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**PROPUESTA DE INTERVENCIÓN EDUCATIVA
DEVELOPING INTERCULTURAL COMPETENCE
THROUGH THE IMPLEMENTATION OF A SCHOOL
FAIR IN STUDENTS OF NINTH GRADE**

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

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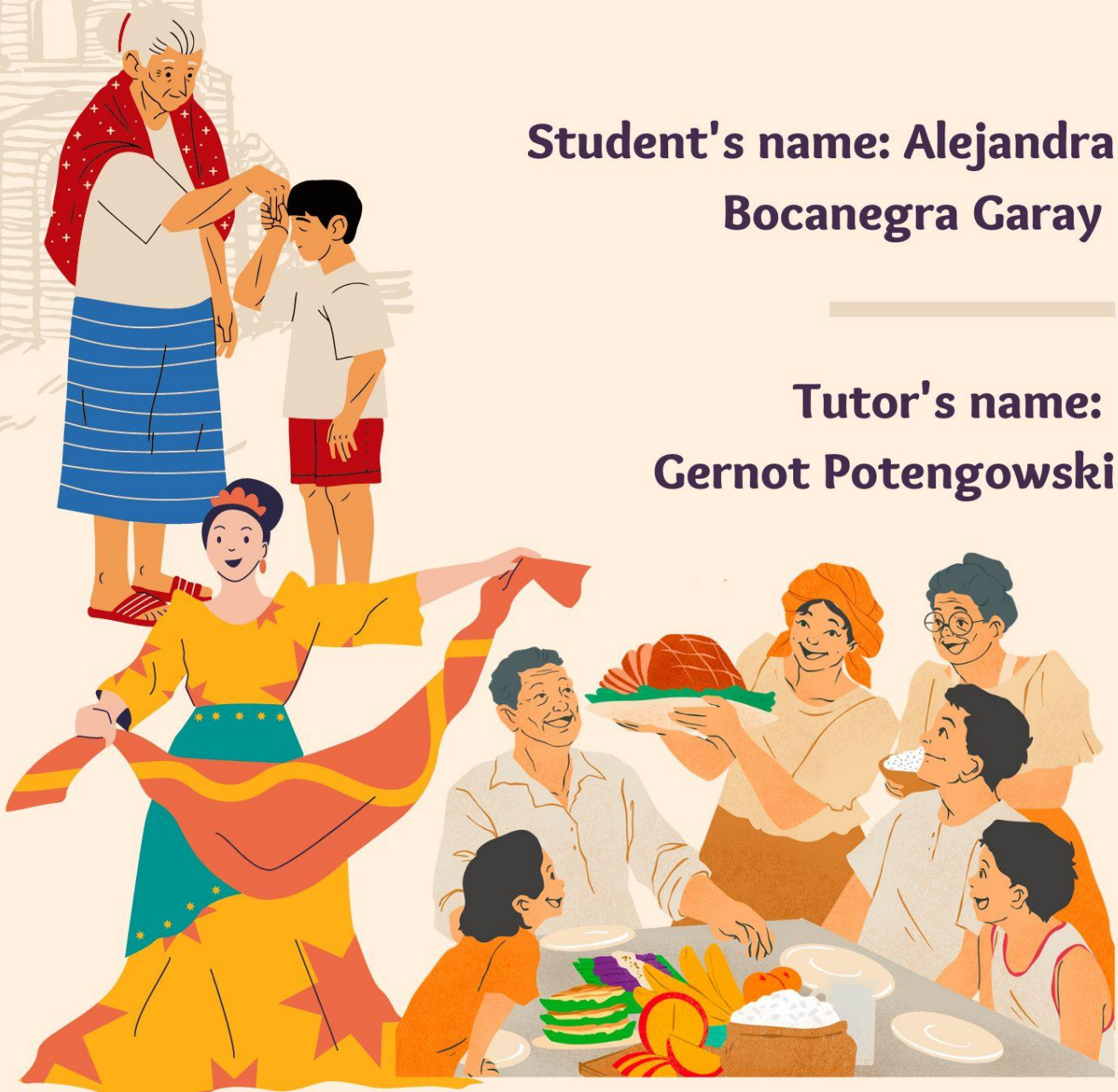
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DEVELOPING INTERCULTURAL COMPETENCE THROUGH THE IMPLEMENTATION OF A SCHOOL FAIR IN STUDENTS OF NINTH GRADE

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1. Introduction:

<https://www.youtube.com/watch?v=PxnHSil5RGU>
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This document discusses the challenges and responsibilities of being an English teacher, talks about all that I have learnt from the specialization emphasizing the importance of student-centered approaches, continuous learning, and the use of engaging materials and technology to design, to implement, and to evaluate a meaningful class. Besides that, it describes a successful educational project with students of ninth grade that integrated task-based language learning, cooperative learning, and a student-centered approach. The project incorporated the flipped classroom model to try to take most advantage possible from the time in class (due to sessions with the group are considerably short and this might have affected the final project) and use digital platforms for autonomous learning and technological tools that keep students motivated and interested in the lesson all the time. The students from this project are at a B1+ level of English proficiency, engage in collaborative work and assume different roles within the classroom to achieve the objective from it. The text also highlights the integration of technology in education, the significance of warm-up activities, and the implementation of an intercultural fair to promote intercultural competence among students. The fair encourages cultural awareness, sensitivity, and understanding while fostering communication, cooperation, and global citizenship skills.

This document is the result of the careful design of a series of activities designed to promote intercultural. Those activities were successfully implemented and throughout the document, the qualitative and quantitative results obtained will be developed. In the same way, I will be talking about the development of the intercultural fair, the impact that it had on students from other groups and the learning that the participating students consolidated as well as the obstacles they faced and the curricular adjustments that were made during the implementation of the same to

ensure that students achieve their learning objectives. In the same way, the teaching philosophy was restructured, it is described in greater detail in my teaching context and identity based on the tutor's feedback, this with the objective that the final project is delivered with quality and within the parameters established and informed in advance.

Finally, the chapter on assessment was carefully elaborated and improved in terms of spelling and structure to fulfill the task with good quality according to the tutor's feedback and the aspects required.

2. Body:

2.1 Professional perspective and development

Since I was a little girl, I used to dream with becoming a teacher. The first day I attended to University I remember myself that recurrent dream and absolutely agree on being a teacher because I studied Pedagogy, I realized that education is the only way that our country can be better day by day. If populations get educated well, they will empower themselves, they will be more analytical and critical, consequently people would make better decisions and we would live in a better society.

Since that moment, I lived honorably following rules, laws and especially my word. Nowadays I lead by example because I teach with my words but essentially with my actions.

I graduated in 2016, then I study My teacher's course to become an English teacher, afterwards I took a course to get TKT certificate then I study a master's degree in digital technology applied to education, this one helped me a lot to integrate technology and digital resources to my classes. I did this during the pandemic because the context in that moment required teachers to adapt their lessons to the new pedagogical model: online or hybrid model.

As an English teacher, I do believe that learning is a never-ending process. Teaching a language as dynamic and evolving as English requires effort and commitment to

personal growth, professional development, and lifelong learning. This is something that I learned when I graduated from college studying Pedagogy. Learning never ends but that is a personal and professional decision that each person makes so I decided to continue learning my whole life and that is the reason that I am here, typing this.

English is a living language that constantly adapts and evolves especially nowadays with globalization, I teach my students that English is a window that is open for new worlds, new knowledge, better possibilities and other cultures so they must constantly learn to get the best version of themselves consequently I have to do what I want my students to do, never give up learning.

To effectively teach English, I must stay updated with these developments through reading, practicing my skills attending workshops, and engaging in language communities. This ensures that my lessons reflect current linguistic trends and provide students with relevant and practical language skills.

Teaching methodologies and approaches are constantly evolving. Research in the field of education continually uncovers innovative and effective teaching strategies. Engaging in professional development opportunities, such as workshops and conferences, allows English teachers to explore new pedagogical techniques, assessment methods, and technologies that can enhance student learning outcomes. Adopting the approaches that I learn from the specialization it will help me adapt my teaching philosophy to suit diverse learner needs and create engaging classroom environments and remarkable and meaningful classes.

This is what I did when I guided my students to implement an intercultural fair, I led them to learn about other cultures, so they learnt that language and culture are deeply linked They got of different cultures and their impact on language was beneficial. By exploring diverse cultural perspectives through literature, films, and social interactions, I could foster global awareness and promote intercultural competence among students.

Once in a meeting, we shared our experiences, teaching obstacles, doubts, so we learned from each other that day, we learned we are not alone, we must work together to face any obstacles that may appear in this teaching path. I have learned that connecting with other English teachers and professionals in the field provides invaluable opportunities for support (even emotional) growth and development. Engaging in professional networks, both locally and personally, have allowed me to exchange ideas, share resources, and learn from each other's experiences. Collaborative learning with peers enhances teaching practices, provides different perspectives, and sparks creativity so nowadays I can say "I am not alone".

Self-reflection is a vital aspect of continuous learning for English teachers. By critically analyzing their teaching methods, classroom interactions, and student outcomes, teachers can identify areas for improvement and growth. Regularly assessing their teaching practices enables them to adapt to students' changing needs, refine instructional strategies, and develop new skills. Engaging in professional mentoring or seeking feedback from colleagues can further enhance reflective practice and lead to continuous improvement.

Being an English teacher is a dynamic and rewarding profession that requires a commitment to continuous learning to become a great teacher who can really guide and lead students to achieve their learning goals.

3. Teaching context, philosophy, and identity.

Being an English teacher is complex, we work with different people, learning styles, prior knowledge, etc. as well, because there are different ideas and methods for teaching English as a second language. Teachers need to know that their knowledge and dedication can impact how well students learn, but it also depends on the situation and students' disposition toward their learning processes. Pedagogical methods teach us how to help and motivate our students to meet their learning goals while keeping in mind why education is important in our daily lives.

Learning and teaching are connected, as Freire explains in his book *The Pedagogy of Autonomy* (1996). This means that one thing cannot happen without the other thing. We need to plan how we'll teach our roles and responsibilities as teachers. I try to guide my students by telling them where to go and how to reach their learning objectives.

I am into the student-centered method of teaching because students are very important in education. So, the teacher needs to figure out what the student needs to do to do their best.

As a teacher, I think it's important to keep learning and adapting to my student's educational needs. My responsibility is to help people learn in a way that makes sense to them. I provide them with helpful tools and support them in achieving their goals. I also teach them how to think about their learning so that they can become better at it on their own. If I use it the right way, I can help them learn how to handle things in real life by developing their skills, abilities, and attitudes.

When we talk about teaching methods, we must remember that one method may not work for every student. You need to pick a good way of doing things and sometimes check if it still works well. If it doesn't, you can change it to a better one or adapt to the current circumstances. Right now, I like the idea of teaching students to learn from each other and make their knowledge which is called the student-centered approach. Teaching happens between people who interact with each other, like parents and friends teaching each other. The students are important in their learning, and they should get involved in it. I like to use a teaching style called 'flipped classroom'. This means that students get all the information they need to learn before class. They are then responsible for learning it themselves. This helps me to make the most of class time. According to Huang (2020), classroom activities should help students learn both professional skills and how to communicate well.

In addition, students should use materials that are interesting, helpful, and related to their daily lives to enhance their learning experience. The school where I work has everything, we need to give students good lessons that match their skills and knowledge. I can use all these things to help my students do their best.

We can use different things like posters, sticky notes, audio files, online boards, readings from magazines, websites, brochures, and videos to make lessons fun and interesting for students. This helps students learn better because they can relate to the lesson and understand it better. This is called constructivism.

Constructivist learning theory means that people learn by making connections and understanding from their own experiences. So, PBL projects combine cool technology and fun materials to make a project that's interesting and fun to do. I think that using different activities and tools in class helps students stay interested and learn in different areas. It also helps them use what they learn in real life.

4. Teaching Philosophy

The act of teaching is a challenging endeavor, yet a rewarding one when there is evidence of student comprehension. The attainment of an effective pedagogical response needs a thorough understanding of the context, thereby enabling the creation of engaging instructional sequences that facilitate students an effective learning way. The innovative approach implemented during this intercultural project has proven to be particularly efficacious. In the present circumstance, I am employed at a privately owned academic institution situated in the northern region of the Mexican state, known as Innova Schools. Innova Schools represents a network of educational facilities characterized by the implementation of a patented instructional framework designated as blended learning. This methodology integrates two distinct pedagogical approaches: the flipped classroom paradigm, which involves assigning students activities, subjects, or content to be studied independently, followed by an in-class exploration of the related concepts, and solo learning, which represents to use of specific digital platforms wherein the role of the teacher is limited to a guiding function while students forge their knowledge and skills autonomously. Once per week, the students attend a computing laboratory where they engage with a variety of technological instruments. As a result of this technological and innovative approach, approximately 90% of the students have acquired technological proficiency and mastered English as a second language.

Moreover, the individuals in question belong to a homogeneous cohort, demonstrating solidarity and dedication to their educational objectives. Most individuals possess proficiency in English at a B1+ level, thereby denoting their aptitude to comprehend the principal concepts articulated in intricate passages on both tangible and intangible subject matters. Moreover, they can engage in discourse and conversing with a level of fluency and spontaneity that allows for effective communication with their contemporaries. Additionally, they possess the ability to craft lucid and comprehensive written discourse across diverse type of texts.

In addition to the concepts, it is commonplace for students to engage in collaborative work by assuming designated roles during implementation. Before starting each class, students are required to select a specific role for their undertaking. It is evident that the roles within a given class exhibit variation, owing to the divergent needs and requirements specific to each class. Subsequently, a taxonomy of the typical positions assumed for English courses will be presented.

Initially, there exists a leader who assumes the responsibility for directing and coordinating team members, distributing tasks and assignments, generating innovative concepts, and fostering an environment of teamwork. The role of the secretary entails not only generating ideas but also organizing and documenting them. As suggested by the designation, the secretary is responsible for maintaining a log of the ideas generated and recording the details of any requested products. The role of the timekeeper is to allocate tasks into predetermined periods and ensure their completion according to the agreed-upon timetable. The supervisory function of the evaluator shall entail the responsibility of ascertaining that the work produced satisfies the prescribed specifications and that each member of the team has contributed to the task appropriately. As a result, the collaborative efforts of these various roles engender optimal outcomes.

As an English teacher, I understand the complexity of working with diverse students, accommodating different learning styles, and utilizing various teaching methods. I believe in the student-centered approach, tailoring lessons to meet individual needs

and empowering students to become self-directed learners. I aim to foster meaningful and effective learning experiences by providing engaging materials and activities while continuously adapting to students' educational needs.

5. Theoretical concepts, methodology.

When teachers teach, we must teach not only content but also must train students in other aspects so they will achieve an integral and holistic development. We should not continue promoting skills that are not currently useful. We must promote in them skills for the 21st century. We must teach them to favorably use all those aspects to implement a new conceptual model that would develop the qualities of a competent intercultural speaker because the new reality we currently face demands it to communicate effectively.

6. Byram's model of Intercultural Communicative Competence

Byram's model of Intercultural Communicative Competence will be applied throughout this project.

This model emerged from the need to respond adequately to the constant changes in the pedagogical contexts.

Accordingly, Byram (1997) set out to develop a new conceptual model that would capture the qualities of a competent intercultural speaker and these are listed below. He described these qualities as a set of knowledge, skills, and attitudes toward own behavior:

Savoir: knowledge of self and other; of interaction; individual and societal. This can be seen when students activate their prior knowledge about other cultures, all that they have learned in formal and informal contexts (by traveling or listening to others' anecdotes, watching videos or documentaries, or by reading books, articles, blogs, magazines, etc)

Savoir être: attitudes; relativizing self, valuing other.

Savoir comprendre: skills of interpreting and relating Savoir apprendre/faire: skills of discovering and/or interacting.

Savoir s'engager: political education, critical cultural awareness (Byram, 1997)

7. Methodology. Task-based language learning

The focus of the teaching is on the completion of a task that is interesting to the learners. Learners use the language they already have to complete the task and there is little correction of errors. The aim is to highlight the importance of learning the language by making it vital to task completion.

In the project, there will be three methods integrated to get synergy. The first of them will be, Task-based learning which consist of the completion of a task during the four first classes where students will be guided and corrected by the teacher (in case this will be necessary), Task-based Learning raises student's awareness of errors, so they become able to learn from their mistakes to improve. Contreras et. al. (2016) say that this learning model aims to motivate the student to a different approach to learning, one that has a positive influence on the student while at the same time improving the quality of teaching.

8. Cooperative learning

On the other hand, we can find Cooperative learning, which is used during all the sessions, with this instructional method students work in small groups to complete a task properly under the teacher's guidance and accompaniment. Cooperative learning allows students to apply their knowledge in situations that emulate a real-life one making the process more interactive and meaningful to them while they work in teams with specific roles, they develop communicative and soft skills such as time management, networking, teamwork, creative thinking, and conflict resolution.

The fact that the students have specific roles and well-defined functions helps to ensure that the work to be carried out is homogeneous and that the responsibility

does not fall on a single person. The roles are constantly changing as well as the formation of the groups. This helps students to meet other people outside their circle of friends so that they are empathetic and learn to work collaboratively with others in cooperative learning. Slavin (2014) points out that Cooperative learning refers to teaching methods in which students work together in small groups to help each other learn academic content.

9. Approach

Student-centered approach is a teaching approach that focuses on making lessons meaningful and interesting for students. The learner receives specific and customized attention, interaction is promoted, and students' needs are prioritized by the teacher who pays close attention to the students' weaknesses and strengths to select proper materials that maximize the educational process. As well, students interact in teams, so they learn, teach and make mistakes by themselves.

While something can be easily understood by some people, the same can be difficult for others and in cases like this, is when teachers apply monitoring with other students. At the end of the day, education is a social activity, this idea is presented by Soto- Santiago (2015) language learning is a social process; that is, it takes place in a specific context and by between people (students, teachers, and others).

10. Evaluation

The process of evaluation is deemed indispensable and integral to the lesson plan, thereby rendering its omission impracticable. Peña (2020) posits that evaluation is an innate propensity of human beings, representing an intentional human activity that necessitates a systematic approach to delineate the value of an entity.

Evaluation is also considered a process into a process itself. Evaluation always provides chances to reflect on students' progress to them and to the teachers, too. Since there are different types of evaluation, teachers and students must take always into consideration that each one is focused on different aspects, so it is decisive that the teacher identifies what he wants to evaluate, how and for what to determine the

evaluation, and the evaluation tools that will eventually help him. Consequently, evaluation is a factor that is indispensable in education. Evaluation provides an effective pattern to be followed, it indicates what students already know so this can be assessed through observation, brief interviews, or tests, this evaluation is known as diagnostic evaluation.

The diagnostic evaluation must be implemented at the beginning of the educational process, so it is transcendental for our pedagogical practice because gives us a guide of what students need, helps us to look ahead, adjusts the curriculum content, shows development areas, and especially points out to those who may need additional academic support just as Brown (2009) pointed out Diagnostic assessments provide opportunities to reflect on pupils' thinking, strengths, and weaknesses.

Evaluation is formative too, because it evaluates students' progress along the period, module, unit, bimester, or semester, so we can verify whether they are learning or if it is necessary to go back to get reinforcement. Also, it points out the efficiency of strategies and learning activities to be done.

Finally, the summative assessment shows students' progress and verifies that they accomplish their learning objectives at the end of a learning period such as the one previously mentioned.

Moreover, talking about approaches, it is necessary to keep in mind that not all approaches are for all students and that according to each approach students can be tested and assessed differently and therein lies the enormous difference and impact of the teaching work and the role of an English teacher as a guide.

As a result of this role in guiding the educational process and providing guidance for working effectively, the collection of relevant information for curricular adaptation and the implementation of lesson plans is facilitated by the teacher. Similarly, it is essential to communicate to students regarding their advancement, areas of improvement, accomplishments, as well as the limitations hindering them from

reaching their educational goals. This plan entails the implementation of a continual assessment process, which considers several crucial factors including attendance, active engagement, English language proficiency, behavior, and the quality of products submitted during the sessions. Similarly, the ensuing rubrics serve as a comprehensive assessment tool to validate the acquisition of knowledge and skills by the student. The rubrics for this intercultural project are fixed in the annexes section.

Continuous assessment is a fundamental component of instruction that permits teachers to assess students' learning advance throughout the school year. Not at all like conventional exams, persistent appraisal includes a run of exercises such as tests, expositions, and ventures that empower instructors to evaluate students' execution and skills persistently. In later a long time, project-based learning has picked up notoriety as a shape of nonstop assessment. In this document, we'll investigate the significance and impact of continuous evaluation, especially in project-based learning which is the one that I have been working on within the design, implementation, and self-evaluation of the project "Intercultural Fair".

Continuous assessment has a few benefits. Firstly, it permits teachers to distinguish students' qualities and shortcomings in real-time. This empowers them to personalize their instruction to cater to the personal needs of their students. For illustration, in case a teacher takes note that a student is battling with a specific theme, they can adjust their educating approach to assist them to get the subject superior. This personalized approach guarantees that all students are allowed to succeed.

Furthermore, Continuous assessment provides students with quick feedback. This input empowers them to understand their qualities and shortcomings and to identify areas that require change. Not at all like conventional exams where students need to wait for weeks or indeed months to get feedback, the assessment of the implementation of projects promotes students with real-time criticism that empowers them to require remedial activity instantly.

The evaluation is an essential process that it cannot be omitted along this lesson plan. The concept of evaluation according to Peña (2020) is an inherent activity to humans, it is an intentional human activity, which is why it must be systematic and set out to define the value of something. Since it directs the educational process, gives the guidelines to work, and collects pertinent information for the curricular adaptation and the implementation of the lesson plans. In the same way, share with the student their progress weaknesses and strengths, their achievements, and what they lack to achieve their learning objectives. In this plan, the evaluation that will be carried out is continuous where various aspects are considered, such as attendance, active participation, attitude towards English, and behavior as well as each product delivered during the sessions. Likewise, as a summative evaluation, the rubrics that verify the student's learning are below.

11. The use of technology

The use of technology has exponentially increased in the last few years. Technology and our daily lives are intrinsically linked so it has become an essential part of us. All the fields have had changes, in medicine, scanners that can detect illnesses, vaccines for them, and even robots that are able to perform surgeries. In other industries, technology is applied to improve and to efficient processes, consequently, the final consumers get better products and, faster than they did in the past.

Couldn't be better to implement technology in education?

As a teacher, I strongly believe that we must provide the most adequate tools to help them succeed in their lives. Technology is indispensable in every single aspect of their lives so this must be implemented in the classes, with this, students develop different skills such as facilitating world comprehension, promoting digital literacy and visual stories, maximizing autonomy in the students, collaborative work, the flexibilization of educational processes, to increase motivation and creativity.

12. Warm-up activities importance:

In every session, there must be a warm-up activity. These are 5-minute activities that encourage them to be active in their learning process. Also, warm-up activities prepare students physically and mentally for the lesson. Velandia (2008) points out that the use of warm-up activities increases students' attention and helps us link the processes of the class consequently this promotes the learning process. All the sessions were carefully planned, and the warm-up activities were intended to be enjoyable and appealing to students.

These activities are designed to grab students' attention and to motivate them. It is said that motivation is one of the most important factors in talking about education. Students must be motivated and interested in what they will learn, likewise, they must activate their prior knowledge. Dilinika (2015) out that prior knowledge can be defined as the knowledge that the learners already have before they learn new information about a particular topic. Consequently, the prior knowledge helps them make sense of the new knowledge. Among the warm-up activities can be found engaging questions that motivate students to reflect on the world and what surrounds them, quick games such as tic-tac-toe and hot potato so all these activities that worth explaining in a detailed way ahead.

13. The rationale behind each activity

13.1 Day 1 :

Warm-up :

In the first class, students will have to reflect on the impact of the colors on their daily lives. Although the colors are something that we are used to seeing everywhere, the teacher will encourage them to analyze how they affect our decisions when we go shopping or in a restaurant, or even on our outfits

Use of Quotes:

In lesson 1, there are a couple of inspirational quotes, these resources are useful to get students motivated but specially to encourage them to think deeply and critically by asking "What does the quote mean? "Why do you think that person says that?" How can you apply it to your own life? "Besides, it can be used to teach direct

speech and indirect speech at the same time, even if it is not the target of the lesson, it can be used often in classes. This reinforces thinking out of the box.

Reading an article:

Reading is not a habit that most students possess. Most students consider reading a boring activity. Therefore, teachers have the task of motivating students to read more often. An activity to hook them to reading and present a willingness towards it is to ask them to speculate about what the reading is about and to congratulate those who came closest or even those who were correct in their speculation, this before they start reading.

Talking about reading properly, they will read an article that shares different meanings of the colors but they must know the meaning of the words or at least to know how to infer the meaning by the context although Restrepo (2015) points out that to correctly guess the meaning of a Word in context, a learner must be able to recognize a great percentage of the surrounding words so the teacher must invite students to identify all the unknown words and to explain these to them to make more comprehensible the activity.

Finally, students will read in groups and individually, afterward the teacher will ask some questions. This last, will have the objective to verify the reading was critically understood by them, according to Van der Weel(2022) critical reading pays conscientious attention to logic, scrutinizes inference and analogies, and analyses the sources of information.

Task:

In this activity, students will consolidate what they will have learned by that moment. They will be given colorful photos that they will have to describe it using their opinions and facts from the article. It is known that a person really understands something when he or she can paraphrase with their own words. According to Thompson (2009) is an effective way to restate, condense, ... and for establishing new learning to move on in education.

Wrap-up activity:

In this Intercultural activity, students will reflect on the relevance of knowing the differences among cultures. They must understand that cultures must not be identical to be respected. the objective of this activity is to set the basis of the project, at the end of it they will have developed cultural awareness that according to Quappe (nd) Cultural Awareness is the foundation of communication and it involves the ability to stand back from ourselves and becoming aware of our cultural values, beliefs, and perceptions. This must be totally understood due to cultural awareness is indispensable when people interact with people from different cultural backgrounds.

13.2 Day 2:

Warm-up:

In this session, students in plenary will retake what they learned in the previous class by playing hot potato, this fun activity will activate their knowledge and promote a nice environment among students due to it is essential to make students feel comfortable and motivated for each lesson.

Reading activity:

Reading is a good way to raise awareness about how the real world works. As well, knowing the story of something contributes to understanding how it has evolved til this point. That's not the exception with the colors, how they were originally formed to dye clothes and fabrics that at the same time were used to make clothes and their relevance of themselves. With a timeline, students develop the ability to set in chronological order a variety of historical events and to comprehend their importance and their impact of them.

Predicting, scanning, and skimming are useful tools to promote reading comprehension. Those were explained. During this session, popcorn reading will be implemented. Popcorn reading, which is also known as Round-Robin reading, is a classroom practice in which students go around the room taking turns reading a text out loud. Typically, this is done with longer passages, like textbook chapters or chapters in a book of fiction, and with a random order and with a reading comprehension activity the teacher can make sure students pay enough attention.

Wrap up:

Intercultural competence

Students will watch a video about the differences among the colors in other cultures. Then, in plenary, they discuss tolerance, understanding, and acceptance toward other cultures. Intercultural interactions are more often nowadays and have become more popular among people. Globalization has promoted intercultural other competencies and has deleted cultural boundaries. Delors, Learning: Treasure Within (UNESCO, 1996), had termed as “learning to live together”. No matter the race, religion, customs, or beliefs. Teachers must raise awareness in students to be always empathetic with others without bearing in mind the discrepancies.

13.3 Day 3:

Warm-up:

In pairs, students will share if they worry about the brand when they go shopping and how this affects others’ perceptions. This might be an interesting activity because the students are in different financial situations, so these inquiry questions will make them talk about real-world contexts and take into consideration the savoir-etre that is mentioned by Byram’s model of Intercultural communicative competence that points out the importance of tolerance, acceptance, flexibility and to keep an open-minded.

Listening:

In this activity, students will watch a documentary about how humans and animals perceive the world. This activity has as aim to make students understand that exist differences between human and animal sight. In these activities, other areas work transversally like science and history. On one hand, they comprehend the process and on the other hand, they see the evolution of it. Discussing in plenary let students share their opinions and thoughts and at the same to listen to others actively.

Task:

Content and Language Integrated Content (CLIL) activities are really useful because they help improve language competence, provide vocabulary, explain how the world works, promote transversal content, and facilitate communicative exchanges.

13.4 Day 4:

Warm-up:

On this day, the warm-up activity will show students how our brains can play around with us, the activity is designed to make students fail when they read the colors because the color is written, and the color of the marker will be different on purpose.

Listening:

In this activity, students will watch a video of a person who is blind sharing what colors are for him. While students listen for gist develop empathy thinking how it would be their life if they were blind. They will discuss their opinions and experiences in the plenary.

Task

The task for this session will be the development of a podcast, such a task covers the 4 skills, and soft chairs at the same time. In order to start the project, students will work with the script, taking care of coherence and accuracy. Once ready, they can record it and start editing it to publish it on the school platform.

Intercultural activity:

Students will search on the internet for the concept of Cultural blindness and discuss in plenary if they have witnessed something like that. Moreover, they will propose ideas on how to create awareness and eradicate this.

13.5 Day 5:

Intercultural competence fair:

This day students will be working with flipped classroom approach; this has the aim to let students to learn the theory behind intercultural competence and once all these are totally understood they can apply their knowledge to the set of activities plan for that day. They will have to search on the internet for important concepts related to interculturality (culture, ethnocentrism, cultural awareness, and cultural competence) Using the blended learning called flipped classroom students make the most. This model fosters students to remain active in their learning process and to use technology efficiently. Teachers are responsible of guiding and helping them to achieve their goals. Aguilera et al. (2017) point out that where they actively participate in the construction of knowledge and constitute a model that attends to the individual needs of everyone.

During the warm-up activity, they will have to explain on their own what they understood and write down on a graphic organizer to verify all theory was comprehended. Once they get the information, students will display a set of the events in the auditorium where students from other grades will visit them. Each stand will present different cultural differences to promote cultural competence through different activities, for instance, play role, presenting a podcast, playing kahoot, a virtual tour about how they did their fair.

Wrap-up activity: Students will have to respond a couple of questions and their thoughts in a padlet (an interactive platform with some spaces to share information) and to comment their classmates' contributions.

14. Outcomes:

Since we started this project, I have faced different things to take in consideration, the first big step that I had to take was to choose the topic the project, there were some ideas but in the end I had to choose only one, analyzing retrospectively it can be said that decision that I made was the correct one, students learned a lot, they develop intercultural competence, they help others understand cultural blindness, they raise awareness about these topic and besides that, they had fun.

However, not everything was perfect, during this learning- teaching path we deal with things that I never expected to. For instance, there was an external problem between two people, so I was required by my coordinator to rearrange the organization of my groups this with the aim to avoid problems in short and long term s it was done but this took me longer than I expected when I was given that order. Also, two students of mine got deeply sick and they couldn't attend, for this issue the other students reorganized their task, this action was a clear proof of autonomy that it is one of the twenty first century skill that teacher must develop in their students. They achieved proudly the aim of the project even when there were obstacles they discussed and figured out a way to solve them.

Having said that, it is time to talk about evaluation which is an essential piece of this puzzle called education. Evaluation is a process that must be taken into consideration carefully. Teachers must look ahead and find out the adequate tool to assess students. Evaluation must test the different aspects that make up the activity or the project which you will be working with. In the same way, it is essential that students know what will be evaluated so that they can develop it in advance. Rubrics are assessment tools that, when well implemented, facilitate teachers' work, are

specific, and provide efficient feedback to the students on what they already achieve and what they must reinforce.

Evaluation provides a systematic method to study a program, practice, intervention, or initiative to understand how well it achieves its goals. Evaluations help determine what works well and what could be improved in a program or initiative. As it was mentioned in the video, students were evaluated with some tools such as rubrics, these rubrics were carefully designed by me taking in consideration the students' need, products, and skills, those rubrics were posted for students on the school platform (Bright Space) because it was important they know what they would be evaluated with.

For the ones, who did not participate in the fair, they were asked to design a website with a compilation of all the information. Nevertheless, only one out of two sent the link of that task.

Another resource, students were evaluated with was Padlet. This is an interactive platform where I posted some questions and students had to log in to share their thoughts and what they learnt from this project. As well, students were required to comment and react to their classmates' answers they could include gifs, stickers even memes. This was engaging and appealing for them.

Finally, they provided some feedback to their classmates' products. In this activity I had to pay close attention and to make sure they assessed the product not the person who made it. It was not perfect but got satisfied with what they did and what they learnt.

In addition, I can say that working collaboratively was rewarding for them, they learned from each other, they expressed their opinions and listened to other ones, it was clear that dialoguing and negotiating can make great things.

15. Video concept:

16. Video summarizes.

The video discusses the objectives of my lesson plan which include understanding the meanings and symbolism of colors in other cultures, reflecting on the importance of knowing about other cultures, and understanding the difference between cultural blindness and cultural competence. The students involved are in 9th grade and are studying in a private school, with four classes a week and various resources used to promote meaningful classes. The project was successful and engaged students in collaborative and peer learning while raising awareness of different cultures. The video also discusses how schools can develop programs to show cultural competence, including teaching literature, history, and social studies from a global perspective, and bringing in teachers from other countries to teach. The use of technology in the classroom is also discussed as a way to promote digital literacy, autonomy, and collaborative work among students.

17. Video transcript:

0:15[Music]

0:30the objectives of the lesson plan are to understand the different meanings and symbolisms of some colors in other cultures.

0:45 to reflect on the importance of knowing more about other cultures.

1:00 to understand the difference between cultural blindness and cultural competence to raise cultural awareness and interculturality among other students from other groups.

1:15 Students will make a podcast episode summarizing what they learned from the project.

My teaching context and Philosophy

1:30 I have been an English teacher for some years I studied Pedagogy. Currently I work for a Peruvian school. This is my group, most of them are at a B1 level in English according to the European common language framework.

1:45 They are able of understanding the main ideas of complete text they can participate in discussions and interact with a degree of fluency.

2:00 they are studying in 9th grade in a private school they have four sessions or four minutes a week

2:15 Let's talk about the theoretical foundation.

2:30 The first one, it is the Social constructivism, a social learning theory developed by Lev Vygotsky said that individuals are active participants in the creation of their own knowledge . Vygotsky believed that learning takes place primarily in social and cultural settings. Social constructivism suggests is heavily dependent on interpersonal interaction and discussion.

3: 05: Collaborative learning is the educational approach of using groups to enhance learning through working together. Groups of two or more learners work together to solve problems, complete tasks, or learn new concepts. This approach actively engages learners to process and synthesize information and concepts, rather than using rote memorization of facts and figures.

3:35: And the last one, it is Byram's Model of intercultural competence, remember that Byram defines intercultural competence as Knowledge of others; knowledge of self so with this we can get skills to interpret and relate to discover and/or to interact with other cultures Also, he defines cultural knowledge as "knowledge about social groups and their cultures in one's own country, and similar knowledge of the interlocutor's country on the one hand". For learners of English, the interlocutors can be people all over the world because of their lingua franca nature.

4: 34 Let's see the lesson plan [Music]

4:50 session 1: presentation of the project. Students read articles about festivals around the world. Reading in groups and individually. Task: A brief individual presentation summarizing what they learnt.

5: 20 Session 2: Activating schemata. Playing hot potato and answering inquiry questions. Reading "colors in other cultures "

5:48 Students compare colors in a graphic organizer.

6:00 Session 3: Evidence from the use of Google Art and culture.

6: 45 Session 4: Planning the intercultural fair -evidence-. Students designing the materials for the intercultural competence.

7:30 Session 5: The intercultural fair. Implementation -evidence-

8:50 Wrap up. Questioning students about what they learnt in the fair.

9:35 What did you learn from this culture? Can you explain the difference between cultural competence and cultural blindness? A= what I understand that cultural blindness is the lack of knowledge that a person has about culture. In contrast, cultural competence is the ability of knowing about other cultures.

10:00 Reflecting on the content for making the first episode for the intercultural podcast.

10:15 It is our belief that it was a long process with a rewarding result students' attention was kept all the time students were engaged to the lesson.

10:30 They developed collaborative and pure learning while they work with different resources as always there are obstacles that we had to overcome, and the lesson plan had.

10: 45 This was a rewarding project that help students develop Intercultural competencies are essential for peace and social cohesion. They help us to develop listening and communication skills, to learn about other cultures and to perceive behind our differences everything that brings us together and constitutes our shared humanity.

11:20 As well, this project helped students to be more motivated and engage them to their own process. At the end, they felt more confident, they felt likely to speak in class, they were able to ask for help so they could absorb materials faster and they were excited to learn all the time.

11:40 They were evaluated with some tools such as rubrics which was important to know. Evaluation provides a systematic method to study a program, practice, intervention, or initiative to understand how well it achieves its goals. Evaluations help determine what works well and what could be improved in a program or initiative.

11:30 In conclusion, I can say that learners work each other, all they work as a group to understand principal concepts among students or how the world works and the importance of knowing that exists a wide variety of cultures and respecting them especially nowadays with technology

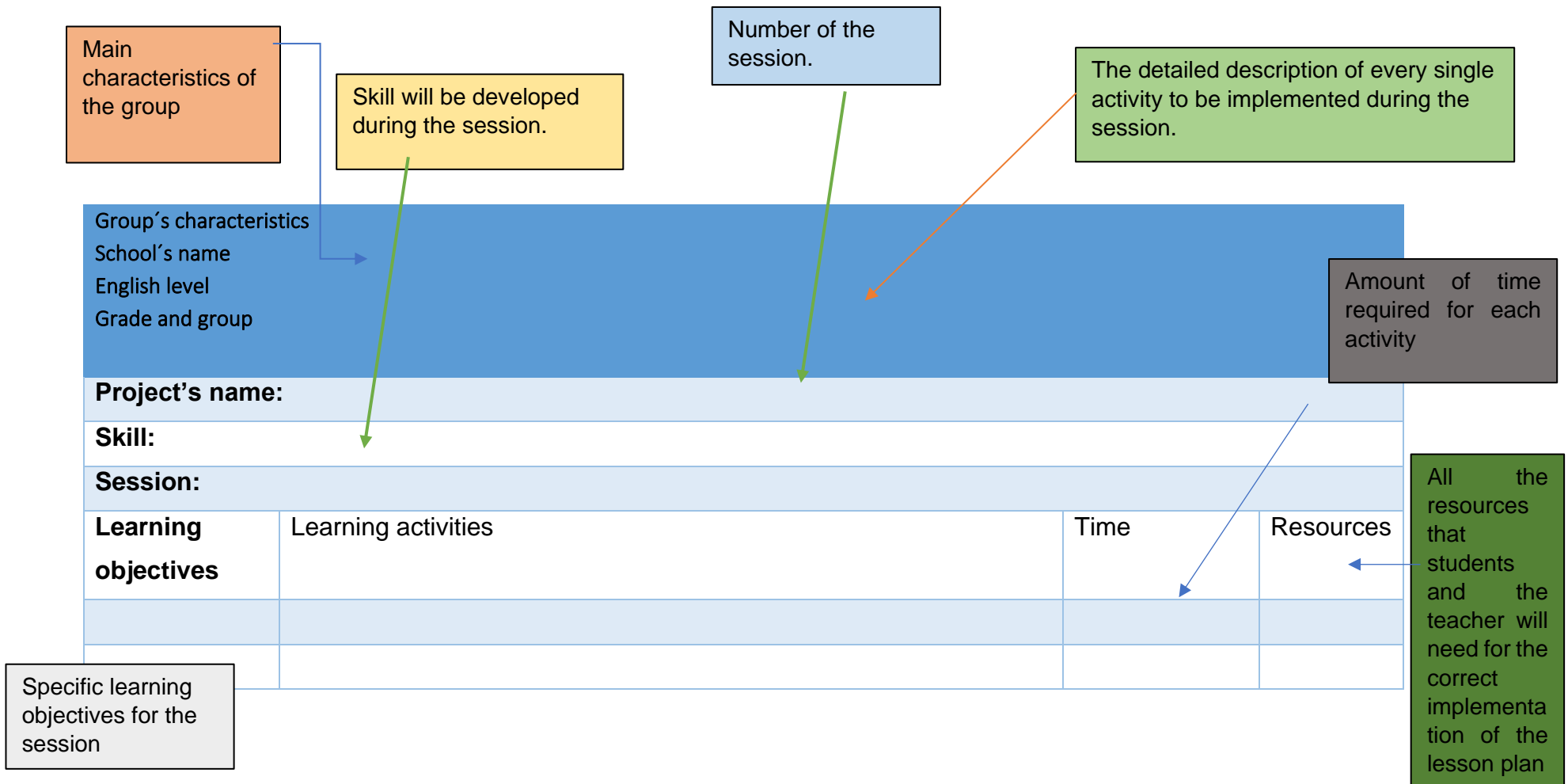
13:05 Thanks for your attention

18. Link for the video :

<https://www.youtube.com/watch?v=PxnHSil5RGU>
<https://www.youtube.com/watch?v=PxnHSil5RGU>

19. Improved Lesson planning formats

Human beings are constantly changing, it is an inherent characteristic of our nature. We constantly seek continuous improvement so that we can be better and optimize processes and obtain better results. Below is the format of the lesson plan including the identification cell required.



20. Extra activities



One of the responsibilities of the teacher is to adapt to the adverse circumstances that may arise. Like any plan, it is not exempt from situations out of control, so the teacher must have the creativity, initiative, but above all the resilience to make the necessary adjustments and ensure that the students reach the established learning objectives. When it comes to adolescents, it is very constant that due to their continuous mood changes, they may not be in the best mood to participate actively, so there should always be a plan B in case a situation arises. Below are the problems that we could face and a series of optional activities to face them.

Possible problems	Possible solutions
Students get bored and distracted.	In the hypothetical case that students get distracted because they are bored, an energizer activity can be implemented to help them focus. The activity consists of giving instructions such as "clap your hands, stomp your feet, jump on one foot, snap your fingers" once the instructions are fully assimilated, the song "Uptown Funky town" by Bruno Mars will be played and the students will have to sing it accompanied by the same movements (body percussion) to the rhythm of the music.
Students do not bring the required materials.	the use of materials is considered an indispensable part. of the educational process. however, not everything revolves around him. that is why in case some of the students did not get to take it, they would be allowed to improvise using other materials. and even. going to other classrooms to borrow materials. Is it important that as teachers? let's encourage decision making and problem solving in students. and that is sought by allowing them. find an effective solution. put a lack of responsibility that they committed. how he loves you instance you could go buy materials

<p>Students are speaking a lot and not participating</p>	<p>Adolescents spend most of their time talking, which is why active listening should be encouraged in them, not only as long as the students carry out the project, but throughout the school year. This in order for the student to develop this ability and be able to understand and empathize with his listener. For such an activity, a post it or a small piece of paper would be used, on one side an ear is drawn and on the reverse a mouth. It is explained to the students that only one person can speak and that while that person speaks, they will have to make their piece of paper visible with their mouths. Meanwhile, the rest of the class shows their post it with their ear. Every time someone wants to participate, everyone will have to turn the sheet to phase in their needs.</p>
<p>Students do not understand the main objective of the project</p>	<p>To avoid situations like this one, a useful idea would be to keep the objective of each class visible since the students are aware of what they are expected to do it is more probable they would achieve it. Well, to solve this problem students can discuss in plenary the strengths and weaknesses of the project and modify if it were necessary.</p>
<p>There's no internet service.</p>	<p>Teachers can share the links with students whose cell phones have mobile data, so they can work together. Or the less recommendable, it is to print the most relevant information.</p>
<p>Some students are absent, and</p>	<p>In theory, students know how the project is integrated, so new teams could be formed so that the sequence of the project is not lost.</p>

the teams get incomplete.	
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21. Assessing and testing tools

. The rubrics that will help us verify if students achieve or not their learning goals are the following ones:

Image 1. Rubric for the poster

Rubric for the poster					
Group: Level:					
Student's names:					
<ul style="list-style-type: none"> • 1) _____ • 2) _____ • 3) _____ • 4) _____ • 5) _____ 					
Competence	1 (Poor)	2 (Fair)	3 (Good)	4 (Excellent)	Comments
Task completion	Posters were incomplete and/or inadequate	Information provided was limited	Adequate information provided.	The poster provides extensive information	
Product Accuracy	The poster is not accurate and lacks most of the requirements.	The poster is not accurate and lacks some of the requirements.	The poster is not accurate and lacks some of the information required.	The poster is accurate and fulfills all requirements.	
Product creativity					

	There are features that are strange and lack a sense of purpose.	The poster appears forced. There are many features that are strange and do not serve any purpose.	The poster is nice but not unique. They have many similar features to others.	The poster is unique and does not appear to look like others.	
Design	The poster has many flaws.	The poster has some flaws.	The poster has very few flaws	The poster is neat and well designed	
Materials	Choice of materials does not suit the product.	Choice the materials does not suit with the poster	Choice the materials is appropriated for the poster	Choice the materials is well suited for the products	

To have oral presentations develop different skills in students such as self -confidence, fluency, and accuracy among others.

Image 2: Rubric for oral presentations

Rubric for oral presentations (descriptions of photos, the presentation of intercultural fair, and presentation of the poster)
Group: Level:

Student's names:					
1) _____					
2) _____					
3) _____					
4) _____					
5) _____					
Competence	1 (Poor)	2 (Fair)	3 (Good)	4 (Excellent)	Comments
Pronunciation	Largely incomprehensible	Somewhat difficult to understand	Easy to understand	Sounds almost like a native speaker	
Vocabulary	Use vocabulary that is not related to the topic at all	Make some vocabulary errors that are not accurate enough	Make minimum vocabulary errors	Use vocabulary according to their English level	
Fluency	Does not flow	Frequent pauses	Occasional pauses	Natural patterns of speech	
Accuracy	Multiple mistakes that take away meaning	The product presents few mistakes	The product presents some mistakes	Very accurate there is no mistakes	
Content domain	The content is not relevant to the target audience and does not provide	The content is somewhat relevant to the target audience but lacks valuable	The content is relevant to the target audience and provides valuable insights and information	The content is highly relevant to the target audience and consistently provides valuable	

	valuable insights or inform	insights and information		insights and information	
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To elaborate a podcast is not an easy thing, implies much planning and some steps to follow in order to succeed in. Nevertheless, all these hard steps contribute significantly to the development of different skills. Even to technological ones, which are essential at this moment. In addition, students will be working on a team so this help them negotiate and make decisions collaboratively. Having explained that these lines are written to talk about the importance of letting them know the aspects that the teacher will evaluate through the use of another rubric.

Image 3 : Rubric for the podcast

Rubric for the podcast					
Group:					
Level:					
Student's names:					
1) _____					
2) _____					
3) _____					
4) _____					
5) _____					
Competence	1 (Poor)	2 (Fair)	3 (Good)	4 (Excellent)	Comments
Accuracy					

Use of auditory resources					
Relevance of content	The content is not relevant to the target audience and does not provide valuable insights or information	The content is somewhat relevant to the target audience but lacks valuable insights and information. The podcast explores topics that may be of interest to the target audience but does not provide unique perspectives.	The content is relevant to the target audience and provides valuable insights and information. The podcast explores topics that are of interest to the target audience and provides some unique perspectives.	The content is highly relevant to the target audience and consistently provides valuable insights and information. The podcast explores topics that are of interest to the target audience and provides unique perspectives.	
Accuracy in the script	The information presented is frequently inaccurate or not supported by credible sources.	The information presented is somewhat accurate but lacks support from credible sources.	The information presented is mostly accurate and supported by credible sources.	The information presented is consistently accurate and supported by credible sources.	
Content domain	The content is	The content is somewhat	The content is relevant to the	The content is highly relevant to the target	

	not relevant to the target audience and does not provide valuable insights or information	relevant to the target audience but lacks valuable insights and information	target audience and provides valuable insights and information	audience and consistently provides valuable insights and information	
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Image 4 Rubric for the intercultural

Rubric for the fair					
Group:					
Level:					
Student's names:					
1) _____					
2) _____					
3) _____					
4) _____					
5) _____					
Competence	1 (Poor)	2 (Fair)	3 (Good)	4 (Excellent)	Comments
Intercultural representation	The fair does not include multiple	The fair includes a few cultures but	The fair includes several cultures and attempts to	The fair represents a wide variety of cultures and how	

	cultures or accurately represent any cultural difference	may not accurately represent their traditions and customs.	represent their cultural differences.	these ones might be culturally different	
Organization	The fair is poorly organized, with unhelpful staff.	The fair may be somewhat disorganized, with unhelpful staff.	The fair is organized, but some areas may lack helpful staff to direct attendees to different activities and exhibits.	The fair is well-organized, with helpful staff that can direct attendees to different activities and exhibits.	
Presentation	Student slouches &/or does not look at people's during presentations.	Student hardly ever stands up straight and establishes eye contact.	Student sometimes stands up straight and establishes eye contact.	Student stands up straight, looks relaxed & confident, establishes eye contact in the room during the presentations.	
Overall impression	The fair is an enjoyable and educational experience that	The fair is a generally positive experience that promotes intercultural	The fair is a somewhat positive experience but may not effectively	The fair does not effectively promote intercultural understanding and appreciation.	

	effectively promotes intercultural understanding and appreciation.	understanding and appreciation.	promote intercultural understanding and appreciation.		
Educational value	The fair does not provide educational materials that effectively teach attendees about different cultures and their traditions.	The fair includes a few educational materials but may not effectively teach attendees about different cultures and their traditions.	The fair includes some educational materials that teach attendees about different cultures and their traditions.	The fair provides educational materials that effectively teach attendees about different cultures and their traditions.	

22. Conclusions:

Project-based learning could be a frame of nonstop appraisal that has picked up ubiquity in later a long time. Project-based learning includes understudies working on a venture over an expanded period, amid which they are required to apply the

information and aptitudes they have learned. The ventures are outlined to be challenging and require understudies to utilize basic considering and problem-solving aptitudes to total them effectively.

Furthermore, project-based learning gives students an opportunity to work collaboratively with their peers. This helps them to create their communication and cooperation aptitudes, which are fundamental aptitudes within the work environment.

At last, project-based learning gives students an opportunity to grandstand their learning in a substantial way. This makes a difference for students to create their self-confidence and to require pride in their achievements.

Project-based learning has some benefits, especially in projects like this one. On one hand, it permits students to apply the information and abilities they have learned in a down-to-earth and important way. On the one hand, they develop language skills that allow them to communicate effectively in a second language, but at the same time, they favor the development of intercultural skills, being several of the benefits that they obtain, including those listed below:

Implemented a intercultural fair promote Intercultural competence. Intercultural competence refers to the ability to interact effectively and appropriately with people from different cultural backgrounds. It involves the development of skills, knowledge, and attitudes that enable individuals to understand and appreciate cultural differences, and to communicate and work effectively with people from diverse cultures and that is what Innova Schools students and teachers learnt in these weeks. In today's increasingly globalized world, developing intercultural competence is becoming increasingly important for students and teenagers. Here are some reasons why:

The world is becoming more diverse, and the ability to interact effectively with people from different cultural backgrounds is becoming increasingly important. Students who have developed intercultural competence are better equipped to

understand, appreciate, and navigate the differences that exist between cultures. They are also better prepared to engage with people from diverse backgrounds, which can lead to more productive and meaningful interactions.

Intercultural competence includes the ability to communicate effectively with people from different cultural backgrounds. This includes understanding and being able to interpret nonverbal cues, as well as being aware of cultural differences in communication styles and preferences. Students who have developed intercultural competence are better equipped to communicate effectively with people from diverse backgrounds, which can lead to more successful personal and professional relationships.

As the world becomes more interconnected, it is becoming increasingly important for students to be engaged global citizens. Developing intercultural competence can help students understand and appreciate the perspectives and experiences of people from around the world. This can help students become more engaged and empathetic global citizens who are better equipped to navigate the complexities of a globalized world.

In today's globalized economy, many businesses and organizations operate in multiple countries and cultures. As a result, the ability to interact effectively with people from different cultural backgrounds is becoming an increasingly important skill for employees. Students who have developed intercultural competence are better prepared to work in a globalized workforce and may have a competitive advantage in the job market when it the time comes.

Developing intercultural competence can help students overcome prejudice and stereotyping. By learning about and engaging with people from diverse backgrounds, students can gain a greater understanding and appreciation for different cultures and ways of life. This can help break down barriers and promote greater understanding and tolerance between different cultural groups.

One of the best ways to develop intercultural competence is through direct interaction with people from different cultural backgrounds. Schools and educators can provide opportunities for students to engage with people from diverse backgrounds, whether through study abroad programs, intercultural exchange programs, or other cultural immersion experiences.

Empathy and open-mindedness are key components of intercultural competence. Educators can help students develop these qualities by encouraging them to put themselves in others' shoes, and by fostering an environment of mutual respect and understanding.

Developing intercultural competence is becoming increasingly important for students and teenagers in today's globalized world. By providing opportunities for intercultural exchange, teaching cultural awareness and sensitivity, and encouraging critical thinking.

In an increasingly interconnected world, cultural diversity has become more prominent than ever before. However, cultural blindness, the lack of awareness and understanding of diverse cultures, continues to persist. To combat this issue, schools play a crucial role in fostering cultural sensitivity and appreciation. The project that was systematically implemented has as objective to promote actively cultural activities that can encourage students to embrace diversity, develop empathy, and overcome cultural blindness. As consequence, it was discussed strategies for avoiding cultural blindness through the implementation of cultural activities in my group.

The main result of the project was the implementation of the intercultural fair where students from other groups were invited to participate, so they shared what they learned with students from other grades and other levels. This fair was dedicated to celebrating the diverse cultures where students participated in various activities, such as traditional music performances,

dance presentations and cultural exhibitions. By actively engaging in such events, students gain experiences of different cultures, fostering respect and understanding.

This fair was possible thanks to Task-based learning, which is an approach where students are given different tasks to complete, so they learn from the process and with the result that they obtain, the task was the implementation. Working with inquiry questions and real materials students can develop skills even soft skills. In the case of this project, students learned to negotiate, to listen to others' ideas, to figure out different ways to solve a problem. Task-based learning fosters trust, communication, and organization.

Task-based learning was divided and applied in three parts throughout this project. The pre-task where students activated their schemata, generated interest, and began the task, this part was essential to make the students participate actively. There was a variety of these pre-task activities to keep students' motivation. On the other hand, the wrap-up activities were fundamental to raise awareness among students, they were aware of their own knowledge and their learning process and the task part which is described below.

The intercultural fair as the product of this project helped students develop intercultural competence also involved the ability to think critically about cultural differences and the ways in which they impact interactions between people from different backgrounds, not only my students were benefited by the implementation of the cultural activities, also students and teachers from other groups could share their knowledge of other cultures, and they learned a lot, too.

In addition, talking from my perspective, this is the first time I work with a project as complex as this one. However it is necessary to mention the importance of students' commitment, disposition towards the language and behavior so I can conclude we all learned a lot.

23. Annexes:

24.Link:

VIDEO FINAL VERSION

25. Lesson plan

Class 1			
Project: The symbolism of the colors around the world			
Reading/speaking			
Evaluation: Continuous assessment			
Learning Objectives:	Learning activities:	Time	Resources
To get interested in the students.	Warm-up: Ask Ss the following questions: ➤What colors can you see around the classroom? ➤ Which is your favorite color? Why? ➤Do you like colorful things? Which? ➤ What colors do people tend to wear the least? Why?	10 minutes	none

<p>Describe and discuss a photo and a quote.</p>	<p>Discussing a photo (reading and speaking):</p> <p>The teacher will project some images (click here) Teacher will have Ss observe the photo. The teacher will ask: What colors can you see? The teacher will have different Ss share their answers.</p> <p>then, on the board teacher will write the next quote :</p> <p style="text-align: center;">“Make sure to be passionate about whatever it is you get into ...’</p> <p style="text-align: center;">Jack Andraka</p> <p>Read the quote in a choral technique. Then, have them write 4 short sentences about the quote. Give them a model sentence: What we would think is that... What would be lost is...</p> <p>Finally, the teacher will have groups choose their best The leader of each group will read them aloud and listeners will write them down.</p>	<p>10 minutes</p>	<p>Images Click here</p> <p>Marker s</p> <p>Board</p>
<p>Read and use vocabulary related to colors.</p>	<p>Reading about colors (reading):</p> <p>Have Ss go to the online article on page 2 (article) article. Make a race activity:</p> <ol style="list-style-type: none"> 1. In their groups Ss will speculate what the reading will be about. 2. Ss will scan the text and look for the most interesting fact about each color. 3. The first team to write on the board each color and an interesting fact from the reading wins. <p>The teacher will solve vocabulary questions.</p> <p>Finally, the teacher will ask students to make a list of five or six words that describe them and how those make them feel Students must use the new vocabulary.</p>	<p>15 minutes</p>	<p>Article click here and go to page 2</p>

<p>Create a brief description of a colorful photo.</p>	<ul style="list-style-type: none"> ● TASK <p>Groups will either:</p> <ol style="list-style-type: none"> 1. Be given a photo from the article 2. Or, choose a photo from the internet <p>Preferent, the teacher will go for the first option to have more interactiveness in class. With the photos, Ss will describe it and talk about its colors. Explain why they like it that much. Ss will organize and do the following material to aid themselves present (in notebook paper sheet):</p> <p>keyword 1</p> <p>Keyword 2</p> <p>Keyword 3</p> <p>Keyword 4</p> <p>Ss will write each keyword with the color they will talk about. They will not be allowed to read, so the teacher will ask them to write keywords.</p> <p>Step 1: In their groups, they will choose a leader who will present the task and a secretary who will take notes.</p> <p>Step 2: The teacher will teach Ss some words they can use when presenting their photos.</p> <p>Step 3: Present Ss the task. The teacher will ask the leader of each group to assign these roles to the task:</p>	<p>40 minutes</p>	<p>notebook paper sheets</p> <p>markers</p>
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	<ul style="list-style-type: none"> - Timekeeper: Makes sure the task is fulfilled in time. - Quality controller: Makes sure keywords are accurate. - Diagrammers: Keep track of the ideas in the form of a draft and lead the crafting of the final product. - Presenters: Present the ideas to the class. - Participants (all): Cooperate with ideas and material to be handled. <p>Step 4: The teacher will have Ss work on the task. The teacher will monitor them and give them suggestions.</p> <p>Step 5: The teacher will have the presenters of some groups present their ideas. Write down comments to give them feedback.</p>		
	<p>Intercultural activity:</p> <p>The teacher will give Ss feedback and reflect on the task. Ask: Why is it important to know this information when we visit another country? Do all colors symbolize the same in all cultures?</p>	10 minutes	

Class 2			
Project: The symbolism of the colors around the world			
Skill: Listening / Reading			
Evaluation: Continuous assessment			
Learning Objectives :	Learning activities:	Time	Resources

	<p>Warm-up:</p> <p>The teacher and students will play hot potato in the classroom, the student who lost int game will have to answer one of the following questions:</p> <ul style="list-style-type: none"> ➤ What three colors are the best for you? ➤ Why do you like those colors? ➤ Do you remember what each color means? Tell us. 		
<p>Read about the purple color.</p> <p>Identify the sequence of events.</p>	<p>Reading about the color Purple (reading):</p> <p>With the digital booklet (click here) open to pages 16 and 17. Have groups discuss what the reading will be about according to the pictures and title. Have the leader of each group tell you their idea: We think the reading will be about...</p> <p>Students will read the article in popcorn and then they will have to make a timeline on their notebooks to make visible the order of the events mentioned in the article: "Purple Power " The history of one of the most popular Colors"</p> <p>Have Ss read the questions in ex. 20. Solve comprehension questions in their notebooks. The teacher will have Ss focus on the information they need to answer the questions and in unknown vocabulary.</p> <p>The teacher will have groups answer ex. 20 if need the teacher will let them read the text again. Share the answers as a whole class. Finally, have them do ex. 21. The first group to have the correct answers, wins.</p>	15 minutes	booklet
<p>Watch a video about what colors symbolism to different cultures</p>	<p>Task:</p> <p>The teacher will play twice the following video "Color meanings in different cultures"</p> <p>Afterwar group ss will have to compare and contrast those colors in different cultures in a comparative chart.</p>	15 minutes	video

	The teacher will encourage students to use comparative adjectives properly.		
	Finally, students present their comparative charts to the class.		
Reflect on the importance of knowing more about other cultures	Intercultural activity: Students will have to answer the following question as an exit ticket. Why do you think cultures are different? What is the difference, if any, between tolerance, understanding, and acceptance? Which one must prevail among cultures? The teacher will promote reflection		none

Class 3			
Project: The symbolism of the colors around the world			
Skill: Listening/Speaking			
Evaluation : Continuous assessment			
Learning Objectives :	Learning activities:	Time	Resources
Reflect on the importance of colors in commercial brands.	<ul style="list-style-type: none"> • Warm-up: Ask Ss the following questions: <ul style="list-style-type: none"> ➤ What 3 brands are the most famous for you? ➤ Which colors do most of those brands have? ➤ Does color matter in brands? Why? 	5 minutes	
Listen for gist	The teacher will play the video <u>Watch: How Animals and People See the World Differently National Geographic</u> And have Ss answer “How do people and animals see? The teacher	15 minutes	<u>Watch: How Animals</u>

	<p>will check the answers as a whole class. The teacher will check answers by asking all team members to move to different groups and compare their answers. Then, the Teacher will dictate the correct answers for everyone.</p> <p>The teacher will play the video again and have Ss say STOP when they find an interesting detail about it. Discuss it as a whole class. Ask: Why did this jump out at you? Do you agree (mention a student or group)?</p>		<p><u>and</u> <u>People</u> <u>See the</u> <u>World</u> <u>Differently</u> <u> National</u> <u>Geographi</u> <u>c</u></p>
<p>Explain the origin of rainbows in nature</p>	<p>Task</p> <p>Groups will make a poster. They will go online and find out why they see a rainbow when it rains on a sunny day. In the poster, they will explain it. They must organize the information this way (they will stick 4 paper sheets together to make a bigger sheet):</p> <p>Original title (Have you ever thought about the origin of rainbows?)</p> <p>Explanation with drawings in the form of a diagram.</p> <p>Step 1: Present Ss the task. The teacher will give them more details: time to do the task, and roles in their groups:</p> <ul style="list-style-type: none"> ❖ The manager will make sure everything is done correctly and on time. ❖ The materials wrangler will oversee sharing and distributing of the materials. ❖ Two researchers will be looking for information on their mobiles and the words they need for the poster. ❖ The illustrators will start crafting the ideas that the researchers (2) will share. ❖ The Presenters will present the poster to the class. <p>Step 2: The teacher will have Ss work on the task. Monitor them and help them with vocabulary. The teacher will make sure they are using the mobiles as required.</p>	<p>20 minutes</p>	<p>Cardboard s.</p> <p>Coloring pencils</p> <p>Markers</p> <p>Tape</p>

	<p>Step 3: The teacher will have some groups present their posters. In the end, the Teacher will give the group general feedback and congratulate them.</p>		
Share myths and general thoughts about rainbows	<p>Intercultural activity: Students will write down what they learned in today's class on a Post-it. Afterward, ss will stick them all post-its together to simulate a rainbow. Finally, students will find out the meaning of the rainbow in different cultures.</p>	10 minutes	Post its Tape markers

Class 4			
Project: The symbolism of the colors around the world			
Skill: Listening / Writing			
Evaluation : Continuous assessment			
Learning Objectives :	Learning activities:	Time	Resources

<p>Understand the importance of colors in our lives.</p>	<p>Warm-up activity:</p> <p>The teacher will have to write on the board with colored markers the name of some colors (blue, green, black, red, purple, etc.) The only condition is that the color of the marker is not the same as the one written. Then, you will ask students to read the colors. This activity is very fun because generally, they are always wrong, and instead of saying the name of the color that is written they say the color of the marker.</p> <p>To start the class, the teacher will ask Ss “How would you describe the colors to a blind person?”</p>	<p>10 minutes</p>	
<p>Listen for gist</p>	<p>The teacher will play the following video <u>Describing color as a blind person</u> In plenary will share their thoughts about the video, if they know some with the same condition, how they would feel if they weren’t able to see any colors, and most important brainstorm some ideas of how they could explain colors to blind people.</p>	<p>10 minutes</p>	<p><u>video</u></p>
<p>Make a podcast episode where they can describe color to a blind person</p>	<p>Task:</p> <p>In groups, students will write down the script for the first episode of a podcast. The teacher must foster students to find out information on the Internet. In the podcast script they will have to:</p> <p>Talk about how colors are created. Explain how we see them. Describe each primary color to blind people,</p>	<p>50 minutes</p>	<p>Sheets of paper</p> <p>Laptop with access to the internet</p> <p>Microphones</p> <p>Headphones</p>

	<p>Once the script is revised by them and the teacher, ss will have to record their podcast episode by using the Audacity app. Audacity is an open-source software that offers many advanced features that are only available on paid software. They will be able to record live audio with audacity through a microphone.</p> <p>Once the episode podcast is ready, they will have to share it with the teacher.</p>		<u>audacity (download)</u>
Understand the difference between cultural blindness and cultural competence	<p>Intercultural activity (flipped classroom technique):</p> <p>Ss previously, will be asked to search on the internet "What is cultural blindness?" and say in their own words what they understand, and if they consider themselves culturally blindness or at cultural competence</p>	15 minutes	

Class 5			
Project: The symbolism of the colors around the world			
Intercultural communication			
Evaluation : Continuous assessment			
Learning Objectives :	Learning activities:	Time	Resources

<p>Know the difference among the different concepts of culturalism</p>	<p>Students will search on the internet to find out a concept of culture, ethnocentrism, cultural awareness, and cultural competence. Afterward, they will have to make a graphic organizer and find someone to explain it to. In the plenary, the teacher and ss will discuss those concepts.</p> <p>Once all these concepts are clear, they will have to contrast different rites in cultures (death, marriage, becoming a man or woman, birthday celebrations, etc.)</p>	<p>20 minutes</p>	<p><u>Padlet</u> Stands</p>
<p>Present different stands to help the school community to raise cultural awareness and interculturality.</p>	<p>Students will plan a cultural presentation.</p> <p>Students will make groups. The teacher will assign a different topic and activity to each group. Each group will oversee a stand that will be visited by the rest of the class and school authorities.</p> <p>Cultural competence ---linguistic competence group (role-play)</p> <p>The teacher will give an example of cultural competence against linguistic competence:</p> <p>Two American people who are in Mexico City go to a restaurant, both speak perfect Spanish, they order their meals without any problems, but they complain about the service because the waiter never takes the bill (They didn't know that here, in Mexico, is customary to ask the bill to the waiters not to wait for it) Once the group understands the concept and importance of cultural competence, they will have to invent and rehearse a similar one situation to present it.</p> <p>Promoting cultural competence:</p> <p>For the second group, the teacher will give some situations of ethnocentrism such as Korean people eating dog meat, Women's cultural outfits, and Chopsticks Vs Western Cutlery. Students will have to give a short speech to their audience about how</p>	<p>60 minutes</p>	<p><u>Wix</u> <u>websites</u></p> <p>Chairs Desks Cardboards Sheets of paper</p>

	<p>ethnocentrism promotes cultural blindness and why all cultures' features must be respected.</p> <p>Colors in the country:</p> <p>The third group will perform a presentation on how colors symbolize different things depending on the culture. As well, they will have to make an interactive quiz on Kahoot for their participants.</p> <p>The last group will design a virtual tour of the cultural presentation. Students must include all evidence taken during the week and include them on a website. As well, as their podcast episodes. The objective of this website is to reach as many people as possible.</p>		
Wrap up	<p>Students will answer some on a padlet some questions, besides, they will have to react or reply to their classmate's contributions (click here to go to the padlet)</p>		padlet

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DECLARATION LETTER:

I declare that the following Trabajo recepcional_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.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 requires 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.”¹¹*

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.

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."²¹



Alejandra Bocanegra Garay

^[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

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