



UNIVERSIDAD PEDAGÓGICA NACIONAL

UNIDAD AJUSCO

PROPUESTA DE INTERVENCIÓN EDUCATIVA

**DEVELOPING LISTENING SKILLS AND IMPROVING VOCABULARY USING
VIDEOCLIPS**

TRABAJO RECEPCIONAL

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

PRESENTA:

JUANA ARIANA MARTINEZ OLVERA

ASESOR: GERNOT POTENGOWSKI

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JUANA ARIANA MARTINEZ OLVERA

GERNOT RUDOLF POTENGOWSKI

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INTRODUCTION

In order to get our students to fully master a language, the four basic skills of language have to be interconnected as they are essential for effective communication in any language. When teaching language skills, it is important to integrate cultural awareness and interculturality, as culture plays a significant role in shaping language use and communication patterns.

Listening: Listening involves the ability to understand spoken language and interpret meaning from auditory input. It is not only about understanding the words, but also the tone, intonation, and cultural cues embedded in the speech. In an intercultural context, listening skills are crucial for understanding different accents, dialects, and communication styles from diverse cultures. For example, listening to authentic audio recordings or videos of people from different cultures can expose students to different accents, speech patterns, and cultural norms, helping them develop cross-cultural listening skills.

Speaking: Speaking involves the ability to produce spoken language and communicate effectively with others. In an intercultural context, speaking skills require not only the use of appropriate vocabulary and grammar, but also the understanding of cultural norms, customs, and non-verbal communication cues. For example, understanding the appropriate ways of greeting, addressing others, or expressing politeness in different cultures can significantly impact successful communication. Incorporating role-plays, discussions, and real-life communication tasks that reflect diverse cultural situations can help students develop intercultural speaking skills.

Reading: Reading involves the ability to understand written language and comprehend meaning from texts. In an intercultural context, reading skills go beyond language comprehension to cultural understanding. Reading authentic texts from diverse cultures, such as articles, short stories, or news, can expose students to different perspectives, beliefs, and values, providing opportunities to analyze and reflect on cultural similarities and differences. This can enhance intercultural reading skills, including critical thinking, inference, and intercultural awareness.

Writing: Writing involves the ability to produce written language and communicate effectively through written texts. In an intercultural context, writing skills require not only the use of appropriate language, but also the understanding of cultural conventions, such as writing styles, formats, and tone. Incorporating writing tasks that encourage students to reflect on their own cultural backgrounds and compare them with other cultures can promote intercultural writing skills. Additionally, using technology tools, such as word processing software or language learning apps, can facilitate collaborative writing activities and provide opportunities for peer feedback and cultural exchange.

Integrating intercultural activities into language lesson planning can help students develop cultural awareness and enhance their intercultural competence. Here are some examples of intercultural activities that can be incorporated into the lesson framework:

Cultural Comparisons: Provide opportunities for students to compare and contrast their own culture with the target culture. This can be done through discussions, group activities, or written assignments that encourage students to reflect on similarities and differences in customs, values, traditions, and communication styles between their own culture and the target culture. This can help students develop a deeper understanding of cultural diversity and foster empathy towards other cultures.

Authentic Cultural Materials: Use authentic materials, such as videos, articles, songs, or stories, that reflect the target culture. These materials can expose students to real-life language use, cultural practices, and perspectives, and help them develop intercultural understanding. Encourage students to analyze and reflect on the cultural elements present in the materials, and facilitate discussions or written reflections to deepen their cultural awareness.

Role-plays and Simulations: Use role-plays or simulations that involve intercultural communication scenarios. For example, students can role-play cross-cultural interactions, such as greetings, introductions, or negotiating cultural differences in various contexts, such as business, travel, or social settings. This can provide

students with opportunities to practice intercultural communication skills, such as adapting to different communication styles, interpreting non-verbal cues, or resolving misunderstandings.

Guest Speakers or Cultural Exchanges: Invite guest speakers from the target culture, such as native speakers or individuals with cross-cultural experiences, to share their perspectives, experiences, and cultural practices. Alternatively, set up virtual or in-person cultural exchanges with partner schools or organizations from the target culture, where students can engage in cross-cultural communication and learn from each other's cultures. This can provide students with authentic insights into the target culture and foster intercultural communication skills.

Cultural awareness is an essential perspective that should always be taken into account when preparing a language syllabus. Language and culture are inherently intertwined, and understanding the cultural context in which a language is used is crucial for effective communication. In this essay, we will explore the reasons why cultural awareness is relevant and necessary in language syllabus preparation.

BODY

The role of language

Firstly, language is not only about vocabulary and grammar; it is also about the social, cultural, and historical context in which it is used. Language reflects the beliefs, values, and customs of a particular culture. Therefore, when teaching a language, it is important to incorporate cultural awareness to help learners understand the language in its authentic context. For example, the use of idioms, proverbs, gestures, and other cultural nuances can vary greatly from one culture to another. Without cultural awareness, learners may misinterpret or misuse language, leading to miscommunication or even offense. Thus, cultural awareness helps learners develop not only linguistic competence but also sociocultural competence, which is essential for effective communication in real-life situations.

In the second place, culture plays a significant role in language learning motivation. When learners can see the relevance and importance of a language in its cultural context, they are more likely to be motivated and engaged in the learning process. Learning about the culture of the language they are studying can be exciting and enriching for learners, as it exposes them to new perspectives, traditions, and ways of life. Cultural awareness can foster curiosity, openness, and tolerance among learners, encouraging them to be more receptive to different cultures and languages. Moreover, learners who feel a personal connection to the culture of the language they are studying are more likely to develop a positive attitude towards the language and be more persistent in their language learning efforts.

In the third place, in today's globalized world, intercultural communication has become a fundamental skill. People are increasingly interconnected through various forms of communication, such as travel, social media, and business interactions. Therefore, language learners need to be equipped with the ability to communicate effectively in multicultural contexts. Cultural awareness helps learners develop the intercultural competence necessary to navigate diverse cultural environments. It enables learners to understand and respect cultural differences, adapt their communication style accordingly, and avoid misunderstandings or conflicts that may arise due to cultural differences. In professional settings, intercultural communication skills are highly valued as they enhance global business opportunities, facilitate international collaboration, and promote cultural sensitivity and inclusiveness.

Well deigned lesson Plan

Activation of higher psychological processes in a lesson plan refers to designing and implementing activities that engage students in complex cognitive tasks that involve critical thinking, problem solving, and creative reasoning. These processes are considered "higher" because they require students to use higher-order cognitive skills beyond basic recall and comprehension.

A well-designed lesson plan should incorporate strategies that stimulate higher psychological processes to promote deeper learning and facilitate higher-order

thinking skills. Here's an example of how a lesson plan can incorporate activation of higher psychological processes:

Objective: The lesson objective should align with a higher-order cognitive skill, such as analyzing, evaluating, or creating. For example, the objective could be: "Students will analyze the causes and effects of climate change on local ecosystems."

Anticipatory Set: The anticipatory set should activate students' prior knowledge and provoke their curiosity. This could be done through a thought-provoking question, a stimulating image, or a real-world scenario related to the lesson topic. For example, the teacher could show images of melting glaciers and ask students to share their observations and thoughts.

Instruction: The instruction should involve activities that require students to use higher-order cognitive skills. For example, the teacher could provide students with data on temperature changes in their local area over the past decade and ask them to analyze the trends and draw conclusions about the impact of climate change on local ecosystems. The students could also work in groups to evaluate the effectiveness of different mitigation strategies and propose their own solutions.

Assessment: The assessment should assess students' higher-order thinking skills. For example, the teacher could assign a project where students create a multimedia presentation that analyzes the causes, effects, and potential solutions to climate change, and evaluate their peers' presentations using a rubric that focuses on critical thinking, creativity, and evidence-based reasoning.

Closure: The closure provide opportunities for students to reflect on their learning and connect it to real-life applications. For example, the teacher could create a class discussion where students share their reflections on the causes and effects of climate change and discuss how their understanding of the topic has evolved throughout the class.

The orientation of students' attention to learn in a lesson plan refers to the strategies and techniques used by the teacher to capture and maintain students' focus and engagement during a lesson. Effective attention orientation is extremely important for creating an optimal learning environment where students are actively involved in the lesson and are able to process and retain the information that is taught.

It is very important that the teacher starts the lesson with clear learning objectives that are communicated to students. This helps students understand what they are expected to learn and provides a sense of purpose, which can help capture their attention and motivation to learn.

The use of visual aids, such as charts, diagrams, illustrations, and multimedia presentations, to enhance the lesson and make it more visually appealing. Visual aids can help students visualize abstract concepts, reinforce understanding, and maintain their attention.

The use of smooth transition between different activities and topics to minimize downtime and keep students engaged. Clearly communicate expectations for transitions and provide cues or signals to help students smoothly shift their attention from one activity to another.

It is crucial for a teacher to incorporate formative assessments, such as quizzes, discussions, or quick checks for understanding, to periodically assess students' comprehension and provide feedback. Formative assessments can help students stay attentive as they are actively involved in the learning process and receive feedback on their progress.

To end the lesson with a meaningful closure that summarizes the key concepts and provides a sense of closure is needed. This can include a brief review, a reflection activity, or a discussion on how the lesson connects to real-life applications. A proper closure helps reinforce learning and helps students reflect on their understanding.

By incorporating attention-oriented strategies into a lesson plan, teachers can create an engaging learning environment that captures and maintains students' attention throughout the lesson, leading to improved learning outcomes.

Chapter 1: Philosophy and theory

1.1 Teaching context, identity, and philosophy

TEACHING CONTEXT

I am currently working at a public elementary school named Camerino Garcia Mejia, Camerino Garcia Elementary School is located in the city of San Juan del Rio, which is in the state of Queretaro, Mexico. The school serves students from various socioeconomic backgrounds in the surrounding community.

In terms of social and language level, the students at Camerino Garcia Elementary School come from diverse backgrounds. All of the students come from families where Spanish is the primary and only language spoken at home. Most students come from low-income families, while others may come from more affluent families. Students take an hour and an hour and a half English lesson each week. As a result, the school has a mix of students with varying levels of proficiency in both Spanish and English, it depends on the education level in their families, the amount of reading they have, it also depends on the opportunity for taking private English lessons.

This school year I am working with third and fourth graders, groups A, B and C, each group has forty students so I am working with two hundred and forty students who have a very basic level, they are under the A1 level, most of my student's families belong to the working class and some of them belong to the lower class, which means that it is quite difficult for some students to acquire English material such a dictionary or a text book if we need one, USEBEQ is supposed to send the text book, however, we didn't received a text book during the previous school year, and the one time we received a book was on February, that is, in the middle of the school year and not at the beginning. The location of the school is complicated as

our school is located in a problematic neighborhood where violence and drug use is common, most of my students have working moms, some of them are under their grandparent's care but some others are home alone, so they have nobody to help them with homework at home, because of this I try to practice as much as we can at school so my students only have to review at home whenever they have the chance to.

The school facilities include classrooms, a playground, and restrooms. There is not a library or a computer lab. The classrooms are equipped with basic instructional materials, including blackboards, desks, and chairs, there is not a projector in the classrooms. Whenever I need my students to practice English using technology I need to ask them to do it at home so they can use the internet, however, some of my students do not have internet at home so they need to go to a cybercafé, however many of them are home alone so they cannot go or cannot afford the cybercafé.

Overall, Camerino Garcia Elementary School provides a welcoming and supportive environment for students to learn and grow. The school staff and administration work to provide a quality education to all students, regardless of their backgrounds or circumstances.

TEACHER IDENTITY AND PHILOSOPHY

My learning process can be divided into several stages, as I had different teachers who used different methodologies.

1. In the initial stage, I had two teachers who were senior citizens and had a very traditional teaching style. With professor coronel, I had to translate different books from action to novels, to classic literature, etc. We had some listening practice to radio songs but speaking was never practiced. It didn't matter to me I really enjoyed my English lessons and I learned a lot of vocabulary.

2. Second Stage: I started junior high school and I started classes with Miss Martinez, she was also a senior citizen, with a very traditional teaching style, she was very strict, we practiced each and every language skill, we had to practice dialogues with our classmates and we had to answer questions from readings, we had to sing typical songs and I learned a lot with that teacher, she was really organized I was scared of her, and that stopped me from being more active in my class and the teaching environment was not secure but overall it was a positive experience.
3. Third Stage: in high school I had a young American teacher, very easygoing and kind, I became more confident in my ability to communicate in English. I was able to express my ideas with increasing fluency. I noticed how my vocabulary started growing so I could express a wider range of thoughts.
4. Fourth Stage: at college I studied a degree in English, at this stage, I could demonstrate a higher level of fluency and accuracy in using English. I was able to engage in conversations on a variety of topics, express opinions, and understand more complex linguistic structures.
5. Advanced Proficiency Stage: Now I could say that I am in the final stage, as I can communicate effectively and fluently in diverse contexts, using sophisticated language structures and vocabulary.

It's important to note that language learning is an individualized process. Different learners progress at different rates and face unique challenges. Factors such as motivation, exposure to the language, quality of instruction, and opportunities for practice and feedback can significantly influence the learning trajectory due to this I respect my students journey and try not to force them but motivate them to improve their vocabulary, identify the structures and gain confidence.

As a teacher, it is crucial for me to take into consideration the path my students follow to learn, the input they receive is determinant, as it gives the learner the ability to establish a connection between form and meaning. The input is perhaps the single

most important concept of second language acquisition (Gass,1977) “The discovery of the role of input completely altered the way in which scholars conceptualize how languages are learned” (Van Patten, 2003).

1.2 Theory underlying my teaching practice and identity

A good input is defined as language that is comprehensible and which the learner has to attend in order to get a meaningful message. Exposure to good input influences the acquisition of all aspects of language. The lack of sufficient input prevented learners from developing the appropriate form meaning connections even though the textbooks provided extensive explanations (Takenoya,1995) It is necessary for the learners to notice target forms in the input otherwise they fail to process and acquire them. (Nassaji and Fotos,2004) According to these findings, learners need to be exposed to good input and given vast opportunities to process it to relate form and meaning, in addition to this, grammar instruction has to be constant.

As a teacher for providing a good input to my students I need to take into consideration various factors that may affect it, for example the educational purpose, as our students learn English for many different purposes, considering their purposes is needed when planning a class to accomplish a successful learning experience (Yang, 2014). The purpose is important not only for the students but as well for the teacher as it may help us to plan a better strategy to help our students to accomplish their specific goal.

The methodologies used for teaching English are also very important, however the variation in the use of them is crucial as students may feel tired of doing always the same activities and this may cause a lack of motivation so teachers need to interchange the various methodologies in order to obtain the best use of each one forming a combined reloaded one.

The teaching context is as important as the approach used, because the lesson plan needs to consider the elements present at school and the devices that can be used, the student’s context has to be considered so we can plan activities that are useful

for them, as the evaluation of the previous is very relevant, it is another crucial factor for the students, considering that each student has a different learning style and not all them may be evaluated with the same instrument.

I previously mentioned the importance of the input which needs to be properly presented, working with young learners who are digital natives, as a digital immigrant teacher, the class activities have to match the current learning styles so my students keep interested in the topic presented, with the pandemic, teachers of all ages had to learn how to use technology and some of them concluded the challenge mastering the different available technologies.

Krashen five hypothesis for Second Language Acquisition

Because of the previous statements I base my teaching on Krashen's hypothesis for second language acquisition. Krashen's hypothesis, also known as the Input Hypothesis, is a theory proposed Stephen Krashen that explains second language acquisition. According to this hypothesis, language acquisition occurs through comprehensible input, which refers to exposure to language that is slightly beyond the learner's current level of proficiency. This input should be interesting, meaningful, and understandable, allowing learners to acquire language naturally.

When applying Krashen's hypothesis to teaching English, teachers may use the following strategies:

1. Provide ample input: Teachers should expose students to a rich linguistic environment by providing them with a wide range of English materials, such as books, articles, videos, podcasts, and authentic texts. This input should be comprehensible and interesting, capturing students' attention and motivating them to engage with the language.
2. Emphasize meaningful communication: Encourage students to engage in authentic and purposeful communication. Create opportunities for students to use

English to express their thoughts, opinions, and experiences. Focus on meaningful interactions rather than just repetitive drills or exercises.

3. Gradual language complexity: Introduce language structures and vocabulary that are slightly above students' current proficiency level. This challenges them to stretch their linguistic abilities and encourages language acquisition through exposure to new language patterns. The goal is to provide input that is challenging but still understandable, so students can gradually build their language skills.

4. Minimize focus on errors: Instead of constantly correcting every mistake, prioritize the overall message and meaning. Create a safe and supportive environment where students feel comfortable taking risks and using English without the fear of making errors. Encourage self-correction and provide feedback that helps students develop their language proficiency.

5. Cultivate a language-rich environment: Establish a classroom or learning environment where English is the primary language of instruction and communication. This immersion approach encourages students to constantly hear and use English, further enhancing their language acquisition process.

6. Incorporate authentic materials: Integrate real-world materials and resources into the language learning experience. Use authentic texts, videos, and audio recordings that reflect the language as it is used by native speakers in various contexts. This helps expose students to natural language patterns, vocabulary, and cultural nuances.

7. Encourage extensive reading: Reading plays a crucial role in language acquisition. Encourage students to read extensively in English by providing a wide range of reading materials that match their interests and proficiency levels. Reading helps develop vocabulary, grammar, and comprehension skills, contributing to overall language acquisition.

It's important to note that while Krashen's hypothesis provides valuable insights into language acquisition, it is just one theory among many. Different learners may

respond to various teaching approaches, and a well-rounded language instruction program may incorporate elements from multiple theories to cater to the diverse needs of students.

2.1 A practical and useful lesson plan.

In my lessons I take advantage of different teaching methods, (Qing-xue, L., & S. Jin-fang. 2007). Sometimes I teach my students using a structuralist approach, it states that words can only be understood (a meaning conveyed) within a certain system of relationships (or structure). The main emphasis of teaching English using a structuralist approach include a focus on the structure of sentences, patterns of sentences and appropriate grammar and composition. As it focuses intensively on proper structure (Wang, 2017), the vision to the language is more concrete, then easier to learn, supporting proper use of the language in verbal and written expression which enhances the learner's speaking and writing.

Another approach I also take with my students is the generative linguistics approach, which aim is to understand the human linguistic capacity. The object of study is the linguistic competence, having a language faculty, means that some cognitive functions are specialized for language. Humans are born with a language faculty that relates certain very basic properties shared by all natural languages. The aim of generative grammar is to learn what is common to all human languages and compare the elements which differentiates each language (Dékány, 2019).

The approach that I use the most is the communicative method, the basis of the communicative language teaching is the premise that successful language learning not only involves knowledge of the structures and forms of the language, it also involves the function and purposes of that specific language in different communicative settings (Lightbown & Spada 1999). It aims to make communicative

competence the goal of language teaching by the development of procedures for teaching the four skills that recognize the interdependence of language and communication, in order to achieve that, teachers need to promote activities that involve real communication and students need to carry out meaningful tasks.

It is very important to take into consideration the importance of social practices when teaching a second language, for doing so, it is essential to understand that language is a fluid, complex, and dynamic entity, and for doing so, it is needed that teachers change their perception about language and the assumption that language and culture are autonomous, and disconnected from social practice (Zavala,2018).

Taking into consideration all the elements above mentioned, I came to the conclusion that a combination of different approaches is needed as there is evidence that students need to be exposed to a communicative but also meaningful practice of the language, as well as grammar instruction in order to reach proficiency in any given language (Savignon 1972).

English language instruction is not only about teaching students to speak and write in English, but it is also about helping them to understand the culture and the ways of life of English-speaking people. Therefore, integrating cultural awareness in English language instruction is essential as it provides a context for students to learn and use the language in meaningful ways.

Here are some reasons why teaching language skills integrated with cultural awareness is important:

1. Improved Communication: Language and culture are closely intertwined, and understanding the cultural nuances of English-speaking people can help students communicate more effectively with them. For instance, knowing the appropriate use of idioms, slang, or other cultural references can make conversations more meaningful and help students avoid misunderstandings.
2. Enhanced Critical Thinking Skills: When students learn about the culture of English-speaking people, they also learn about their history, values, and

beliefs. This knowledge can help students develop a broader perspective and critical thinking skills as they begin to compare and contrast different cultures and ways of life.

3. **Increased Cultural Sensitivity:** By integrating cultural awareness in English language instruction, students learn to appreciate and respect different cultures, which promotes cultural sensitivity and tolerance. This can help students develop a more open-minded and inclusive worldview, which is increasingly important in our diverse society.
4. **Improved Language Acquisition:** Learning a language in the context of its culture can make the learning process more engaging and memorable. By incorporating cultural elements into language instruction, students can connect with the language more deeply and retain the information better.

USE OF TECHNOLOGY

The use of technology in teaching has had a significant impact on education, transforming the learning experience for both students and teachers. Here are some key impacts of technology in teaching:

1. **Enhanced engagement and interactivity:** Technology offers interactive and multimedia resources that make learning more engaging and interactive. In one of my lessons I included an educational video to captivate my students' attention.
2. **Access to vast information and resources:** The internet provides access to a wealth of information and educational resources, allowing students to explore various topics beyond the confines of traditional textbooks. Online research tools, digital libraries, and educational websites enable students to gather diverse perspectives and access up-to-date information. For one of the

lessons my students had to carry an internet search to gather information to create a presentation.

3. Personalized learning experiences: Technology allows for personalized learning experiences tailored to individual student needs and preferences. Adaptive learning software, intelligent tutoring systems, and learning management systems enable teachers to differentiate instruction, provide immediate feedback, and track student progress more effectively.
4. Collaboration and communication: Technology facilitates collaboration and communication among students and teachers. Online discussion forums, video conferencing tools, and collaborative platforms enable students to collaborate on projects, engage in peer feedback, and communicate with their peers and teachers, regardless of physical location. For one of my lessons, students watched a video from a platform.
5. Flexibility and accessibility: Technology enables flexible learning environments, offering online courses, blended learning models, and distance education options. This flexibility allows students to learn at their own pace, access educational materials remotely, and engage in learning outside traditional classroom hours.
6. Improved assessment and feedback: Technology offers various assessment tools, including online quizzes, digital portfolios, and automated grading systems, which streamline the assessment process and provide immediate feedback to students. This facilitates formative assessment, helping students identify their strengths and areas for improvement.
7. Preparation for the digital world: Integrating technology in teaching equips students with digital literacy skills and prepares them for the increasingly digital world. Familiarity with technology tools, critical thinking in evaluating digital information, and effective use of digital resources are essential skills for success in the 21st century.

However, it's important to note that the impact of technology in teaching is not without challenges. These challenges include the need for effective teacher training, ensuring equitable access to technology, in my case, Camerino Garcia Elementary school teachers do not have access to the internet, so whenever we want to play a video or use a platform we need to use our personal internet, I use my cellphone internet and If I want to use the projector I have to ask for it in advance, it is important too, to address potential distractions, and maintaining a balance between technology and face-to-face interactions. Nonetheless, when used purposefully and effectively, technology can significantly enhance teaching and learning experiences, preparing students for the demands of the modern world.

INTERCULTURAL COMPETENCES USED IN MY LESSON PLAN

Lesson planning that integrates intercultural competence is important because it helps create a learning environment that values and respects cultural diversity. It also helps students develop an understanding of different cultures, which can enhance their ability to communicate and collaborate effectively with people from diverse backgrounds. Here are some of the key reasons why lesson planning using intercultural competence is important:

1. **Fosters Inclusion and Equity:** By incorporating intercultural competence into lesson planning, teachers can create an inclusive and equitable learning environment where all students feel valued and respected, regardless of their cultural background. This promotes a sense of belonging and helps students to engage more fully in their learning.
2. **Supports Cultural Sensitivity:** Lesson planning that incorporates intercultural competence can help students develop cultural sensitivity, which is an essential skill in our diverse society. Students learn to recognize and respect cultural differences and understand how to navigate cultural boundaries to communicate effectively with people from different countries.

Interculturality plays a critical role in the development of reading, writing, speaking, and listening skills. When students learn to read, write, speak, and listen in the context of different cultures, they develop a deeper understanding of language and communication, as well as an appreciation for the diversity of human experience.

Here are some ways that interculturality can support the development of these language skills:

Reading: When students read texts from different cultures, they develop an understanding of the different ways that language can be used to express ideas and convey meaning. They also learn to recognize and appreciate cultural differences in writing styles, genres, and literary conventions, which helps to broaden their understanding of language and literature.

1. **Writing:** Interculturality can help students to develop their writing skills by encouraging them to explore different cultural perspectives and to write about topics that are relevant to different cultures. By doing so, they develop a deeper understanding of the connections between language, culture, and communication, which can enhance their ability to write effectively for different audiences.
2. **Speaking:** Intercultural communication skills are essential for effective speaking, as they enable students to understand and navigate cultural differences in communication styles, norms, and expectations. When students learn to speak in the context of different cultures, they develop the ability to adapt their communication style to different audiences and to communicate more effectively across cultural boundaries.
3. **Listening:** Intercultural competence is also important for effective listening, as it enables students to understand and appreciate different perspectives and

to listen actively and empathetically to people from diverse cultures. When students learn to listen in the context of different cultures, they develop a deeper understanding of the distinctions of language and communication and can apply this knowledge to their own speaking and writing skills.

Expected Outcomes of my Listening Lesson :

1. Improved Listening Comprehension: Students are expected to enhance their ability to understand spoken English by practicing various listening skills, such as identifying main ideas, details, and specific information, and making inferences based on context.
2. Expanded Vocabulary and Language Recognition: Through listening activities, students can learn new words, phrases, and idiomatic expressions, and develop their ability to recognize and understand different accents and speech patterns.
3. Enhanced Note-taking Skills: Students are expected to improve their note-taking abilities, allowing them to effectively capture important information while listening to lectures, presentations, or conversations.
4. Increased Confidence: Regular listening practice helps students gain confidence in their ability to understand and engage in English conversations, leading to increased self-assurance when communicating with native speakers or in real-life situations.

Expected Outcomes of my Writing Lesson:

1. Improved Writing Skills: Students are expected to enhance their ability to express their thoughts, ideas, and opinions in written form, focusing on aspects such as grammar, vocabulary, sentence structure, coherence, and organization.

2. Expanded Vocabulary and Language Usage: Writing exercises provide opportunities for students to learn and incorporate new vocabulary and
3. Improved Accuracy and Clarity: Through feedback and revision, students can refine their writing, improving the accuracy of grammar and mechanics, as well as the clarity and effectiveness of their written communication.

Expected Outcomes of a Speaking Lesson:

1. Enhanced Fluency: Regular speaking practice enables students to become more fluent in their spoken English, allowing them to express themselves more naturally and effortlessly.
2. Improved Pronunciation and Intonation: Speaking activities help students develop proper pronunciation, intonation, and stress patterns, enabling them to communicate more clearly and be better understood by others.
3. Increased Vocabulary and Oral Expression: Students expand their vocabulary and learn to use it effectively in oral communication, developing the ability to express themselves on a wide range of topics with accuracy and coherence.
4. Active Listening and Responding: Engaging in speaking activities promotes active listening skills, as students need to understand their conversation partner's ideas, respond appropriately, and engage in meaningful exchanges.

Expected Outcomes of a Reading Lesson:

1. Enhanced Reading Comprehension: Students are expected to improve their ability to understand and interpret written texts, including main ideas, supporting details, inferences, and vocabulary in context.
2. Expanded Vocabulary and Language Recognition: Reading exposes students to a variety of words, phrases, and expressions, helping them expand their vocabulary and develop a better understanding of language usage.

3. Improved Critical Thinking: Reading tasks often require students to analyze and evaluate information, identify author's perspectives, and draw conclusions, fostering critical thinking skills.
4. Enhanced Reading Speed and Efficiency: Regular reading practice helps students improve their reading speed and efficiency, enabling them to read more effectively and efficiently in English.

In addition to these specific outcomes, engaging in listening, writing, speaking, and reading lessons also cultivates important attitudes and habits such as active engagement, perseverance, curiosity, and a growth mindset, which contribute to overall language development and lifelong learning.

Comparison of expected and obtained results

If we compare the results of students it is easy to observe a significant improvement in their English class, we can observe several positive outcomes:

Increased proficiency: Students showed improvement in their English class :

Enhanced comprehension: Students show a slightly better level in their English class as they improved their ability to understand and comprehend English texts, conversations, and instructions. They were able to grasp the meaning of written and spoken language more effectively, leading to better overall comprehension.

Improved communication skills: A higher level of English proficiency means that these students would be able to express themselves more confidently and accurately. They would have developed the ability to convey their thoughts, ideas, and opinions in English with greater fluency and coherence. As a result, their communication skills, both spoken and written, would have significantly improved, not enough to be proficient but they are improving every day.

Enhanced self-confidence: Students have experienced growth in their English level and they are likely to gain a boost in self-confidence. As they witness their own

progress and achievements, they become more motivated to continue learning and using English. This increased confidence can extend beyond the English class and positively impact other aspects of their academic and personal lives.

Expanded opportunities: A better level of English opens up broader opportunities for students. It can enhance their prospects for further education, career advancement, and communication with English speakers in multicultural and global contexts. Improved English skills can facilitate travel, employment prospects, and interactions with people from different linguistic backgrounds.

It's important to note that the extent of these results may vary for each student, depending on factors such as individual learning styles, motivation, effort, and the quality of instruction received. Nonetheless, significant progress in English class indicates a positive impact on students' language development and overall academic growth.

Finally I can say that my students have witnessed their progress and they are really motivated to improve their results.

2.2 Designing of necessary tools to assess/test the progress of students

Language Assessment

Assessment in language learning is informed by various theories and models that provide a theoretical basis for designing and implementing effective assessments. These theories and models incorporate concepts such as reliability, authenticity, practicality, validity, and washback. Understanding these theoretical foundations is essential for developing assessments that provide meaningful and accurate results. This section deal briefly with some of the prominent theories and models in language assessment, emphasizing their relevance to the above mentioned concepts.

1. **Reliability:** Reliability refers to the consistency and stability of the assessment results. It ensures that if the same test is administered to the same individuals or groups, the scores obtained would be similar. Reliability is assessed through various statistical measures such as test-retest reliability, inter-rater reliability, and internal consistency. Classical Test Theory (CTT) is a widely recognized theoretical framework that underlies reliability assessment.
2. **Authenticity:** Authenticity in language assessment emphasizes the relevance and alignment of assessment tasks with real-world language use. Authentic assessments aim to simulate authentic language situations and tasks, allowing test takers to demonstrate their actual language abilities. The Communicative Language Teaching (CLT) approach highlights the importance of authentic assessment by advocating for the integration of meaningful and contextually appropriate language tasks (Task-Based Language Assessment (TBLA), influenced by CLT, emphasizes the use of real-life tasks that mirror the communicative demands of the target language environment . Authentic assessments, such as role-plays, group discussions, and real-world writing tasks, provide opportunities for test takers to demonstrate their practical language skills in authentic settings.
3. **Practicality:** Practicality in language assessment refers to the feasibility and efficiency of assessment administration and scoring (Brown,2004). It includes factors such as cost, time, and resources required. Practicality also considers the suitability of the assessment format and its compatibility with the intended test takers The concept of Practicality has been addressed within the framework of Universal Design for Assessment (UDA). UDA focuses on designing assessments that are accessible to a diverse range of test takers, including those with disabilities or different linguistic backgrounds. The goal is to create assessments that minimize barriers and maximize the opportunity for all test takers to demonstrate their language abilities
4. **Validity:** Validity refers to the extent to which an assessment measures what it intends to measure and the appropriateness of the inferences drawn from

the test scores. It is essential to ensure that the assessment tasks and criteria align with the construct being measured, such as language proficiency. The constructivist view of validity emphasizes the interpretive nature of assessment and highlights the importance of a multifaceted and context-dependent interpretation of assessment results (Brown.2004). This perspective emphasizes the need for multiple sources of evidence, including content, criterion-related, and construct-related evidence, to support valid interpretations of test scores.

5. Washback: Washback, also known as backwash, refers to the impact of an assessment on teaching and learning. It examines how the test influences classroom practices and learning strategies. Positive washback occurs when an assessment motivates learners to improve their language skills, while negative washback refers to unintended consequences, such as teaching to the test.

The following concepts are very important and should be considered while assessment is taking place.

- Subjective Scoring: Subjective scoring refers to the process of evaluating student performance based on the subjective judgment or interpretation of the scorer. It involves the scorer's personal opinion, experience, and individual criteria rather than relying on predefined criteria or specific rules. Subjective scoring is commonly used in assessments that involve open-ended responses, such as essay writing or creative projects. It allows for flexibility and interpretation but may introduce variability due to different scorers' perspectives.
- Objective Scoring: Objective scoring, on the other hand, involves the use of predefined criteria and specific rules to assess student performance. It aims to minimize bias and subjectivity by providing clear guidelines for scoring. Objective scoring methods often utilize multiple-choice questions, true/false

statements, or other structured formats that allow for a more standardized and consistent evaluation process. The scores obtained through objective scoring are less influenced by individual judgment and more based on the correctness or accuracy of responses.

- **Analytic Scoring:** Analytic scoring involves the assessment of individual components or criteria of student performance separately. It breaks down the assessment into specific dimensions or aspects and assigns scores to each component. For example, in an essay, analytic scoring would evaluate factors such as content, organization, language use, and mechanics separately. This approach provides detailed feedback on strengths and weaknesses in each area, allowing for targeted improvement in specific skills.
- **Holistic Scoring:** Holistic scoring, in contrast to analytic scoring, evaluates the overall quality or impression of student performance as a whole. Instead of breaking down the assessment into separate components, the scorer considers the overall effectiveness, coherence, and impact of the response. Holistic scoring is commonly used in assessments where the focus is on the overall outcome or message rather than specific criteria. It provides a broader perspective and is often more efficient for scoring large numbers of responses.

It is important to note that both analytic and holistic scoring methods have their advantages and limitations, and their suitability depends on the nature of the assessment and the specific goals of the evaluation process. The choice of scoring method should align with the assessment objectives and provide a fair and reliable measure of student performance.

SUBJECT	English	GRADE	4°	TIME	WEEK 1
APRENDIZAJES CLAVE					
Lesson Title:	Exploring Cultural Diversity	Cultural	Level:	basic	
Language Skills			Objetives		
Listening, Speaking, Reading, Writing			By the end of the lesson, students will be able to demonstrate cultural awareness and understanding through the integration of the four language skills.		
ACTIVITIES					
DAY 1 WRITING	<p>Warm- up (10 minutes)</p> <ul style="list-style-type: none"> The teacher plays a short video of a famous cheff. <p>Class (80 minutes)</p> <p>(https://www.masterclass.com/categories/culinary-arts)</p> <ul style="list-style-type: none"> The teacher assigns students a writing task that requires them to reflect on their own culture and compare it with another culture . The teacher provides writing prompts or sentence starters to help students structure their writing and incorporate cultural insights. The students are divided in teams, they are asked to prepare a presentation about the typical food of the country they were assigned (they were asked to do an internet research about the food of the country they were assigned). They write the information and prepare drawings to present in front of the class. The select one of the dishes and write the recipe to prepare that dish, they can illustrate the writing as they wish. 				

	<p>Assessment tool: Writing rubric</p>
<p>DAY 2</p> <p>SPEAKING</p>	<p>Warm-up (10 minutes):</p> <ul style="list-style-type: none"> • The teacher plays a short video of a famous cheff (https://www.masterclass.com/categories/culinary-arts) <p>Class (80 minutes)</p> <ul style="list-style-type: none"> • Ask students to discuss their observations and impressions about cooking practices. • Discuss as a class what culture means and the importance of cultural awareness in today's interconnected world. • Students prepared a presentation about cuisines around the world. So is time for each team to present their research, each team will present typical dishes of a given country including desserts. <p>Assessment tool: Speaking rubric</p>

<p>DAY 3 LISTENING</p>	<p>Warm- up (10 minutes)</p> <ul style="list-style-type: none"> • The teacher plays the audio recording of the video that students watch the video of the previous class. <p>Class (80 minutes):</p> <ul style="list-style-type: none"> • The teacher provides students with a listening guide and worksheet to help them identify key information. • The students fill the gaps of the worksheet. • As a class, the words are written on the board so students check their answers. <p>Assessment tool: For this activity, listening was assessed according to the words, as it was a filling the blanks activity, if they heard the word accurately they would write it correctly.</p>
<p>DAY4 READING</p>	<p>CLASS(90 minutes)</p> <ul style="list-style-type: none"> • Students are provided with authentic texts in this case, different articles describing food around the world that highlights cultural practices or traditions from different countries. (each team has a different article about a different country). The teacher asks students to read the texts individually or in pairs, and then discuss the main ideas, cultural perspectives, and any new vocabulary they encountered. • After the reading, the teacher uses comprehension questions to assess their understanding and engage in further discussion students have to answer questions about the reading.

	<p>Assessment tool: For this activity, the comprehension was assessed according to the answers, as part of the activity consisted of answering comprehension questions, if the students understood the article they would answer them correctly.</p>
<p>DAY 5 INTERCULTURAL ELEMENTS</p>	<p>Class (90 minutes)</p> <ul style="list-style-type: none"> • Students listen to an audio about a famous chef. • Students are given a chart and they divide the words and classify them, as nouns, verbs and adjectives. • The teacher encourages students to use the language skills they have learned to discuss and compare the cultural aspects they have been working with during previous classes. • The teacher facilitates a class discussion on the similarities and differences among the cultures. • Students closed the class by sharing a typical food recipe, they were divided into teams and each team would select a dish and present that recipe to the group.

Link for the video:

https://drive.google.com/file/d/1iDFY-DcP_SLteZ7BlvUuxp7RIh7cjwSX/view?usp=drivesdk

Video concept

During the video, it will be possible to observe students engaged in various activities that involve writing, speaking, listening, and reading as part of their language learning journey. The video aims to capture the essence of a public school class with very basic English Level.

Scene 1: Listening The video begins with scenes of students watching a video from a famous chef cooking poached eggs, the class is listening carefully in order to get as much information as they can. They are shown listening to authentic audio materials (a cooking video). They practice extracting information, understanding main ideas, and improving their listening skills

The video begins with scenes of students arriving at their destination, a vibrant city with a rich cultural heritage. They are seen participating in an orientation session, where they receive information about the program and their daily activities.

Scene 2: Writing Activities

The video then transitions to students involved in writing activities. They are shown writing in their notebooks, practicing writing skills as they prepare a presentation about different countries typical food.

Scene 3: Speaking Practice The next scene highlights students engaged in a speaking activity. They are seen participating in a group presentation. The focus is on developing speaking skills, pronunciation, and fluency.

Scene 4: Reading Activities In this scene, the video shows the reading activities that students are expected to answer. The focus is on developing reading comprehension, vocabulary, and cultural understanding. Students are involved in guided reading tasks, like answering comprehension questions.

Scene 5: Intercultural elements activity, the material used for this activity are presented in the video.

Closing Scene: At the end of the video the evidence of my student's works are shown, it will be possible to observe their drawings, some of the recipes they presented and the charts and questions they answered.

Overall, the video provides a snapshot of the diverse language activities that students engage in during English class, highlighting the integration of writing, speaking, listening, and reading skills to enhance their language proficiency and cultural understanding.

2.2 Designing of necessary tools to assess/test the progress of students.

Tools to assess progress

WRITING RUBRIC

ASPECTS EVALUATED	CRITERIA			SCORE
CONTENT	<p>-The writing demonstrates a clear and focused main idea</p> <p>-The main idea is supported by relevant and sufficient details.</p> <p>The writing is organized in a logical and effective manner.</p> <p>(50 points)</p>	<p>-The writing demonstrates a main idea however it needs to develop it a bit more.</p> <p>-The main idea is supported but not with enough details.</p> <p>The writing is organized in a logical and effective manner.</p> <p>(35points)</p>	<p>-The writing doesn't demonstrate a clear and focused main idea.</p> <p>-The main idea is not supported by relevant and sufficient details.</p> <p>The writing is not organized in a logical and effective manner.</p> <p>(15 points)</p>	

<p>LANGUAGES USE</p>	<p>Sentences are complete, grammatically correct, and free from errors.</p> <p>The writing uses a wide variety of sentence structures.</p> <p>The writing is free from slang, jargon, and unnecessary repetition.</p> <p>The writing is appropriate for the intended audience and purpose.</p> <p>(25 points)</p>	<p>Sentences are complete, grammatically correct, but there are some errors.</p> <p>The writing uses a short variety of sentence structures.</p> <p>The writing has some unnecessary repetition.</p> <p>The writing is appropriate for the intended audience but doesn't accomplish its purpose.</p> <p>(15 points)</p>	<p>Sentences are incomplete, grammatically incorrect, there are several errors.</p> <p>The writing doesn't use a variety of sentence structures.</p> <p>The writing contains slang, jargon, and unnecessary repetition.</p> <p>The writing is inappropriate for the intended audience and it doesn't accomplish its purpose.</p> <p>(5 points)</p>	
<p>VOCABULARY</p>	<p>The writing uses a wide range of vocabulary appropriate for the level and topic.</p> <p>The vocabulary used correctly and in context.</p>	<p>The writing uses a slim range of vocabulary appropriate for the level and topic.</p> <p>The vocabulary is used correctly</p>	<p>The writing uses vocabulary inappropriate for the level and topic.</p> <p>The vocabulary is used</p>	

	<p>The writing includes appropriate subject-specific terms.</p> <p>(15 points)</p>	<p>but not in context. The writing includes a few of appropriate subject-specific terms.</p> <p>(10 points)</p>	<p>incorrectly and not in context. The writing doesn't include appropriate subject-specific terms.</p> <p>(5 points)</p>	
Style and Tone	<p>The writing has a consistent tone and style.</p> <p>The tone and style are appropriate for the intended audience and purpose.</p> <p>(10 points)</p>	<p>The writing has a consistent tone and style.</p> <p>The tone and style are inappropriate for the intended audience and purpose.</p> <p>(5 points)</p>	<p>The writing doesn't have a consistent tone and style.</p> <p>The tone and style are inappropriate for the intended audience and purpose</p> <p>(2 points)</p>	

SPEAKING RUBRIC

Criteria	Excellent (4)	Good (3)	Fair (2)	Needs Improvement (1)
Content Knowledge	Demonstrates thorough understanding of typical foods, including cultural significance and unique aspects.	Provides detailed and accurate information about typical foods, but some details may be missing or unclear.	Provides some information about typical foods, but may lack detail or clarity.	Lacks understanding of the typical food and its cultural significance, leading to incomplete or inaccurate information.
Organization	Presents information in a clear and logical manner, with a clear introduction,	Presents information with a clear introduction, main points, and conclusion, but may lack coherence in the organization.	Presents information with a clear introduction and main points, but lacks coherence in the organization.	Presents information with poor organization and lack of coherence.

	main points, and conclusion			
Language Use	Speaks fluently and with a high level of fluency. Uses a variety of vocabulary and accurate grammatical structures.	Speaks with fluency and minor hesitation, able to convey ideas and information clearly.	Speaks with noticeable hesitation, limited vocabulary, and frequent grammatical errors affecting communication	Struggles to communicate effectively due to significant hesitation, limited vocabulary, and numerous grammatical errors.
Delivery and Engagement	Engages the audience throughout the presentation using appropriate gestures, eye contact, and enthusiasm.,	Engages the audience for the most part, with some moments of disengagement	Attempts to engage the audience, but engagement is inconsistent or superficial.	Lacks engagement with the audience, resulting in little to no interaction and lack of interest.
Visual Aids	Utilizes visual aids effectively to support the presentation, enhancing clarity and understanding	Effectively incorporates visual aids to enhance the presentation and facilitate understanding.	Uses some visual aids but with limited effectiveness in enhancing the presentation.	Minimal or no use of visual aids, hindering understanding and engagement.

ASSESSMENT TOOL ANALYSIS

I prepared rubrics for writing and speaking and I found them really useful and

Please analyze it to see if the tool was successful enough for the criteria of your planning. Propose the necessary changes to modify the tool to fulfil your expectations. It is important that for this section you deeply reflect and analyse the results of carrying out the activities and it is important to compare them and contrast them.

Chapter 3: Experience report.

Expected outcomes : I focused more on Improving language fluency and enhancing public speaking skills in my students as I have detected that is a more problematic area for them.

I was able to observe that speaking activities helped my students become more fluent in the target language(even in a very basic level) . They showed a noticeable improvement in their ability to express themselves with greater ease, reduced hesitation, and increased naturalness.

Expanded vocabulary: my students enhanced their vocabulary through speaking activities. Engaging in discussions for preparing their oral presentation, and finally presenting it allowed them to encounter new words and phrases, actively use them in context, and ultimately broaden their lexicon.

Improved pronunciation and intonation: Speaking activities provided opportunities to practice pronunciation and intonation. Students worked on reducing accent, mastering correct pronunciation of sounds, and understanding the rhythm and stress patterns of the language.

Enhanced grammar usage: Regular speaking activities can reinforce grammatical structures and help students develop a better grasp of the language's grammar rules. They can expect improvements in using tenses, sentence structures, and word order correctly.

Boosted confidence: One of the desired outcomes of speaking activities is increased confidence in using the target language and public speaking. Students felt more comfortable expressing themselves, engaging in conversations, and delivering presentations in front of others.

Enhanced public speaking skills: Speaking activities focused on public speaking aimed to improve specific skills such as organization, delivery, body language, and persuasive techniques.

Active listening and critical thinking: Speaking activities often involve active listening and responding to others' ideas and arguments. Through these activities, participants can develop their critical thinking skills by analyzing and evaluating different viewpoints. The expected outcome is an improved ability to listen actively, think critically, and construct coherent responses.

Chapter 4: Conclusions

In conclusion, completing this specialization course has been an incredibly rewarding journey for me as an educator. Throughout this project, I have gained invaluable knowledge and practical skills that have enhanced my teaching abilities and expanded my understanding of effective language instruction.

I have explored various teaching methodologies, tried out innovative techniques, and developed a comprehensive understanding of language acquisition theories. These insights have equipped me with the tools to create engaging lesson plans, foster an inclusive classroom environment, and cater to the diverse learning needs of my students.

Moreover, this project has allowed me to reflect on my teaching practices and identify areas for growth. Through self-assessment and feedback from peers and mentors, I have been able to refine my instructional strategies, cultivate my communication skills, and adapt my teaching to meet the ever-evolving demands of the English language classroom.

By embracing technology and incorporating multimedia resources into my lessons, I have discovered new avenues to promote student engagement, creativity, and critical thinking. From interactive online platforms to digital storytelling tools, I have embraced the digital landscape to empower my students and facilitate their language development.

Additionally, this project has emphasized the importance of building strong relationships with students, establishing a supportive classroom community, and promoting cultural understanding. By integrating authentic materials, literature, and cross-cultural discussions, I have strived to create a meaningful and immersive language learning experience that extends beyond grammar and vocabulary.

As I conclude this specialization course, I feel confident and well-equipped to embark on my future teaching activities. The knowledge, skills, and experiences gained throughout this project have not only transformed my approach to teaching but have also ignited a lifelong passion for facilitating language acquisition and empowering students to become confident and effective communicators.

I am grateful for the guidance and support of Mr. Potenwoski and colleagues, throughout this journey. Their expertise, feedback, and collaborative spirit have been instrumental in my growth as an educator. I look forward to applying the knowledge and skills acquired in this course to make a positive impact on the lives of my future students, fostering their love for the English language and equipping them for success in an increasingly interconnected world.

In conclusion, completing this specialization course marks an important milestone in my professional development. I am excited about the opportunities that lie ahead,

and I am committed to lifelong learning, continuous improvement, and making a lasting difference in the lives of my students.

APENDIX

Gordom Ranseys´s Video : Poached eggs with mushrooms vocabulary chart			
nouns	adjectives	verbs	adverbs
egg	Important	make	gently
yolk	White	Set	lightly
white	Beaufiful	come	beautifully
bread	Crispy	turn	carefully
pan	nice	bring	
water	firm	Lift	
part	undercooked	season	
momentum	big	look	
vinager	beautiful	get	
restaurant	saggy	give	
spoon	incredible	Is	
tissue paper	complete	going	
salt	gentle	cascade	
pepper	top	believe	
mushrooms		make	

Gordon Ramsay's Video : TRANSCRIPTION

Now for the most _____ part, the _____ egg, water, _____ boiling, _____ season that water and then the vinegar, the vinegar helps strengthen the egg white and enrobes that white around the yolk, gently stir the water just until you get momentum in the pan.

Take your egg, very carefully crack it into the bowl, and in the bowl allows you to low it into the water gently so, in and lower in let it go and what it happens now is the egg white starts to wrap around the egg yolk and creates this _____ poached egg that makes it look almost like a _____ of mozzarella, keep the _____ gently rolling a gentle _____ boil and then just turn it down we still poach our eggs at order in _____ if you are doing this at home you can poach this in advance and drop them in to lightly _____ water for about 60 _____ to reheat but for me poach an egg is about finesse understanding and I don't like cooking egg _____ twice so we drop them into the water gently rolling, mushrooms ready, before the egg comes out piece of tissue paper that _____ off excess water, you can't get all that _____ in the mushrooms and then put them on a saggy egg so make sure that you drain off the egg, remember, _____ are crispy, toast is just nice and _____ and I want that egg yolk literally oozing out all over my mushrooms, now, I'm going to lift it up, I'm going to _____ if it's cook, if it stays nice and firm in my spoon is cooked if it starts to wobble put it back in the water for other 10 seconds and look ten more seconds, when it _____ to lapse and fall through the spoon you know it's undercooked so, literally 10 seconds will make a big difference Set it _____ now come underneath from the spoon gently turn that over and almost presentation side up and look that from the spoon left turn it right and then very _____ bring it out on the _____ paper lightly season the egg here, salt and pepper and then look I'm just going to get some of those juices from the mushrooms over my egg and then very carefully use the back of the _____ use the paper and then _____ that up nicely very carefully and look, sit that on top of the mushrooms that is how to poach an egg now, this is where the poached _____ goes to complete different level, mushrooms crispy, yolk is going to cascade over my mushrooms and give them that _____ glaze beyond believe. That is a poached egg to die for.

ARTICLES

Title: Exploring the Flavors of Italy: A Culinary Journey

Article:

Italy is renowned for its rich culinary traditions and diverse regional cuisines. From the rustic simplicity of Tuscan dishes to the bold and spicy flavors of Southern Italian cuisine, the country offers a wide array of delectable food options. Let's delve into some typical Italian dishes that will transport your taste buds to the beautiful streets of Italy.

1. **Pasta:** Pasta holds a special place in Italian cuisine. From spaghetti to fettuccine, ravioli to lasagna, Italians have perfected the art of pasta-making. Each region boasts its own pasta specialties, such as carbonara from Rome, pesto from Liguria, and ragù alla Bolognese from Emilia-Romagna.
2. **Pizza:** Originating from Naples, pizza has become a beloved Italian export. The traditional Neapolitan pizza is characterized by its thin, chewy crust and simple toppings like mozzarella, tomatoes, and basil. However, you'll find a variety of regional variations throughout Italy, including the Roman-style pizza with a thin, crispy crust.
3. **Risotto:** This creamy rice dish is a staple in Northern Italian cuisine. Arborio or Carnaroli rice is cooked slowly with broth and often combined with ingredients like mushrooms, saffron, or seafood. The result is a comforting and flavorful dish that showcases the culinary expertise of the region.
4. **Gelato:** Italy's famous frozen treat, gelato, is a must-try for any visitor. Made with fresh ingredients and less air than traditional ice cream, gelato offers a dense and velvety texture. From classic flavors like chocolate and pistachio to unique combinations like stracciatella and limoncello, gelato shops in Italy are a true delight.

Comprehension Questions:

1. What are some examples of pasta specialties from different regions of Italy?
2. Where did pizza originate, and how is the traditional Neapolitan pizza characterized?
3. Which region of Italy is known for its creamy rice dish called risotto?
4. How does gelato differ from traditional ice cream, and what are some popular gelato flavors in Italy?

Note: The comprehension questions are designed to assess the students' understanding of the article and encourage them to recall specific details.

Title: French Gastronomy: A Culinary Journey through France

Article:

France is renowned worldwide for its exquisite cuisine and culinary traditions. From delicate pastries to hearty regional dishes, French food reflects the country's rich history and diverse landscapes. Let's explore some typical French foods that will transport you to the charming cafes and bistros of France.

1. Croissant: This iconic French pastry is a staple of breakfasts and brunches in France. The flaky, buttery croissant is often enjoyed with a cup of coffee or hot chocolate. Its origins can be traced back to Vienna, Austria, but it was perfected and popularized in France.
2. Coq au Vin: A classic French dish, coq au vin is a hearty stew made with chicken, red wine, mushrooms, onions, and herbs. The slow cooking process allows the flavors to meld together, resulting in a rich and savory dish that epitomizes French comfort food.

3. Ratatouille: This vibrant vegetable medley is a popular dish in Provence, a region in the south of France. Made with eggplant, zucchini, bell peppers, tomatoes, and aromatic herbs, ratatouille is a celebration of fresh produce and Mediterranean flavors.
4. Crème Brûlée: A beloved French dessert, crème brûlée features a silky custard base topped with a layer of caramelized sugar. The contrast between the creamy custard and the brittle caramelized sugar creates a delightful textural experience.

Comprehension Questions:

1. Where did the croissant originate, and how is it typically enjoyed in France?
2. What are the main ingredients in coq au vin, and what makes it a classic French dish?
3. Which region of France is known for the dish ratatouille, and what are the key vegetables used in its preparation?
4. Describe the texture and flavor contrast in crème brûlée, a popular French dessert.

Note: The comprehension questions aim to assess the students' understanding of the article and encourage them to recall specific details about French cuisine.

Title: Exploring Japanese Cuisine: A Culinary Adventure

Article:

Japan is renowned for its unique and diverse culinary traditions, which are deeply rooted in history and influenced by regional flavors. From delicate sushi to hearty ramen, Japanese cuisine offers a wide range of flavors and textures. Let's take a

journey through some typical Japanese foods that will introduce you to the rich culinary heritage of Japan.

1. **Sushi:** Sushi is a globally recognized Japanese dish. It consists of bite-sized portions of vinegared rice topped with fresh seafood, vegetables, or other ingredients. Nigiri sushi, maki rolls, and sashimi are popular variations that showcase the artistry and precision of Japanese chefs.
2. **Tempura:** Tempura is a dish of lightly battered and deep-fried seafood, vegetables, or even sweets. The batter is made with a combination of wheat flour, egg, and ice-cold water, resulting in a crispy and light texture. Tempura is often served with a dipping sauce called tentsuyu.
3. **Ramen:** Ramen is a beloved Japanese noodle dish with various regional styles. It typically consists of wheat noodles served in a flavorful broth, topped with ingredients like sliced pork, green onions, soft-boiled eggs, and seaweed. The broth can be based on soy sauce, miso, or pork bone.
4. **Matcha:** Matcha is a finely ground powdered green tea that holds a special place in Japanese tea ceremonies. It has a vibrant green color and a distinctive flavor. Matcha is not only used for tea but also incorporated into various desserts, such as matcha-flavored mochi and ice cream.

Comprehension Questions:

1. What are the main components of sushi, and how is it different from sashimi?
2. How is tempura prepared, and what are some common ingredients used in tempura dishes?
3. What are some popular toppings in ramen, and what are the different types of broths used in ramen?
4. Aside from being consumed as a beverage, how else is matcha used in Japanese cuisine?

Note: The comprehension questions aim to assess the students' understanding of the article and encourage them to recall specific details about Japanese cuisine.

Title: Exploring Spanish Cuisine: A Flavorful Journey

Article:

Spain is renowned for its vibrant and diverse culinary scene, which reflects the country's rich cultural heritage and regional variations. From savory tapas to aromatic paella, Spanish cuisine offers a tapestry of flavors and ingredients. Let's embark on a culinary adventure and discover some typical Spanish foods that will tantalize your taste buds.

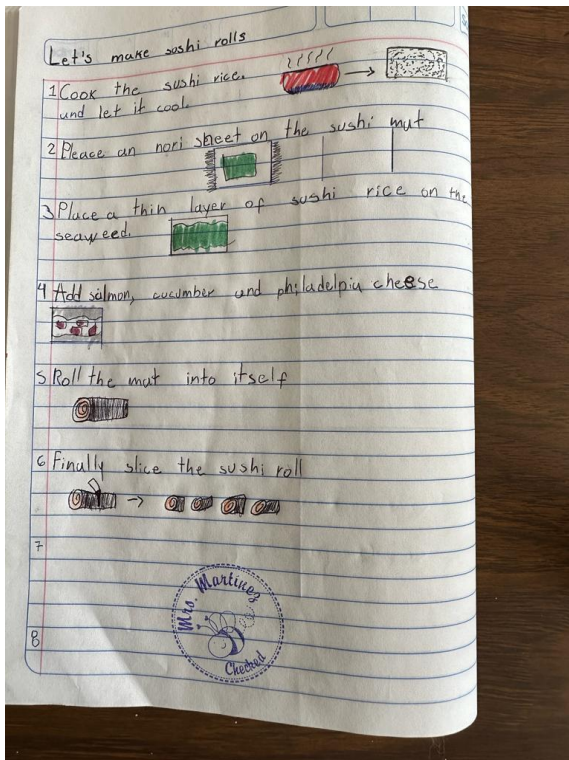
1. Tapas: Tapas are small plates of appetizers or snacks that are meant to be shared among friends and family. They come in a variety of options, including patatas bravas (fried potatoes with spicy tomato sauce), gambas al ajillo (garlic shrimp), and croquetas (deep-fried breaded bites filled with various ingredients).
2. Paella: Paella is a traditional rice dish that originated in the region of Valencia. It typically includes rice, saffron, and a variety of ingredients such as chicken, seafood, and vegetables. The dish is cooked in a wide, shallow pan called a paellera, which helps create the socarrat, a crispy layer of rice at the bottom.
3. Jamón Ibérico: Jamón Ibérico is a prized Spanish cured ham made from acorn-fed Iberian pigs. It is known for its rich and intense flavor and buttery texture. Sliced thin, it is often enjoyed as a tapa or added to sandwiches and other dishes.
4. Churros: Churros are a popular Spanish dessert made from deep-fried dough that is typically shaped into long, ridged sticks. They are often enjoyed with a cup of thick hot chocolate for dipping, especially during breakfast or as a late-night snack.

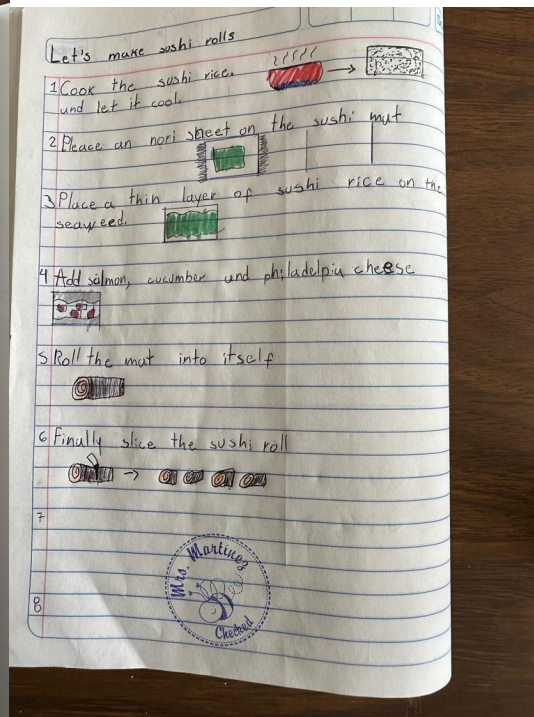
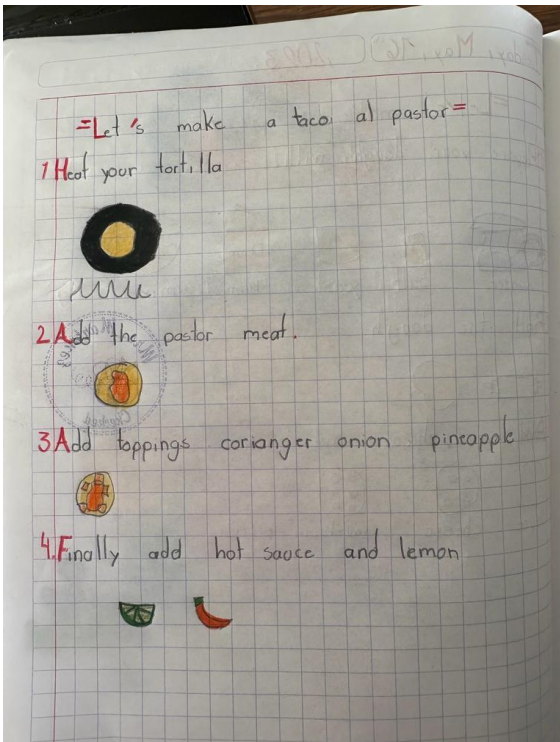
Comprehension Questions:

1. What are tapas, and why are they often shared among friends and family?
2. Where did paella originate, and what are some common ingredients used in this traditional rice dish?
3. What makes Jamón Ibérico special, and how is it typically enjoyed in Spanish cuisine?
4. Describe churros, a popular Spanish dessert, and the traditional way of serving them.

Note: The comprehension questions aim to assess the students' understanding of the article and encourage them to recall specific details about Spanish cuisine.

2.3 Attached evidence of (graphics, photos, images)





1 lightly seasoned
boiling water



2 stir the
water



3 pour the
egg in the
bowl



4 drain the
egg with
a tissue paper



5 place the egg toast







Link for mi video

https://drive.google.com/file/d/1iDFY-DcP_SLteZ7BlvUuxp7RIh7cjwSX/view?usp=drivesdk

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DECLARATION LETTER:

I declare that the following **ASSIGNMENT “ 1 ”** is entirely my own work and that it is written in my own words and not those copied directly from any source, except for those properly acknowledged.

I understand if I omit to cite in any document signed under my name, I am committing plagiarism, which is unacceptable in any academic environment, and it is a serious violation of the institutional regulations, stated by the Guidelines for Academic Honesty in Citation and References included at http://eeaille.cealupn.net/pluginfile.php/2441/mod_resource/content/1/eeaille_1_00_Academic%20Guidelines%20for%20Citation%20and%20References.pdf

“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/~wwwfhh/sec409.html>) and Universidad Pedagógica Nacional policies. As members of the academic community, students are expected to recognize and uphold standards of intellectual and academic integrity. The program assumes as a basic and minimum standard of conduct in academic matters that students be honest and that they submit for credit only the products of their own efforts. Both the ideals of scholarship and the need for fairness require that all dishonest work be rejected as a basis for academic credit. They also require that students refrain from any and all forms of dishonorable or unethical conduct related to their academic work.”¹

Definitions and Examples

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

¹ EEAILE-CEAL. UPN. Guidelines for Academic Honesty in Citation and References. http://eeaille.cealupn.net/pluginfile.php/2441/mod_resource/content/1/eeaille_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

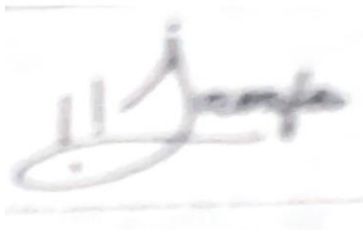
TITULO QUINTO: De las sanciones y recursos.

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

JUANA ARIANA MARTINEZ OLVERA



² Reglamento General para estudios de posgrado de la UPN.

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