunity to practice making the correct response to a given stimulus” (BROWN, 2007). They can receive negative or positive reinforcement according to their response. Behaviorism argues that when children first hear the language, they are compelled to repeat or mimic the language, getting at the same time a kind of reinforcement or feedback, and most of the time, our students don’t have the opportunity to produce an output they just reproduce the input corrected.

It is also necessary to consider that if we are working with students after the age of seven, from a behaviorist perspective, it means that they have developed a fully L1 language system,

including phonology, syntax, and morphology, so our students are developing a new set of habits that are specified to the target language, creating new habits.

The second thought, generative linguistics, emerges in the 1960s and argues that language can be explained as a simple response to stimuli development as confirming a set of principles that are universal and learners as actively engaged in creating and testing hypotheses about language.

Socio-cultural Theory, by Vygotsky. In this theory is understood that language is learned as a result of interactions between social and cognitive factors. It explains that socialization affects the learning process in an individual. Vygotsky tries to explain consciousness or awareness as the result of socialization. It takes into consideration the use of cooperative learning, the construction of meaning, and sociocultural variables.

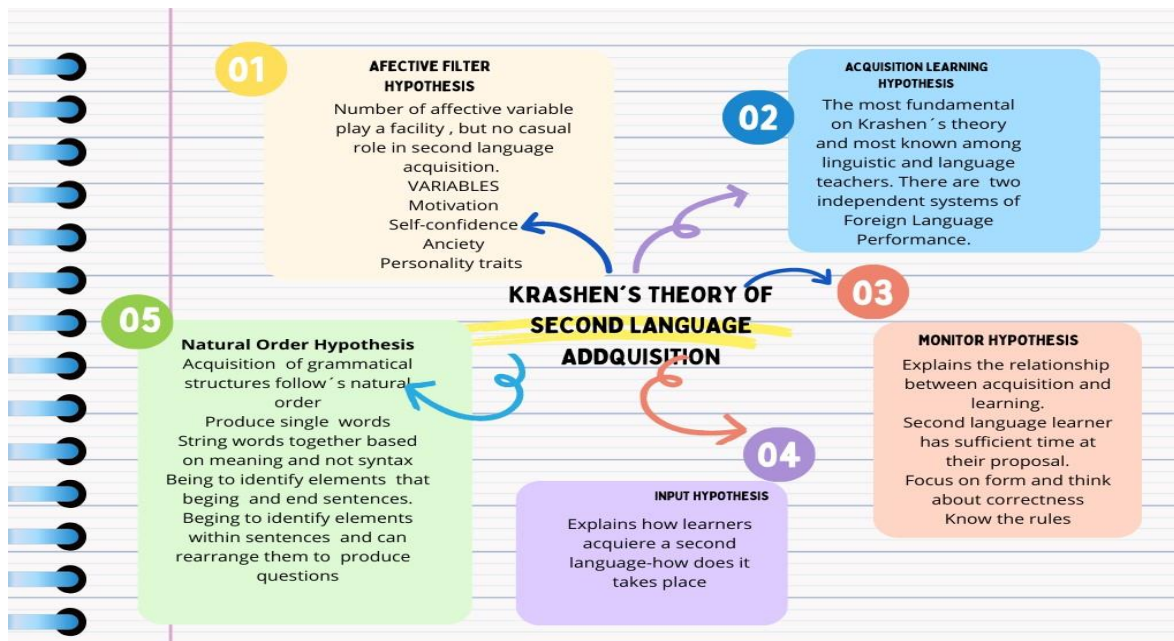
Both concepts were taken in different ways for a long time, If we consider some traditional definitions, Slavin (2003) cited by Douglas (2007) reveals that learning is “acquiring or getting of knowledge of a subject or a skill by study, experienced or instruction” We can understand Acquisition as the subconscious development of language that takes place as a result of interactions and input, as an unintentional process requiring meaningful interaction or natural communication but it depends on how much input they receive and it must be comprehensible and generate an output, while learning is the result of direct instruction in the rules, structures, or lexis of the language, often an intentional process, conscious knowledge about the language.

1.2.2 STEPHEN KRASHEN'S HYPOTHESIS

Another influential model for L2 learning was introduced in 1970 by Krashen. He hypothesizes that a second language is acquired naturally through different comprehensible inputs as a child does when he or she is learning the first language. It is necessary for this process can be a natural exposure to a different context and meaningful interactions in the new language, maybe, as having a good conversation, watching a movie, free volunteering reading, and acquiring vocabulary, grammar, and spelling naturally.

This theory focuses on the natural acquisition of language. He mentions that error correction and explicit grammar are not necessary. It must be acquired naturally. Students learn better if they are focusing on the purpose of communication, not the grammatical structures.

There are five theories on language acquisition of the monitor model:



1.2.3 INPUT, INTAKE, INTERACTION, AND OUTPUT

Krashen attempts to explain how second acquisition takes place when learners improve and progress along the natural order when they receive second language input that can be understood **“as spoken or written forms of language to which students are exposed”** (EEAILE, 2022) that is one step beyond his current stage of linguistic competence. Natural communicative input is the key to designing a syllabus, and the best way to correct our student’s mistakes is by providing more INPUT, using different sources, for instance, handouts, workbooks short stories, and not only giving them target language instructions, explaining grammatical structures and facilitating activities and tasks but also through their INPUT, when they work in pairs, conversations between them or giving a presentation or debates, providing their mates with input.

Another very important concept is INTAKE which can be defined as what learners do learn, it means that not all input is intake (internalized), thus, even though instructions are a form of input if our students don’t understand them, our input won’t be useful, and it will not be intake. If we analyze both concepts, we would consider that we need to provide our students with all the necessary input resources always paying attention if what we provide was intake or needs to be reconsidered for our students could acquire it.

Otherwise, INTERACTION is defined not only as an opportunity to practice but also as a tool through which learners develop the second language and how they could negotiate input for language learning, giving them many sources of feedback through interactional modifications such as confirmation checks, reformulation, and recast.

Finally, we could consider OUTPUT traditionally as a form of practicing what students have learned. It means that it is a way of practicing already existing knowledge. Most of us would like to listen to our students speak using the correct grammatical structures or using appropriate pronunciation, and produce language, but it doesn't happen in this way, if we consider output as an opportunity to learn the language and all of us could be exposed to an amount of L2 input, however, we have limited cognitive resources and attention, when we hear input we could be worried about understanding the messages more than the form of the language and we usually don't pay attention to specific grammatical features.

I could say that knowing and understanding all these concepts have helped me to be conscious of the need to help my students to provide them with all the necessary input to learn the English language but also to pay special attention when they could not internalize the input which was provided, and it can be through interaction which must seem as an opportunity to learn the language at the same time they are producing a comprehensible output, acquiring the target language.

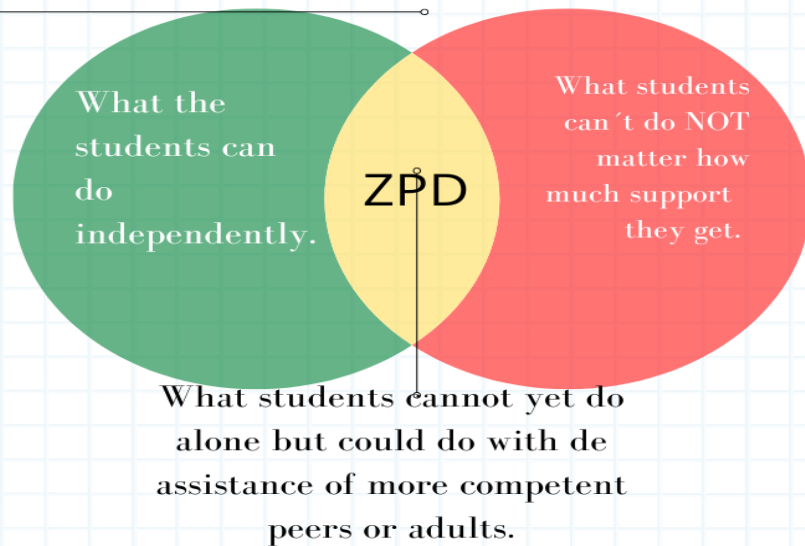
Now I can be awarded of the lack of knowledge about some concepts that could help me during my teaching practice, sometimes I could not be able to understand why my students didn't understand my class or instructions, why they faced with some grammatical structures, or even how to prepare a good lesson plan taking all these aspects into account.

1.2.4. VYGOTSKY'S ZONE OF PROXIMAL DEVELOPMENT

Vygotsky's social development theory asserts that a child's cognitive development and learning ability can be guided and mediated by their social interactions. It states that learning is a crucially social process as opposed to an independent journey of discovery. In the present project, Vygotsky

thoughts were considered to help me to plan different activities taking into account the learner's proximal development, It means that our students can do with our guidance or their more expert mates, and help them through using some modeling skills, simplifying problems, maintaining attention on the tasks, scaffolding, social interactions to complete the tasks, understanding that most cognitive development occurs during our student's interaction, been internalized by them when they start using it through comprehensible input, it means that the development has occurred and has been learned.

Zone of proximal development



Castellanos

As Douglas (2007) mention:

“One of the most popular concepts advanced by Vigostky was the notion of **zone of proximal development** (ZPD) in every learner: the distance between learners’ existing developmental state and their potential development. Put another way, the ZPD describes tasks that a learner has not yet learned but is capable of learning with appropriate stimuli. The ZPD is an important facet of social constructivist because it describes tasks, “that a Child cannot yet do alone but could do with de assistance of more competent peers or adults” (Slavin, 2003: 44).

1.2.5 METHOD, APPROACH, AND TECHNIQUE

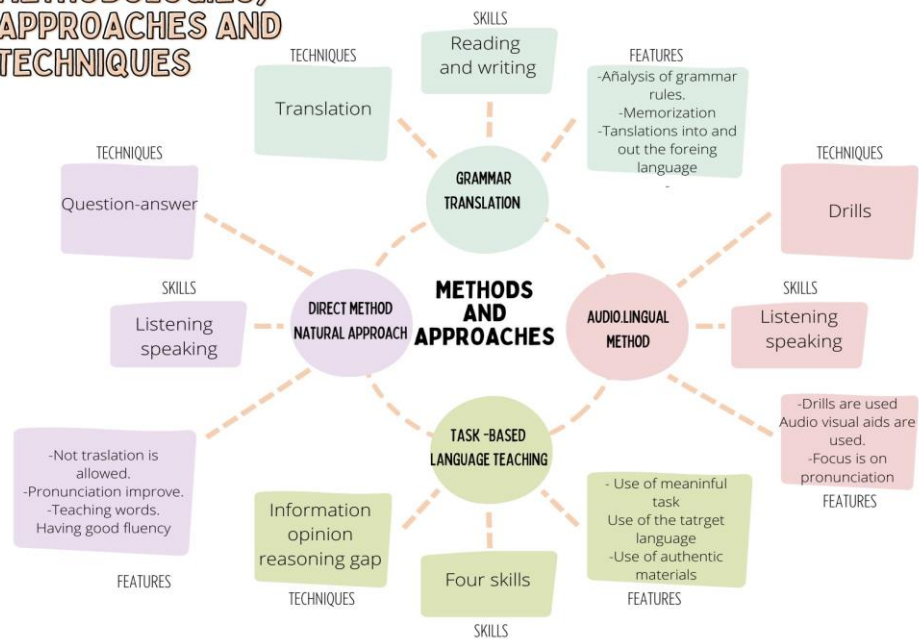
When we talk about teaching a new language most of us could start answering ourselves what’s the best method, approach, or technique to teach and can get good outcomes in our teaching goals, but it depends on different aspects to take into consideration, firstly, the classroom context, student’s situations, learning styles, student’s motivation, teacher’s beliefs about how to teach, etc. but one very important thing to consider is to have a clear definition about what do a method, an approach, and a technique exactly mean, and how can they help us to get the course objectives.

An approach is defined as “Theoretical positions and beliefs about the nature of language, and the applicability of both to the pedagogical setting”. A method is a “generalized set of classroom specifications for accomplishing linguistic objectives” focused on the role of the teacher and the student, sequencing, materials, and how they can be used in many different learning contexts. Techniques are the specific things that we do in class, often they are created based on certain approaches (Brown, 2007).

The following graphic organizer will explain the workings of different language teaching methodologies and approaches as well as teaching techniques.

LANGUAGE TEACHING METHODOLOGIES, APPROACHES AND TECHNIQUES

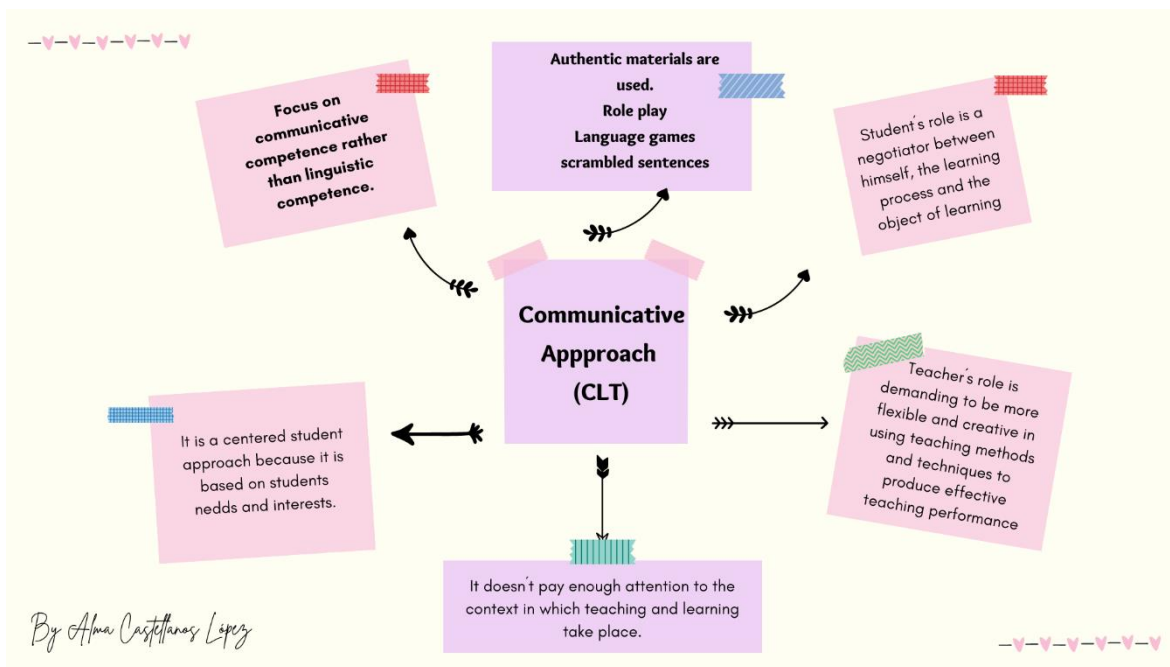
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As teachers, we must possess the idea of what linguistic aspect of approaches we have in mind, and what psycho-linguistic aspect of the approach is going to shape our lesson plan. It must help us to feel easy in executing a task, our goal must be clear to us what we are going to attain in the classroom.

In my own experience as an English teacher and after the analyses made by all the information about the different language teaching methodologies, approaches, and techniques I would say that I used to be an eclectic teacher because I consider that using different approaches or methods we tend to be creative and dynamic to make teaching and learning more productive. It could be that certain types of learners respond very positively to a grammatical syllabus, while other students couldn't, and if we have an open mind we could learn and experience new ways to teach more effectively. "Because not all principles apply to all learners, to all contexts, and all purposes. Therefore, "approaches and methods can be used not as prescriptions for how to teach but as a source of well-used practices, which teachers can adapt or implement based on their own needs" (Richards & Rodgers, 2002: 16).

1.2.6 THE COMMUNICATIVE APPROACH



The **Communicative Approach** or **Communicative Language Teaching (CLT)** is based on the idea that learning a second language is to gain communicative competency, they focused on the use of language in every situation or the functional aspect of language and least on the formal structures. Whenever possible authentic language used in real context should be introduced. The target language must be used for classroom communication through communicative activities. Learners are involved in real communication, there are natural strategies for the acquisition of the target language.

Some techniques used are interviews, visual cues, pictures, sentence fragment roll-plays, information gap activities, and discussions on debates, which learners can use as a starting point for conversation and text-based materials. An increase in the target language enables the learner to be more confident when interacting with other people but it depends on how we as teachers motivated or boring the lessons to our students, we need to prepare enough material and our students find meaningful tasks to communicate with each other.

In Communicative Language Teaching the teacher acts as a facilitator, guide, or helper in setting up communicative activities and as an advisor during the activities and the students

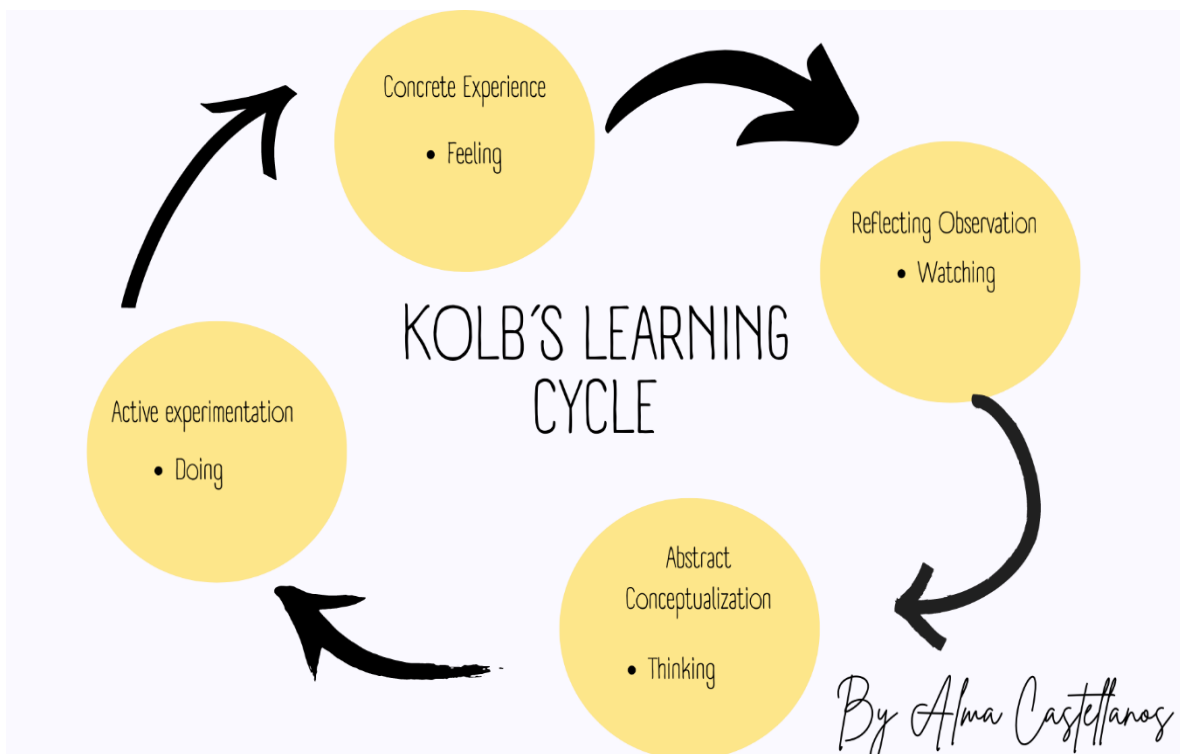
are communicators who are actively engaged in negotiation meaning – in trying to make themselves understood and in understanding others

The teacher's role is as a facilitator and model and has to develop different views of learning enroll facilitating language learning.

I would understand that as English teachers we need to consider that our lessons should have communicative aims, and create a lesson where students have different activities where they can practice and value their linguistic competence. Providing a range of practice activities where students can interact with each other.

1.2.7 KOLB'S MODEL OF EXPERIMENTAL LEARNING

Kolb explains that there are four steps, a continuous process for effective learning, that explain how we learn through experience: concrete experience, reflective observation, abstract conceptualization, and active experimentation.



The first step is a concrete experience, which is related to what you must do by yourself for learning to occur, for instance in my class I usually introduce a new topic through reading

but it is not the same if I read the text or performance it, my students must read and pronounce it to create their own concrete experience. The second step, reflecting observation means taking a step back from doing to reflect and review what we just experienced through giving observations or asking some questions, for instance when our students reflect and be aware of where can use what they observe in different circumstances, in the previous example it could be when some of them ask for the correct pronunciation of a word or the meaning of a sentence, the third step is Abstract conceptualization and here we fit what we've just learned into everything we already know, it starts taking sense together which help us to achieve abstract conceptualization by maybe expressing our ideas, creating something related with what we learn, or writing. We just start working with some projects in English and everything is presented in a mural, so students tend to write or present a final project (model, writing, game) in which they understand what they have learned in class. And the final step is Active experimentation, which happens when we consider how we will put what we have learned into practice. It means that students start planning when they are going to use what they have just learned, probably in real life they are requesting a short description of their plans or their routine habits. There is a moment when we start planning and stop doing and the cycle starts again (Kolb, 2015).

According with Kolb's model of experimental learning describes four learning styles: Diverging, people who prefer this style can see things from different perspectives, they prefer to watch rather than do and collect and use their imagination to solve problems, people with this learning style like work in groups, they take feedback well and are interesting in different cultures and people. The next learning style is Assimilating enjoys watching and thinking, which means they enjoy ideas but not their practical applications, they are logical problem solvers, and most of them tend to be technical or experts in a specific subject. They prefer reading, taking lectures, or having to have enough time to think things true.

If we could consider all these aspects in our lesson planning we could start taking into account the activities developed into the concrete experience so a learner who was successfully motivated will wish to enter Reflective Observation by digging deeper into the topic under study or to expand outward it. During abstract Conceptualization, learners use logic to

extract general rules on the matter under study. We could plan an activity where our students could develop it and may logically extract specific rules on pronunciation, grammar, or lexis.

For instance, In my classroom, I tend to work with students from age raking around 6 to 12 years old, so most of them like to play while they are learning, they enjoy interacting with different materials and activities; grammar and reading lessons tend to be boring but I need to develop different techniques to get their attention and motivation, in this way, they can acquire the grammatical structures.

I would consider Kolb's learning cycle by asking students to watch different sentences with the same grammatical structure and try to help some of their partners to understand the structure of the sentence to have contact with some aspects of the language in this case grammar and reading skills, discuss amongst themselves what they observe or analyze the grammatical structures of a sentence, for example, they provide them with some texts which contain the grammatical structure and a few explanations about the use of it, and some of them could give to the group what understood about the grammatical structure.

1.2.8 INTERCULTURAL COMPETENCE

To understand the concept of intercultural competence, it is essential to distinguish it from communicative competence. The first one involves two cultures: your own and the one you are learning (the target language culture). Intercultural competence is less about knowing a lot of culture-specific information about various countries and more about communicating effectively in a range of cross-cultural contexts. It is therefore a combination of attitudes, knowledge, understanding, and skills applied through action that enables one, either singly or together with others, to:

- Understand and respect people who are perceived to have different cultural affiliations from oneself;
- Respond appropriately, effectively, and respectfully when interacting and communicating with such people;
- establish positive and constructive relationships with such people;
- understand oneself and one's multiple cultural affiliations through encounters with cultural "difference". (Huber, 2014)

In this sense, intercultural competence could be understood as the ability to interact and communicate with people from different cultures effectively and respectfully. To develop this ability the learner must know not only the linguistics such as grammatic and vocabulary of the language but also be sensitive to other cultures and aware of their own culture. It means that the learner becomes an intercultural speaker, a term coined by Michael (Byram, 2003) which refers to a person who can interact with others in a way that is accepting of differing “perspectives and perceptions of the world”, mediate between differing perspectives, while exhibiting the ability to be conscious of the evaluations and differences of said perspectives” (Huber, 2014). This concept is moving the goals of foreign language teaching because “If an individual knows about how their identities have been acquired, how they are ... perceived, and how they, in turn, perceive their interlocutors from another group, that awareness provides a basis for successful [intercultural] interaction”

The importance of cultural awareness and intercultural competencies development in our classroom doesn't mean that learner has to abandon their cultural identification, instead involve being open to curiosity and showing interest in people who have another cultural background and understanding and interpreting their values, beliefs, and practices respectfully. So, teaching about diversity is an important step in achieving intercultural competence in our classroom. The present lesson pretends to teach diversity and help students to identify themselves as unique and special.

1.2.9 BYRAM'S MODEL OF INTERCULTURAL COMMUNICATIVE COMPETENCE (ICC)

Byram provided a model of intercultural communicative competence, in that, he describes how the language learner can effectively develop ICC. He mentioned five important components:

The first component refers to the attitudes, the foundation of intercultural competence, it refers to the curiosity and openness to suspend disbelief about other cultures and one's own. I mean that learner needs to decentre from their perspective to recognize different cultural orientations at the same time they could compare with their view. Furthermore, it can be said that the "ability to decentre" from one's perspective might enable the intercultural learner to value pluralism and cultural diversity.

The second component, called *knowledge*, requires the learner to understand how different social groups and identities function, it doesn't mean the learner will acquire pure factual knowledge about the target culture and language but rather develop a certain touch for diversity and heterogeneity of all cultural groups. Thus, it will contribute to a further understanding of the practices and the general processes of societal and individual interaction. It could be impossible for teachers and students to develop a wide range of knowledge, learners must have certain *skills of interpreting, understanding, comparing, and relating* to identifying culturally different behaviors from their own.

The third component *relating and interpreting*, is about the "ability to interpret a document or event from another culture, to explain it and relate it to documents or events from one's own"; it means that the learner is considered a "mediator" who can see things from someone else's perspective. By changing one's point of view, the mediator or intercultural speaker can resolve misunderstandings and dismantle preconceptions about different cultural groups.

The fourth component refers to *skills of discovery and interaction*. It can be defined as the "ability to acquire new knowledge of a culture and cultural practices and the ability to operate knowledge, attitudes, and skills under the constraints of real-time communication and interaction, it can be said that the intercultural learner needs to deploy and put *knowledge*,

attitudes, and skills into practice and action. Thus, it is not enough to acquire knowledge and skills and profess attitudes, as Byram explains, learners need to use those components within intercultural encounters actively. (Mopoly, 2020).

CHAPTER 2. METHODOLOGY AND PRACTICE

2.1 A PRACTICAL AND USEFUL LESSON PLAN.

1. Lesson plan identification cell.	
Author	Alma Flor Castellanos López
Educational stage	Elementary School
Title of your Lesson plan	Everybody is unique and special
Learning Objective of the plan/Competency	After the lesson students will understand the basics components of culture.
Communicative skill considered	Listening/Speaking/Reading/Writing.
State of the following options	Introduction of the topic
Functions	Giving information about their culture: language, dressing, celebrations, art or music.
Main Grammar structure	Wh questions, verb to be
Other Grammarstructures	Simple present tense, have and has
Brief description of the plan	In this lesson, students will become global citizens and learn about culture. Students will explore their culture and the culture of their classmates in this engaging, hands- on activity.
Hours of the plan implementation	90 minutes
Number of sessions	2 sessions
Contents required for the lesson	Reading, audio, Video and Interactive worksheet
Link of the content	https://app.nearpod.com/?pin=02A97038E4A75BC60644EAB950152B9A-1&&utm_source=link
EEAILE tutor on line	Rocio Salgado Perea

2.-Introduction to the Lesson

Step of the lesson	Teacher activities	Students activities	Session number
Activation	Gather the students together in a comfortable area. Explain to the students that they will be exploring all the things that make them unique and special.	Students will write or draw on a chalkboard about what they think makes them unique and special. Each student to share something that makes them special.	1
Set the objective or competencies of the lesson	Explain to the students that everyone is different and our differences make us unique and special. Ask the students to think about: What the world would be like if everyone looked, spoke, and acted in the same way.	Students will share their answer with the whole group.	1

3. Communicativeskillsdevelopment.

LISTENING SECTION

Step of the lesson	Teacher activities	Students activities	Materials	Evaluation
Information processing activity	Show the students the Hello Song! Briefly discuss the video using prompting questions such as: What are the children	Students will listen the song and will try to identify the different ways to say hello around the word.	https://www.youtube.com/watch?v=kjwkMmdqmH4	Open-ended questions.

	saying to each other? Do the students all speak the same language?			
Vocabulary introduction	Teacher shows some cards with the words celebrate, speak, dress, play, live and eat and culture. Point to the card culture. Ask the students what culture means?	Students will observe the cards and repeat the correct pronunciation.	Flashcards Colours Large piece of paper. tape	Meaningful sentences. Students will use the new words to produce a short sentence with it.

1st practice	Tape up the large piece of paper on the white board. In the center of the paper, write “Teacher's Name’s Culture.” Explain students that they will listen a short video about culture and traditions.	Students will watch a short video and complete a My culture worksheet where they must draw a picture in each box. https://www.youtube.com/watch?v=FOEB87B0Zas	My culture worksheet https://www.canva.com/design/DAFfbe4YM9E/ASB44LRA0JxqlaOEuf7A5g/edit?utm_content=DAFfbe4YM9E&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton	Listening Comprehension format: Selective: Students will take some notes and then they will use it to solve the task.
2nd practice or Social interaction	Ask students to work in groups, Give them some cultural characteristic cards such as My family, celebrations, art or music and share	Students will talk about the members of their families, the celebrations they partake in, or their favorite music and art.	Cards notebook	Making decisions, students will decide what aspect could be considered to talk about.

	their ideas.			
Grammar Focus	Teacher will explain about simple present tense grammar structure.	Students will write some examples in their notebooks.	Notebook	Students will integrate their examples in a short written paragraph.
Summary	Teacher ask students to bring their culture sheets. Ask students to notice the similarities and differences between themselves. Allow students to share their work with their classmates	Students post their culture worksheet on a large piece of paper. Express their thoughts about the similarities and different they found between themselves.	Large piece of paper	Speaking assessment https://www.canva.com/design/DAFhIK2OZR0/1cPJWJC836IBMsU7AEcpg/edit?utm_content=DAFhIK2OZR0&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton

SPEAKING SECTION

SPEAKING SECTION				
Step of the lesson	Teacher activities	Students activities	Materials	Evaluation
Vocabulary introduction	Teacher will show a short audio with some languages names.	Students will repeat the correct pronunciation.	Audio Nearpod platform	Productive Vocabulary Levels Test
Information processing activity	Teacher ask students about the Hello Song; and mention some languages used to say hello	Students take turns, going clockwise, to call out a language name in a sentence context on every	Teacher and students	Performance assessment.

	Teacher will ask students play “the clap game” Make sure everybody is clapping, and then begin yourself by shouting out the first word “English!”	fourth clap. If a student repeats a word, says the wrong word or doesn’t know a word they are OUT.		
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1st practice	Teacher will ask students to work in pairs to complete a Learning a Language worksheet which consist in ask and answers some questions about learning a language individually and then with a partner.	Students will complete the first section for themselves. They must do this alone and silently. When they are finished, they should ask the questions to their partner and answer their partner’s questions	https://www.canva.com/design/DAFfcf-nhCg/Zca96dAFPW3JSJiRouGY9A/edit?utm_content=DAFfcf-nhCg&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton	Oral interview
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2nd practice or Social interaction	Teacher ask students to swap a new partner to talk about some statements on a How can you learn a language worksheet.	Students should read the sentences out and discuss whether they think they are true or false.	https://www.canva.com/design/DAFfcty3IgI/0fw2w1QahnmutKvUSsHprA/edit?utm_content=DAFfcty3IgI&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton	Peer Assessment https://www.canva.com/design/DAFhkgcX8HA/S-pXfd4mCMG0KyqZJtilqO/edit?utm_content=DAFhkgcX8HA&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton
Grammar Focus	Teacher will explain simple present tense interrogative form.	Students will underline the interrogative form in the learning a language worksheet and they will identify the grammatical structure.	Notebooks Learning a language worksheet.	Reading a short text Test grammar skills in context. Learning a language sheet.
Summary	Teacher ask students to do a short video or audio by Flig through Nearpod platform. Answering the question: How can we really learn a language?	Students will join to the Benito Juarez Elementary group in Nearpod platform and create a Flig sharing their opinions about how they think can learn a language.	https://flip.com/c899676c	Speaking rubric https://www.canva.com/design/DAFhle_hZn8/IOmFGJJjx12LZHwKgCecdw/edit?utm_content=DAFhle_hZn8&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton .

READING SECTION

Step of the lesson	Teacher activities	Students activities	Materials	Evaluation
Information processing	Teacher show some images about kids from different places. Teacher will explain Students that they are unique and special.	Students observe all the kids showed. Students will do a collage with their own pictures and will write their names and a short phrase that explain what makes them unique and special.	Some kids images. Students pictures	Opened –ended question.
Vocabulary introduction	Teacher will explain students about some verbs they will work in the next activity. Teacher will ask students to act verbs	Some students will act the verb showed for the teacher. The rest of the group will try to guess the corresponding meaning.	Pieces of paper with some verbs written. Teacher and students	Teacher gives oral directions- students carry out actions.

1st practice	Teacher will ask students to play matching pair game in the Nearpod platform	Students will relate the verb with the corresponding image.	Interactive Matching game https://np1.nearpod.com/presentation.php?id=133302083	Interactive test
2nd practice or Social interaction	Teacher will read a short text called “I am unique” Select keywords from the text and put the words on a large chart paper. Ask students to put aside the reading and take turns with a classmate to	Students will read the text again and Select some key words from the text and will share what they remember from the text to a classmate.	I am unique text. https://www.canva.com/design/DAFfZvtzEB0/7MLSGONZU4NhTCjlMS6FoQ/edit?utm_content=DAFfZvtzEB0&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutt	Free- recall

	tell each other in their own words what they remember from the text.		on	
Grammar Focus	Teacher ask students to underlines the verbs from the “I am unique and special”. T encourages students to identify some similarities on the verbs and think about a possible grammatical rule.	Students will read the text individually and they will underline all the simple Present Tense verbs. They will try to establish a rule for the conjugations of these verbs and will write a short rule in their notebooks.	I am unique text	Reading a short text Test grammar skills in context.
Summary	Teacher will ask students to play an interactive game in nearpod. Teacher will explain that	Students will play an interactive game to fill some blanks in Nearpod platform	Interactive game	

WRITING SECTION

WRITING SECTION				
Step of the lesson	Teacher activities	Students activities	Materials	Evaluation
Information processing activity	Teacher ask students What they know about fingerprints? Teacher will explains students about our	Students will observe some fingerprint showed by the teacher. Students will print their own fingerprints and tape on the	Finger print poster Different kids fingerprints	Open-ended questions.

	fingerprint. These structures are unique in every human.	board.		
Vocabulary introduction	Teacher will introduce the new vocabulary (adjectives) using some flashcards	Students will repeat the correct pronunciation of the new vocabulary presented and will draw a picture about the new vocabulary.	Flahs cards	

1st practice	Teacher will read the phrase “I am special because ...” Teacher will ask students to consider all things mentioned in previous sessions to write a short narration about what they consider makes them special.	Students will use a template sheet and write detailed sentences to express what makes them special Students can use their cultures sheets and collage to get some ideas.	Template sheet https://www.canva.com/design/DAFfbEFa_Dw/7bK1LqzjsAb4V6irZVAvDg/edit?utm_content=DAFfbEFa_Dw&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton	Writing rubric https://www.canva.com/design/DAFhkWE-58g/BuDLbhaUwSXuv1UVIwl2hQ/edit?utm_content=DAFhkWE-58g&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton
2nd practice or Social interaction	Teacher will ask students to talk about their writings and share each other their finished works and the reasons that makes them special.	Students will talk about their final works and share it in pairs and with the whole group.	Teacher Students Final writings	Checklist https://www.canva.com/design/DAFfdIzVPbY/qT7x9yuIxx1NeVYNIvITIA/edit?utm_content=DAFfdIzVPbY&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton

Grammar Focus	Teacher will show a short paragraph about their own narration and will remember them about the correct use of the simple present tense.	Students will write some sentences using simple present tense.	Notebook	Grammatical exercises
Summary	Teacher ask students to draw themselves and write a short text about what they think about culture and makes them special.	Students will draw an interactive picture and add a short reflexion about culture and what makes them special.	Interactive Nearpod platform.	Observation of process : Short essay Rubric. https://www.canva.com/design/DAFhk1ov4y8/6dbeVHWrGcq84XiZ0jAvyA/edit?utm_content=DAFhk1ov4y8&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton

This section of the paper contains the lesson plan proposed for the virtual class for the final dissertation of this specialization; it aims to describe a didactic plan that includes intercultural competence, defined as the ability to be aware of cultural relativity following reading, writing, listening, and speaking activities to 4th-grade students from “Benito Juárez” Elementary School with a Basic English Level. Each part of the lesson started with a content schemata, which refers to previous general knowledge that students have about a particular topic, setting the context of it, “Everybody is unique and special” was our topic.

The activities were planned to incorporate four language skills simultaneously; considering the stages of a representative listening section: pre-listening; in this stage, to activate previous knowledge, students listened to a song, singing a song is a game that lets switch students to the English language. During the while listening section, students got a general idea about the main topic “What is culture? “, and paid attention to specific information to draw some pictures and complete a worksheet. For the post-listening activity, students shared with the whole group their culture worksheet. During the development of this section, it is essential to mention that this activity not only helps students to be prepared and understand the stages of the intercultural Competence of the lesson. For this part, it was expected that:

Students worked in brainstorming about what makes them unique and special, learned about macro and micro listening skills, and acquired new vocabulary and infinite verbs from being introduced to the elements that are part of a culture; I could appreciate that when students understand the value of diversity, it enhances tolerance and acceptance, in this sense, teaching about diversity is one step in achieving intercultural competence in our classroom.

For the speaking section, students were introduced to audio with new vocabulary about languages and their correct pronunciation, through a contemporary approach focusing on the development of intelligibility more than a native speaker, considering it as important as the new language acquired, then they worked by asking and answering questions. Considering one of the speaking sub-skills or micro-skills was through responding and initiating where students practice managing a conversation by making responses, asking for a response, or introducing a new topic or idea. (Kent, 2010). Students performed conversations that contains the vocabulary they need to interact in the classroom and solve problems related to the content area, interacting with their classmates, and, at the end with the whole group. The expected outcome for these activities was that students could develop

speaking sub-skills which include fluency, using the language accurately and appropriately, pronunciation, vocabulary range, interactive strategies, and discourse organization through the use of a rubric and checklist, I could noticed that students face with pronunciation problems and discourse organization, the lack of vocabulary could be one of the reasons, but they also showed ashamed expressing in English.

The integration of vocabulary and grammar structures through a text t by doing a combination of the different words useful for all the content selected helps students to learn how to write unconsciously. In this sense (Hyland,2002)identify four stages in the creation of writing. Considering the familiarization stage, students can learn vocabulary and grammar through a text. As post speaking activity in the Nearpod platform, specifically the Flig app, students could express their opinions about what they think can be learned in a language. By sharing and processing information through this activity, students express their personal opinions and put into practice the new vocabulary and grammar structure learned previously in the conversations.

For reading activities, was introduced “I am unique and special” reading by Jennifer Vassel through this story, students learn to celebrate and appreciate what makes them unique and valuable. Cultural and real-world topics motivate students to be interested in studying with a good attitude to the target language. (Eisterhold, 1983) argues that one of the most obvious reasons why a particular schema may fail to exist for a reader is that the schema is culturally specific and it is not part of a particular reader’s cultural background”. It was expected that through this kind of reading, students could work easily with cultural and real-world topics, it was intestinally chosen to motivate students to read and be interested in learning and work with their curiosity and openness, readiness to suspend disbelief about other cultures and beliefs about one’s own. Students' attitudes helped to develop the reading and realize that others think and act like them, but also others can have different beliefs and acting ways and we should be tolerant and open to know different cultures and people.

Considering the writing activity and following some ideas from Chamot and O’Malley about some strategies suggested to develop reading activities, I decided to teach reading and writing together by creating different media, in this case, using a fingerprint template sheet to write

about what makes them unique and special considering the previous reading will help them to share their works, experiences, and reflections about what they learned about the topic.

During the planning of this lesson, it was completely focused on achieving intercultural competence in students, letting them value their own culture and identify themselves as unique and special people. But also this section aimed to provide them with enough information to produce an appropriate text while helping the learning of how to approach writing in general. Each instruction that students receive should be reflected in the grading criteria, that is why I decided to implement a simple rubric to guide them in their writing performance. This rubric takes into consideration how they organize their ideas and use the language including grammar and vocabulary, spelling, and punctuation. However, most of them are faced with the use of grammatical structures and a lack of vocabulary to express their ideas and thoughts.

2.2 DESIGNING OF NECESSARY TOOLS TO ASSESS/ TEST THE PROGRESS.

2.2.1 TESTING AND ASSESSEMENT

If we consider the importance of testing and assessment within the teaching of ESL, and the need to know what differences they are; a test is one form of assessment and refers to the procedure used to measure a learner's learning at a specific point in time and often involves collecting information in numerical form. The common form of the test is multiple-choice, question and gap fill, or closed tests. But in English classes, we also need to assess our students' learning to determine the effectiveness of our teaching and the materials we are using. Assessment refers to any of the procedures teachers use to do this, which may include interviews, observations, administering questionnaires, and reviewing students' work. (Richards, 2003). Considering these definitions we could argue that assessment is not the same as testing. The first one is an instrument of measuring a person's ability, and knowledge as a specific procedure, occurring on specific dates and intervals, and assessment is considered an ongoing process that encompasses a much wider domain than testing, being an ongoing pedagogical process that includes several evaluative acts on the part of the teacher. (UPN, 2023).

2.2.2 KIND OF ASSESSMENTS:

Formal: Brown explains that formal assessments are “systematic, planned sampling techniques constructed to give teacher and student an appraisal of student achievement”. (Brown, 2004). It means that this kind of assessment is linked to processes that had been planned and prepared by the teacher.

Informal: Every time we praise our students’ work or give them feedback on an assignment we are providing them with an informal but process-oriented assessment. It can be through responses and comments to students, pronunciation feedback, learning strategies, and day-to-day student-teacher interaction. (UPN, 2023)

Formative: The primary goal of it, is to add to the student’s learning experience by evaluating them in the process of acquiring the language. The key word here is the process, of monitoring the students learning, and providing ongoing feedback that is helpful not only for the students but also for the teacher in improving their learning and teaching practice, identifying their strengths and weakness in different areas they need to improve.

Summative: This type of assessment occurs at the end of a course, and it serves to illustrate or measure what the learners have acquired over the course. It is regulated by established learning goals, evaluating the effectiveness of a curriculum or program providing a final grade, it could be the institutional assessment.

Norm-based: we are interested in testing students each other and creating a competition between learners. However, is used when we are interested in raking students instead of determining student competence in specific skills. (UPN, 2023)

Criterion-based: It is based to give individual learners some feedback or grades concerning the target language structure taught in class. With this assessment, the teacher could devise instruments that focus on the course curriculum. (UPN, 2023)

2.3.3 PRINCIPLES

There are five fundamental principles that teachers must consider and need to be familiar with to design and implement good-quality tests:



2.2.4 COMMON APPROACHES AND TRADITIONAL ASSESSMENT

An important decision the teacher needs to make when assessing students is whether to use traditional or performance-based assessment. “Standardized and traditional tests tend to focus more on finite knowledge and so-called facts, than on how that knowledge is used” (Kuhlman, 2008). If we decided to use the traditional assessments we could consider some common formats such as True/ false formats, completion, closed, and dictation.

Talking about traditional assessment often means referring to formal tests that check students’ ability to recollect and reproduce the content studied during a course (Coombed, 2012). These are usually standardized timed tests that are applied to all learners in the same conditions. However, these are not the only characteristics of traditional assessment. Other typical features have been underlying our practice and that might have been consolidated as the ‘right’ way to assess learners. Brown (2004), for example, has systematized what traditional assessment entails. One of the features mentioned by him is the use of assessment as a tool to merely check learning at the end of a term, in other words, its use in a summative way. Final exams are a good example of how this happens, as they address the content studied during the whole course and determine if students are apt to move on to the next grade or level. Another of these features is the attention given to establishing one single right answer. Traditional tests are usually focused on learners giving the expected correct answer so that

there is little room for doubt or discussion. In this sense, they are easy to correct and their results are highly reliable

2.2.5 PERFORMANCE BASED ASSESSMENT

We might take O'Malley and Valdez Pierce's definition saying that PBA "consists of any form of assessment in which the student constructs a response orally or in writing". As we can observe, this definition is more focused on conducting PBA in productive skills, but it certainly might have some application with receptive skills as well. The point is that PBA requires the language learner to put knowledge in solving problems or using the language in realistic situations into practice. (UPN, 2023)

Performance assessments are a useful tool for evaluating a student's understanding and if they're able to apply their knowledge in specific situations. We use performance assessments often to identify the best methods for teaching students and assisting them throughout their learning process in a course. It also involves applying and showing skills and knowledge through various performance tasks. The purpose of a performance assessment is to improve the student learning experience and evaluate the effectiveness of lesson plans. These assessments measure how well a student can apply the knowledge they've learned, not if they can recall the knowledge.

2.2.6 PORTFOLIOS

Portfolios help teachers to collect evidence from students' language achievements or performance during a period. It can be physical or digital. To do that, Kuhlman suggests some quadrants as a basis when collecting information from the four language domains: Observation of process: Through this, we should look at the long process that students follow to learn the language. For instance, keeping a recorder or a reading assessment. Observation of product: It refers to the focus on an assignment's final version. Classroom measure: Refers to every language that the teacher collects in the classroom setting. Finally decontextualized measures: refers to the assessment that is not based on the context, coming from external sources. In my experiences as an elementary teacher, I could say that working with portfolios has been a comfortable way to measure my student's efforts.

As the first decision, I share with students and parents the portfolio information, but I have been keeping every work students do. Now I have learned that we must select and include in the portfolio, selected essential material, such as recordings, homework assignments, exercises done individually or in teams, and some external evaluations. Finally, we must not forget feedback, is the most relevant feedback students could receive.

2.2.7 RATIONALE BEHIND EACH DESIGNED MATERIAL ASSESSMENT

In this section, there is a brief analysis of the learning assessment used in the class. I decided to use the PBA assessment, which is defined by O'Malley and Valdéz Pierce as "consist of any form of assessment in which the student constructs a response orally or in writing", during the productive skills but also I followed the language assessment principles of (Brown, 2004). I developed a rubric for assessing the writing final product considering three criteria of the program's curriculum and institute: 1) Content, and 2) vocabulary and language. As Kuhlman's rubric for assessing speaking expressed five criteria: a) pronunciation, fluency, word choice, usage, and ideas/meaning, I used and adapted them to the specific objectives of this lesson.

During the classroom assessment, I implement informal feedback to generate a comfortable environment and promote security using the target language. The direct assessment helped me to assess students' work or performance, some written papers and oral presentations, in this way I can be able to take some decisions about how to plan or reinforce the contents of the class. Finally, I need to grade my student's performance to achieve the institution's requirements, It must be through a summative assessment. The final exam must be reported to the principal office. I would like to describe and show the process assessment in every lesson skill section.

2.2.8 LISTENING SECTION

In this section, there is a brief analysis of the learning assessment instruments used in the class; I decided to use responding to open-ended questions during the information process stage because, in this way, students could express their ideas and let me know what they know about the topic.


During the assessment of the vocabulary in the listening section, I considered it more important the use what students will do with the target new language vocabulary than knowing how many words they are learning, so through the meaningful sentence, students could be able not only to remember the new words but also use in a meaningful way through relating it into a context. For the listening section, I consider that one way to assess students about the comprehension of the listening section could be through a selective format where students will take some notes and use them to solve the task, in this case, they were working with the culture worksheet.

During the social interaction, learners could make decisions about what aspect of the cultural element they want to talk about, it requires students to act upon the information they extract from the listening video. Even though most of us are familiar with Traditional assessments for grammar activities, on this occasion, I think we could change the traditional way to assess students about their knowledge of grammatical structures, in this sense, I have decided to focus on process and product according to O'Malley's six characteristics when planning PBA to evaluate our students, students will develop a short paragraph about culture topic using the simple present tense. Closing listening activities, I considered Observation of the product quadrant for collecting information, letting me collect evidence of students' language

achievements. In the same way, students post their culture worksheets on a large piece of paper and express their thoughts about the similarities and differences they found between themselves. I used a rubric, to assess the main aspects of their listening intervention.

LISTENING RUBRIC

Student name: Larry Martínez José

Rubric for the listening section 

CATEGORY	EXCELLENT (4)	GOOD (3)	FAIR (2)	POOR (1)
Is the student able to show the ability to focus?	The student is able to focus completely and listen very responsibly through the listening activity. ✓	The student is frequently focused and capable to listen with attention.	The student reached difficult to focus on the listening activity but it is not able to pay attention.	The student is not able to focus on the listening activity and is unfocused and distracted.
Does the student demonstrate general comprehension of the listening?	The student is able to show a general comprehension of the vocabulary and content, with most questions answered correctly.	The student is able to show a general comprehension of the vocabulary and content with most questions answered correctly. ✓	The student did not comprehend some vocabulary and content, the students are able to answer only some of the questions.	The student did not comprehend sufficient vocabulary or content in responding to the questions.
Does the student is capable to catch for details?	The student gathers all the information with details and details when answering.	The student includes much precise information and details when answering.	Even though the student presents a partial capability to listen for details, precise information is seldom included. ✓	The student is unable to provide precise details when listening and does not take in them to answer.
score	4	3	2	10

2.2.9 SPEAKING SECTION

Considering speaking as a productive skill, the introduction of new vocabulary unlike receptive vocabulary, productive vocabulary “involves knowing a lexical item (a word) well enough to produce it when it is needed to encode communicative content in speech or writing” (Schmitt, 2019). So, that is why I decided to use a Productive Vocabulary Levels Test, now called In the VLT Productive, learners are presented with a sentence in which one word is purposely left incomplete; only the first two or three letters of the incomplete word are provided. Learners are asked to read the sentence and supply the rest of the letters of the incomplete word. (Shoaziz Sharakhimok, 2021).

Many times, pronunciation could be a little hard to evaluate because pronunciation class deals with oral skills. For this reason, it is not appropriate if language is assessed using a paper-and-pencil test. Direct testing will be more valid since learners give a task to demonstrate

what they know and can do in terms of pronunciation skills. It means that a performance assessment is a good option because in this way we could measure whether students can put their comprehensible pronunciation into practice. Productive Vocabulary Levels Test will let me know if students acquire new vocabulary since they must complete some words by spelling them correctly following an audio pronunciation.

Otherwise, assessing grammar in a performance-based assessment could be hard; however, students will integrate their written examples in a short written paragraph. In this way, I can be able to know if they could use the correct grammatical structure in real written use of simple tense more than just doing isolated exercises.

During speaking processing, I consider a Performance assessment; through this kind of assessment, students could be able to use the new vocabulary using a sentence in context, which means that students understand the meaning and use of that word. The Speaking assessment is evaluated through a rubric to assess students speaking abilities, in this way, I could observe the process each student is having, collecting evidence during a certain period. As the last part of the listening section, an oral interview is used to assess pair work, where students ask each other questions about how they can learn a new language. Students might develop some interviews within their class or with schoolmates and then report their findings.

Student's name: César Ortiz

	PROFICIENT (3)	DEVELOPING (2)	EMERGING (1)
FLUENCY	Student can maintain simple exchanges	Student can maintain simple exchanges despite some difficulties ✓	Students can not maintain simple exchanges and has considerable difficulty in exchanges
COMPREHENSIBILITY	Response readily comprehensible; requires no interpretation on the part of the listener	Some parts of the response are comprehensible; others require interpretation on the part of the listener. ✓	Most parts of the response no comprehensible to the listener
PRONUNCIATION	Student can speak primarily clear and has some control of phonological aspects at both utterance and word levels	Student can speak clear with some difficulties.	Multiple problems with pronunciation/intonation that may interfere with communication ✓
USAGE	S shows areasonable degreeof control of simple grammar forms	Students can use simple grammatical forms	Student can use a few grammatical forms ✓
score	2	2	1 1 (6)

By Alma Flor Castellanos López

To assess their opinions about how learning a new language through the Flip Nearpod platform must be considered a speaking rubric that integrated all the elements we want to assess is a clear pattern for students to know what they are going to be evaluated. In addition, to assess speaking progress and identify strengths and intervention areas in each student Kuhlman suggests some quadrants as a basis when collecting information from the four language domains: Observation of process: Through this, we should look at the long process that students follow to learn the language. For instance, keeping a recorder or a reading assessment. In this sense I decided to gather students' records using a tracking chart suggested by O'Malley and Valdéz Pierce, it is going to be used to concentrate the result in every speaking assessment used in the Flip app.

SPEAKING ASSESSMENT PROGRESS

STUDENT'S NAME : César Rafael Ortíz

	DATE: May 19th ASSESSMENT Sharing personal opinion	DATE: ASSESSMENT	DATE: ASSESSMENT	DATE: ASSESSMENT
PRONUNCIATION DICTION S is easy to understand. S makes few errors	Students can speak clear with some difficults			
FLUENCY S speaks with ease. S. can effectively communicate different context	Student can maintainsimple exchange despite some			
WORD CHOICE S. uses appropriate words to express meaning	Student uses appopiate words to express themselves			
USAGE S. makes minor errors in grammar and structure and can be understood	Student can use a few grammatical words			
IDEAS/ MEANING S responds with connected vocabulary and language to express ideas.	Students try to conect vocabulary and language to express his ideas			

2.2.10 READING SECTION

For the reading section, I decided to use Reading a short text and test grammar skills in context because I think that, students must identify new vocabulary and learn their different meanings in context reading. The teacher gives oral directions- students carry out actions. In this way, students not only can repeat the new language but also they can learn and remember it in a fun way.


Another very important aspect to take into consideration, is different alternatives in technology for the benefit of the teaching of EFL, incorporating our assessment process through Interactive tests and assessments. In this case, I used a rubric for the reading section:

Category	Excellent/Very good	Good/ Average	Poor/Fair
Points	3	2	1
Is the student able to reflect on the intercultural concept	The student is able to reflect about intercultural concept	The student is able to make connections about the intercultural concept.	Student require encouraging to make connections about intercultural concept.
Does the student finish the fill in blanks activity on time.	Task completed and turned in on time	Task partially complete and turned in on time	Task incomplete and turn in late.
Does the student domains the vocabulary.	The student knows more than 10 words of the reading	The student knows at least 10 words.	The student knows less than 10 words.
Score			






2.2.11 WRITING SECTION

Finally, for writing assessment, I have considered that students can develop a paragraph about a specific topic, in this case about their culture and they can change it several times until they consider their draft is in the best condition. They can offer and receive feedback through the follow check list. I also will use a rubric to evaluate the writing observation of the process.

By Alma Castellanos



Writing checklist

- Capital letters**
At the start of each sentence and for proper nouns. 
- Punctuation**
End each sentence with an appropriate punctuation mark. 
- Finger spaces**
Between each word. 
- Spelling**
Use your word wall or a dictionary to check your spelling. 
- Does it make sense?**
Re-read your sentences to make sure they are logical. 

2.2.12 SELF ASSESSMENT

Finally, a self-assessment was presented where students can analyze their level of success in specific learning activities or tasks. “A self-assessment provides monitoring progress towards specific learning objectives because learners have to develop learning strategies to get more sophisticated vocabulary and develop their communicative language competence in various situations” (Gardner, 2000). For that reason, I consider that auto-assessment must be considered at the end of each topic or unit where students could evaluate learning according to the topic and main objectives.

self assessment

Name: **Saul Jaciel Ramos** Term: **TALKING ABOUT MY CULTURE**

SELF-ASSESSMENT

I am unique and special

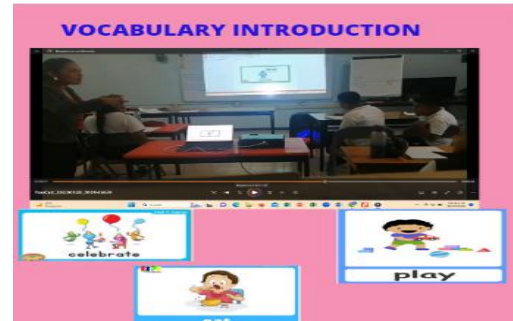
	<i>I say ...</i>			<i>My Teacher says ...</i>		
	<i>Good</i>	<i>Great</i>	<i>Needs to Improve</i>	<i>Good</i>	<i>Great</i>	<i>Needs to Improve</i>
 <i>My Listening Skills</i>		✓		✓		
<i>My Classroom Contribution</i>			✓			✓
<i>My Group Participation</i>			✓			✓
<i>My culture is unique and special</i>	✓			✓		

2.3. ATTACHED EVIDENCE. The rest of the evidence were attached also in the Appendices section.

LISTENING ACTIVITY



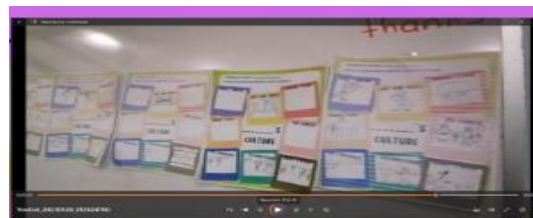
Students listen a song to help them to activate their content schema.



Introducing new vocabulary using some interactive flashcards

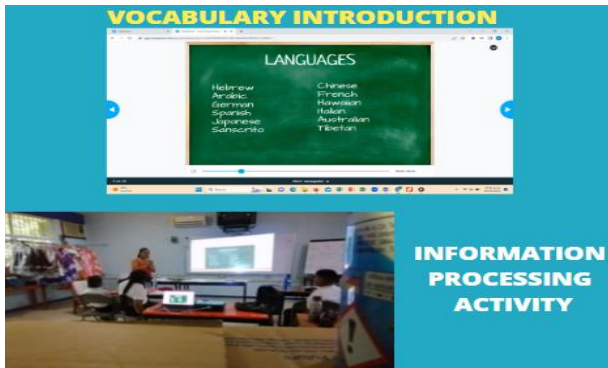


Students listen a short informative video about what is a culture and traditions.

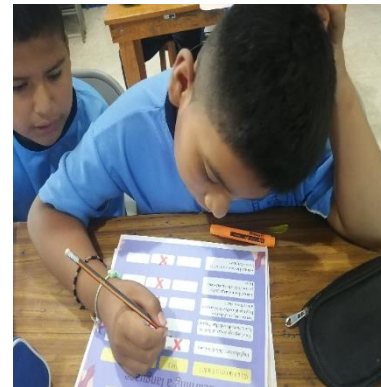
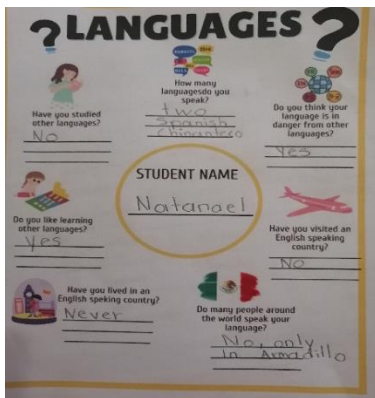


Students post their culture worksheet on a large piece of paper. Express their thoughts about the similarities and different they found between themselves.

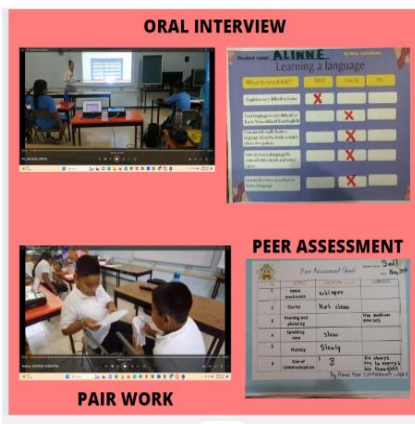
SPEAKING ACTIVITY



Introducing new vocabulary during the Speaking section, pronunciation and reinforcement of the previous vocabulary through a game “Cartooms”



Students completed the first section for themselves. They must do this alone and silently. When they are finished, they should ask the questions to their partner and answered their partner’s questions



Speaking Assessment


Portfolios evidences and a tracking chart suggested by O'Malley and Valdéz Pierce

Writing cited by Hyland (2002) is defined as "a process where a person selects, develops, arranges, and expresses ideas in units of discourse". Through it, students can transfer their experiences and knowledge to others. It is an essential skill for everyday communication. So they should be able to produce sentences and develop them into paragraphs and essays.

2.4 DESIGNED TOOLS TO ASSESS STUDENTS

LISTENING

Student name: Larry Martínez José

Rubric for the listening section 

CATEGORY	EXCELLENT (4)	GOOD (3)	FAIR (2)	POOR (1)
Is the student able to show the ability to focus?	The student is able to focus completely and listen very responsibly through the listening activity. ✓	The student is frequently focused and capable to listen with attention.	The student reached difficult to focus on the listening activity but it is not able to pay attention.	The student is not able to focus on the listening activity and is unfocused and distracted.
Does the student demonstrate general comprehension of the listening?	The student is able to show a general comprehension of the vocabulary and content with most questions answered correctly.	The student is able to show a general comprehension of the vocabulary and content with most questions answered correctly. ✓	The student did not comprehend some vocabulary and content, the students are able to answer only some of the questions.	The student did not comprehend sufficient vocabulary or content in responding to the questions.
Does the student is capable to catch for details?	The student gathers all the information with details and details when answering.	The student includes much precise information and details when answering.	Even though the student presents a partial capability to listen for details, precise information is seldom included. ✓	The student is unable to provide precise details when listening and does not take in them to answer.
score	4	3	2	10

Developing a listening section and designing a listening assessment as a receptive skill could be a little hard to be observed, and measure directly, that is why I choose selective listening tasks because of my teaching-learning listening objectives, and students' needs and context. Students felt comfortable listening and completing a worksheet, even though the recording had to be replayed more than one time because the students could not understand the complete information. I consider that students have the opportunity to complete the task with the information listened to from the video at the end and most of them could share their final product. It was a meaningful activity in the way that they could listen to authentic material, which let them be aware of cultural concepts and elements, but also to identify them as unique and special people.

SPEAKING

Student's name: César Ortiz

Rubric Speaking Activities

	PROFICIENT (3)	DEVELOPING (2)	EMERGING (1)
FLUENCY	Student can maintain simple exchanges.	Student can maintain simple exchanges despite some difficulties.	Students can not maintain simple exchanges and has considerable difficulty in exchanges.
COMPREHENSIBILITY	Response readily comprehensible; requires no interpretation on the part of the listener.	Some parts of the response are comprehensible; others require interpretation on the part of the listener.	Most parts of the response are incomprehensible to the listener.
PRONUNCIATION	Student can speak primarily clear and has some control of phonological aspects of speech; references to word lengths.	Student can speak clear with some difficulties.	Multiple problems with pronunciation; communication that may interfere with communication.
USAGE	Shows considerable organized control of simple grammatical forms.	Students can use simple grammatical forms.	Student can use a few grammatical forms.
score	2	2	1 1 6

By Alma Flor Castellanos López

Peer Assessment Sheet

Student name: Saúl
Date: May 19th

No.	ASPECT	EVALUATION (1 to 3)	COMMENTS
1	Voice mechanics	whisper	
2	Clarity	Not clear	
3	Pausing and phrasing		Use medium pauses
4	Speaking rate	slow	
5	Fluency	Slowly	
6	Use of communication	1 8	He always try to express his thoughts.

By Alma Flor Castellanos López

Speaking Rubric

Peer Assessment Sheet

Speaking is the process of interacting and constructing meaning that receives and processes information (Syafryadin S, 2020). However, there is still a large number of problems faced by whoever studies English as a foreign language, particularly in applying to speaking English. It is hard for the students in determining or choosing such a strategy that is proper for helping them to be competent speakers. However, during the development of these activities, I could notice that most students were worried about their pronunciation and fluency, they tried to express ideas and thoughts but they also showed some shame about how they heard. The use of technology during this section was crucial and it was one of the most exciting activities students could enjoy and be happy to realize. At the beginning of the course, they showed uninterested in speaking in English but now I could notice the difference in getting self-confidence to express themselves.

SPEAKING ASSESSMENT PROGRESS

STUDENT'S NAME: César Rafael Ortiz

	DATE: <u>May 19th</u> ASSESSMENT: <u>Sharing personal opinion</u>	DATE: ASSESSMENT	DATE: ASSESSMENT	DATE: ASSESSMENT
PRONUNCIATION DICTION It is easy to understand. I make few errors.	Student can speak clear with some difficulties.			
FLUENCY S speaks with ease. S can effectively communicate different context.	Student can maintain simple exchange despite some			
WORD CHOICE S uses appropriate words to express meaning.	Student uses appropriate words to express themselves.			
USAGE S makes minor errors in grammar and structure and can be understood.	Student can use a few grammatical words.			
IDEAS/ MEANING S responds with connected vocabulary and language to express ideas.	Students try to connect vocabulary and language to express his ideas.			

Speaking Assessment Progress

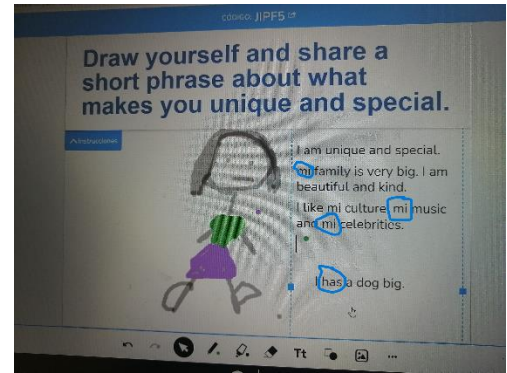
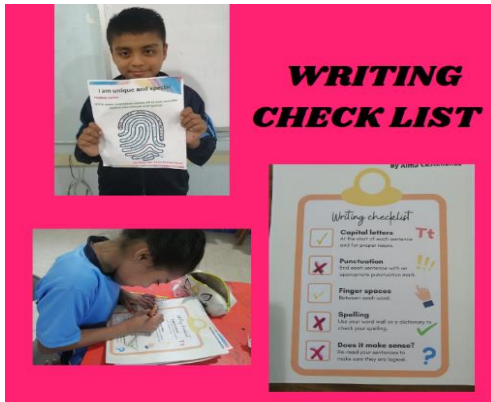
READING SECTION

Category	Excellent/Very good	Good/ Average	Poor/Fair
Points	3	2	1
Is the student able to reflect on the intercultural concept	The student is able to reflect about intercultural concept	The student is able to make connections about the intercultural concept.	Student require encouraging to make connections about intercultural concept.
Does the student finish the fill in blanks activity on time.	Task completed and turned in on time	Task partially complete and turned in on time	Task incomplete and turn in late.
Does the student domains the vocabulary.	The student knows more than 10 words of the reading	The student knows at least 10 words.	The student knows less than 10 words.
Score			

Reading rubric

During the reading section, students have the opportunity to identify some grammatical structures through a text and students develop a fill-in-blanks activity through the reading, receiving real-time whole-group feedback. It was a good activity for them because they could complete their task on time and had not problems with vocabulary. For this activity the results were heterogeneous.

WRITING



During this activity, I could notice that with the use of a temple in the form of fingerprint format, students feel comfortable and interested in doing their writing, even though they could not use complete sentences they tried to express their ideas about the task requirement. They have a different experience using a checklist to evaluate their classmate's work and could receive feedback too.

2.5 PERFORMING AND RECORDING THE ACTIVITY.

The last part of the application stage is the implementation of the lesson plan. For this, I have performed and recorded a video of the activities since this video is the moment where I show everything that I have learned or acquired through this Specialization.

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CHAPTER 3. EXPERIENCE REPORT

3.1 OUTCOMES AND ANALYSIS

The general outcomes of the lesson plan implementation are described in the following paragraphs. I would like to start with the analysis of the lesson's main objective which is that students will be able to develop intercultural communicative competence through integrated skills and be aware of their own culture as unique and special. In this sense, I could say that the objective was achieved. Students not only consider themselves as unique and special people but also they could know what cultural elements are considered and highlight their culture as special and different from others.

It is important to mention that during the development of speaking activities, most of the students feel afraid of talking in English, and have pronunciation problems in this sense I need to create a safe, sensible environment, developing different communicative approach activities.

The listening material was very useful for students because they could guide by images and previous vocabulary to understand and do the listening task without problems. I think that all the material should be selected carefully according to the student's context and needs.

Talking about Grammar, it was so difficult to explain the grammatical structure explicitly, so I had to change the way I had planned this stage, I took into consideration (Hyland, 2002) suggestions to teach writing skills helping students to learn grammar through a text. Students underline the grammatical structure from the reading text and they could identify the simple present tense structure and write some sentences in their notebooks.

As the main objective in our language teaching is considered to develop our classes within the communicative approach, it means that our students are likely to come into real-life situations, in this sense, they feel motivated when responding to meaningful topics. So, grammar and vocabulary are two factors every teacher must consider not only as a requirement in teaching a new language but also because vocabulary is considered as the “mental dictionary” and “it is required to build blocks of language and grammar is necessary

for the process of creating larger structures such as sentences, paragraphs, and whole texts” (Read, 2000) on the other hand grammar is considered in the three-dimensional framework”: form/structure, meaning/semantic and pragmatics. Form, which is the use and applications of morphemes, meaning: which can be grammatical such as the use of the tense marker to show time, and finally the use: which can be given to grammar in addition to the appropriateness of grammar structures within particular contexts. (UPN, 2023). Considering grammar and vocabulary in real communication, as ESL teachers, we need to help learners see that successful communication involves the balance between functional interpretation but also the formal aspect of the language.

Considering Technological resources and as I mentioned before, my teaching context is in a place where there is no signal for cell phones, so we had to buy some internet time to connect using Wi-Fi. To solve this problem I download every lesson to work with students and only those who have the opportunity to join the platforms work with the homework activities. I consider that the implementation of technology is a very useful tool to create new strategies and motivate students to have better learning.

I could notice that intercultural topics were interesting for students and they feel comfortable working with their classmates. Considering assessment it is time to focus on performance-based assessments that allow the measure of students’ ability to use the language in authentic situations.

Reflecting on the work that students have done, I could notice that all of them have the ability to learn a new language, but the way I conduct students during the process will make the difference between traditional teachings, and good lesson planning considering all the aspects that students need to achieve acquiring the language effectively and functionally. I understand that the successful development of intercultural competence in our classroom relies crucially upon the commitment from us as English teachers and also from our learners.

CHAPTER 4. CONCLUSIONS

To conclude this project, it is crucial to point out the reflection on what we teach and how we teach, I can state that through the study of different material provided during this course, SLA theories, methodologies, approaches, and techniques I could work out my thoughts about teaching and learning and having experience with different courses, student's ages, institutions, and student's contexts, I could conclude that there is no perfect way to teach, each teacher should use his/ her personality and beliefs to form their style of teaching, students have different needs and varying learning styles if teachers can cater to each student, there would be a higher success rate.

We need to help students to achieve their communicative goals, through different strategies, authentic materials, and integrated skills. The way we conduct students during the listening, speaking, reading, and writing process will make the difference between traditional teaching and good lesson planning which considers all the aspects that students need to achieve to acquire the language effectively and functionally.

I understand that many other aspects could be mentioned during our labor as teachers, but I believe that, if we do the part that corresponds to us, many classes could be different, and probably we could get better results in Teaching English as a foreign language.

During this specialization, I could be aware of the importance of intercultural competence in our classroom, because it involves not only knowledge, attitudes, and skills but also actions, equipping learners to take action in the real world. Our role as the teacher must be open mind, "Language teachers need to be able to adapt their roles and responsibilities to the new requirements." (Garrido, 2006) Teachers who do not have competence in innovation will be unable to exploit their students' abilities, needs, interests, challenges, and skills in the field of learning culture and the acquisition of intercultural competence.

Assessment may not be one of the most popular topics in teacher education courses, but it certainly impacts the teaching and learning process directly. This project aimed to introduce some key concepts about assessment theory, explained how these concepts relate to English language teaching, analyzed traditional and more current assessment paradigms, explored the necessary knowledge to design tests and other assessment tools, and reflected upon the role

that assessment has in education. As ESLT we must be interested in deepening our understanding of what assessment is and how it impacts education.

As I mentioned earlier, choosing a test format needs to be done in light of our students' objectives and purposes. In addition, as we have analyzed, some tests are more practical than others regarding time for administration and scoring. Through my experience as an English teacher and many errors and a lot of reflection, I have learned which test formats work best in my context and with specific students, because measuring the skills and knowledge of students through using common approaches of traditional assessments such as multiple choice or fill in the blank quizzes have not proven to be an accurate indicator of how students might perform in real situations.

As competency and the ability to use language effectively become increasingly important, we must develop new ways to improve students' performance and to make learning more engaging, productive, and effective. Creating more effective assessments and clear rubrics and meaningful activities creates an environment where students can construct their knowledge and can succeed and applies to their needs in the real world.

Finally, being part of this specialization was a great experience. Interaction with people from different places, different teaching contexts, and levels of work helped me to learn from them and all the activities planned for us became invaluable for me to improve my teaching practice and self-reflection about my professional growth.

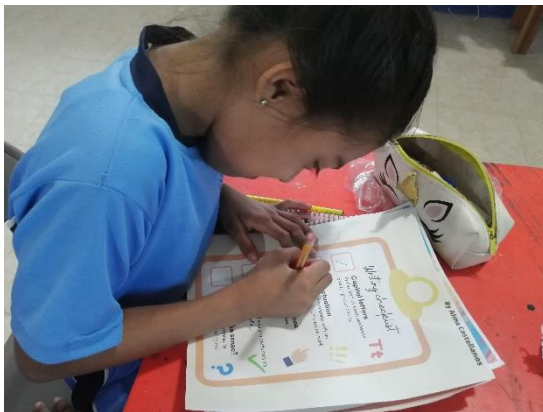
4.1 APPENDIXES

EXTRA EVIDENCES

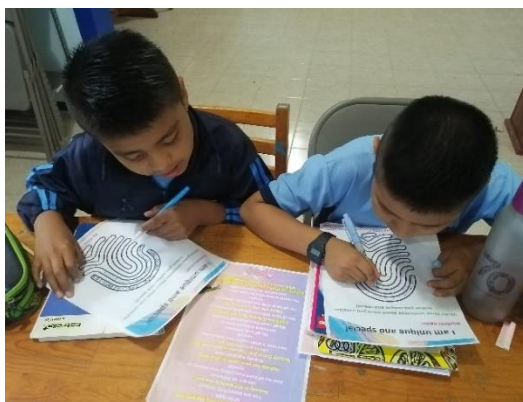
PORTFOLIOS



WRITING CHECKLIST



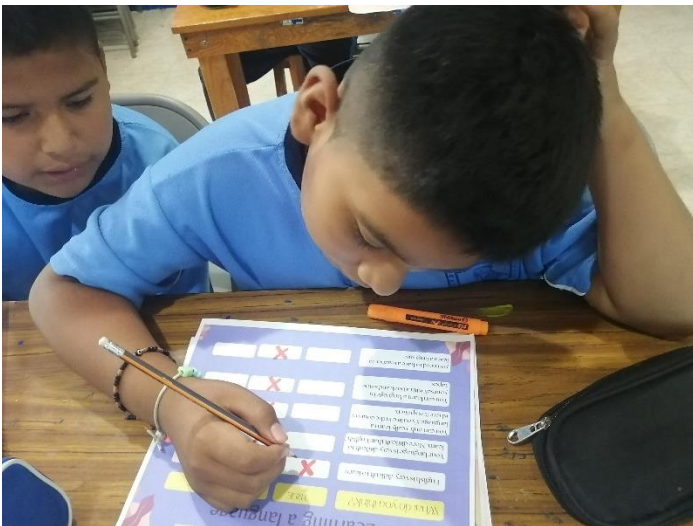
WRITING SECTION



COLLAGE



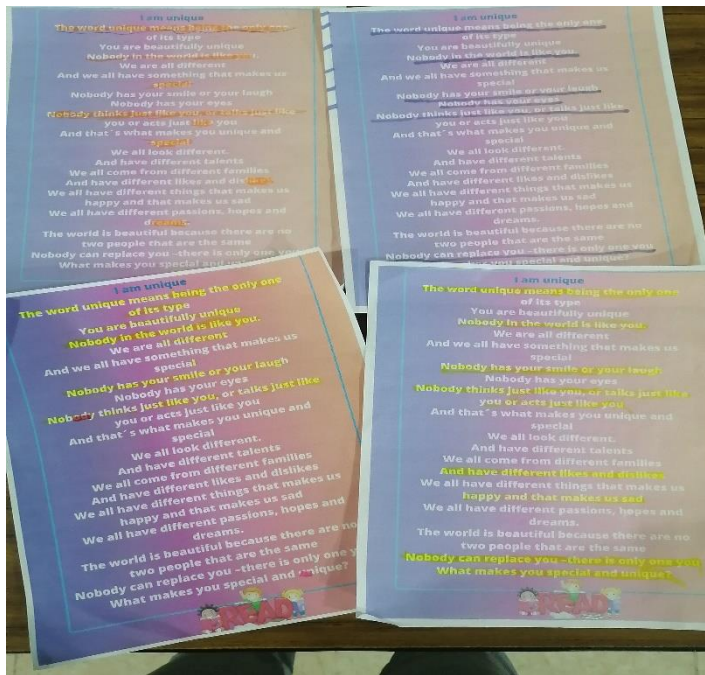
WORKING IN PAIRS



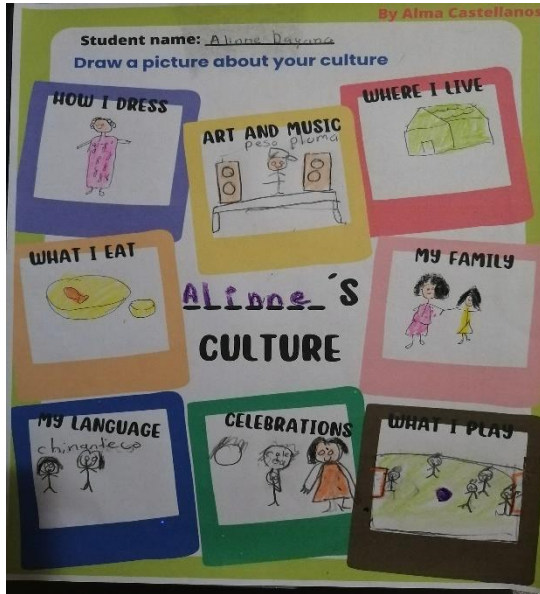
WRITING PRODUCTS



IDENTIFYING GRAMMAR STRUCTURE THROUGH A TEXT



LISTENING TASK



SPEAKING TASK

? LANGUAGES ?

How many languages do you speak?
two
Spanish
Chinanteco

Do you think your language is in danger from other languages?
Yes

STUDENT NAME
Natanael

Do you like learning other languages?
Yes

Have you visited an English speaking country?
No

Have you lived in an English speaking country?
Never

Do many people around the world speak your language?
No, only
in Arriadillo

Link to the material for the lesson plan

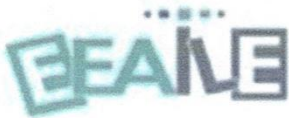
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[Link to listen the “Hello Song”](#)

<https://www.youtube.com/watch?v=kjwkMmdqmH4>

[Link to listen the watch the listening video](#)

https://www.canva.com/design/DAFmN3SU3sk/r7Hym-IM6mMuvkVSBGDkKw/watch?utm_content=DAFmN3SU3sk&utm_campaign=designshare&utm_medium=link&utm_source=publishsharelink



A 11 del mes de junio de 2023

Consejo de la Especialización en Enseñanza y Aprendizaje de Inglés como Lengua Extranjera
Coordinación de Posgrado

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ATENTAMENTE

FIRMA

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