



UNIVERSIDAD PEDAGÓGICA NACIONAL

UNIDAD 092, AJUSCO

**ESPECIALIZACIÓN EN ENSEÑANZA Y APRENDIZAJE DE
INGLÉS COMO LENGUA EXTRANJERA**

**AN INTERCULTURAL PROJECT: CELEBRATING
AUTUMN FESTIVITIES**

**TRABAJO RECEPCIONAL DE INTERVENCIÓN
PEDAGÓGICA**

QUE PARA OBTENER EL DIPLOMA

PRESENTA:

ISABEL LIZÁRRAGA SALDÍVAR

ASESORA: ELIN EMILSSON INGAVARSDOTTIR

CIUDAD DE MÉXICO, JUNIO 2024

UNIVERSIDAD PEDAGÓGICA NACIONAL

UNIT 092, AJUSCO

SPECIALIZATION IN TEACHING AND LEARNING OF ENGLISH AS A FOREIGN LANGUAGE

AN INTERCULTURAL PROJECT: CELEBRATING AUTUMN FESTIVITIES

RECEPTIONAL PEDAGOGICAL INTERVENTION WORK

THAT TO OBTAIN THE DIPLOMA

PRESENTS:

ISABEL LIZÁRRAGA SALDÍVAR

TUTOR: ELIN EMILSSON INGAVARSDOTTIR

MEXICO CITY, JUNE 2024



UNIVERSIDAD PEDAGÓGICA NACIONAL

UNIDAD AJUSCO

Final Project:

“An Intercultural Project: Celebrating Autumn Festivities”

Student:

Isabel Lizárraga Saldívar

Tutor:

Elin Emilsson Ingvarsdottir



Ciudad de México, 18 de septiembre de 2024

DICTAMEN DE APROBACIÓN DEL TRABAJO DE ESPECIALIZACIÓN PARA LA OBTENCIÓN DEL DIPLOMA

Se hace constar que el/la participante Lizárraga Saldívar Isabel con matrícula 230926072 de la generación XII de la Especialización en Enseñanza y Aprendizaje de Inglés como Lengua Extranjera, modalidad en línea, promoción 2023-2024, presentó el trabajo recepcional: "An Intercultural Project: Celebrating Autumn's Festivities", que es un requisito para la obtención del diploma de especialización.

El trabajo recepcional ha sido APROBADO por el jurado formado por el/la directora/a y dos lectores:

Elin Emilsson Ingvarsdottir

Director	Elin Emilsson Ingvarsdottir
Lector/a	Gabriela Ruiz de la Rosa
Lector/a	Ericka Shelick García Galván

ATENTAMENTE
"EDUCAR PARA TRANSFORMAR"

GABRIELA RUÍZ DE LA ROSA
RESPONSABLE DE LA ESPECIALIZACIÓN EN
ENSEÑANZA Y APRENDIZAJE DE INGLÉS

C.c.p Miguel Ángel Vertíz Galván-Coordinación de Posgrado
Asesor/a de trabajo recepcional
Gabriel Flores Reyes-Departamento de Titulación
Sustentante

ABSTRACT

There are many theoretical concepts and methodologies to teach grammatical topics. However, I believe that involving students through projects in a meaningful, appealing manner is the best way to get them involved in their personal learning process and to ensure that the learning becomes long-lasting. In order to do so, I developed the lesson plan “An Intercultural Project: Celebrating Autumn Festivities” as a proposal to teach the comparative and the superlative adjectives including the concept of interculturality.

The lesson plan is structured on the Communicative and Actional Approaches, the Cognitivism and the Constructivism theories. I also took into consideration Kolb’s Experimental Learning Model, Krashen’s Monitor Model and Vygotsky’s ZPD. Moreover, all the activities were planned with an increasing level of difficulty to develop the four skills simultaneously. The theories behind the reading skills are The Interactive Reading Model and the Schemata Theory; for the writing skill I used Hyland’s Language Structure and The Creation Expressions; for the listening skill the Interactive Listening Model and the Natural Approach were applied; finally, for the speaking skill I used both the Communicative Approach and The Controlled-Free Practice. Furthermore, the assessment I decided to apply for my activities was a personal portfolio and a group portfolio. Both had activities which were assessed with formal and informal assessment, formative assessment and with objective and subjective scoring.

One of the goals behind this lesson plan is for students to be introduced to international festivities to acquire knowledge that would help them relate each other with people from other cultures and languages. Additionally, the lesson plan seeks to encourage students to build their own knowledge by doing responsible research; to become more aware on how they learn so they take part on their own learning process; and to learn how to work in teams. Finally, the ultimate goal is to inspire them to use what they have learned to create their own stories, and dare them to speak in public with the reassurance that we are all in a learning process and the only thing that happens if we make mistakes, is that we learn to continue improving.

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Introduction

“Everyone who remembers his own education remembers teachers, not methods and techniques. The teacher is the heart of the educational system.” –Sidney Hook

The way languages have been taught has been in a constant change throughout the years. Linguists, language teachers, psychologists among other academics across the world have dedicated their lives to study how people learn languages and to propose and test new teaching approaches. There are as many ways to teach and learn as there are classrooms in the world and there are many ground-breaking methods that influence teachers and their teaching practice.

However, what impacts teachers, more than the theories and approaches, is the reflection of our own experience as learners. After three modules and three tutors in the EEAILE specialization, I’ve come to realize the extent of how a teacher can impact your own learning process and your own development. After this experience, I’ve confirmed that I am the kind of teacher I am because of the teachers I have had because I believe you can learn from everyone.

Falling in love with what I do and desiring to become a better teacher for my students is what brought me to this specialization. Everything began with my learning experience and the teachers that made me want to become a teacher myself and the specialization ended reshaping my teaching philosophy and what a teacher ought to be.

1. Chapter 1: Philosophy and Theory

1.1 My Teaching Context

I am currently working at the *Colegio de Ciencias y Humanidades Plantel* Plantel Sur and I recently joined the *Facultad de Artes y Diseño* in *Xochimilco*. At the *CCH Sur*, I have five groups of English IV and two groups of English VI. There are four schedules: 7am to 1pm, 9am to 3:00pm, 1pm to 7pm and 3pm to 9pm. The number of students varies between 18 to 27, depending on the English level. My group with most students has 18 and the one with least students has 12. Some are repeating the subject and others are taking a fourth year in High school. The students’ profiles vary a lot. Some are very poor, live very far away and work a part time job the whole week. Fewer of them come from private schools, do not work, live closer and I do see that those differences make a huge impact on their development in the class.

Moreover, some of them live in very stressful family environments so they have anxiety episodes and depression. I try to be as understanding as I can and support them as much as possible,

which is why I became a group tutor. That way I have more knowledge of how the institution works and I get to know people who can help them in departments such as *Tutoría* or *Psicopedagogía*.

Furthermore, although I do have a training on TICs, I cannot always use them in class, because due to the strikes, many projectors were damaged, and the cables were taken. We can always request equipment such as a projector, a laptop, speakers, etc., but having to move across the school, going up and down so many stairs and carrying my backpack plus the heavy equipment is sometimes very tiring and complicated. Thus, I always ask my students if they have gadgets to access the school net so I can use *Google Classroom* to share links and help them continue with the interactive experience as I used to during my online classes.

1.2 My Teaching Philosophy

The ultimate goal of my teaching philosophy is for my students to acquire the ability to learn by themselves, and in doing so, to improve their moral values and their English level. In addition, I want them to be able to use the language in real social contexts, so they develop the skills they need to fulfill their academic/job/travelling expectations or needs. I believe that to accomplish it, motivation is key, which is why I try to build a bond on trust and communication. It is not always easy, and it does not always work, but those who give it a try improve tremendously and feel more comfortable using the language.

Additionally, my teaching position is centered on the students because I want them to be proactive, independent and to successfully develop their skills not only in English, but also in their social abilities such as working in teams, being kind to each other and just being better people. I know that, in the end, my functions as a teacher are to be a facilitator who provides them with situations that promote communication; I work as a mediator between the students and the language, so when they must face the situations in real life, they can do it fluently and effectively. Therefore, students become the protagonists of their own apprenticeship where they will decide what to do to solve tasks or problems based on real social life situations, but hopefully they will also do so while being respectful and kind towards the others.

This is why I love using learning based on projects, tasks, and problems because they allow students to become aware of how they learn, the topics they need to reinforce and, to be responsible and in control of their own learning process. Not only that, but these methods also improve their

social skills and drive individuals to work as teams where what is assessed are the tasks solved successfully and not so much on how accurate they were.

Finally, and as I have mentioned before, I don't only want them to learn English, I want them to learn values, how to work in teams, how to be better people and how to be there for each other and support each other. I think that if they learn how to learn and they improve their English level while working in teams, being kind and respectful towards their peers, only then would I consider that I've done my job marvelously.

1.3 My Teaching Identity

I am a teacher who is always learning and taking courses to improve my teaching skills and being up to date with the new teaching/learning methods and strategies. Additionally, I am a teacher who cares about how her students learn and not just that, but also who they are and how they feel. I believe that a teacher who is active, present, and caring will always get good results. Students tend to be more involved in class when they feel comfortable; so, they participate and dare to speak more than they would.

I am the kind of teacher who listens to them, who finds a way to support them and one who discusses with them and, together, build a set of commitments that we both need to fulfil in order to work together in harmony. Moreover, I tell them that if they want to receive, they have got to give as well, and they must compromise with the class. At the end of the first class, they sign a letter where they choose their commitments, and we review it at the end of the semester to see if they fulfilled them or not and to set new goals for the next semester.

Furthermore, I help them become aware of the fact that only they are responsible for their knowledge and their level of education. If they choose to compromise and be actively involved in their own learning process, they will succeed not only in the subject in question, but also in life. Once they become aware that it is up them, they begin to be responsible, to hand in the activities, to research on their own and to question what teachers say in a responsible way. I do my part, the classroom is a safe environment where they can ask questions and are encouraged to make mistakes, because it is the best way to learn how things are done; they feel comfortable and safe and that is what matters the most, because the affective barrier is so low, that they learn easily and enjoy the process. As a teacher, I am a guide, and it is my duty to provide constant critical and encouraging feedback that will reassure them to move forward, to keep learning and improving themselves.

1.4 Theoretical Foundations underlying my Practice

Behind the class of a prepared teacher there is a carefully designed lesson plan; and behind that lesson plan there are theoretical concepts, methodologies and rationales that were thought about and considered before the creation or the implementation of each activity that is part of the lesson plan. Thus, it is important to keep in mind the theoretical concepts, the methodology, the rationale behind the activities and the assessment and testing designed to complement them.

1.4.1 Theoretical Concepts and Methodology

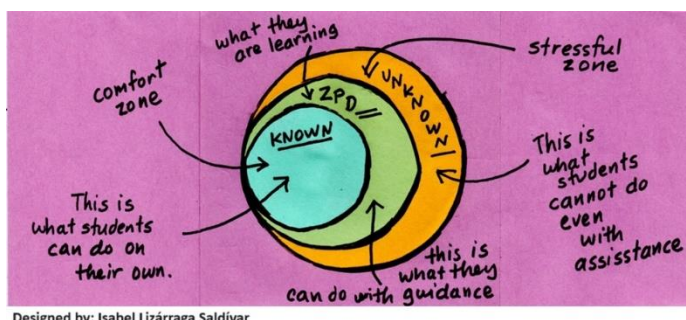
At CCH, the backbone of our lesson plans and our teaching must be the Communicative and Actional Approaches, and the Cognitivism and Constructivism theories since both the Educational Model of the School and the English Study Program see the teacher as an active mediator who considers students' prior knowledge and encourages them to learn on their own, so the learning process can be meaningful and stay longer with them, as suggested by Ausubel (Díaz y Hernández, 122). Something I didn't know and learned at the Specialization is that in most of my lessons, I use Top-down processing where students rely on their previous knowledge to build up new knowledge.

Additionally, ever since I started studying the EEAILE Specialization, I take into consideration Kolb's Experiential Learning Model while planning a lesson. Kolb's Model (ELM) has four stages organized in a cycle. The first stage is called CONCRETE EXPERIENCE (DOING), where learners take a hold of a topic and do things with what they have learned. The second stage is the REFLECTIVE OBSERVATION (OBSERVING), where learners observe, reflect, and decide if they want to study the topic with more depth. The third stage is the ABSTRACT CONCEPTUALIZATION (THINKING), where students rely on logic to extract the rules on the topic to generalize from "previous concrete experience and reflective observation stages" (Kolb, 1984). The ACTIVE EXPERIMENTATION (PLANNING) is the final stage of both the learning process and the ELM where the learned concept becomes a new concrete experience (Kolb, 1984).

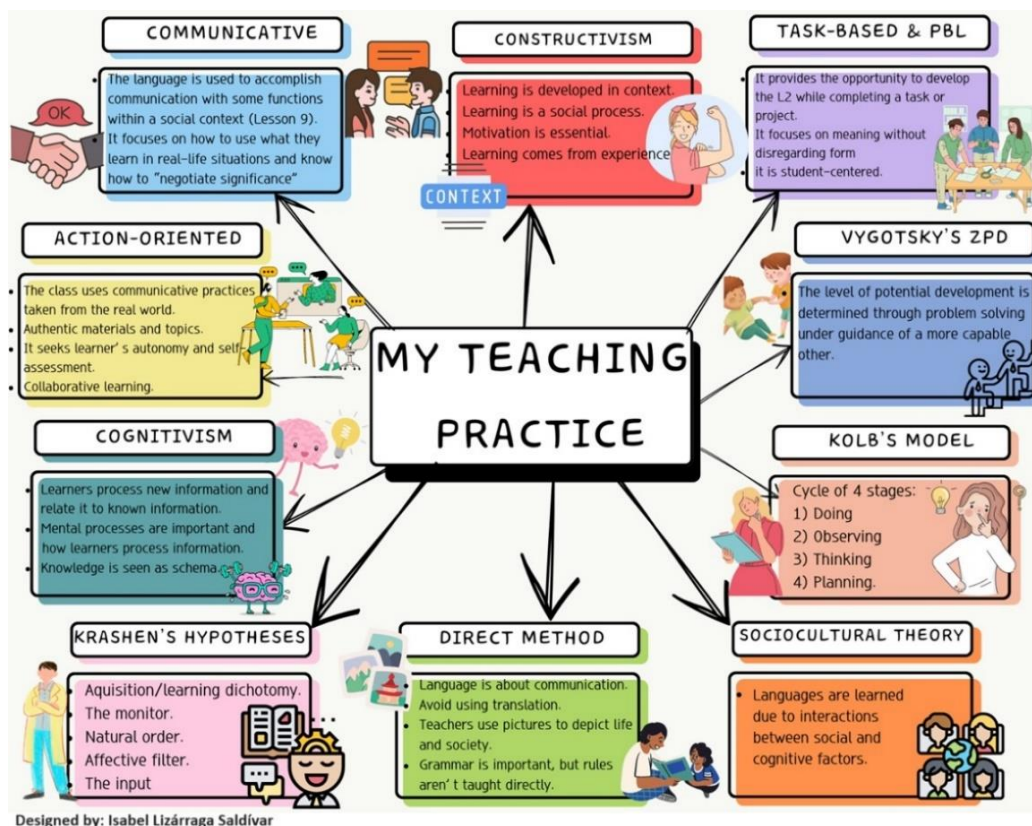
Another incorporation I have made to my teaching practice are The Affective Filter and the Input Hypotheses of Stephen Krashen's Monitor Model. Krashen thought that when students are tense, nervous, or afraid, the learning process is hindered, but when they feel comfortable, the learning process flows smoothly because the affective filter is low. The input hypothesis states that

the learner's current level is an i and the level just beyond that is a $+1$, where anything above that level is too demanding and anything below has already been learned/acquired (Krashen, 1982).

I have also included Vygotsky's ZPD which is defined as "the level of potential development is determined through problem solving under [the] guidance of [or in collaboration with] a more capable other(s)" (Vygotsky, 1987: 86). This means that there can be two students (same age and mental development), but one of them will show a higher level when aided by a more experienced peer. To clarify this concept further, I include the following diagram:



However, reading about all these theories and strategies, I realized that I already applied some of them by implementing learning based on projects or problems where students need to solve situations and the more advanced students guide and help students with a lower level to solve exercises or develop projects successfully. Finally, I created the following concept map that includes the theories, approaches and strategies in my teaching practice:



1.4.2

The

Theory behind Implementing Activities of the Four Skills

Another thing I learned while studying the EEAIL Specialization is that, although teachers are not consciously aware of it, we implement, perhaps intuitively, techniques and approaches whenever we focus on teaching or developing a skill. So, when we reviewed the teaching and learning theories for every skill, I began to recognize some of the ones I used without even knowing them. Moreover, once I became aware of the theories I was applying in my class, I realized that there were other strategies I could implement for them to be more productive in the class. Nonetheless, I must sympathize with Brown's position on the idea that all skills should be taught together and that it is quite difficult to work with one of them in isolation.

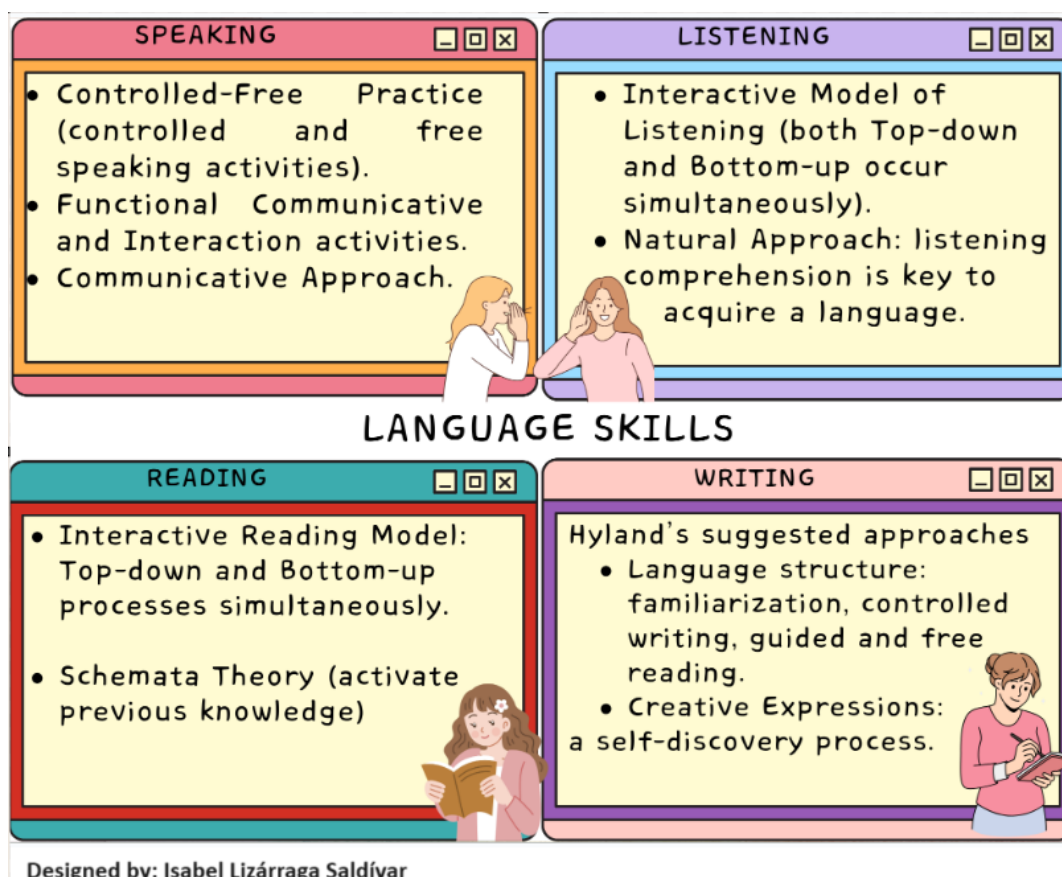
Whenever I need to choose activities to develop students' reading skills, I use the Interactive Reading Model which proposes that readers apply both the top-down and bottom-up processes simultaneously, so they practice how to decode the reading. In this model, the text functions as the input and the reader "extracts the meaning as output by interacting with the text and selecting as little or as much of the cues from the text as necessary" (Goodman, 1988) and the Schemata Theory which works by activating the learners' previous knowledge acquired through various experiences and also works to teach, learn and understand vocabulary in context (Carrel and Eisterhold, 1983).

When I want my students to develop their writing skills, I use two of the approaches Hyland's suggested: The Language Structures, which includes familiarization, controlled writing, guided writing, and free writing and The Creative Expressions in which writing is learned and not taught; it is a process of self-discovery and where students don't need to follow unbending models or structures (Hyland, 2002: 1-30).

If I want my students to work on their listening skills, I rely on the Interactive Model of Listening in which both Top-down and Bottom-up occur simultaneously and I do so by preparing a sequence of pre-listening, while-listening, and after-listening exercises (Richards, 2008: 3-18). Additionally, I also use The Natural Approach, which states that listening comprehension is key to acquire a second language. This is achieved by providing input that adequate to their level (Brown, 2001).

Finally, when it comes to focus on developing the students' speaking skills, I use the Communicative Approach and the Controlled-Free Practice with controlled and free speaking practices: controlled when they need to read out loud and they get corrected, and free when they share their opinions and we do not know what to expect. Moreover, I implement both functional communicative, which I use for students to learn meaning effectively and if they are working in pairs, one knows something that the other one doesn't and social interaction activities in which

they “develop sensitivity towards the social meaning ascribed to forms” such as roleplay and improvisations (Bygate, 1987). To lay out the theory behind the design of activities to work on the four skills, I have created the following concept map:



2. Chapter 2: Methodology and Practice

2.1 Students' Context

The lesson plan was designed for my CCH students of the 6th semester. The subject English VI is not mandatory. Thus, they choose to be a part of the group, go to classes and hand in the activities. The group consisted of 16 students: 14 girls and 2 boys. They were between the ages of 17 and 18. Their English level was between a high A2 and a low B1. They had two sessions of two hours each on Mondays and Wednesdays from 1 to 3pm. Many of the students knew fairly well grammatical rules and their reading and listening skills were highly developed. However, the speaking and writing skills needed a lot of work. Thus, I designed the lesson plan in a way that they would involve the four skills, but they would focus mostly on speaking and writing.

2.2 Rationale Behind My Lesson Plan

The project described in the following pages was not implemented as a whole; however, most of the activities have been implemented in previous projects or classes. This was due to a situation beyond my control and to the fact that the CCH finished classes before I could implement the second lesson plan, I had to design for the third module to incorporate the concept of interculturality. To make the analysis of the activities easier, I divided the lesson plan into session sections and hours. No screenshots were included here, but I added the link to [My Lesson Plan](#). Additionally, within the lesson plan, I highlighted the extra or alternative activities in case of a disruptive situation or a breakdown.

Finally, the final products that would be assessed at the end of the project would be the individual portfolio, the group portfolio, and the comparative poster of festivities (appendix 5.1). Both portfolios were expected to include activities which were assessed with formal and informal assessment, formative assessment and with objective and subjective scoring.

2.2.1 First Session (First Hour)

The lesson starts with a warm-up that elicits previous knowledge about the topic, following the Constructivism approach. Then, with what they already know, students are asked to research about

the concepts of culture and interculturality, implementing the first stage of Kolb's model. Due to technology, a skill that is falling into oblivion is notetaking (appendix 5.2). Now, students take pictures and store information without ever accessing it again. In order to recover it, I have decided to include it in the portfolio that students will have to hand in at the end of the project. Another thing that I deemed necessary was to get them to work collaboratively, which is why most of the activities are done or solved in teams.

In activity 3, we discuss students' findings and then introduce the concepts. Once there are no questions, students complete a digital exercise individually, where they practice what we've seen, and we reinforce Kolb's model stage of Concrete Experience. Additionally, I have included an alternative activity in case we had no internet or no gadgets, students can get a hard copy and solve it (appendix 5.3). Once they have finished the activity, students decide if they need to learn more and if they do, I show them the Model of Intercultural Competence (MIC) which is part of the Presentation. This is where students move to Kolb's model stage of Reflective Observation.

In activity 4, students are asked to relate what they have just learnt to real-life cases analysis, where students apply the concepts previously seen to deconstruct the situations and develop empathy, tolerance, and respect for others. Additionally, this is where students move from Reflective Observation to Abstract Conceptualization in Kolb's Model. This is because they now rely on logic, theory, and concepts to analyze the situations and take it to the reflection.

After analyzing the cases, in activity 5, students get together in teams and analyze situations to match them with the concepts we have previously seen. Moreover, I selected this exercise for students to argue, discuss and defend their ideas whenever they are matching the situation with the concepts. Once they have finished, we review the answers together to continue developing their speaking skills, the argumentative skill, and, of course, for them to learn how to defend their perspective. Additionally, I have included an alternative activity in case there is not internet or students don't have a gadget, they can match the cards and complete the activity to include it to the group portfolio (appendix 5.4).

Activity 6 is a wrap-up in which I ask recap questions and students get very energetic to prove what they have learned. Additionally, it is a safe place to share if there are any doubts or if something wasn't clear enough, we still have a chance to explain, and students get to reflect on what they have just learned. Students are given a 5-minute-break.

2.2.2 First Session (Second Hour)

The first activity of the second hour is a warm-up where I elicit the students' previous knowledge on the festivities by asking about the festivities celebrated in October/November to activate previous knowledge and engage their attention. I then ask about Samhain and if they have ever heard of it (appendix 5.5). The first time I implemented this project, a girl knew about Samhain because she was pagan, and she practiced another religion. That caused the disapproval of some of our students; there were some comments made filled with judgements and prejudices such as 'she probably sacrifices animals', 'she will go to hell', and many of them started with 'I heard that...', so, a lot of hearsay.

Based on this experience, I planned the lesson expecting someone to make a comment like that. Thus, I started with the video of a pagan girl who explains the three festivities. This prompts students to discuss whether they agree or not and what they think and believe about what was said. However, counting on the fact that we might not have internet or electricity, I brought a reading of the three festivities in which students need to ID unknown words and the festivity facts (appendix 5.5).

The activity 3 was planned for students to get acquainted with the vocabulary of the festivities. I created a *Google Document* in which students, individually, need to find their favorite images that represent the words in the chart. This will be a part of their individual portfolio. However, an alternative activity is to bring them the chart and the images and, in teams, students need to ID the words and the vocabulary, paste the images, and include it in their group portfolio (appendix 5.5).

For the activity 4, students get a hard copy of the lyrics of three songs representing each festivity. They need to sing a long and highlight the words they do not know how to pronounce or what they mean. The activity is part of the individual portfolio as well. Once, we have reviewed the meaning and pronunciation of the words, Students discuss their opinion on what they thought about the songs, the music, etc. This is where students tend to share intolerant, disrespectful comments or when linguistic attitudes abruptly emerge and to me this is a great space to work tolerance, respect, interculturality and even question and deconstruct our own beliefs and unconscious prejudices. I take note about that and move on the to the research part.

Activity 5 was included because I believe that a fundamental skill to develop in our students is researching. This is why I always try to incorporate it in my projects. Back in teams, students are assigned a festivity which they need to research and then write a report. In order to do that, I

prepared a checklist they need to follow in order to complete the task properly. Additionally, this information will be necessary for their Oral Presentation. I have provided a Guideline for both the presentation and the Oral presentation as well. As for the speaking activity, and the previous ones as well, I use the Communicative Approach and the Controlled-Free Practice Cline with free speaking activities, at least in this project.

Using the Phone App Chwazi, students place their fingers, and the app chooses one and that is the student that presents. I use this method because students tend to choose the student that pays more attention, the one that speaks more fluently, etc. However, in this case, it keeps them attentive and improving because it could be their turn.



Finally, activity 7 is a wrap-up in which I share either through *Google Classroom* or a printed version, depending on the group, the KWL slip. I love closing with this activity, because students become aware of what they knew, what they learned and they tend to write their doubts more honestly, since they do not have to say it out loud. I pick up the slips and review them to be prepared for next class.

2.2.3. Second Session (First Hour)

To review the grammatical topic of the unit, the comparative and superlative adjectives, the warm-up activity began by eliciting from students the things that the festivities have in common and which characteristics are unique to the festivity. Hence, we review previous vocabulary, and they are prepared for the vocabulary they are about to read, so activity 1 has a double purpose: warm-up and pre-reading (appendix 5.6).

For activity 2, I project the short stories and students begin to read to the full stop. This keeps them engaged, because if they miss a turn, they must bring cookies or candy for the whole class the next time we meet. I use this also to assess pronunciation accuracy. This is a more controlled reading and I also work with intonation and reading comprehension, because I randomly ask questions if I see them distracted. I decided to include an alternative activity here, because sometimes there are no projectors available or in case of an unsteady internet connection or not all students have gadgets to read on, I would bring hard copies (appendix 5.7).

I included activity 2 also because it is a way to read literary texts that also enrich the intercultural context of the project. For the reading activity, I used the Interactive Reading Model which allows students to practice how to decode. Moreover, the short stories and the calaveritas

are the input from which students “extracts the meaning as output by interacting with the text and selecting as little or as much of the cues from the text as necessary” (Goodman, 1988). Furthermore, I used the Schemata Theory which works by activating the learners’ previous knowledge acquired through various experiences and works to teach, learn, and understand vocabulary in context (Carrel and Eisterhold, 1983), which is something I have done throughout the project.

Once they have finished reading, I ask them to share their thoughts, but they need to be kind and tolerant. This is because I need to build a momentum for what is coming. For activity 3, students read a calaverite in both English and Spanish. I prompt them to share their real thoughts, what they think, who wrote it, and if they felt hurt, betrayed, etc. Then, I project some of the comments in the comment section where the calaveritas were published. This is where they see the importance of being tolerant, respectful and have intercultural competence. We analyze the comments using the MIC stages. This process gives way to a more creative process.

For activity 4, I used the free writing and the creative expressions in which writing is learned and not taught; it is also seen as a process of self-discovery and where students don’t need to follow unbending models or structures (Hyland, 2002: 1-30), unless it is a calaverita, because in that case metrics matter and they are supposed to follow the tradition. Thus, students choose to write either a short story or a calaverita using all the vocabulary we have seen so far.

As a wrap-up, students read their short stories and calaveritas out loud and shared their thoughts with respect and tolerance. This wrap-up allows them to share their work and close the session with what they learned and created as well. Students are given a 5-minute-break.

2.2.4. Second Session (Second Hour)

For the second hour, I decided to start it with a warm-up to review the vocabulary seen in the first session. I did it by using *Google Jamboard* and students, individually, solve the activities by matching the concepts or words with the vocabulary and the definitions. However, these were two activities that I decided to prepare for in case there was a breakdown situation. Thus, I printed the *Google Jamboards* and cut the words, concepts, definitions, and images into cards. Students now, in teams, must put them together and paste them on a paper in order to include it in their group portfolio (appendix 5.8).

Then, as activity 2, I reminded students how we do the assessment process. Usually, students receive the assessment sheets and the Teacher’s assessment through *Google Classroom* or through a *Google Document* that was shared. However, I added an extra or an alternative activity

by printing out the assessment sheets and handing them out to the students. This whole process is done here so we do not interrupt the Oral Presentations. By the time students begin to present, the rest of the class already knows what to do and how to do it (appendix 5.9).

Then, to choose which team starts presenting, I use Chwazi App. The presentation had to follow the checklist previously provided. The presentation needs to be included in the group portfolio. Moreover, students will take notes of the information the team is presenting, and those notes need to be included in the individual portfolio.

Once the presentations are over, students discuss what they thought about the festivities and the presentations. Additionally, students are asked to compare the festivities using comparative and superlative adjectives in the present and simple past. Then, students get back in teams and write down 6 sentences using the grammatical structures previously mentioned.

As students begin to finish activity 4, I check their sentences, correct their mistakes, and give them feedback according to what they require. The sentences will be crucial for the comparative poster. Activity 5 is a wrap up in which I give back their KWL slips so they can review if they have learned new things or if they still wonder about something that we haven't covered. Students hand in the KWL and leave the class, not before I remind them that they need to bring the material for the poster.

2.2.5 Third Session (Two Hours)

For the last session, I decided to start the lesson with a warm-up of trivia questions to activate previous knowledge. Students provide their answers and I trigger comparisons for them to get ready for the poster. As students start working on the poster, I walk around the class answering questions and overseeing that everything is going well (appendix 5.10).

Once students have completed their poster, using Chwazi app, we see which team begins to present their poster first. Students comment on the team's work with respect and tolerance. After the three teams have finished presenting their poster, we go back to analyze the first comments and reactions such as when thinking about these festivities was seen as "satanic" or "worshipping the devil" or "sacrificing animals".

We start deconstructing, respectfully and with tolerance, the ideas that some people have and direct it to see that many of these thoughts and ideas come from ignorance, which is why we need to research and learn more about other cultures and our own.

Finally, as a wrap-up activity and as an intercultural exchange of food, I give each student a soul cake, a pan de Muertos and a Halloween candy so they can appreciate their own unique taste

and compare similarities, differences, preferences, but always with respect, tolerance, and knowledge. Once SS have eaten, they may leave the class.

2.3 Assessment Tools and Methodology

According to Bernard Spolsky, the difference between testing and assessment is that testing is a specific procedure which takes place on a specific date with specific intervals whereas assessment is an ongoing process comprised of several evaluation acts on the teacher's behalf. Hence, tests are part of the ongoing process of assessment. Douglas Brown, on the other hand, defines testing as "a method of measuring a person's ability, knowledge or performance in a given domain" and assessment as "an ongoing process that encompasses a wider domain [than testing]" (2004: 4-5).

Moreover, there are five principles of testing that we need to consider if we want to design good quality tests, which are: practicality, reliability, validity, authenticity, and washback. In the following chart, I included the most important traits of each one:

FIVE PRINCIPLES OF TESTING					
Practicality	Reliability	Validity	Authenticity	Washback effects	
<ul style="list-style-type: none"> - Easy to administer. - Accurate scoring. - Easy to grade. 	<ul style="list-style-type: none"> - Evaluates student's performance. - Length consistent with time. 	<u>Content:</u> <ul style="list-style-type: none"> - Items appropriate for the skills. - Direct testing. - Scoring based on the target skill. 	<ul style="list-style-type: none"> Contextualized items. Learner's expectations. Real world tasks. 	<u>Teachers:</u> <ul style="list-style-type: none"> - Methods, techniques, and approaches. - Teaching strategies. - Content assessment. 	<u>Students:</u> <ul style="list-style-type: none"> - Learning activities. - Learning strategies. - Attitudes.

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Furthermore, teachers need to analyze if the testing or assessment they are going to implement is either informal or formal; if it is formative or summative; if it is norm-based or

IMPORTANT TESTING & ASSESSMENT CONCEPTS							
Formal	Informal	Formative	Summative	Norm-based	Criterion-based	Objective Scoring	Subjective Scoring
<ul style="list-style-type: none"> - Systematic. - Planned. - Tests. 	<ul style="list-style-type: none"> - Oral feedback. - Learning strategies. - Day-to-day interaction. 	<ul style="list-style-type: none"> - Evaluating the <u>process</u>. 	<ul style="list-style-type: none"> - Measure the student's current ability. 	<ul style="list-style-type: none"> - Testing students against each other. - Ranking students. 	<ul style="list-style-type: none"> - Testing students individually. - Testing with instruments focused on the course curriculum topics. 	<ul style="list-style-type: none"> - clear, correct answers. - fast, reliable. - Little feedback. - less authentic. 	<ul style="list-style-type: none"> - requires rater/scorer. - slow, expensive. - more feedback and washback

Designed by: Isabel Lizárraga Saldívar

criterion-based; and if it will have an objective or subjective scoring (Brown, 2004). In the following chart, I included some of the characteristics that define the previous concepts:

Finally, another way of assessing the language learning process of our students is through portfolios. Portfolios are defined as “a purposeful collection of student work that exhibits to the student (and/or others) the student’s efforts, progress or achievement in a given area” (Weigle, C.S. 2002). Moreover, Kuhlman mentioned that the portfolio is “intended to show language growth, [and] planners need to decide if it will focus on overall growth, and/or discrete aspects of language [such as] grammar, pronunciation, reading, writing, listening, or speaking, [etc.]”.

3. Chapter 3: Experience Report

3.1 Identifying Areas of Opportunity

I must say that, although I did not implement the lesson plan as such, I have used many of these ideas in other projects. So, based on the comments I have received on behalf of my tutor and some of my classmates, and my previous experiences, one of my areas of opportunity is that I tend to idealize when planning and sometimes forget that students may have horrible days or personal/group situations that need to be attended and might hinder their working pace, which then makes me adjust all the activities to finish on time. I believe that I could plan with more time and add one or two extra activities in case students finish earlier than expected.

Additionally, it was pointed out that to improve the lesson plan, I had to remove the comparatives and superlatives topic of the project. This is because interculturality seeks a “mutually respectful interaction and dialog between people from different cultures, that promote mutual understanding while preserving the cultural identity of everyone” (2023). Thus, using comparatives and superlatives would be subjectively describing one festivity as better than the other ones, which wouldn’t be promoting and preserving the cultural identity of the people who celebrate it and there would probably be no respect or tolerance.

Moreover, it was also suggested that the writing part of the project might pose a great difficulty for the students. Since I haven’t implemented this part of the lesson plan, I have no idea how well it would work out. However, I have used similar exercises before, and I think that it would work well. Nonetheless, it can always be adjusted to the students’ level. What I have done in previous similar experiences is to use a short story where A1 high or A2 low students change key parts of the story to create their own version, so I could do this with both the short story and the calaverita, respectively.

Finally, one of the things that students commented when I implemented the previous lesson plan is that when I get overexcited, I tend to speak very fast and lose them in the explanations or the instructions. So, in the following sessions, I worked on paying closer attention to my talking speed and at the end of the lesson plan, they said they noticed an improvement, because I had to explain less by focusing more on my speaking speed. I am sure that if I had had the chance to implement this lesson plan, many other things would have arisen, but it wasn't possible.

4. Chapter 4: Conclusions

The way languages are taught has been in a constant evolution. Specialists of all kinds have dedicated their lives to research and test ways to improve the teaching and learning processes. I must say I have learned an incredible amount of information during the EEAILL specialization, so many theories, methods, approaches and tools to improve my teaching, my students' learning process and how to provide feedback that will motivate them to keep learning and improving.

Similarly, it was while studying the specialization, that I was asked to put into words both my teaching philosophy and the kind of teacher I am and that is when I realized that it all began with my learning experience and the example of the many teachers that I had in life. It was because of them that I was the teacher I was. Having the specialization as a new learning experience, I must admit that I was nudged to reconsider both my teaching philosophy and the kind of teacher I wanted to be afterwards.

Only now, being so close to finishing the specialization, I realize that it ended modifying what I knew and believed. Now, I have decided that I want to be the teacher who not only focuses on teaching English with fun innovative strategies, but also the one who kindly teaches students with the example. I want to teach them how to guide others to find the answers on their own and to support others through motivation so we can all, together, grow, improve, and become the best version of ourselves.

5. Chapter 5: References and Appendixes

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5.2 Appendixes

5.2.1 Appendix 1: My Lesson Plan:

UNIVERSIDAD PEDAGÓGICA NACIONAL		
EEAILE		
Assignment: "MEANINGFUL TESTING AND ASSESSING TOOLS"		
Tutor: Elin Emilsson Ingva	Date: May 4th, 2024 <input checked="" type="checkbox"/>	
Teacher: Isabel Lizárraga Saldivar		
An Intercultural Project: Celebrating Autumn Festivities		
Students: 16	Level: A2-B1	Lesson duration: Three Sessions of Two Hours
NEW TOPIC: Culture and Interculturality		PREVIOUS TOPIC: Comparatives and Superlatives in the Present and Past Simple.
GENERAL OBJECTIVES: <ol style="list-style-type: none"> 1. To learn what the concepts of culture and interculturality mean 2. To practice skills such as: research, summary, contrast similarities and differences with tolerance and respect. 3. To practice the comparative and superlative adjectives in a meaningful communicative intercultural approach. 4. To practice the four skills in an intercultural approach: listening, speaking, reading and writing. 5. To promote interculturality, curiosity, openness, tolerance, respect and the desire of learning by asking questions and observing their surroundings. 		
Materials: Whiteboard, markers, projector, computer, internet, printed material, <i>Google Classroom</i> , <i>Google Documents</i> , <i>Google Jamboard</i> , notebook, pen, colors, scissors, glue, ruler, sheets of colored paper, printed images, magazines, stickers, etc.		
Final Assessment Products: <u>Digital Individual Portfolio:</u> Individual activities, note-taking, research results, etc. <u>Group Portfolio:</u> Group activities and group exercises. <u>Comparative Poster of the Festivities</u>		

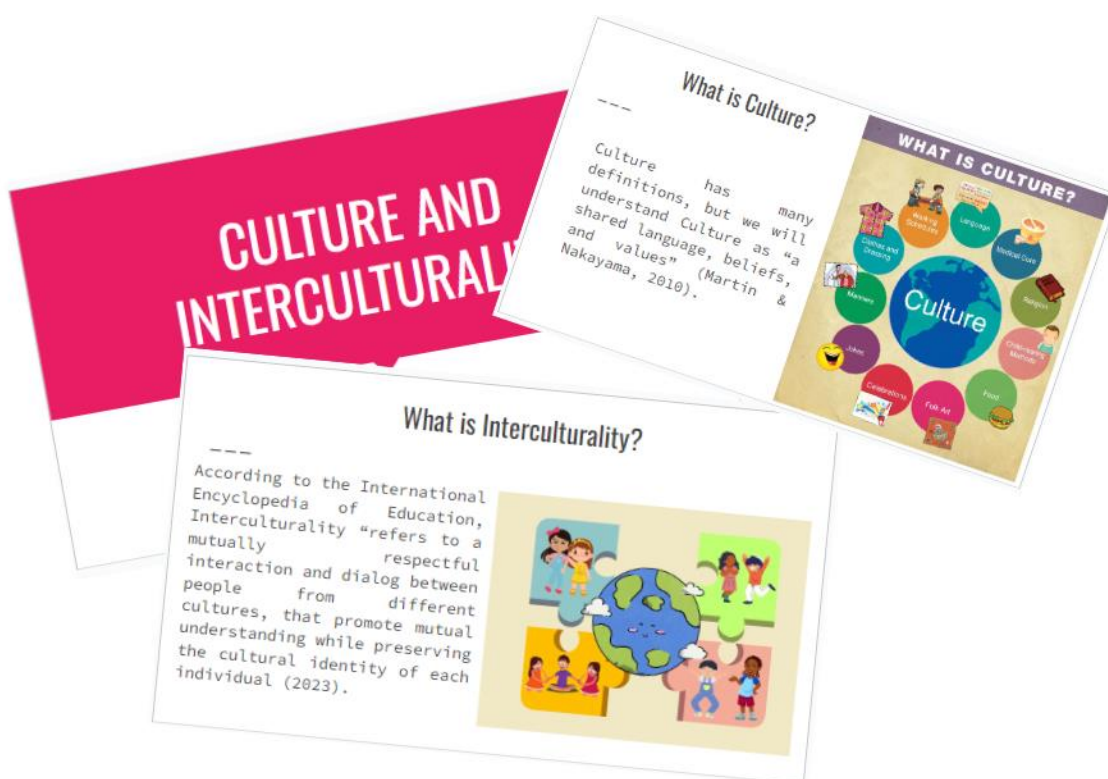
5.2.2 Appendix 2: First Session – First Hour.

An Intercultural Project: Celebrating Autumn Festivities			
FIRST SESSION: FIRST HOUR INTRODUCING THE BASIC CONCEPTS OF INTERCULTURALITY			
LESSON OBJECTIVES: Become familiar with the concepts of cultural, interculturality, tolerance and respect and understand their importance in our daily lives and analyze scenarios to understand how the absence of the concepts affect people.			
Activity 1: Warm-up			
Teacher	Student	TIME	Assessment
T asks what tolerance, respect, culture and interculturality mean to them and if they can provide examples.	SS share their knowledge on the concepts and some of the examples they have to share.	2-4 minutes	previous knowledge of the topic.
Activity 2: Researching the concepts: Culture and Interculturality			
Teacher	Student	TIME	Assessment
T divides the group in teams of 4 and asks SS to research what respect, tolerance, culture, and interculturality mean and to find an example of each.	SS, in teams, they research the meaning of the concepts and find two examples that help them ID each concept. . SS write down what they found with proper sources to hand in the final report at the end of the class.	10 minutes	part of the individual portfolio handed in at the end of the project.
T asks for a member of each team to share their word definitions with the group.	SS will present their word definitions only.		oral expression and fluency.

5.2.3 Appendix 3: Optional Activity #1

Activity 3: Introduction of the Key Concepts of Interculturality			
Teacher	Student	TIME	Assessment
<p>T presents the Google Presentation with the definitions of Culture, Interculturality and Intercultural Competence.</p> <p>☐ CULTURE AND INTERCULTURA...</p> <p>T publishes an individual Google Doc to match the concepts and definitions of culture, interculturality.</p> <p>📄 Match the Concepts with the De...</p>	<p>SS write down the definitions presented by the teacher and ask questions, if there are any.</p> <p>SS access a <i>Google Doc</i> where they match the concepts and definitions seen in class. They may review their notes and write down doubts.</p>	10-12 minutes	<p>Taking notes included in the individual portfolio.</p> <p>Document is included in the individual portfolio.</p>
<p>Optional activity: T hands out printed versions of the activity to work in teams.</p>	<p>SS work in teams to match the concepts with the definitions.</p>	3-4 minutes	<p>Handout with answers is included in the group portfolio.</p>

5.2.4 Appendix 4: Presentation of the Key Concepts to Understand Interculturality



5.2.5 Appendix 5: Activity “Match the concepts with the definition of Interculturality”

Name: _____ Start Date: _____ Due Date: _____

Match The Concepts with the Definitions

Tolerance, Respect, Culture, Interculturality, Intercultural Competence

culture is...	how effectively students communicate in cross-cultural contexts.
interculturality is...	a feeling or understanding that someone or something is important, serious and should be treated in an appropriate way
interculturality competence is...	the quality of being willing to accept or tolerate somebody or something, especially opinions or behavior that you may not agree with or people who are not like you
respect is...	a shared language, beliefs, and values.
tolerance is...	a mutually respectful interaction and dialog between people from different cultures, that promote mutual understanding while preserving the cultural identity of each individual.

Created with [Matching Quiz Maker - Turtle Diary](#)

5.2.6 Appendix 6: Discussing Real-life cases

Activity 4: Discussing real-life cases			
Teacher	Student	TIME	Assessment
<p>T presents two cases and invites SS to share their thoughts and how those comments were or were not tolerant or respectful.</p> <p>1) A British woman demanded from two people who were speaking Arabic to stop speaking in another language and to speak English or go back to their country.</p> <p>2) An American model criticized how annoyingly loud and noisy Mexico City is and that we should stop the "organilleros" from playing music.</p> <p>T invites volunteers to share their findings to discuss them with the group.</p> <p>Finally, T invites SS to reflect on the true meaning and the importance of respect and tolerance and to share their thoughts.</p>	<p>SS share their thoughts if they were or not tolerant or respectful and how they think they would have handled it, how they would have felt and if something could have been done in each case.</p> <p>SS share their findings and the group discusses their examples.</p> <p>SS analyze the situation and reflect on the true meaning and the importance of respect and tolerance to share their thoughts.</p>	<p>15-20 minutes</p>	<p>analysis and understanding of the information.</p> <p>fluency and accuracy in oral expression.</p> <p>analysis, reflection and oral expression.</p>

5.2.7 Appendix 7: Optional Activity

Activity 5: Matching concepts and scenarios			
Teacher	Student	TIME	Assessment
<p>T asks SS to get together with their teams. T publishes in <i>Google Classroom</i> a Google Document with the concepts and some scenarios that need to be matched.</p> <p>Matching Key Concepts of Intercul...</p> <p>T asks SS to share their results and the whole group discusses their opinions with arguments.</p>	<p>SS get back together in teams and work on the <i>Google Doc</i> where they discuss the scenarios that go with the concepts seen in class..</p> <p>SS share their results and the whole group discusses it with arguments to back up their opinions.</p>	5 minutes	<p>Google Doc included in the group portfolio.</p> <p>analysis, reflection and oral expression.</p>
<p>Optional activity: T hands out a printed version of the activity to work in teams.</p>	<p>SS work in teams on a printed version of the activity, match the concepts and scenarios.</p>	5 minutes	<p>printed version included in the group portfolio.</p>
Activity 6: Wrap-up			
Teacher	Student	TIME	Assessment
<p>T recaps with questions:</p> <ul style="list-style-type: none"> - What did you learn today? - Can you provide an example? - Why do we need to be tolerant and respectful? - What do you think we need to review again? 	<p>SS share what they saw in class and what they learned.</p> <p>SS provide examples and if they need to review something again.</p>	3 minutes	<p>knowledge acquired during the session.</p>

5.2.8 Appendix 8: Activity Matching Key Concepts and Case-Scenarios

MATCHING KEY CONCEPTS OF INTERCULTURALITY AND EXAMPLES		
Name:	Group:	Date:
<i>This is....</i>	RESPECT	
Karim is an exchange student. He is visiting Mexico for a year. He moves in with two roommates. José who is a Catholic and Juan who is a Christian. Early in the morning, Karim wakes up and exits the room to place his mat and performs "The Fajr Prayer". Both Juan and José see him and do not tease or bother him. They do not mind.. This is an example of...	INTERCULTURALITY	
Kenise is a Jamaican exchange student. She is visiting Mexico for six months. She has learned and read everything about Mexico before coming and has some very good friends from Mexico who live in Jamaica. She knows that in Mexico we say hello by kissing on the cheek and she does it because we do it here. This is an example of...	TOLERANCE	
José is a Catholic man who goes to church every Sunday. Felipe does not believe in God. They are very good friends, but when it comes to religion, although they do not agree, they accept each other's beliefs.	INTERCULTURAL COMPETENCE	
José and Juan are both Mexican, they speak Spanish and they believe in Christ. They were born in Mexico City and they love Mexican food. They both salute to the Mexican flag and sing the National Anthem. They both share the same...	CULTURE	
Luna believes in Tarot. Many of her classmates do not believe in it and think it is a waste of time and money. However, since they see how important Tarot is for Luna, they do not say anything hurtful and let her be. This is an example of...	<i>An example...</i>	

FIRST SESSION: SECOND HOUR INTRODUCING THE FESTIVITIES			
LESSON OBJECTIVES: Learn the cultural meaning of Día de Muertos, Halloween and Samhain. Acquire the vocabulary related to the festivities. Enhance listening skills through the video presented about each festivity. Improve note-taking by writing down important data which will be used in the comparison sentences. Practice and improve their speaking skills by sharing their thoughts and findings.			
Activity 1: Warm-up			
Teacher	Student	TIME	Assessment
T asks SS what festivities are celebrated in the autumn: october/november. T asks if they have ever seen Samhain or heard 'Sawin' before and also asks if they have heard about Pagan beliefs and what they think about them.	SS share the festivities they know are practiced in these months. SS share what they know, what they think or feel about the pagan's festivities.	2 minutes	previous knowledge of the topic and what I need to reinforce.
Activity 2: Listening about the festivities			
Teacher	Student	TIME	Assessment
T shows a video where a girl briefly explains the three festivities from a pagan point of view. https://www.youtube.com/watch?v=HPpZkyzEcow&t=5s	SS watch the video and take notes of the festivities facts.	3 minutes	notes that will be part of the individual portfolio.
T asks if SS agree with what the girl said	SS share their thoughts and if they believed what was said.	2 minutes	oral expression and fluency.
Optional Activity: T shares copies of a reading about the festivities. Reading about the festivities	SS read about the festivities, highlight the words they do not know and with another color highlight the festivities facts.	5 minutes	the highlighted reading will be part of the individual portfolio.

5.2.10 Appendix 10: An explanation of the Festivities



<https://www.youtube.com/watch?v=HPpZkyzEcow&t=8s>

5.2.11 Appendix 11: Readings about the Festivities

All Hallows Eve and Day of the Dead

Written By [Na'atik Mexico](#)

You're always in for a treat when you visit the Yucatán Peninsula Muertos



It's that time of year again when we can get creative, store to transform into our favorite spooky characters, creative expression, partying and pranks, but sometimes quickly as it ends! But don't be so quick to throw away because if you're not all Halloween-ed out after Mexico for another ghoulish celebration, Day of the

If you want to learn about the Day of the Dead or elements with Halloween, then keep reading!



these days, the dead are "awakened" from their sleep to share celebrations. Symbols that are featured prominently during the celebrations and motifs are the calacas and calaveras: skulls.



How Day of the Dead is Celebrated Today

Today, Day of the Dead is celebrated over three days, and in some places, up to a week. Day of the Dead parades are considered a recent phenomenon in Mexico. In the past, parades were limited to small pueblos, but now, the parade's growing popularity worldwide has inspired a countrywide celebration throughout Mexico. [Cancun had its first annual three-day festival in 2018, Festival de los Anímas or Festival of the Souls in English. The three-day festival took place in the evenings at Cancun's Forum Center, starting on October 21. Apart from select pueblos, Mexico as a whole did not have big Day of the Dead celebrations in the past, but now big cities such as Mexico City celebrate with yearly parades after being inspired by the James Bond movie, Spectre. Other big cities known for their Day of the Dead parades are Janitzio, Merida, and Oaxaca.](#)

The tradition of leaving food and treats for the dead remains, with altars and *ofrendas* (offerings) built in honor of loved ones who passed away. Building *ofrendas* is a complex process. They are displayed in homes or in the public featuring flowers, candles, sugar skulls, and *pan de muerto*. Those with recently deceased family members are advised to refrain from immediately putting a loved one's photo on the altar until they journey to Chicomictlán. To learn more about the process of building an altar and its importance to the celebration, check out [this article](#).

In the past two years many of us have had to deal with unexpected deaths and funerals; it has been a tough year for all of us. Take this opportunity to think of your loved ones who have passed and spend time with those who are still here. Celebrate life and be comforted in the notion that the memories you share together shall never die.

A shared inheritance

Halloween and Day of the Dead are both liminal festivals that draw influence from Catholic and indigenous cultures. Traditionally, ancient observers of these festivals believed that during the fall and after the harvest, the boundary between the living and the dead would cross and that demons and evil spirits would come out. Moreover, the end of the season and subsequent harvest.

Dead have their origins in the ancient Celtic Festival of Samhain, which was held on October 31st, and on this day Celts believed that the boundary between the living and the dead would cross and that demons and evil spirits would come out. Moreover, the end of the season and subsequent harvest.

was eventually repurposed after the Celts fell to the Romans. The festival was eventually transformed into a celebration of the passing of the day to honor the goddess of fruits and trees. Eventually, it was transformed to All Saints Day by the Catholic church. In 1570, the Pantheon of Rome to the Christian Saints was moved to May 13th, but this didn't stop people from celebrating All Souls Day. All Souls Day was a day to commemorate the dead, and it was moved back to November 1st. All Souls Day was a day to commemorate the dead, and it was moved back to November 1st. All Souls Day was a day to commemorate the dead, and it was moved back to November 1st.









5.2.12 Appendix 12: Introducing Vocabulary of the Festivities

Activity 3: Introducing the festivities vocabulary			
Teacher	Student	TIME	Assessment
T shares a Google Doc through Google Classroom with the vocabulary words and blank spaces next to them. T gives instructions on how to work in it. Festivals Vocabulary	SS open the document and search online for their favorite images to complete the document. SS may add more words, if they want to.	6-8 minutes	google doc of the vocabulary included in the individual portfolio.
Optional activity: T shares a printed chart and the images in an envelope.	SS, in teams, will place the images on the printed chart in order to match vocabulary and words.	6-8 minutes	chart included in the group portfolio.

5.2.13 Appendix 13: Activity of the Vocabulary of the Festivities

FESTIVITIES VOCABULARY	
	Group:

5.2.14 Appendix 14: The Music of the Festivities

Activity 4: Listening to the festivities music			
Teacher	Student	TIME	Assessment
<p>T plays a typical song for each festivity and SS follow the printed lyrics to sing along.</p> <p> Lyrics for the Intercultural Project: ...</p> <ol style="list-style-type: none"> 1) Samhain  Sting - Soul Cake Lyrics 2) Halloween  This Is Halloween (From Ti... 3) Día de Muertos   Las Calaveras  Sale... <p>T asks SS to highlight the words they don't know what they mean or how to pronounce them.</p> <p>T elicits thoughts and opinions of each song.</p>	<p>SS follow the songs with the printed lyrics and sing along to sample the different styles and rhythms.</p> <p>SS are asked to highlight the words they do not know what they mean or if they had trouble pronouncing. SS write a list of the words, their figurate pronunciation and their meaning.</p> <p>SS share what they thought of each song.</p>	<p>15 minutes</p>	<p>singing along and pronunciation</p> <p>word list included in the individual portfolio.</p> <p>oral expression and fluency.</p>

5.2.15 Appendix 15: Lyrics of the Festivities

Lyrics for the Intercultural Project: Celebrating Autumn Festivities

A soul cake by Sting

[Chorus]
A soul cake, a soul cake
Please, good missus, a soul cake
An apple, a pear, a plum or a cherry
Any good thing to make us all merry
A soul cake, a soul cake
A missus, a soul Paul

[Verse 2]
Go down into the cell
And see what you can
If the barrels are not
We'll hope that you
With your apple
And we'll come r
Til Christmas

This is Halloween by Danny Elfman

Boys and girls of every age
Wouldn't you like to see something strange?
Come with us and you will see
This, our town of Halloween

This is Halloween, this is Halloween
Pumpkins scream in the dead of night

This is Halloween, everybody make a scene
Tick or treat till the neighbors gonna die of fright
It's our town, everybody scream
In this town of Halloween

I am

Everybody scream, everybody scream!!!
In our town of Halloween!

I am the clown with the tear-away face
Here in a flash and gone without a trace!
I am the "who" when you call, "Who's there?"
I am the wind blowing through your hair

I am the shadow on the moon at night
Filling your dreams to the brim with fright

this is Halloween, this is Halloween
en! Halloween! Halloween! Halloween!

nder lumps everywhere
no fun without a good scare
tur job, but we're not mean
ur town of Halloween

In this town
we love it now?

nt catch you in the back
like a banish
out of your skin
everyone scream
r for a very special guy

ve Pumpkin patch
mpkin King!

Halloween
ini Halloween!

the pumpkin song
Halloween! (Repeat)

Las Calaveras de EducaBabyTV Version

CHÚMBALA CA CHÚMBALA CA CHÚMBALA (coro)
1- Cuando el reloj marca la UNA (1)
Las calaveras salen de su tumba

CHÚMBALA CA CHÚMBALA CA CHÚMBALA (coro)
2- Cuando el reloj marca las DOS (2)
Las calaveras comen arroz

CHÚMBALA CA CHÚMBALA CA CHÚMBALA (coro)
3- Cuando el reloj marca las TRES (3)
Las calaveras bailan al revés

CHÚMBALA CA CHÚMBALA CA CHÚMBALA (coro)
4- Cuando el reloj marca las CUATRO (4)
Las calaveras se van al teatro

CHÚMBALA CA CHÚMBALA CA CHÚMBALA (coro)
5- Cuando el reloj marca las CINCO (5)
Las calaveras pegan un brinco

CHÚMBALA CA CHÚMBALA CA CHÚMBALA (coro)
6- Cuando el reloj marca las SEIS (6)
Las calaveras juegan con Moisés

CHÚMBALA CA CHÚMBALA CA CHÚMBALA (coro)
7- Cuando el reloj marca las SIETE (7)
Las calaveras comen filete

CHÚMBALA CA CHÚMBALA CA CHÚMBALA (coro)
8- Cuando el reloj marca las OCHO (8)
Las calaveras comen bizcocho

CHÚMBALA CA CHÚMBALA CA CHÚMBALA (coro)
9- Cuando el reloj marca las NUEVE (9)
Las calaveras juegan en la nieve

CHÚMBALA CA CHÚMBALA CA CHÚMBALA (coro)
10- Cuando el reloj marca las DIEZ (10)
Las calaveras se pisan los pies

CHÚMBALA CA CHÚMBALA CA CHÚMBALA (coro)
11- Cuando el reloj marca las ONCE (11)
Las calaveras pintan el bronce

CHÚMBALA CA CHÚMBALA CA CHÚMBALA (coro)
12- Cuando el reloj marca las DOCE (12)
Las calaveras se desconocen

CHÚMBALA CA CHÚMBALA CA CHÚMBALA (coro)
01 - Cuando el reloj marca la UNA (1)
Las calaveras regresan a su tumba




CHÚMBALA CA CHÚMBALA CA CHÚMBALA (coro)

5.2.16 Appendix 16: Music Videos of the Festivities



["A soul cake" by Sting](#) ["This is Halloween" from "Nightmare before Christmas"](#) ["Las calaveras salen de su tumba" de EducaBabyTV](#)

5.2.17 Appendix 17: Researching for a Written Report & Preparing an Oral Presentation

Activity 5: Researching their festivity			
Teacher	Student	TIME	Assessment
<p>T divides the group into three teams and each team (5 members and one of six members) will be assigned a festivity. Each team will research about their festivity and write a report for their group portfolio.</p> <p>T provides a checklist with what the report needs to have in order to be complete. https://www.checkli.com/a/checklists/view/6520743  Written Report Checklist</p> <p>T provides the guideline for the presentation and publishes it on <i>Google Classroom</i>.  GUIDELINE FOR THE ORAL PR...</p>	<p>Into teams, SS will research the assigned festivity and put together a report that will be handed in at the end of the project.</p> <p>SS need to follow the checklist of the report in order to review it is complete.</p> <p>SS need to follow the guideline for the oral presentation.</p>	15-20 minutes	report that is part of the group portfolio.
Activity 6: Sharing students' findings			
Teacher	Student	TIME	Assessment
T uses Chwazi APP to choose two members of each team to briefly present their findings.	SS are randomly chosen to present their findings so SS can start learning the differences and similarities between the festivals..	5-7 minutes	oral presentation skills and understanding of the topic.
Activity 7: Wrap up and KWL Slip			
Teacher	Student	TIME	Assessment
T recaps the activities covered in class: the festivities vocabulary, the songs, the research and the fun facts they found and shared, so SS can answer the KWL slip.  KWL Slip	SS complete their KWL slips and leave the classroom.	2-3 minutes	KWL slip is part of the individual portfolio.
HOMEWORK: SS prepare a presentation for next Monday with all the information they have gathered about their festivity. SS need to review in <i>Google Classroom</i> both the checklist of the information required in the presentation and the guideline to present their festivity.			

5.2.18 Appendix 18: Written Report Checklist

WRITTEN REPORT CHECKLIST - 04/27/24

This are the contents that your written report must have in order to be complete.

<input type="checkbox"/>	Name of the project
<input type="checkbox"/>	Name of the festivity (title)
<input type="checkbox"/>	Name of the subject
<input type="checkbox"/>	Names of the team members
<input type="checkbox"/>	Date
<input type="checkbox"/>	Content distributed in paragraphs of 5-8 lines.
<input type="checkbox"/>	Paragraphs Indented (as seen in previous classes)
<input type="checkbox"/>	Illustrative images when needed
<input type="checkbox"/>	Order of the content: introduction, presentation of facts, conclusion (an update of the festivity in our days)
<input type="checkbox"/>	Background history with sources
<input type="checkbox"/>	Fun facts
<input type="checkbox"/>	Reference section with direct links in order to check the sources
<input type="checkbox"/>	Sections: food, clothing, traditions, special words or vocabulary, typical music, typical movies, books that relate to the festivity, cartoons or anything you can list here

5.2.19 Appendix 19: Guideline for the Oral Presentation

An Intercultural Project: Celebrating Autumn Festivities

GUIDELINE FOR THE ORAL PRESENTATION

ABOUT THE GOOGLE PRESENTATION

1. Once you have your research complete, open Google Slides to start your presentation.
2. Choose an easy to see and read design.
3. Add the project's name, the name of your festivity, the subject, and the date.
4. Make your second slide an OUTLINE of your presentation: what sections you will have in order to develop your presentation: origins, development, clothing, food, movies, books, etc. .
5. Follow the order of your outline, adding subtitles and content slides.
6. Don't overload your slides with too much text or data.
7. Use the least text as possible, pictures and graphics are best.
8. Add the names of your teammates and references at the end.

ABOUT SPEAKING AT THE PRESENTATION

1. Remember everybody has to present part of the content.
2. The presentation must last more than 3 minutes and a half and 4 minutes at the most, so measure your times and practice.
3. You CANNOT read the presentation. You may use it to remember what you need to talk about, but you cannot read.
4. Remember your classmates will ask questions at the end, so be prepared.

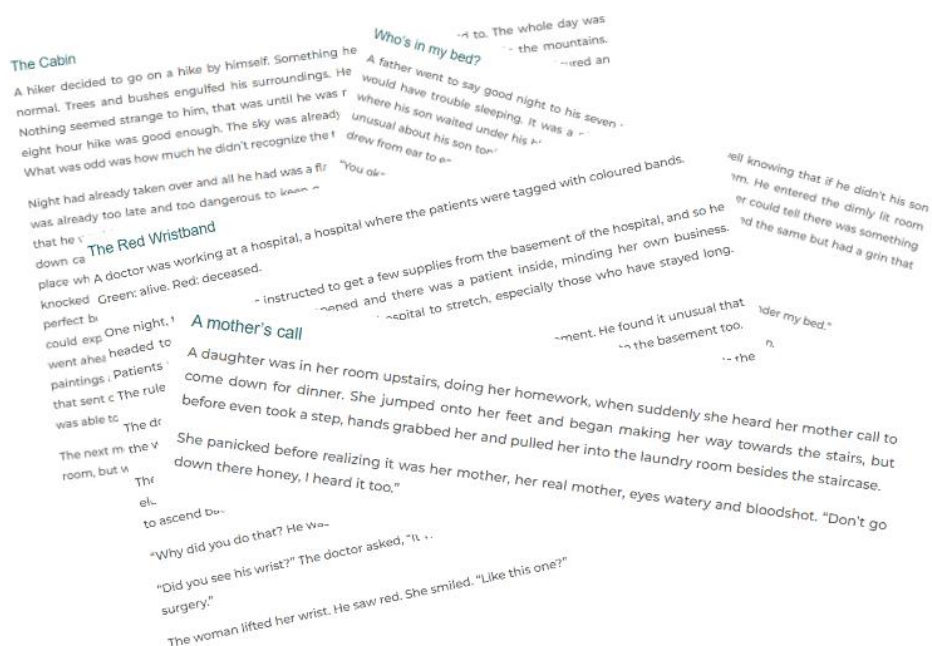
5.2.20 Appendix 20: Second Session – First Hour: Creative Writing

SECOND SESSION: FIRST HOUR READING SHORT STORIES AND CALAVERITAS AND CREATIVE WRITING			
LESSON OBJECTIVES: Enhance reading comprehension skills through readings about the festivities. Expand their literary knowledge by reading spooky stories and calaveritas in both English and Spanish. Develop their writing skills by writing short compositions: a short spooky story or a calaverita literaria.			
Activity 1: Warm-up			
Teacher	Student	TIME	Assessment
T asks SS to name two things that the three festivities have in common and at least one thing that is unique for each one of the three.	SS share their thoughts about differences and the one that is different.	2-3 minutes	previous knowledge of the topic and what I need to reinforce.

5.2.21 Appendix 21: Reading to Write

Activity 2: Reading short stories and calaveritas literarias			
Teacher	Student	TIME	Assessment
T projects two short stories and calaveritas on the whiteboard. Short stories: My Favourite Short Scary Stories Dyatmika T asks for a volunteer to start reading out loud everyone reads. T corrects pronunciation of words Calaveritas Literarias T asks SS if they found the calaveritas mean, offensive, rude, etc.	SS volunteer to read out loud the short stories and the calaveritas till they get to a period and the next S continues reading. This ensures SS are paying attention to keep reading. SS correct or improve their pronunciation and practice their reading skills. SS volunteer to read the calaveritas and share their thoughts about them. If they found them offensive, rude, mean, etc.	15 minutes	pronunciation accuracy
Optional Activity: T hands out the printed short stories and calaveritas.	SS, in pairs, read the short stories and calaveritas following the dynamic explained above.	15 minutes	same assessment as above

5.2.22 Appendix 22: Reading Scary Short Stories



5.2.23 Appendix 23: Calaveritas Literarias in Spanish



1. Calaverita del gato

El **gatito travieso**,
se fue al **panteón**,
buscando algún **ratón**.
Al ver todas las **tumbas**,
se dio cuenta que
los **ratones** se iban a escapar.
¡Qué **susto** se llevó!
Pero al final entendió,
que en el Día de Muertos,
todos los **ratones** son de cartón.

5.2.24 Appendix 24: Analyzing a calaverita literaria in English

Activity 3: Analyzing a <u>calaverita</u> in English			
Teacher	Student	TIME	Assessment
<p>T asks SS to reflect on the <u>calaverita</u> that was written both in Spanish and English: Calaverita in English</p> <p>T asks SS who they think wrote the <u>calaverita</u> and then asks them to share if they feel disrespected by the words, or anything written there.</p> <p>T projects a couple of comments and asks SS to critically analyze it with the concepts we've learned in the previous lessons.</p> <p>T asks SS why is interculturality, respect and tolerance important.</p>	<p>SS re-read the <u>calaverita</u> in both Spanish and English.</p> <p>SS share their thoughts and their experience reading it: good, bad, funny, offensive, creative, etc.</p> <p>SS read the comments and share their thoughts. Then, analyze it with the concept of interculturality and if the comments were respectful, tolerant, etc.</p> <p>SS answer why being interculturally competent is important and why we need to be respectful, knowledgeable and tolerant with other people's cultures.</p>	8-10 minutes	<p>guided reading and pronunciation correction.</p> <p>analysis, argumentation and speaking fluency.</p>

5.2.25 Appendix 25: Calaverita Literaria in both English and Spanish

CALAVERITA IN ENGLISH

<p>Soon will be The Day of the Dead Nobody in the class will survive If they don't think with their head Looking for a way to stay alive.</p>	<p>Pronto será el Día de Muertos Nadie en clase va a sobrevivir Si no piensan con su cabeza Buscando una forma de vivos seguir</p>
<p>In Mexico we have our traditions We love to eat lots of beans But if you want false superstitions You better celebrate Halloween.</p>	<p>En México tenemos nuestras tradiciones Nos encanta comer muchos frijoles Pero si quieres falsas supersticiones Mejor celebra el Halloween.</p>

5.2.26 Appendix 26: Reaction Comments to the Calaverita in English



Martha Angeles
19 octubre, 2020 a las 4:56

Prejuiciosa y falta de cultura.

GIGI
25 octubre, 2021 a las 21:38

BIEN... EL CASO ES MOTIVAR NO CRITICAR... SE VALE SUGERIR SOLAMENTE.. SEAN PROPOSITIVOS NO DESTRUCTIVOS...

Tu mamá
30 octubre, 2020 a las 22:54

HORRIBLE, RACISTA, XENOFOBICO, CLASISTA... Y NO A TODOS LES GUSTAN LOS FRIJOOOOLEEEES. Malditos gringos... BYE

Juana
30 octubre, 2022 a las 3:11

Se nota que no la escribio un mexicano, muy mala

Riay
2 noviembre, 2023 a las 17:21

We creó que es para que rime

REACTIONS TO THE CALAVERITA LITERARIA IN ENGLISH

5.2.27 Appendix 27: Writing & sharing your own calaverita or short story

Activity 4: Writing your own short story or <u>calaverita</u>			
Teacher	Student	TIME	Assessment
T asks SS to write either a short story or a <u>calaverita</u> . with the vocabulary we have seen, the songs. SS may decorate it.	SS write either a short story or a <u>calaverita</u> literaria. They may use all the vocabulary, the songs, the readings, and the research they made. They need to decorate it to include it in their individual portfolio.	20-25 minutes	part of the individual portfolio.

Activity 5: Wrap-up: Sharing Students' Compositions			
Teacher	Student	TIME	Assessment
T invites SS to read out loud their <u>calaveritas</u> and short stories.	SS read their <u>calaveritas</u> and short stories out loud.	5-7 minutes	speaking fluency
T asks SS to share their thoughts about their classmates' work with respect and tolerance.	SS <u>comment</u> on their classmates work positively with respect and tolerance in mind.		

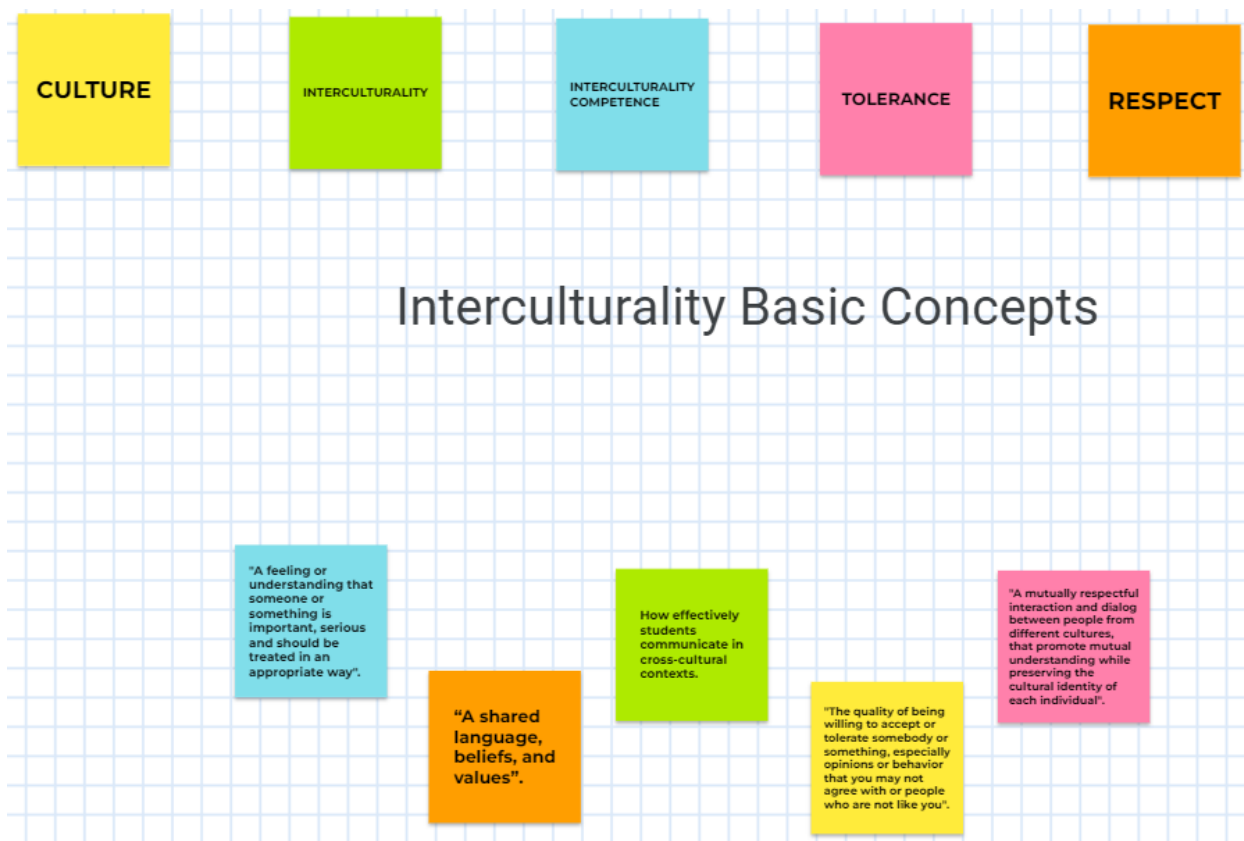
5.2.28 Appendix 28: Second Session – Second Hour: Vocabulary revision and Optional Activities

SECOND SESSION: SECOND HOUR ORAL PRESENTATION OF THE FESTIVITIES			
LESSON OBJECTIVES: Practice speaking through the presentation of their festivity and what they found out. Practice active listening while taking notes of the most important points of the presentations. Reflect on the cultural significance of the festivities and how interculturality, respect and tolerance are present.			
Activity 1: Warm-up			
Teacher	Student	TIME	Assessment
T publishes on <i>Google Classroom</i> a <i>Jamboard</i> to practice the festivities vocabulary seen in the previous lesson. Vocabulary Festivities T publishes on <i>Google Classroom</i> a <i>Jamboard</i> to remind SS the basic concepts of interculturality. Interculturality Basic Concepts T reviews the answers so the <i>Jamboards</i> can be corrected and SS take a screenshot and hand it in.	SS match the images with the festivities to review vocabulary seen in the previous sessions. SS match the concepts and the definitions. SS review their answers and take screenshots of their results to add them to their portfolio.	6-8 minutes	the 2 <i>Jamboard</i> screenshots should be included in their individual portfolios.
Optional activities: T hands out cards with vocabulary and images of the festivities. T hands out cards with the interculturality concepts and meanings.	SS , in teams, match the cards of vocabulary festivities and then match the cards of the interculturality concepts. Then, SS paste them on a sheet of paper.	6-8 minutes	the 2 activities will be included in their group portfolio.

5.2.29 Appendix 29: Jamboard of Vocabulary Festivities



5.2.30 Appendix 30: Jamboard of Interculturality Basic Concepts



5.2.31 Appendix 31: Assessment Procedures

Activity 2: Assessment Procedures			
Teacher	Student	TIME	Assessment
<p>T hands in two assessment slips and in <i>Google Classroom</i> a digital document with the T assessment:</p> <ol style="list-style-type: none"> 1) Self-assessment for SS to assess their own presentation. SELF-ASSESSMENT 2) Peer-assessment (randomly selected) SS assess the performance of a classmate. PEER-ASSESSMENT 3) Teacher assessment. My Rubrics <p>A time for assessment will be granted between presentations (2-3 minutes).</p>	<p>SS receive their individual Assessment slips.</p> <p>SS receive a <i>Google Document</i> that they cannot edit where the T will share her own assessment of the student's performance.</p> <p>SS receive a digital personalized peer-assessment sheet where they need to objectively assess the classmate they were assigned to. SS are encouraged to ask questions before moving forward.</p>	1 minute	digital assessment sheets need to be included in the individual portfolio.
<p>Optional activities: T hands out printed versions of the self-assessment, peer-assessment and teacher assessment slips.</p>	<p>SS receive printed assessment slips in order to assess their classmates, themselves and will receive the T-assessment once completed.</p>	2 minutes	assessment sheets need to be included in the individual portfolio.

5.2.32 Appendix 32: Self-Assessment Slip

SELF-ASSESSMENT ORAL PRESENTATION			
Name:	Group:	Date:	
Cross the face that represents your performance.			
Teamwork			
1. I worked well with my team.			
2. I collaborated with the team and was proactive.			
Oral Presentation			
3. My voice was clear and easy to understand.			
4. I spoke at a normal pace. Not too fast or too slow.			
Attitude			
5. My attitude shows that I want to learn.			
6. I didn't speak or interrupt my classmates when they were presenting.			
What do I need to improve...?			

5.2.33 Appendix 33: Peer-Assessment Slip

PEER-ASSESSMENT ORAL PRESENTATION			
Name:	Group:	Date:	
You are assessing: [student's name]			
Cross the face that represents your classmate's performance.			
Teamwork			
1. My classmate got along well with his team and they worked collaboratively.			
2. My classmate was proactive and supported the team during the presentation.			
Oral Presentation			
3. My classmate's voice was clear and easy to understand.			
4. My classmate spoke at a normal speed and I was able to follow the message. .			
Attitude			
5. My classmate's attitude was friendly and responded to our questions.			
6. My classmate didn't interrupt and practiced active listening.			
Encouragements, Suggestions and Congratulations			

5.2.34 Appendix 34: Teacher Assessment Rubric

	Excellent 4 Points (⚡ ⚡)	Good 3 Points (⚡ ⚡)	Ok 2 Points (⚡ ⚡)	Poor 1 Points (⚡ ⚡)
Time Limit (⚡ ⚡)	Presentation 4 minutes long	Presentation 3 minutes long	Presentation 2 minutes long	Presentation 1 minutes long
Content (⚡ ⚡)	Shows a full understanding of the topic and answers questions.	Shows a good understanding of the topic and answers most of the questions.	Shows a good understanding of parts of the topic and answers a couple of questions.	Doesn't seem to understand the topic and doesn't answer questions.
Speaks Clearly (⚡ ⚡)	Speaks clearly and distinctly 100-90% of the time. Mispronounces no words.	Speaks clearly and distinctly 89-80% of the time. Mispronounces a few words.	Speaks clearly and distinctly 79-70% of the time. Mispronounces several words.	Speaks clearly and distinctly 60% or less of the time. Mispronounces most of the words.
Body language and facial expressions (⚡ ⚡)	Body language and facial expressions generate a strong interest and enthusiasm about the topic.	Body language and facial expressions generate interest and enthusiasm about the topic.	Body language and facial expressions generate some interest and enthusiasm about the topic.	Body language and facial expressions generate no interest and enthusiasm about the topic.
Creativity and Quality of the Slides (⚡ ⚡)	Great images related to the topic and summarized slides.	Good images related to the topic and somewhat summarized slides.	Okay images related to the topic and barely summarized slides.	Poor quality images not very related to the topic and no summarized slides.

5.2.35 Appendix 35: Oral presentation and Comparing Facts

Activity 3: Oral presentations			
Teacher	Student	TIME	Assessment
T uses Chwazi APP to see which team presents first. The team chooses a student who will represent the team.	SS choose the student who will represent them. The SS place their fingers on the phone and the APP chooses which one presents first.	1 minute	presentation included in the group portfolio
T gives SS time to prepare for the presentation and then to present.	SS prepare for the presentations and then SS present their findings while the rest of the class takes notes on the information shared by the other two teams.	5 minutes	
T gives time for the assessment period.	SS are given time to self-assess themselves. Also, SS who were assigned for peer-assessment have time for assessing their classmates.	2-3 minutes	notes included in the individual portfolio.
T asks SS to give the peer-assessment sheets to their owners. (This process is repeated twice more)			
Activity 4: Discussing and Comparing Facts			
Teacher	Student	TIME	Assessment
T asks SS what they thought about the festivities and if they learned new information. What are the similarities and differences and T asks SS to compare the festivities using comparatives and superlatives in both present and simple past.	SS share what they thought of the festivities and if they learned new information. SS compare festivities using the comparatives and superlatives adjectives, and the present and past simple.	5 minutes	analysis and argumentation.
T asks SS to get together into teams to write 6 sentences, two of each festivity using comparative and superlative adjectives in present and past to compare the festivities in a positive and respectful manner.	SS get together into teams and write 6 sentences using the comparative and superlative adjective in present and past simple to compare the festivities in a respectful manner.	10 minutes	sheet of paper with the 6 sentences which is part of the group portfolio
T corrects SS's work and gives feedback on grammar structures or vocabulary, etc.	SS show their work and get corrections done about the grammar or vocabulary used.	5-7 minutes	

5.2.36 Appendix 36: Wrap of with a KWL Slip

Activity 5: Wrap Up			
Teacher	Student	TIME	Assessment
<p>T asks SS to review their KWL and see if they have already learned the information they wrote on the W section. They are prompted to write with a new colored ink on the L sections if they have learned more</p> <p>If not, T writes it down and provides the information.</p>	<p>SS share if they have learned or not what they wrote on the W section. SS write with a new colored ink the new knowledge they have acquired in the L section.</p> <p>SS receive the information or are free to go.</p>	1-3 minutes	KWL answered with another color
HOMEWORK: SS should bring colored papers, images, markers, ruler, scissors, glue, colors, stickers, etc. to work on their Comparative Poster.			

5.2.37 Appendix 37: KWL Slip

K.W.L. Slip		
Name:	Group:	Date:
Topic:		
What I K now	What I W ant to know	What I L earned

5.2.38 Appendix 38: Third Session – Two Hours: Poster and Presentation

THIRD SESSION: TWO HOURS WORKING ON THE COMPARATIVE POSTER OF THE FESTIVITIES			
LESSON OBJECTIVES: Learn to work collaboratively. Use creativity to present information. Analyze and discuss the festivities using interculturality concepts. Share other cultures' food.			
Activity 1: Warm-up			
Teacher	Student	TIME	Assessment
T asks SS trivia questions to assess their knowledge of the presentations: - Which festivities use altars? - Which festivity is celebrated in November? - Which festivity uses soul cakes? - Which festivity is all about the spooky stuff? - Which festivities are about remembering our ancestors?	SS provide answers to the questions.	2-3 minutes	knowledge of the topic.
Activity 2: Teams working on the posters			
Teacher	Student	TIME	Assessment
T monitors SS's work and provides support in case students need it.	SS work in teams to build their posters using the comparative and superlative sentences with the past and present simple they did in the previous class.	75 minutes	comparative poster of the festivities.
Activity 3: Presenting their Comparative Posters			
Teacher	Student	TIME	Assessment
T uses Chwazi APP to see which team presents first. The team presents together. T invites SS to comment on their classmates' work.	SS present their Comparative Poster. SS comment or ask questions about their work with respect and tolerance.	15 minutes	team work: everybody collaborates when presenting.

5.2.39 Appendix 39: Eating a representative of each culture

Activity 4: Analyzing the Festivities and their Previous Reactions			
Teacher	Student	TIME	Assessment
T asks SS what were the misconceptions, prejudices or ideas they had and after researching and learning about the festivities no longer have. T asks SS to analyze the festivities with the intercultural concepts.	SS share their thoughts, ideas and if they have changed at all. SS share their thoughts relating the festivities with the intercultural concepts we have learned.	10-15 minutes	oral expression, analysis and argumentation.
Activity 5: Wrap-up			
Teacher	Student	TIME	Assessment
T offers a soul cake, a halloween candy and a pan de muerto for each student. SS eat in class while commenting on similarities and differences between the breads and the tradition of giving food away during these festivities.	SS are given a pan de muerto, soul cake and candy. They comment on similarities and differences between breads and exchange opinions with tolerance and respect. Once SS have eaten, they are free to go.	10 minutes	oral expression, analysis and argumentation.

5.2.40 Appendix 40: Pan de Muertos, Soul cake and Halloween candy

