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PROPUESTA DE INTERVENCIÓN EDUCATIVA

USE OF ENGLISH AS A SECOND LANGUAGE TO ENHANCE STUDENTS´ PARTICIPATION THROUGH INTERCULTURAL COMPETENCE

TRABAJO RECEPCIONAL

PARA OBTENER EL DIPLOMA DE

ESPECIALIZACIÓN EN ENSEÑANZA Y APRENDIZAJE DE INGLÉS COMO LENGUA EXTRANJERA, MODALIDAD EN LÍNEA

PRESENTA:

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SPECIALIZATION IN ENGLISH LANGUAGE TEACHING AND LEARNING AS FOREING LANGUAGE

FINAL PROJECT

"USE OF ENGLISH AS A SECOND LANGUAGE TO ENHANCE STUDENTS´ PARTICIPATION THROUGH INTERCULTURAL COMPETENCE"

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INTRODUCTION

With the increase in globalization, it is necessary to consider the development of intercultural competencies in language education, rather than focus only on communicative competencies.

Communicative competencies imply the interaction between only two cultures, the own culture and the one we are learning the language. These competences are used only to effectively understand what is said during a conversation, and to use the linguistic system appropriately, it is not about understand and interact with different cultures.

Intercultural competencies are more than simple exchanges of information, it is the building of relationships and engaging in communication even if the participants do not share ideas, values, or beliefs, it is about communicating effectively across diverse cultural contexts.

To make students interculturally competent, it is necessary not only to arouse their curiosity and openness to learn their own culture and other cultures in an open non-judgmental way but also to understand who they are, and to understand the people they are with.

It is about sharing and respecting different cultures and disappearing prejudices about what one believes to know about these cultures.

According to the Study Plan and Programs 2017 "Aprendizajes Clave", the Intercultural Competence, and the students´ needs of the third-grade group "C", in this document there are proposed some activities which will allow students to start with the development of their intercultural competences and focuses on the use of English as a second language to enhance their participation through intercultural competence.

The proposal is divided into the four chapters ahead:

Chapter I, it is described the current teaching context, the group characteristics where the proposal was applied, my identity and teaching philosophy, and the theory that underly my teaching practices.

Chapter II, it is attached the lesson plan, the rationale behind the activities proposed, the assessment tools, and some evidence of the students´ activities.

Chapter III, this chapter displays through an Experience Report the results of the activities applied.

Chapter IV, it is the conclusion of what I have done in the specialty and the design of this educational intervention proposal.

CHAPTER I

3.2. CURRENT TEACHING CONTEXT

1.1. School location and services.

Since 2017 I have been working in the public middle school Number 118 "Ricardo Flores Magón", located in Bandhi Street, Number 3, San Francisco Chimalpa Naucalpan de Juárez, State of Mexico.

The school works the morning and evening shifts; the morning shift covers from 7:00 am. to 01:10 pm., and the evening shift covers from 01:30 pm. to 07:40 pm.

It has the following facilities:

- A principal´s office.
- A vice principal´ office.
- 15 classrooms.
- A chemistry lab.
- An electrical atelier.
- A media room.
- Three administrative offices.
- A social work office, only for the morning shift.
- A library.
- A quartermaster´s room.
- Students´ bathrooms.
- A teachers´ room.
- Teachers´ bathrooms.
- Two sports fields.
- A lunch counter.
- A parking lot.

In the morning shift, there are fifteen groups, five groups of third grade (A, B, C, D, and E), five groups of second grade (A, B, C, D, and E), and five groups of first grade (A, B, C, D, and E).

The evening shift has ten groups, three groups of third grade (F, G, and H), three groups of second grade (F, G, and H), and four groups of first grade (F, G, H, and I).

1.2 Mission, Vision, and Values.

1.2.1 Mission:

Provide quality educational services through collaborative work, and provide students with knowledge, skills, and abilities that allow them to be competitive, join high school, and strengthen their knowledge and practice universal values.

1.2.2 Vision:

Promote the students' comprehensive development with significant knowledge, achieving an acceptable graduation profile; motivate them to participate in the teaching-learning process actively; prepare them for a productive life by strengthening their skills and positively transforming their social environment.

1.2.3 Values:

Practice universal values such as respect, justice, equality, equity, freedom, integrity, tolerance, responsibility, solidarity, loyalty, truth, ethics, and morality.

1.3. Socioeconomic context.

San Francisco Chimalpa is a small semi-urban community in the township of Naucalpan de Juárez. Most citizens are industrial workers and housewives, so their financial resources are limited, and education is not the priority.

Students do not have technological resources such as computers or the internet at home, likewise, getting other materials is difficult for them.

1.4. Teaching and language level.

I work with ten groups, seven groups of third grade, and three groups of second grade; each group is made up of between forty and forty-five teenagers.

The only classroom resources I have to work within my classroom are students' chairs, a whiteboard, a teacher's desk, and with a bit of luck, the internet; if I need any other material, I must bring it on my own.

According to the results of a diagnostic test applied the previous school year, the students' English level was very low. Therefore, in elementary school, the A1-A2 English level established in the 2017 English program was not reached.

Nowadays the students' English level is still low due to the following reasons:

a) The time of classes is insufficient, in middle school, there are just two hours and thirty minutes per week for English classes.

b) Most of the students did not have English classes in preschool and primary school, their first contact with the language is in middle school.

c) Students think that learning English is difficult.

d) At school we do not have enough resources to provide students with real practices of the language.

e) Students do not like the language, or they are not interested in learning it.

f) The student´s context does not allow them to realize the importance of learning and speaking English as a foreign language.

g) During the pandemic, many students did not have the resources and the opportunity to study online, and the educational lag increased.

h) Students are not emotionally well, so in classes, it is difficult to get and maintain their attention.

i) The English program is not realistic and according to our students' learning environment.

j) Students are afraid of making mistakes when they try to use the language.

1.5. Graduates´ Profile.

The graduates´ profile in English established in the plan and study programs 2017 "Aprendizajes Clave", mentions that students will be able to describe experiences, events, wishes aspirations, opinions and plans in English (SEP, 2017).

1.6. Group Characteristics.

The lesson plan was applied in the third grade group C. This group has three hours of English classes a Week, with a duration of fifty minutes per class.

In the group are thirty-seven students, twenty-two girls, and fifteen boys. Their ages are between thirteen and fifteen years old.

According to the Piaget stages of development (Beilin,1971), students are in the formal operational stage (adolescence through adulthood). Students (adolescents) who reach this stage of intellectual development are 11+. They can logically use symbols related to abstract concepts, such as algebra and science. They can think about multiple variables in systematic ways, formulate hypotheses, and consider possibilities. They also can ponder abstract relationships and concepts such as justice. The formal operational stage is the final stage of cognitive development, and that continued intellectual development in adults depends on the accumulation of knowledge.

1. IDENTITY AS A LANGUAGE TEACHER AND TEACHING PHILOSOPHY

I have a degree in middle school education with a specialization in foreign language, English. I studied at a Normal located in Toluca, State of Mexico, where I was taught pedagogy, the stages of the learning process, and teaching methodology.

I studied the English language at a private English language school in which its teaching methodology was based on the Common European Framework of Reference for Languages (CEFR), designed to provide a coherent and comprehensive basis for the elaboration of language syllabuses and curriculum guidelines, the design of teaching materials, and the assessment of foreign languages proficiency (Council of Europe, 2022).

The English classes were designed to develop the fourth language skills; Listening, Reading, Writing, and Speaking, as well as the use of English (grammar).

In the last year of my degree, I had the opportunity to apply for a scholarship to travel to the United States to take a one-month course in teaching English.

While I was studying in the United States, I could speak and practice the language with native English speakers and non-native English speakers.

Studying in a school in the United States allowed me not only to know the customs and traditions of the country but it was also the best opportunity to practice the language in a real context and enhance my English language skills.

After finishing the university, I obtained the First Certificate in English (FCE) and the CENNI (Certificación Nacional de Nivel de Idioma) certification with level 12, likewise, to start working as a teacher, it was necessary to attend a professional test to compete for a place in basic public education, fortunately, I got a place as an English teacher in the public middle school "Ricardo Flores Magón" where I have been working for six years.

Being an English teacher has not been easy, but every day since I started to work, I have been taking courses to update and improve my teaching practices to provide my students with significant and quality education, not long ago I got a master's degree in Education.

My "Teaching philosophy" has been mainly influenced by the behavioral (action-based) dimension and the language teaching approach "Social Practices of the Language". I had to adapt all my knowledge, experience, and emotions to what I could do with what I had (based on physical, psychological, and institutional factors).

My teaching position is mostly centered on the "Student-centered approach" and "The Social Practices of the Language" because those are related to what is established in the plan and educational programs of basic education in Mexico and the National English Program, however, with the changes that education is undergoing in our country and the challenges that our students must face due to the increase in the use of social networks, and the opportunities to interact with people from other cultures, it is important to take into consideration the development of

intercultural competencies rather than just focus on the social practices of the language.

The low English level of my students, the lack of resources in the school, and the decontextualized curriculum, represent a great obstacle to teaching through the Social Practices of the Language and the Intercultural Competence.

Most of the time, my students do not want to participate because they are afraid of making mistakes when using the language, therefore, to give my students self-confidence to use the language, it is necessary to provide them with vocabulary and grammar. After they have enough vocabulary and understood the way they can make sentences and phrases, they start to participate and correct their own mistakes.

As a teacher, I think learning English as a second language is essential to allow our students to get better job opportunities in this globalized world, have a better quality of life, and know other countries and cultures.

My goal is to provide my students with meaningful and quality learning, as well as achieve a balance between the "Social Practices of the Language" teaching approach and the teaching of vocabulary and grammar. And the intercultural cultural competence

I want my students to love the language and get self-confidence to speak the language.

2. LANGUAGE TEACHING THEORIES, METHODOLOGIES, APPROACHES AND TECHNIQUES.

Referring specifically to the second language acquisition/learning field in Mexico there are countless educational methodologies, approaches and techniques that can be applied in the teaching practices to achieve the expected learning stated in the Mexican middle school syllabus. The main language teaching theories, methodologies, and approaches that lead my teaching practices and my lesson plans are those listed below.

3.1. Study Plan and Programs 2017 "Aprendizajes Clave" and the Social Practices of the Language.

The subject of Foreign Language, English, considers two ample stages (Figure 1):

The first one is devoted to contact and familiarization for the initial grades of basic education (Preschool 3° and Elementary school 1° & 2°), its main purpose is to sensitize students with English as a foreign language by getting them involved in social practices of the language.

The second stage focuses on the rest of the grades (Elementary school from 3° to 6°, and Middle school 1°, 2° & 3°) and its main purpose is to achieve the competence and basic dominion of the language (SEP, 2017).

2.1.1. Purpose.

The general purpose of the subject of Foreign Language, English, is that students develop skills, knowledge, attitudes and learning strategies to participate and interact in oral or written *social practices of the language,* within different communicative and cultural contexts, habitual and well-known, with native and non-native speakers of English (SEP, 2017).

2.1.2. English proficiency levels with national and international references.

To determinate the extent and scope of the curricula, were created English proficiency standards. These constitute the basis to explore the language role and other forms of communication un students´cultural and social lives, as they progress through the educational system and towards their knowledge of the world. The standards were defined based on the analysis of the levels, descriptors, and the scales of two reference frameworks:

- The National Reference Framework, developed by the SEP, which offers its own descriptive scales of mastery and competence in English, as well as is equivalences with the international scales of the Council of Europe.

- The Common European Framework of Reference for Languages (CEFR). (Figure 2).

2.1.3. Language Teaching Approach.

The curricular proposal of Foreign Language, English, takes an action approach centered on *Social Practices of the Language.* These are oriented to the process and the integration of learning, and offer students opportunities to participate in several communicative exchanges that demand the appropriate use of knowledge, skills, attitudes and strategies, and to reflect on different aspects of language, language and culture (SEP, 2017).

3.2. Schools of Thought.

There are three schools of thought in the history of SLA, but the mainly theory I use in my classroom is the last one:

1. Behaviorism and structuralism.
2. Generative linguistics/grammar.
3. Sociocultural theory (EEAILE Lesson 5, 2022).

3.2.1. Sociocultural Theory.

The sociocultural theory has been inspired by Lev Vygotsky, who said that we learn languages as a result of the interaction between social and cognitive factors (EEAILE Lesson 5, 2022).

The SCT-mind (Sociocultural Theory of Mind) refers not only to the effects of cultural and social factors on the process of learning a second language (L2), but also it looks at the development of higher mental functions by using cultural and biological artifacts (EEAILE Lesson 7, 2022).

Cultural and biological artifacts take into account physical and cultural tools. The physical tools are, for example, textbooks, notebooks, pencils, etc., the cultural tool is for example, language (EEAILE Lesson 7, 2022).

The way this theory is applied in my classroom is related with the Social Practices of the Language stated in the Study Plan and Program 2017 "Aprendizajes Clave", which says that students most develop skills, knowledge, attitudes and learning strategies to participate in different communicative and cultural contexts (SEP, 2017).

3.3. The Monitor Model.

Stephen Krashen in the 1970s introduced a L2 learning model called the "Monitor Model," which sees the language as an information process where information takes place at a cognitive level (EEAILE Lesson 5, 2022).

The Monitor Model comprehends the following five hypotheses:

1. Acquisition/Learning Dichotomy.
2. Monitor Hypothesis.
3. Natural Order Hypothesis.
4. Input Hypothesis.
5. Affective Filter Hypothesis.

Within my classroom, only four of the five hypotheses mentioned above are applied: the Acquisition/Learning Dichotomy, the Monitor Hypothesis, the Input Hypothesis, and the Affective Filter Hypothesis.

3.3.1. Acquisition/Learning Dichotomy.

Krashen thought there were two ways to develop knowledge of a second language; acquisition or learning.

"***Acquisition*** *is a subconscious and incidental process. Learners pick up language implicitly by being exposed to it."* (EEAILE Lesson 5, 2022).

*"**Learning** is a conscious and intentional process."* (EEAILE Lesson 5, 2022).

After analyzing "acquisition" and "learning" of a second language, I realized that it is better to acquire the language rather than learn the language because the "acquisition of the language" would be more natural and fluid.

3.3.2. Monitor Hypothesis.

In this hypothesis, Krashen established that conscious learning is sometimes applied as a Monitor when learners test, verify and correct the utterances they have produced.

On the all, fluency in the production of utterances is originated from the acquired language system through active communication, not through conscious learning of language grammar rules.

Learners can monitor their language production to modify their output throughout the following conditions:

  a) Focus on form: that explains that "learners need to be focused on the form of the target language." (EEAILE Lesson 5, 2022).
  b) Knowledge of the rule.
  c) Time: "Learners need time to think about the rules in order to be able to use them." (EEAILE Lesson 5, 2022).

This hypothesis has been developed within my classroom when students have autocorrected their errors when interacting with their classmates.

3.3.3. Input Hypothesis.

The input hypothesis tries to explain *"how learners move from acquiring one structure to acquiring the next"* (EEAILE Lesson 5, 2022). It is possible through Comprehensible input.

But what is Comprehensible input? Comprehensible input includes all those written or spoken representations of the language to which the learner is exposed.

Krashen stated that learners should be exposed to a -just beyond- level of the current learners' development. He represented this hypothesis as follows: **i +1**; where **i** represents the learners' current level of development, and **+1** represents the -just beyond level- (EEAILE Lesson 5, 2022).

3.3.4. Affective Filter Hypothesis.

Learning an L2 language is a complex process, where learners must practice and be exposed to diverse and quality comprehensible input to enable them to learn basic and complex structures of the target language. To this; there are individual factors such as the affective filter that must be taken into account.

The affective filter can influence the learning process in either positive or negative ways; it is integrated by affective factors like motivation, attitude, self-confidence, and anxiety (EEAILE Lesson 5, 2022).

Krashen said that *"when students are nervous or anxious, their affective filter is high or up"* (EEAILE Lesson 5, 2022), and it would be difficult for learners to acquire the input.

On the other hand, *"if students are comfortable and calm their filter is lower, or their affective filter is down"* (EEAILE Lesson 5, 2022), making possible the acquirement of the input (Figure 3).

For language teachers, it is essential to maintain the students' affective filter down and create motivating and comfortable language learning environments in order to enable students to acquire the language in the best and most significant ways.

It is essential to provide my students a comfortable and safe learning environment to make them feel happy, confident and motivated to learn the language.

3.4. Input, Intake, Interaction, and Output in students´ learning process.

To explain the impact that concepts like input, intake, interaction and output have had on my students´ learning process inside our English classroom, it is necessary to understand and talk about the meaning of the above concepts.

3.4.1. Input.

It is the multiple written or spoken sources of language that learners are exposed to acquire the language. All those sources can be awarded from a teacher or the students themselves (EEAILE Lesson 6, 2022).

3.4.2. Intake.

Intake refers to all that input that learners are able to internalize (what they learn) (EEAILE Lesson 6, 2022).

3.4.3. Interaction.

Interaction, better known as The Interaction Hypothesis, was proposed by Michael Long that believed that interaction is more than an opportunity for learners to practice and acquire the language by the use of resources such as clarification requests, confirmation checks, repetitions, reformulations and recasts, also called interactional modifications (EEAILE Lesson 6, 2022).

- **Interactional modifications.**

  The Interactional Modifications are those resources that speakers use during an interaction to prevent or fix communication breakdowns.

  Communication breakdowns are *"problems with communication between two people, caused by a lack of language skill by one or both people"* (EEAILE Lesson 6, 2022).

  There exist three different types of interactional modifications:
  a) Confirmation checks: *"when someone you are talking with says something to clarify that they heard what they thought they heard"* (EEAILE Lesson 6, 2022).
  b) Reformulations: *"when someone repeats what you have just said to them, while making an implicit correction to the grammar or vocabulary, etc."* (EEAILE Lesson 6, 2022).
  c) Recasts: *"when the person you are talking with says something to give you another chance to make your meaning clear"* (EEAILE Lesson 6, 2022).

3.4.4. Output.

Output is how learners practice or apply what they have learned; however, it is also one of the best opportunities for learners to learn the language by noticing gaps in their interlanguage (EEAILE Lesson 6, 2022).

"Input" takes place during my English classes when students are exposed to diverse written or spoken sources to get in touch with the English language, for example when it is necessary to look over some specific vocabulary or information depending on the topic we will talk about. When students understand and appropriate the knowledge, we can say that students had "intake" the fundamental learning.

In the case of "interaction", it can be said that it exists but only as a social process, in other words, students can have just some practice of the language with their classmates, but there are no interactional modifications.

"Output" can be observed when students participate and obtain some written or spoken productions according to the activities proposed in the lesson plan.

3.5. Learner-Centered Approach.

The best learning experiences are interactive and the hands-on lessons allow students to move around and use multiple senses. These lessons need students to engage, discuss, draw, build, and collaborate to have a better understanding, retention, and in increase their skill fluency.

In this approach the teacher´s talk is limited and takes a role as facilitator of knowledge to help learners to learn rather than being the source of knowledge. Students get more responsibility to manage their own learning (Lisciandrello, 2022).

This approach gives students more participation and responsibility in their learning, even though as a teacher I do not have many participation, it does not mean that my role it is not important during the learning process.

3.6. Experiential Learning.

The experiential Learning Model proposed by Kolb include four stages in a cycle which provides the framework for the current English curriculum in Mexican junior high based on fostering competencies (EEAILE Lesson 10, 2022).

The four stages before mentioned are:
   a) Concrete Experience (doing).
   b) Reflective Observation (observing).
   c) Abstract conceptualization (thinking).
   d) Active Experimentation (planning).

3.6.1. Concrete Experience.

The Concrete Experience/trying or involving in "doing", is only based on doing the task, students do not reflect on it but have the intention to do it later (Sharlanova, 2004).

3.6.2. Reflective Observation.

In this stage it is necessary to return to the beginning point of the task and review what is done by distinguishing differences, paying attention and applying ideas to find results and sharing them with the others (Sharlanova, 2004).

After the reflective observation has finished, Kolb said that the task has had a transformation.

3.6.3. Abstract conceptualization.

The abstract conceptualization stage includes interpretation and understanding of the results, the learning involves more logic ideas (Sharlanova, 2004).

3.6.4. Active Experimentation.

This stage gives the opportunity to master the new knowledge to predict which is likely to happen later or which actions must be taken to improve the way the task is attended (Sharlanova, 2004).

3.7. Task Based Approach.

The Task Based Language Teaching approach (TBLT) places tasks as a central part of the teaching-learning process, and it allows students to be actively engaged in the processing of knowledge to achieve goals or complete tasks (EEAILE Lesson 11, 2022).

In this approach the teacher´s role is as a helper *"while students work at their own pace and within their own level and area of interest to process and continually restructure their interlanguage"* (EEAILE Lesson 11, 2022).

3.8. Dell Hymes.

Dell Hymes (1972) pointed out the importance of the social dimension of language and showed that there were different contexts of using the language that determined what was spoken, how it was spoken, and who could speak and understand.

Dell Hymes developed the model called S-P-E-A-K-I-N-G to identify and label the components of linguistic interaction.

The S-P-E-A-K-I-N-G model comprehends sixteen components joined up into eight groups that can be applied to many types of speech:

I. Setting and Scene*:*

Setting refers to the time, place, and general physical circumstances where a speech act takes place.

The scene is the psychological setting or the cultural definition of the scene (register of formality and sense).

II. Participants: Speaker and audience.

III. Ends: Purposes, objectives, and results.

IV. Act Sequence: Form and organization of the event.

V. Key: Establish the tone, manner, or spirit of the speech act.

VI. Instrumentalities: Forms and styles of speech.

VII. Norms: Social rules that lead the actions and reactions of the participants of the speech act.

VIII. Genre: The type of speech act or event.

3.9. Linguistic Competence

The theory of linguistic competence proposed by Noam Chomsky is mainly related with his theory of generative grammar, which says that a set of rules can be repeated

indefinitely to generate a vast number of sentences (grammar), the linguistic competence refers to the native speaker knowledge of the linguistic system (grammar) of his language, which is learned unconsciously (Abdulrahman, 2019).

3.10. Communicative Competence

The theory of communicative competence published by Dell Hymes (1971) states that an individual´s language behavior and communicative competence is not only the knowledge of the linguistic system (grammar) but also how an individual uses every small part of the language in a real social context.

3.11. Intercultural Competence

It may seem that the communicative and intercultural competencies are the same, but they are not. Communicative competence involves only two cultures, the own culture and the one we are learning the language. Communicative competencies are more about the effectively understanding of a language and not about understanding and interacting with other cultures.

However, intercultural competencies are more than simple exchanges of information, it is the building of relationships and engaging in communication even if the participants do not share ideas, values, or beliefs, it is about communicating effectively across diverse cultural contexts

3.12. Model of Intercultural Competence

According to Michael Byram´s (2002) model of intercultural competence, the intercultural competence is to recognize and interact effectively with people from different cultures from our own.

The following chart shows the components of such model:

COMPONENT	DESCRIPTION
INTERCULTURAL ATTITUDES	Curiosity and openness, readiness to suspend disbelief about other cultures

	and belief about one's own. Willingness to relativise one's own values, beliefs, and behaviours. Ability to "decentre".
KNOWLEDGE OF SOCIAL GROUPS	Knowledge of social groups and their products and practices in one's own and one's interlocutor's country, and of the general processes of societal and individual interaction.
SKILLS OF INTERPRETING AND RELATING	Ability to interpret a document or event from another culture, to explain it and relate it to documents or events from one's own.
SKILLS OF DISCOVERY AND INTERACTION	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.
CRITICAL CULTURAL AWARENESS	Ability to evaluate critically and on the basis of explicit criteria, perspectives, practices and products in one's own and other cultures and countries.

Taken from EEAILE, 2023

As it can be observed in the chart, the Byram´s model of intercultural competence states five components of the model: intercultural attitudes, knowledge of social groups, skills of interpreting and relating, skills of discovery and interaction, and critical cultural awareness

3.12.1. Intercultural attitudes.

It refers to the curiosity and openness each individual has to learn and interact with people from other cultures in an open non-judgmental way but also to understand who they are, and who are the people they are with.

3.12.2. Knowledge of social groups.

Interacting with people from other cultures makes you realize the cultural differences, by this interaction, you are developing intercultural competencies and getting an in-depth social knowledge (social groups).

3.12.3. Skills of interpreting and relating.

It refers to the ability to interpret and relate attitudes of people from other cultures in different situations and understand their point of view when dealing with such situations, Byram calls this perspective decentering (EEAILE, 2023).

3.12.4. Skills of discovery and interaction.

By the interaction with different cultures, it is acquired new knowledge of such cultures and it is developed the ability to use this information in real contexts.

3.12.5. Critical cultural awareness.

It is the ability to evaluate the own values, beliefs, and behaviors and the ones from other cultures, to respect and participate critically in intercultural exchanges.

3.13. Culture

According to EEAILE (2023), culture is "culture as shared language, beliefs, and values", and it has five characteristics.

I. **Culture is shared:** A group of people share social knowledge and have similar values and beliefs that allow them to interact effectively and harmoniously.

II. **Culture is contextual: "**A culture emerges out of a specific context, environment and history" (EEAILE,2023) making each culture different and unique.

III. **Culture is dynamic:** Cultures are always changing according to different contextual factors, such as the internet, technology, economy, etc.

IV. **Culture is learned:** Culture is learned from one generation to another, from family, from friends, and from people who are around us.

V. **Culture is unconscious:** Since we are born, we unconsciously start to learn our culture through the senses.

3.14. Schema Theory

The schema theory explains how learners use their prior knowledge to decode understand and learn from diverse information sources, this means that schema "is knowledge about the topic that individuals have already acquired through various experiences" (EEAILE, 2023 p. 10).

There are three types of schema knowledge; content, linguistic and formal schema.

a. **Content Schema.**

Content schema refers to the general background knowledge that the learners have about certain topics which come from their previous experiences. Learners make connections with new information from the information sources and that previous knowledge (content schema).

b. **Linguistic Schema.**

EEAILE (2023 p.13) states that linguistic schema refers to "the linguistic information we have stored in our mind in order to decode words and their meanings", it means that linguistic schema is all that knowledge a learner has about vocabulary and grammar.

c. **Formal Schema.**

Formal schema refers to the background knowledge that comes from formal structures of different information sources like essays, scientific articles, letters, newspaper articles, etc.

3.15. Teachers' Role

In an EFL classroom, the teacher takes on many different roles depending on the activities planned and their students' characteristics. For teachers, every day in the classroom is very challenging, because he/she must deal with different interests, backgrounds, ideas, likes, and traditions. Furthermore, teachers have to be able to

provide their students with a safe multicultural context by attending diversity as a strength and not as a weakness.

3.15.1. Roles of an intercultural language teacher.

a) Mediator

This role consists of the teacher setting the appropriate conditions for negotiating meaning, attitudes, and classroom interactions between students and their context.

b) Ethnographer and researcher

For this role, it is important that teachers recognize the students' needs, personal worldviews, cultural, and economic backgrounds to link the students´ prior knowledge with the new knowledge.

c) Agent of change

Teachers facilitate the students´ learning by giving them input to understand, communicate, and actively participate in intercultural exchanges.

d) Learner

Teachers are always learning new things, acquiring new teaching strategies, and developing new teaching skills, teachers do not have absolute knowledge, but they are always concerned about staying updated to help and guide their students.

e) Mentor

"Mentors serve as role models, acclimate new teachers and students and advise them on instruction, learning, and politics." (EEAILE,2023)

CHAPTER II

4. RATIONALE BEHIND THE LESSON PLAN

The activities in the lesson plan were not only chosen according to the English language level of students and their needs but also were chosen to develop intercultural competencies.

Its design was thought to enhance the students´ participation in the use of English as a second language through the social practices of the language and the intercultural competence

Those activities may seem simple and easy, but according to the students' language level and their developed communicative skills, the activities will be very challenging for them.

As can be seen in the lesson plan the activities mainly consist of students searching for information and sharing that information with their classmates. Some of the purposes of these activities is to get students involved in an intercultural context, make them participate actively in their language acquisition, and to know and understand some traditions and lifestyles of other cultures and countries.

The daily work during our English classes, most of the time is guided by me as a teacher, this time I want the students to be the ones who guide and choose what they want to learn and share with their classmates, as a teacher I must be a monitor and moderator of the activities developed by the students.

The activities in the lesson plan will take place over seven weeks, that is, 20 class sessions.

- **Lesson 1.**

During this first lesson to elicit my students´ prior knowledge about different cultures I will reproduce the song "Let it go" sung in different languages, this activity will allow students to identify diverse languages and understand that there are many more cultures besides one's own. Also with digital slides, I will present the project "A travel

around the world" and the importance of interacting with different cultures. Furthermore, I will explain how this project should be developed.

The use of digital slides will draw the attention of my students and arouse their curiosity to learn about other cultures.

To develop the project, it is necessary for students to join five teams, and each team will choose one of the following countries to investigate their culture and share the information with the whole group: England, Brazil, South Korea, Egypt, or Australia.

- **Lessons 2 - 4**

During these three lessons, students will have the opportunity to look for information about the country they have chosen and prepare the following activities to present the information selected:

a) **Digital presentation (digital slides).**
   Each team must do some digital slides to present the following information of the country chosen:
   - ✓ Flag of the country.
   - ✓ Geographical location.
   - ✓ Language.
   - ✓ Greetings.
   - ✓ The most known of the country internationally.

   They can use the digital platform they prefer, PowerPoint, cava, presi, etc.

b) **Confection of the typical costume of the country.**
   Each team must confection the typical costume of the country with the materials they prefer.

c) **Selection and presentation of a typical song of the country.**
   Each team must choose a typical song of the country and present it for the first time using the original video of the song to allow students to observe

the style of music it is and somehow of its culture. The video can be downloaded from the YouTube platform.

The second time the song is played the team must use a video showing the lyrics of the song in its original language and in Spanish, then if it is possible, also in English.

d) **Selection and presentation of one of the traditions of the country.**

Each team must choose one of the traditions of the country, investigate it and present it to the whole group, to present it students can use digital slides or any other material, they are totally free to choose the way they want to share this information.

e) **Selection and presentation of a typical game of the country, as well as some of its traditional dishes.**

These activities are for the last class session, each team must choose a typical game of the country and some of its traditional dishes, they must explain the ingredients they used to prepare the traditional dishes and play the game with their classmates.

f) **Decoration of the classroom with representative ornaments of the country chosen.**

This activity will take place at the time when each team must present their country and its culture, students must choose some representative ornaments of the country and decorate the classroom, with the purpose of creating an environment closer to the culture that will be presented.

▪ **Lessons 5-19**

The following fifteen class sessions students by teams will present all the above information about the country they chose.

- **Lesson 20**

In this last class session students will answer some questions in order to share their opinion about each country presented, this session will be guided one more time by the teacher.

Assessment

To assess the developed activities, were designed two rubrics, the first one was an Oral Presentation Rubric **(Appendix 3)**, used to assess the students´ exhibitions. The second rubric was a Writing Rubric to assess the students´ writings where they express their opinions about knowing another cultures and languages **(Appendix 4)**. The assessment was formative and qualitative.

5.   LESSON PLAN

LESSON PLAN				
Teacher:	Sarai Santiago		**Program:**	Aprendizajes Clave
Content:	Cultural habits, A travel around the world.			
Time:	Six weeks.			
SOCIAL LEARNING ENVIRONMENT	Familiar and community.			
COMMUNICATIVE ACTIVITY	Exchanges associated with specific purposes.			
SOCIAL PRACTICE OF THE LANGUAGE	Talk about cultural habits of different countries.			
ACHIEVEMENTS	▪ Negotiate topic of conversation (cultural habits). ▪ Exchange approaches and opinions about cultural habits. ▪ Ask and answer questions to deepen cultural habits. ▪ Manages strategies to sustain and conclude conversations about cultural habits.			
Grade:	3rd		**Students´ language level:**	A1- A2

DIDACTIC SEQUENCE				
LESSON 1				
ACHIEVEMENT:	▪ Negotiate topic of conversation (cultural habits). ▪ Exchange approaches and opinions about cultural habits. ▪ Ask and answer questions to deepen cultural habits.			
TIME:	▪ 45 minutes to present and explain the project (class session). ▪ A week to prepare and organize the project (lesson 2, 3 & 4).			
Developed skills:	Speaking	Listening	Reading	Writing
	X	X	X	X

Pre - activity

▪ T (teacher) elicits the student´s prior knowledge about different languages and cultures by playing the song "Let it go" in different languages **(Appendix 1)**.
▪ Then, T asks to Ss (students) "What languages did you identify in the song? and What other cultures do you know?"

While - activity

▪ T presents to Ss the topic of the cultural project they will develop during the next month (A travel around the world) and explains the importance of learning about other cultures **(Appendix 2).**
▪ T and Ss make five teams to work together the cultural project.
▪ Each team choose a country (England, Brazil, South Korea, Egypt or Australia) they have to investigate and present about.
▪ T explains to Ss what they have to investigate and present about the country they chose **(Appendix 2)**.

Post - activity

▪ T solves doubts about the project.
▪ Each team get organized to investigate and prepare their presentation.

	▪ T gives Ss a, oral presentation rubric **(Appendix 3).**

Resources:	▪ Audio file (song) **(Appendix 1).** ▪ Digital slides **(Appendix 2).** ▪ Oral presentation rubric **(Appendix 3).** ▪ Computer. ▪ Projector. ▪ Markers ▪ Speakers. ▪ Dictionaries.
Observations:	Ss will have a week to investigate and prepare their presentations, during the class sessions T will review the research and work of each team.

LESSON 5 - 19

ACHIEVEMENT:	▪ Ask and answer questions to deepen cultural habits. ▪ Manages strategies to sustain and conclude conversations about cultural habits.
TIME:	▪ Three class sessions of 45 minutes per team.

Developed skills:	Speaking	Listening	Reading	Writing
	X	X	X	X

Pre - activity

- Ss prepare their presentations of the country they have chosen.
- Ss decorate the classroom with representative ornaments of the country they have chosen.

While - activity

- Ss present during the first class session the country they have chosen by using digital slides (flag, geographical location, language, the most known of the country internationally, and greetings).
- Ss present during the second class session the costume and typical music of the country, as well as their most important tradition.
- Ss present during the third class session a game and typical food of the country.

Post - activity

- At the end of each class session, Twill asks to Ss some questions about the country presented.

Resources:	▪ Digital slides or the materials Ss chose to present their country. ▪ Typical outfit of the country (made with the materials chosen by each team). ▪ Audio file of the typical music of the country. ▪ Computer. ▪ Projector. ▪ Markers. ▪ Speakers. ▪ Dictionaries.
Observations:	During the three class sessions, all Ss have to embrace the culture that is being presented.

LESSON 20

ACHIEVEMENT:	Exchange approaches and opinions about cultural habits
TIME:	45 minutes.

Developed skills:	Speaking	Listening	Reading	Writing
	X			X

Pre - activity

- T asks to Ss "what were the countries presented during the last weeks?"

While - activity

- Ss answer the following questions in their notebooks: - What was your favorite country? Why? - What did you like the most about this country? - What did you not like about this country? - Would you like to travel to this country? Why? - Ss write a short paragraph giving their opinion about the importance of knowing different countries.	

Post - activity	
- Ss share some of the answers they wrote. - Ss give to the T their short paragraphs to be assessed by using a writing rubric **(Appendix 4).**	
Resources:	- Markers. - Students´ notebooks.
Observations:	

6. POSSIBLE SOLUTIONS TO PROBLEMS THAT MAY ARISE WHILE CARRYING OUT THE ACTIVITIES

During the development of the lesson plan, there are some problems that could arise:

a) **Insufficient time for the development of activities**

Due to the kind of activities planned, there is a possibility that time could be insufficient to develop such activities, however there is no problem, it is important to remember that the lesson plan is flexible and can have some changes according to the students' needs and the teacher´s needs.

b) **That students cannot use digital resources due to their economic and material resources.**

The use of digital resources it is important, but it is not the only way in which students can work and present their activities, they can use the materials they prefer and can acquire according to their economic needs. The only requirement to work is that they must be creative with elaboration of their materials.

c) **Students are afraid of public speaking**

This problem could be the one that makes the development of the project more difficult, however from the beginning it will be stablished that the exhibitions will be carried out and attended in the most respectful possible way, even if they make some mistakes, it would not be a problem, since they could correct them in future works and improve little by little.

CHAPTER III

7.   LESSON PLAN IN ACTION (VIDEO CLASS)

To watch the video class, click on the following link:

https://youtu.be/k0R7biCCEZw

8.   RESULTS

LESSON	ACTIVITY	RESULT
Lesson 1	**Pre-activity / Warm up**	During this activity, the students participated actively, and it was possible to elicit their background knowledge about different languages, countries and cultures **(Appendix 5)**.
	While-activity and Post-activity / Project presentation and team integration	This activity consisted of the presentation of the project "A travel around the world", I as the teacher explained what the project consisted of and what the students had to research and prepare for their own presentations **(Appendix 6)**. The students got together in teams, chose a country to research and started to organize their presentations **(Appendix 7)**.
Lesson 2, 3 & 4	**Pre-activity, While-activity and Post-activity /Research, organization, and project preparation.**	During this time, the activities were developed during three class sessions, the students after searching for information about their country, began to prepare their presentations and materials to share with the whole group the information found. During the development of these activities, the students proposed to make their presentation in English and Spanish to

		better understand all the information **(Appendix 8)**.
Lesson 5-19	**Students´ Project Presentation**	The students presented the information found, they decided to do it using digital slides **(Appendix 9)**. As you can see in the video, they did not have the best pronunciation, but according to their level of English and their lack of practice, they did a good job.
	Note	The presentations have not yet been completed, but as the students present their information, they become more enthusiastic about learning about other countries.
	Reflection	At first glance, the development of the established achievements may not be noticed, however, as a teacher, I have been able to notice the gradual progress that the students have had, in previous sessions, they did not dare to participate at all using the English language. During the development of this project, I have observed the students more confident with their participation and work, it is necessary to modify the assessment rubrics to evaluate each one of their presentations, since they are a little advanced for the level that the students can reach.

	To assess students answer some questions and write a short paragraph expressing the importance of knowing new cultures **(Appendix 10)**.

CHAPTER IV

CONCLUSION

Education in Mexico throughout history has suffered innumerable changes and reforms, always looking to offer quality education to respond to the requirements of this world globalized.

As educators it is necessary to be constantly updated; we must learn new things, improve, and develop new skills, as well as acquire new strategies and teaching methodologies to adapt our teaching practices to what is established in current study plans and programs, taking into account the social context of our students, their strengths, weaknesses, opportunities, academic level and the fundamental learning to be developed, and thus offer them better learning opportunities.

The development of intercultural competences is very important due to the increase in the use of social networks. Nowadays our teenagers have more opportunities to interact with people from different cultures and countries.

EFL teachers have the obligation to help students to develop intercultural competences that allow them to live harmoniously and respectfully with people from different cultures in order to promote healthy coexistence and optimal personal and professional development of each one of them.

The acquisition of intercultural skills will occur gradually, it is not something that can be developed from one day to another, however I am sure that it is not impossible and that little by little our young students will become interculturally competent.

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APPENDIXES

Figure 1.

ORGANIZACIÓN EN CICLOS

Taken from: https://www.planyprogramasdestudio.sep.gob.mx/sec-intro-Lengua-Ext-Ingles.html

Figure 2.

NIVELES DE DOMINIO Y COMPETENCIA DEL MARCO COMÚN EUROPEO DE REFERENCIA	
C2 (maestría)	Es capaz de comprender con facilidad prácticamente todo lo que oye o lee. Sabe reconstruir la información y los argumentos procedentes de diversas fuentes, en lengua hablada o escrita, y presentarlos de manera coherente y resumida. Puede expresarse de manera espontánea, con gran fluidez y un grado de precisión que le permite diferenciar pequeños matices de significado incluso en situaciones de mayor complejidad.
C1 (dominio operativo eficaz)	Es capaz de comprender una amplia variedad de textos extensos y con cierto nivel de exigencia, así como reconocer sentidos implícitos en ellos. Sabe expresarse de forma fluida y espontánea sin muestras muy evidentes de esfuerzo para encontrar la expresión adecuada. Puede hacer uso flexible y efectivo del idioma para fines sociales, académicos y profesionales. Puede producir textos claros, bien estructurados y detallados sobre temas de cierta complejidad, mostrando un uso correcto de los mecanismos de organización, articulación y cohesión del texto.
B2 (avanzado)	Es capaz de entender las ideas principales de textos complejos que traten de temas concretos y abstractos, incluso si son de carácter técnico, siempre que estén dentro de su campo de especialización. Puede relacionarse con hablantes nativos con un grado suficiente de fluidez y naturalidad de modo que la comunicación se realice sin esfuerzo por parte de ninguno de los interlocutores. Puede producir textos claros y detallados sobre temas diversos, así como defender un punto de vista sobre temas generales indicando los pros y los contras de las distintas opciones.
B1 (umbral)	Es capaz de comprender los puntos principales de textos claros y en lengua estándar si tratan sobre cuestiones que le son conocidas, ya sea en situaciones de trabajo, estudio o tiempo libre. Sabe desenvolverse en la mayoría de las situaciones que pueden surgir durante un viaje por zonas donde se utiliza la lengua. Es capaz de producir textos sencillos y coherentes sobre temas que le son familiares o en los que tiene un interés personal. Puede describir experiencias, acontecimientos, deseos y aspiraciones, así como justificar brevemente sus opiniones o explicar sus planes.
A2 (plataforma)	Es capaz de comprender frases y expresiones de uso frecuente relacionadas con áreas de experiencia que le son especialmente relevantes (información básica sobre sí mismo y su familia, compras, lugares de interés, ocupaciones, etc.). Sabe comunicarse a la hora de llevar a cabo tareas simples y cotidianas que no requieran más que intercambios sencillos y directos de información sobre cuestiones que le son conocidas o habituales. Sabe describir en términos sencillos aspectos de su pasado y su entorno, así como cuestiones relacionadas con sus necesidades inmediatas.
A1 (acceso)	Es capaz de comprender y utilizar expresiones cotidianas de uso muy frecuente, así como frases sencillas destinadas a satisfacer necesidades de tipo inmediato. Puede presentarse a sí mismo y a otros, pedir y dar información personal básica sobre su domicilio, sus pertenencias y las personas que conoce. Puede relacionarse de forma elemental siempre que su interlocutor hable despacio y con claridad, y esté dispuesto a cooperar.

Taken from: https://www.planyprogramasdestudio.sep.gob.mx/sec-intro-Lengua-Ext-Ingles.html

Figure 3.

Affective filter	Learning	Causes for the level of the filter
⬆	⬇	• Shy students • Negative previous experiences with speakers of English • Nervous about speaking in front of people • Not related to professional or personal goals
⬇	⬆	• Has native-speaking (NS) friends • Wants to study/live abroad • Wants to be a language teacher • Loves public speaking

Taken from: http://eeaile.upnvirtual.edu.mx/mod/book/view.php?id=4470

Appendix 1.

Video of the song "Let it go": https://www.youtube.com/watch?v=BS0T8Cd4UhA

In 25 Languages
BEHIND THE MIC

vevo

Let It Go - Behind The Mic Multi-Language Version (from "Frozen")

Appendix 2.

Appendix 3.

Oral Presentation Rubric

CRITERIA	NEEDS IMPROVEMENT (5 points)	STRONG (8 points)	EXCELLENT (10 points)
Greeting/ Farewell	Introduces the topic but, does not greet to the audience, and the main idea is not repeated at the end to sum up.	Greets and introduces the topic to the audience but the main idea is not repeated at the end to sum up.	Greets, introduces the topic to the audience, and the main idea is repeated at the end to sum up.
Topic management	Has little or no idea of what the topic is, and reads all time he/she is presenting the information.	Manages the topic mostly very well, and reads or looks the material more than once to remember the information.	Manages the topic fluently and does not read, uses the material only to support the speech.
Organization	The speech and information is a little organized, but it is difficult to follow the presentation because the ideas are not well interconnected.	The speech and information is generally organized and almost all information is presented in a logical order.	The speech and information is well organized and presented in an easy to-follow, logical, and clear manner.
Body language and nonverbal expresion	Reads all the time and does not keep eye contact during the speech, there are some nerves expressions.	Reads half of the time but he/she is continuously oriented to the audience and tries to keep eye contact during the speech, there are some nerves expressions.	Does not read, he/she is all time oriented to the audience and keeps eye contact during the speech, there are not any nerves expressions.
Visual and audio resources	Uses acceptable quality material, but does not use it in the right way.	Uses good quality material to support the speech, and it is usually used in the right way.	Uses high quality material to support the speech, and it is used in the right way.

Use of the language	The pronunciation must improve but the speaker makes an effort, and both vocabulary and grammar does not often correspond to the expected English level.	The pronunciation is often nice and both vocabulary and grammar usually correspond to the expected English level.	The pronunciation is nice and both vocabulary and grammar correspond to the expected English level.
Length of presentation	It is too long or too short, uses more than ten minutes above or below the stipulated time.	Uses most of the time effectively within three minutes above or below of the stipulated time.	Uses the time effectively.
Total score			

CONVENTIONS CHART

Points	Total score
66 - 70	10
41 - 55	9
36 - 40	8
31 - 35	7
30 or less	6

Appendix 4.

Writing Rubric

| CRITERIA	NEEDS IMPROVEMENT (5 points)	STRONG (8 points)	EXCELLENT (10 points)
Purpose	Accomplishes the purpose of the assignment partially. Little or not supporting data or data presented was not relevant or specific.	Accomplishes the assignment in a capable manner. Almost every topic is covered but they are not completely supported in specificity, accuracy, and reference.	Accomplishes the purpose of the assignment completely and in an excellent manner. Every topic is supported by specific and relevant data.
Organization	Lacked sense of unity and order, ineffective transitions, ineffective opening, and closing.	Adequate sense of unity and order, most transitions effective, clear opening and closing.	Exceptional clear sense of unity and order, logical transitions, highly effective opening and closing.
Vocabulary	Uses a limited vocabulary that is below the expected level; some words are unrelated to the topic.	Uses basic vocabulary, some words may be inaccurate or unrelated to the topic.	Uses a variety of relevant and accurate vocabulary related to the topic.
Grammar	Demonstrates lower understanding of English conventions with frequent errors.	Demonstrates an average understanding of English conventions with a low amount of errors.	Demonstrates an excellent understanding of English conventions with limited errors.
Word Count	10 - 19 Words	20 – 39 Words	40 – 50 Words

Writing Rubric

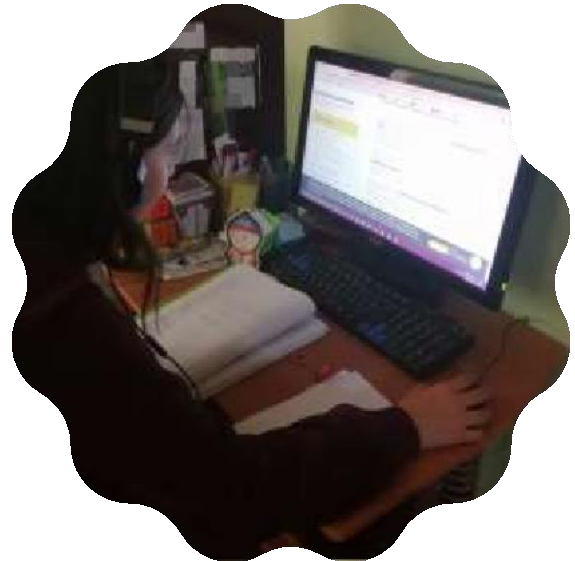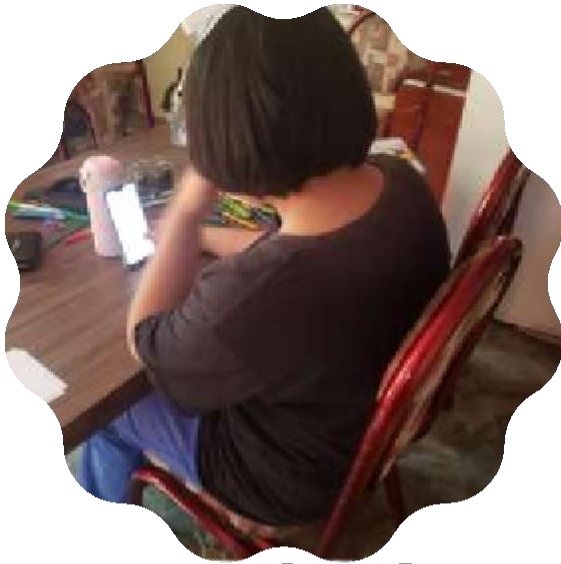| CONVENTIONS CHART	
Points	Total score
46 - 50	10
41 -45	9
36 - 40	8
31 - 35	7
30 or less	6

Appendix 5.

Appendix 6.
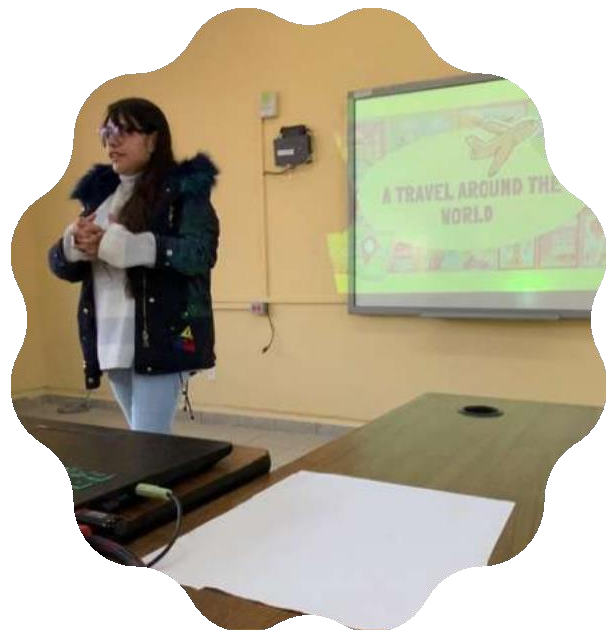
Appendix 7.

Appendix 8.

LANGUAGE *spoken*

South Korea has one official language: Korean, although Japanese, English, and Mandarin are widely spoken and understood.

...ars represent the Brazilian states and the Federal design

UBICACION GEOGRAFICA

It Is located in eastern south America, with a total área of 8,511,965 km.

Se ub
una s

FLAG
• SOUTHERN CROSS
• THE UNION JACK
• THE COMMONWEALTH STAR
• BLUE BACKGROUND

Appendix 9.

Appendix 10.

platillos tradicionales

What was your favorite country? Why?
Australia, for its culture and its dishes

What did you like the most about this country?
the traditions

What did you do not like the most about this country?
Greetings

Would you like to travel to this country?
yes

Appendix 11

PEER OBSERVATION CHECKLIST

GENERAL INFORMATION			
Teacher:			
Observer:			
Middle School:			
Type of school:			
Date:			
Students´ grade:	**Students´ English language level:**		**No. students:**
Topic / Content:			
Achievement of the lesson:		**Time:**	

No. lesson:	**Type of lesson:**	To introduce	
		To reinforce	
		To assess	
Principle type of lesson:	Listening	Reading	Writing	Speaking
Developed language skills:	Listening	Reading	Writing	Speaking

CLASSROOM FEATURES

Instruction: Check **(X)** the corresponding option.

Indicator	Yes	No
Is the size of the classroom adequate for the number of students?		
Are there enough seats for each student?		
Is there a whiteboard or a blackboard?		
Does the classroom have electricity?		
Are there speakers or any other audio system?		
Is there a television or a projector?		
Is there a computer?		

LISTENING MATERIALS FEATURES

Instruction: Check **(X)** the corresponding option.

What type of material did the teacher use?	**Authentic material**	**Non-authentic material**	**Both**
What type of listening material did the teacher use?	**Live listening materials**	**Recorded listening materials**	**Both**
	Audio materials	**Audio-visual materials**	**Both**

What type of audio material did the teacher use?			

Write if there were other materials used:	

	Yes	No
Were the audio materials used suitable for the students?		

LISTENING LESSON

Instruction: Check **(X)** the corresponding option.

	Yes	No
Did the listening lesson have a pre-listening, listening, and post-listening stage?		

Interactional patterns throughout the lesson:	Teacher-Students	Students-Students	Both

TEACHER / INSTRUCTOR

Instruction: Check **(X)** the corresponding option.

Indicator	Observed	Not observed
Clearly communicates the purpose of the class session and the activities.		
Asks students for feedback on the effectiveness of instruction.		

	Observed	Not observed
Contextualizes and organizes the lesson around content-based thematic concepts.		
Elicits students' prior knowledge and experiences.		
Creates opportunities to make students participate actively.		
Challenges students to think analytically.		
Uses concrete examples or illustrations that clarify the audio-visual material.		
Uses body language, eye contact and encourages questions to communicate effectively.		
Reinforces concepts and language seen.		
Makes effective use of wait time during Teacher-Students interactions.		
Acknowledges all students' comments, responses, questions, and contributions.		

STUDENT / LISTENER

Instruction: Check **(X)** the corresponding option.

Indicators	Observed	Not observed
Can connect their prior knowledge to the new knowledge.		
Actively participate when it is necessary.		
Are comfortable asking questions.		

Observations:

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DECLARATION LETTER:

I declare that the following **"*PROPUESTA DE INTERVENCIÓN EDUCATIVA USE OF ENGLISH AS A SECOND LANGUAGE TO ENHANCE STUDENTS´ PARTICIPATION THROUGH INTERCULTURAL COMPETENCE".*** is entirely my own work and that it is written in my own words and not those copied directly from any source, except for those properly acknowledged.

I understand if I omit to cite in any document signed under my name, I am committing plagiarism, which is unaccepted in any academic environment, and it is a serious violation of the institutional regulations, stated by the Guidelines for Academic Honesty in Citation and References included at http://eeaile.cealupn.net/pluginfile.php/2441/mod_resource/content/1/eeaile_1_00_Academic%20Guidelines%20for%20Citation%20and%20References.pdfm "*Participants must be aware of norms for Academic honesty. The following are the policies that the Specialization has adopted, based on Georgia State University (http://www2.gsu.edu/~wwwfhb/sec409.html) and Universidad Pedagógica Nacional policies. As members of the academic community, students are expected to recognize and uphold standards of intellectual and academic integrity. The program assumes as a basic and minimum standard of conduct in academic matters that students be honest and that they submit for credit only the products of their own efforts. Both the ideals of scholarship and the need for fairness require that all dishonest work be rejected as a basis for academic credit. They also require that students refrain from any and all forms of dishonorable or unethical conduct related to their academic work.*"[1]

Definitions and Examples

The examples and definitions given below are intended to clarify the standards by which academic honesty and academically honorable conduct are to be judged. The list is merely illustrative of the kinds of infractions that may occur, and it is not intended to be exhaustive. Moreover, the definitions and examples suggest conditions under which unacceptable behavior of the indicated types normally occurs; however, there may be unusual cases that fall outside these conditions which also will be judged unacceptable by the academic community.

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[1] EEAILE-CEAL. UPN. Guidelines for Academic Honesty in Citation and References. http://eeaile.cealupn.net/pluginfile.php/2441/mod_resource/content/1/eeaile_1_00_Academic%20Guidelines%20for%20Citation%20and%20References.pdf

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

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

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

TITULO QUINTO: De las sanciones y recursos.

CAPITULO 1. De las sanciones

III. Baja definitiva en los siguientes casos:

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

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[2] Reglamento General para estudios de posgrado de la UPN.
http://137.135.91.197/normateca/index.php/category/6-reglamentos-internos.html