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**PROPUESTA DE INTERVENCIÓN EDUCATIVA**

**WONDERS OF THE MODERN WORLD: AN  
INTERCULTURAL PROJECT FOR 6<sup>TH</sup> GRADE  
ELEMENTARY SCHOOL.**

**TRABAJO RECEPCIONAL**

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

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**FINAL PROJECT**

**WONDERS OF THE MODERN WORLD: AN  
INTERCULTURAL PROJECT FOR 6TH GRADE  
ELEMENTARY SCHOOL.**

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**TUTOR: ALMA DANIELA OTERO SOSA.**

**TO GET THE DIPLOMA OF:  
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## Abstract

I began this specialty with a lot of uncertainty. My desire to learn and improve my teaching practice was what motivated me to begin and start this project, which was full of many challenges, but with the help of my teachers I was able to achieve my goal.

This final project called “Wonders of the Modern World an Intercultural Project for 6<sup>th</sup> grade Elementary School” shows my teaching context. I work in a public school located in Papantla de Olarte. The classroom has internet access, projector and students have an English book, where I applied some of the activities.

As second point you can see the students Profile. They are from 6<sup>th</sup> grade and count with an A1 Level. They started taking English lessons after the pandemic. Nowadays students take 2 lessons of 45 minutes each one per week.

The Theories and Rational Behind my Lesson Plan start with the comprehension of the L2 Acquisition and the influence of Steve Krashen with the Affective Filter Hypothesis inside the class. also understanding Vygotsky’s sociocultural theory and the Zone of Proximal Development.

The activities are based on Communicative Approach and the Direct Method such as games, problem solving task, the develop of the four skills and how the topic is select and grade regarding the age, needs, and students interests also how the direct method promotes the oral communication and that students can express themselves and as a teacher the use of authentic material.

These presentation shows the outcome of each session with some pictures of the student’s process and reflects the assessment criteria and the assessment tools where I choose the rubric.

One of the important points of the presentation is the reflection of what Ss learned during the application of the Lesson plan and the challenges that were faced it. On another hand the reflection of the challenges I faced in this specialization such as the appliances of the theoretical concepts and redefine my teaching practice and philosophy.

Comencé esta especialidad con mucha incertidumbre. Mis ganas de aprender y mejorar mi práctica docente fue lo que me motivó a emprender y emprender este proyecto, el cual estuvo lleno de muchos retos, pero con la ayuda de mis profesores pude lograr mi meta.

Este proyecto final llamado “Maravillas del Mundo Moderno un Proyecto Intercultural para 6to grado de Primaria” muestra mi contexto de enseñanza. Trabajo en una escuela pública ubicada en Papantla de Olarte. El salón de clases cuenta con acceso a internet, proyector y los estudiantes cuentan con un libro de inglés, donde apliqué algunas de las actividades.

Como segundo punto se puede ver el Perfil de los estudiantes. Son de 6to grado y cuentan con un Nivel A1. Comenzaron a tomar clases de inglés después de la pandemia. Actualmente los estudiantes toman 2 lecciones de 45 minutos cada una por semana.

Las Teorías y Fundamentos detrás de mi Plan de Clase comienzan con la comprensión de la Adquisición de una segunda lengua y la influencia de Steve Krashen con la Hipótesis del Filtro Afectivo dentro de la clase. También se entiende la teoría sociocultural de Vygotsky y la Zona de Desarrollo Próximo.

Las actividades se basan en el Enfoque Comunicativo y el Método Directo como juegos, resolución de problemas, el desarrollo de las cuatro habilidades y cómo se selecciona y califica el tema de acuerdo con la edad, necesidades e intereses de los estudiantes, también cómo el método directo promueve la comunicación oral y que los estudiantes puedan expresarse y como docente el uso de material auténtico.

Esta presentación muestra el resultado de cada sesión con algunas imágenes del proceso del estudiante y refleja los criterios de evaluación y las herramientas de evaluación donde elijo la rúbrica.

Uno de los puntos importantes de la presentación es la reflexión de lo aprendido durante la aplicación del plan de clase y los retos a los que se enfrentaron. Por otro lado, la reflexión de los retos que enfrenté en esta especialización como la aplicación de los conceptos teóricos y la redefinición de mi práctica y filosofía de enseñanza.



## Introduction

The purpose of this Project is to consider everything learned during this specialization, shows how that information is put into practice by designing ways to organize the content so that learning is much more meaningful for students and teachers.

This essay describes my teaching context, teaching identity and teaching philosophy. A deep reflection that seeks to enable the reader to understand the context of the students and the teacher.

For this lesson plan called “Wonders of the Modern World” there are theoretical bases that take place to maximize learner’s opportunities to use the language, the exercises and task planned for this activity may have a mixture of techniques and activities to be carried out for the student and performed by the teacher as a response to the needs students show when learning English as second language.

The objective of the lesson plan is that students can identify places in a text, read and understand short paragraphs, also be able to extract information from a reading and to attach these purposes the activities are design with an intercultural communicative approach.

Additionally, this project displays the rubric as part of the lesson plan assessment and a deep reflection based on the results obtained during the application of the lesson project.

I believe that what I have learned in this specialty will impact the learning of hundreds of students who will be part of my career as an English teacher.

## Chapter 1: Philosophy and theory.

### 1.1 Teaching Context.

The Elementary School “Francisco I. Madero” is a public school located in José María Gutiérrez Street, Papantla de Olarte, Veracruz. It belongs to Federalized Elementary Schools, School Zone 130, Sector 07. This public school has only morning shift from 8:00 a.m. to 12:30 p.m.

The school is in an urban area, it has water services, three-phase electricity, and drainage. There are 13 classrooms and 1 principal’s room. Each classroom has its furniture, desk, library area, 8 of them have fans and 4 with fans and air conditioner.

The school has a dome with a basketball court and a forum It has a dining room and two small kitchens. It has a small library and two warehouses where materials used for physical education classes and school events are stored. The school has bathrooms for boys and girls, as well as for teachers.

It has an area where 10 computers were installed by the "Schlumberger Excellence for Educational Development" (SEED) program, which is under maintenance since they could not be occupied due to the pandemic.

As English teacher I have 18 hrs. per week, there are 12 groups in total, the age of the students is between 6 and 12 years old. As part of the new program of English I have the autonomy to do my schedule and decided the contents for the period. From 2<sup>nd</sup> grade to 6<sup>th</sup> grade, I have 2 sessions for 45 min. each one per week the groups of 1<sup>st</sup> grade had only 1 session of 50 min. I am the only English teacher in the school zone sometime its difficult because I would like to share with others co-workers experiences inside the classroom, strategies, material I look forward online but its not the same. As a teacher I do not have my own classroom, which is challenging having to go from classroom to classroom with all my materials.

In Mexico, public school classrooms are diverse, numerous, and exit different social and economic context. In Papantla, only 5 public primary schools have an English

teacher working for the SEP which is one of the reasons why students' first contact with the English language occurs in secondary. Therefore, students who reach first grade have not taken previous English classes. Another situation is that students who have arrived in the middle of the school year do not have prior knowledge.

The students of the "Francisco I Madero" school, prior to the pandemic, grades from 4th to 6th had one session per week, during the pandemic the classes did not continue until they resumed English classes in October 2022.

For this reason, most students have an A1 level and there are few students who take English classes privately. This year, as part of the new plan and programs of La Nueva Escuela Mexicana", the subject of English is part of the "Languages" training field and in the absence of an English program in primary schools by the Secretary of Education and free material for the students, with the support of parents, books were purchased for each grade. Students did not develop completely basic skills in acquiring a second language, such as reading, writing, speaking, and listening. The lack of these skills shows in their performance in the classroom, which is why this generation of students struggles with serious reading and writing comprehension problems.

## 1.2 Teaching Identity

My first memory of an English Class was when I had 9 years old, I remember my teacher as a serious person. I do not remember my classes but in 6th grade I had a homework about to memorize personal pronouns, I tried it and I was the only student did it that experiences made me feel great.

On secondary English did not catch my attention, sometimes I did the activities. On weekends I took English lessons as part of a class on informatic. Nobody was paying attention in class, at the beginning I tried with the vocabulary but when the topics became about verbal tenses, I confused so much that I decided not to continue.

I really suffered in High School, the level was advanced we had to read and understand Conditionals, I was more interested in other things that I almost failed the subject but then in my school appeared a program from ICATVER. Our teacher Juanita told us that if we enrolled in a Specialization to Learn English, we could do our social service taking English lessons. I signed up, this was my opportunity to understand the language.

I was nervous and honestly, I did not have a lot of expectative, but it was an entirely different experience, I was really impressed by my teacher, the way she spoke in English, she held my attention in all the classes. After some time in some classes, she told us about her experiences as working abroad. She worked by a company going to Paris, England, and other parts of Europe. This company made travels for Mexican children on holidays. The experience sounded incredible meet people from different countries, travel, know the world.

I started thinking that learning English would open many doors. My mother and I found a school who offered a degree in English. The principal explained us that with this degree I would have different areas of work, so I decided to start this journey, every Saturday I traveled to Poza Rica. I met incredible people with a lot of experience. The recess became an opportunity to listen their experiences as Teachers, because most of my classmates needed a degree for continue working.

The school Alfonso Arrollo Flores was my first opportunity to start working as a teacher. I had six groups between 20 to 25 students, one year later a kindergarten was looking for a teacher. The little students were a challenge, their questions, the discipline in my class many things I did not know. This experience gave me another vision of the way to teach. Two years later the pandemic started, and I lost my jobs, being at home gave me the opportunity to start thinking about my future, I started missing the feeling to enter a classroom and feel the energy of my students, the happiness in her faces but also remember that I can gave them more than a class, I could show them another way to learn. In that moment, I realized I wanted to be a passionate teacher, who left a mark in their hearts.

On 2021 I started the process to obtain a place for work as elementary teacher by the SEP, one year later I had the opportunity to choose the place where I had to move it.

The school “Melchor Ocampo” is in a marginal area of the city, the students had no contact with English, I began to think about the way I could work with them without resources such as books or the internet. I started working with songs in the classes and on certain occasions I would bring them a worksheet.

In August 2022 I started a reassignment process, where I had the opportunity to move to Papantla, my hometown, I began the English teacher at elementary school “Francisco I. Madero”, is the biggest school I had ever worked, 12 groups in total with a student population of 268 students.

### 1.3 Teaching Philosophy

Linguistic theories have greatly influenced language teaching theories in whatever stage they have been. Michael Halliday (1975), published his 'seven functions of language', instrumental, personal, regulatory, interactional, imaginative, representational, and heuristic. Which describes the way children use language, referring to these as “developmental functions” or “micro functions”. His process has opened the scope of perspectives on language and has contributed to giving shape to what language teaching is today.

I base my practice as an English teacher on the experiences other teachers told me. The truth is that I have no experience learning from other authors or theories, my experiences as a student have been what give me an idea of the way I teach. But learning about Michael Halliday (1975) and his theory called “The theory of Language Development” I agree about communication and language acquisition begins before children can speak.

Understanding the model of Teaching English as Social Practices was difficult to me. On my mind, I wanted to teach with activities that I learned when I was a student,

pronunciation, grammar, vocabulary, differences between English and Spanish, ways to communicate in the language but this specialization gave me another perspective, the different ways the student use the language in different settings, understand how different texts are a form of interaction.

#### 1.4 Theories underlying my teaching practice and identity.

**L2 acquisition** is the result of environmental factors that govern the input to which learners are exposed, or of mental factors which somehow dictate how learners acquire grammatical structures. (Ellis, 1997)

Second language acquisition theory can be viewed as a part of "theoretical linguistics". SLA research is a field of study that deals with how learners go about acquiring a language other than their first language (L1). The origins of SLA research as a recognized discipline are often traced back to the 1960s.

Stephen Krashen (1982) introduced an influential model for L2 learning in the 1970s. This model does not see language development as habit formation. Language is viewed as information processing: the processing of information takes place at the cognitive level.

Krashen (1982) designed the Monitor Model that has three main theories: The Learning Dichotomy, The Monitor Hypothesis, and The Natural Order Hypothesis.

The Natural Order Hypothesis state the acquisition of grammatical structures proceeds in a predictable order. Acquirers of a given language tend to acquire certain grammatical structures early, and others later. The agreement among individual acquirers is not always 100%, but there are clear, statistically significant, similarities.

These ideas caught on with researchers, who began to investigate whether they could find similar patterns for L2 learning. Dulay and Burt (1977) reported that children acquiring English as a second language also show a "natural order" for grammatical morphemes, regardless of their first language. The child second

language order of acquisition was different from the first language order, but different groups of second language acquirers showed striking similarities.

The Monitor Model (Krashen, 1982) establish that the acquisition initiates our utterances in a L2 and is responsible for our fluency and learning has only one function, as a monitor, or editor. Learning comes only to make changes in the form of our utterance, after it has been produced by the acquired system. This can happen before we speak or write, or after (self-correction).

The Monitor hypothesis (Krashen, 1982) implies that formal rules, or conscious learning, limited the L2 performance. Learners can use conscious rules only when three conditions are met: Focus on form, knowledge of the grammatical rule and time.

Additionally the Affective Filter Hypothesis (Krashen, 1982) proposed variety of affective variables factors that are bound to influence the learning process in both positive and negative ways. These include motivation, attitude, confidence, and anxiety. All these factors affect how we learn an L2. Krashen (1982) believed that when students are nervous or anxious, their affective filter is high or up, and therefore the input that students are exposed to cannot be acquired. On the other hand, if students are comfortable and calm their filter is lower or their affective filter is down. In this condition, the language input that students receive can be readily learned.

I think that the analysis of this hypothesis is very important, for example I was reflecting on the days that are exams, normally I felt pressured as a teacher because of the time the class lasted, which I let the students know and as they were children, sometimes they wanted me to take the time to listen to them on certain things, when I became desperate, I began to speak to them in a hurry, which made them afraid of not having enough time and their performance was not good. After reflecting on this practice, I decided to change the way I addressed them, the tone of my voice to convey to them that although we had a limited time, they should relax and concentrate on their exam. As a consequence, their results have been better, and it has benefited them enormously.

The Direct Method was created as an alternative to the Grammar-Translation method. When the shortcomings of the Grammar-Translation technique became clear, the Direct Method specifically targeted those skills that were barely touched by the method that came before it. The purpose of language learning is communication and put a great emphasis on pronunciation, writing task although grammar is not taught explicitly.

Some of the activities I used in the lesson plan with this method was reading out loud, questions and fill-in-the gaps tasks.

Vygotsky's sociocultural theory of human learning (1978) describes learning as a social process and the origination of human intelligence in society or culture. The major theme of Vygotsky's theoretical framework is that social interaction plays a fundamental role in the development of cognition. Vygotsky believed everything is learned on two levels.

Every function in the child's cultural development appears twice: first, on the social level, and later, on the individual level; first, between people (interpsychological) and then inside the child (intrapsychological). This applies equally to voluntary attention, to logical memory, and to the formation of concepts. All the higher functions originate as actual relationships between individuals. (Vygotsky, 1978)

A second aspect of Vygotsky's theory is the idea that the potential for cognitive development is limited to a "zone of proximal development" (ZPD).

The distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers." (Vygotsky, 1978)

I believe that the application of the concepts of Vygotsky's theory inside the classroom is to understand and let students be the protagonists of their own learning, to review previous learning when introducing a new topic, to promote



collaborative work, to motivate research, to pose problems or interesting situations, involve parents in the learning process. The latter has been a little more difficult than the others because since it is a second language, many parents feel that they cannot help their children.

Communicative Approach is that almost everything is done with a communicative intent. That is to say, that students use the language through communicative activities such as games, role-plays, and problem-solving tasks. (Larsen- Freeman & Anderson, 2011).

The Communicative Language Teaching Approach in language teaching starts from a theory of language as communication. (Richards & Rodgers, 2001). This approach encourages student engagement, collaboration, and active learning, ultimately preparing students to navigate real-world communication effectively and confidently.

Classroom activities guided by the communicative approach are characterized by trying to produce meaningful and real communication, at all levels. There may be more emphasis on skills than systems, lessons are more learner-centered, and there may be use of authentic materials.

The student needs to develop this competence Linguistic Competence, Discourse competence, Sociolinguistic competence, Strategic competence. The first one had a linguistic rules Phonetics/Phonology, Morphology and lexicon, Syntax, Semantics. If the users know these rules this will allow the use of language in different context, establish relation between speakers and the context. The second one gives the ability to the student to develop to participated in conversations or create different types of texts.

## Chapter 2 Methodology and Practice.

As English has become an international or global language, it is often referred to as a lingua franca. A lingua franca has been defined as “a language that is used primarily for communication purposes. Speakers ... retain their allegiance to their first language and use the lingua franca to be intelligible to others” (Spencer-Oatey & Franklin, 2009)

Culture is defined as “the way of life, especially the general customs and beliefs, of a particular group of people at a particular time” (University, s.f.) Dr. Bateson demonstrated that culture is unconsciously learned.

Intercultural Competence is about knowing a lot of culture-specific information about various countries and more about communicating effectively in a range of cross-cultural contexts. Awareness of ethnocentrism is an important part of intercultural competence but one of the dangers of ethnocentrism is that as soon as a group perceives themselves as superior, the dangers of stereotyping and prejudice increase.

Intercultural Communicative Competence (ICC) needs to be incorporated in the language curriculum if teachers hope to help students to develop an appreciation for the language and culture studied, an awareness of their own culture, and the development of skills that will allow them to be competent, adaptable, communicators.

Globalization and migratory movements have highlighted the need to integrate interculturality in the process of learning a language, but the cultural component is sometimes neglected in the language classroom.

In Byram's (1997) view, a person who has developed ICC is able to build relationships while speaking in the foreign language; communicates effectively, taking into consideration his own and the other person's viewpoint and needs; mediates interactions between people of different backgrounds, and strives to continue developing communicative skills.

The objects in the classroom, the teacher, the students, the textbooks, the authentic materials, and the language spoken are some of the cultural input that permeates the language classroom. It is important to emphasize the importance of cultural input in the teaching of a foreign language, as well as of analysing the factors of failure in cultivation of students' capacity of intercultural communication.

In Mexico our students come from different socioeconomic strata, that is one of the reasons for the different scenarios within the classroom, as teachers we have to be able to develop and promote intercultural communication, become familiar with appropriate educational approaches and coherent activities and materials to provide students access to different and diverse cultural practices and meanings, whatever their origin.

Cultural criticism examines how different religions, ethnicities, class identifications, political beliefs, and views are potential barriers created by cultural differences and require that students understand, respect, and face such obstacles to avoid communication breakdowns.

Cultural dialogism is a distinct perspective; it emphasizes internationalism, world-wide communication, and humanism. It focuses on developing cross-cultural communication skills through self and cross-cultural awareness. This approach is culture-general and seeks to overcome differences. (Humphrey, 2002)

As teachers we have many different roles when teaching in an EFL classroom and diverse responsibilities, especially when we have to deal with multicultural students.

We need to be prepared to teach in classrooms where diversity exists, in terms of religion, socioeconomic status, needs, sexual preferences. Culture and diversity can thus be understood more broadly than the obvious aspects of dress, language, and foods, to include much deeper and intimate characteristics of distinct ways of living.

Exist different roles for a teacher in an intercultural classroom where we are seeing as mediators, ethnographers and researchers, agents of change, learners, and mentors.

The teacher-as-mediator can enrich and adapt the context to create a meaningful situation. The teacher as ethnographer becomes a participant as well as an observer, and fosters active research to create activities, tasks, and materials for the class. As an agent of change tries to convey meanings with students so that the target language becomes a vehicle to understanding their own culture. The teacher as manager has to administer all the human and material resources available.

The teacher as learner is involve in how students develop cultural awareness through a variety of activities, projects, and assignments also from learning how to use a computer, website and so on. A teacher as mentor can build up confidence and acceptance by promoting a positive environment for intercultural classes, by providing opportunities to prepare and develop lesson plans related to cultural awareness using a variety of strategies and authentic materials.

There are many different materials for each skill in the classroom the most common are textbooks, flashcards, videos, music, worksheets. Textbooks have a great variety of materials that project and represent different aspects of the target culture and enable students to engage in meaningful interaction that help them become intercultural while at the same time learning the language and developing language skills. Most texts are realia, that is, texts imitate as much as possible the sociolinguistic and textual conditions of the text but have actually been produced for the learning process.

However, we as teachers may decide to choose authentic materials for classroom use to engage students in genuine cultural experiences. We can make use of authentic materials such as films, news broadcast, TV shows, restaurant menus, travel brochures, magazines, newspapers, and assorted official. We can adapt these materials to suit our students and class's needs.

## 2.1 A practical and useful lesson plan.

LESSON PLAN			
<b>Teacher's Name:</b>	Margarita Zúñiga Ticante.	<b>Grade:</b>	6 <sup>th</sup>
<b>Sequence's Name:</b>	Wonders of the Modern World	<b>Time for the class:</b>	45 min
<b>Objectives:</b>	<ul style="list-style-type: none"> <li>• Students will identify places in a text.</li> <li>• Students will read and understand short paragraphs.</li> <li>• Students will be able to extract information from a reading.</li> <li>• Students will talk about Wonders of the World</li> </ul>	<b>Modality:</b>	Face to face
<b>Grammar</b>	<ul style="list-style-type: none"> <li>• Simple Past</li> <li>• Simple Present</li> <li>• Transitions Words</li> </ul>	<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>• Verbs</li> <li>• Personal Pronouns</li> <li>• Nouns</li> <li>• Adjectives</li> <li>• Superlative</li> </ul>

Time		Tasks and Products for session 1	Resources
10 minutes	Warm-up	The teacher starts the class asking Ss if they know the Panama Canal. After the teacher heard Students, the teacher asks if they traveled out of the country.	<ul style="list-style-type: none"> <li>• Digital resources</li> <li>• Ss Book.</li> <li>• Audio from the book</li> </ul>
30 minutes	Development	Students start reading with the help of the teacher about the Panama Canal on page 74 from the book "The New Learning". After that the teacher say to students that listen the audio and read again and then they have to underline the words they do not understand. The teacher will ask Ss "Did you hear about the Panama Canal? Would you like to visit it?, When was the last time you traveled?"	

5 minutes	Closing	After Ss answer the questions, they have to copy on the notebook the homework and the teacher will give a brief explanation about how to use an English Dictionary or an online dictionary.	
<b>Observations</b>		For homework students will search in a dictionary or in case they do not have one, they can use an online dictionary like <a href="#">Cambridge Dictionary</a> .	

Time		Tasks and Products for session 2	Resources
15 minutes	Warm-up	The teacher star the class playing a game called UNO but the difference is that this game is about verbs in present and past. See on Appendix 1	<ul style="list-style-type: none"> <li>• UNO</li> <li>• Digital resources</li> <li>• Video</li> <li>• Ss Book</li> <li>• Worksheet</li> </ul>
30 minutes	Develop ment	<p>On p74 Ss have to circle the capital letters.</p> <p>Then Ss have to watch a video called "<a href="#">Seven Wonders of the Modern Era</a>"</p> <p>After that the teacher will do a survey about what wonders of the world the students would like to investigate. Ss have to select 3 different places in which they must bring pictures and the corresponding information such as location, type of food and 1 curious fact.</p> <p>After that on p 75 Ss will read about Transitions words the meaning and the use of them</p> <p>Finally, they have to answer a worksheet.</p>	
5 minutes	Closing	At the end of the class Ss must submit their homework and the teacher can record it on her list.	
<b>Observations</b>			

Time		Tasks and Products for session 3	Resources
10 minutes	Warm-up	The teacher brings flashcards of countries and places around the world, Ss have to match the country with the correct place and say the name.	<ul style="list-style-type: none"><li>• Digital resources</li><li>• Flashcards</li><li>• Ss Book</li></ul>
30 minutes	Development	On the book on page 77 students have to paste the pictures and write the information of each place. When they finished the teacher will help them to correct some grammar mistakes.	
5 minutes	Closing	Ss will do a survey where they will choose a wonder of the world and for homework they will have to look for information to be able to do the activity the following class.	
Observations			

Time		Tasks and Products for session 4	Resources
10 minutes	Warm-up	The teacher will give Ss a link to play in a platform called <a href="#">Kahoot</a> to practice Simple Past.	<ul style="list-style-type: none"><li>• Digital resources</li><li>• Ss Book</li><li>• Notebook</li></ul>
25 minutes	Development	Then the teacher will present a video about the wonder of the world they choosed. On the notebook they have to write “A day in a Modern World” They have to use their imagination describe what they visited, ate, if they bought something, the place they stayed.	
10 minutes	Closing	The teacher will help with the grammar and give feedback for the presentation.	
Observations			
Time		Tasks and Products for session 5	Resources
5 minutes	Warm-up	The teacher starts the class asking students. How do you feel with the project?	<ul style="list-style-type: none"><li>• Notebook</li></ul>

35 minutes	Development	Ss will present their draft to the class, so they can practice pronunciation. The teacher will mark the text to check if they corrected the details. After that, the teacher will send them an audio of the presentation via WhatsApp so that they can practice their presentation at home in case they have any doubts since they will present their project in the school auditorium where they will talk about the place they chose.	• Digital Resources
5 minutes	Closing	At the end of the class Ss must submit their homework and the teacher can record it on her list.	
Observations			

Time		Tasks and Products for session 5	Resources
5 minutes	Opening	The teacher makes a presentation for the parents and explain the activity and the purpose of the lesson plan.	<ul style="list-style-type: none"><li>Digital Resources</li></ul>
35 minutes	Develop ment	Each Ss will present the project.	
5 minutes	Closing	The teacher will give feedback to the Ss in the Classroom.	
Observations			

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

Evaluation is not an easy process because it takes time, at the moment of assessing, teachers should consider that the students are different, so therefore the process of evaluation of each one should also be different in order to fulfill the right evaluation process for each skill.



In the teaching-learning process, speaking is viewed as the most important skill to develop so, teachers and students focus on the achievement of the same. Speaking has become too essential that people are seeking for tricks and techniques to improve it, (Bahrani & Rahmatulloh, 2008; Pan, 2010).

To evaluate speaking there are a couple of techniques that can be used in the process to help with the proper assessment, like Imitative Speaking, Oral Interviews, Questionary, Phone Call, Reading Aloud Tasks, Focus Group Discussion and Direct Response Tasks.

There is a relation between listening and speaking, to be able to speak it is necessary to hear and understand. These could be some great activities in which as teachers we can evaluate students listening skills like Listen and Draw, Map It, Dictations, Back-to-Back Interviews, Communicative Stimulus Response Tasks, Giving Instructions and Directions and Oral Presentations.

Assessing a person's writing skills sometimes can be very tough, as teachers we must consider and must take the students' background into account. There is a list of activities that can be used in the classroom such as dictations, grammatical transformations tasks.

Some tasks to evaluate reading could be reading aloud, Write Response, Picture Cued Items and Gap Filling Tasks. A very important element of formative assessment is giving and receiving feedback. The use of rubrics helps assess assignments consistently from student-to-student, give timely, effective feedback and promote student learning in a sustainable way., clarify expectations and components of an assignment for both students and course teaching assistants and refine teaching methods by evaluating rubric results.

For the assessment of this lesson plan, the rubric will be used during the process and in the presentation of the project. Also as teacher the observation during all the lesson plan.

#### Writing Rubric

	Needs guidance	Developing skills	Meets standards	Exceeds standards
<b>Punctuation.</b>  Student uses appropriate punctuation	1	2	3	4
<b>Spelling</b>  Student writes some sight words correctly and uses best guess spelling	1	2	3	4
<b>Capitalization</b>  student uses capital letter to begin sentences. Students uses capital letters for names.	1	2	3	4
<b>Sentences</b>  Student's sentences are complete. Student uses subject/verb agreement	1	2	3	4
<b>Content / ideas</b>  Student stays on topic and adds some details.	1	2	3	4
<b>Organization</b>  Student's story has a beginning middle and end.	1	2	3	4
<b>Total of points</b>				

## Speaking Rubric

	1	2	3	4
<b>Completion of task</b>	Information provided was inadequate	Information provided was limited	Adequate information provided	Extensive information provided
<b>Grammatical accuracy</b>	Multiple mistakes that take away meaning	Frequent mistakes that make it somewhat difficult to understand	Some mistakes that do not interfere with meaning	Very accurate, few mistakes.
<b>Pronunciation</b>	Largely incomprehensible	Somewhat difficult to understand	Easy to understand	Sounds almost like a native speaker.
<b>Fluency</b>	Does not flow	Frequent pauses	Occasional pauses	Natural pattern of speech
<b>Effort</b>	Lack of effort and attention to detail	Lack of effort or attention to detail	Good effort and attention to detail	Outstanding effort and attention to detail





# OUTCOMES

**The Teotihuacan**  
The ancient Mesoamerican city located in the central region of Mexico. Teotihuacan was one of the biggest and most powerful civilizations in the history of Mesoamerica. Its official currency was twenty bronze cents in Teotihuacan. Its population was 46,779 inhabitants.

**Panama canal**  
It is located in the central part of the American continent, in the westernmost and southernmost part of Central America. It is the narrowest and longest country on the central American isthmus.

**Emilia church**  
The Emilia church is a catholic temple located in Santiago de Cali, Colombia. It was originally a straw-colored construction from the early 17th century.

## Christ redeemer

Located at the top of Corcovado Hill, there is Christ the Redeemer, one of the most sought after sites of interest in Rio de Janeiro, Brazil. It does not have official currency associated with it.

## Machu picu

This ancient inca city is one of the most precious treasures of Peru. Its name means old mountain and refers to the place where it is located. The total population of Machu picu was approximately 1000 inhabitants.

## Investigation about Wonders in the Modern World

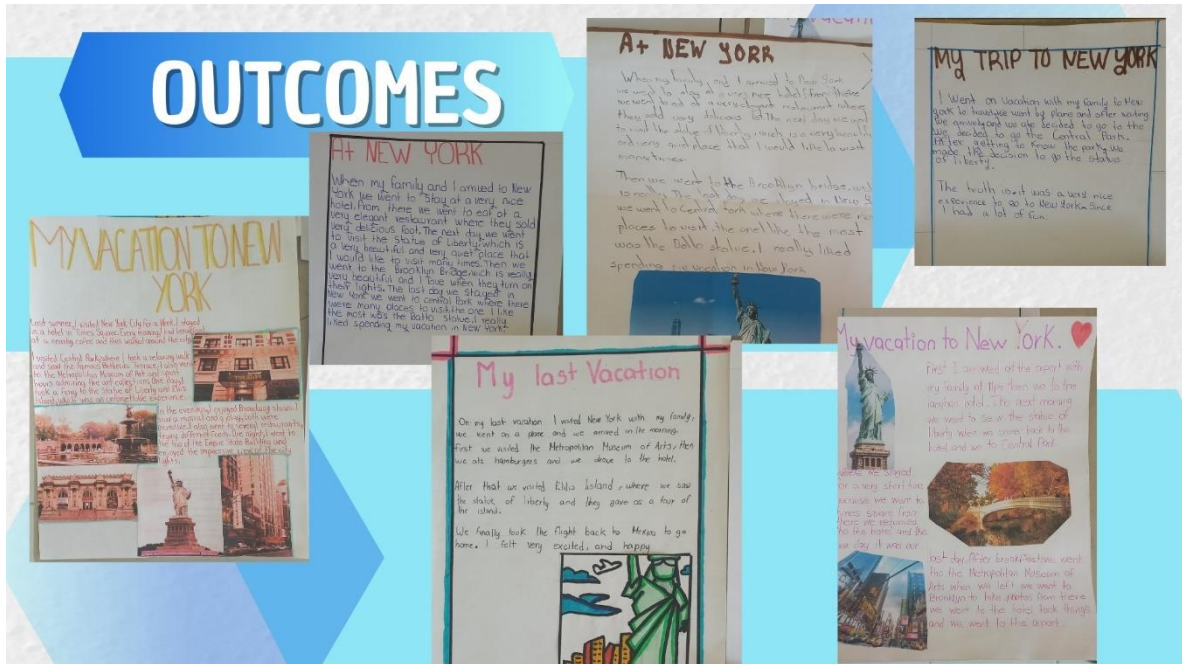
# OUTCOMES

The collage displays various student-made cards about world wonders. Each card typically includes a small drawing, a title, and a brief description. The cards are arranged in a grid-like fashion on a blue background. Some of the visible cards include:

- Christ the Redeemer**: Located at the top of Corcovado Hill, it is one of the most sought after sites of interest in Rio de Janeiro, Brazil. It does not have official currency associated with it.
- Machu Picchu**: This ancient Inca city is one of the most precious treasures of Peru. Its name means old mountain and refers to the place where it is located. The total population of Machu Picchu was approximately 1000 inhabitants.
- Teotihuacan**: The ancient Mesoamerican city located in the central region of Mexico. Teotihuacan was one of the biggest and most powerful civilizations in the history of Mesoamerica. Its official currency was twenty bronze cents in Teotihuacan. Its population was 46,779 inhabitants.
- Panama Canal**: It is located in the central part of the American continent, in the westernmost and southernmost part of Central America. It is the narrowest and longest country on the central American isthmus.
- Emilia Church**: The Emilia church is a catholic temple located in Santiago de Cali, Colombia. It was originally a straw-colored construction from the early 17th century.

## Activities from session 3

# OUTCOMES



Final Product

# OUTCOMES



Ss Presentation from their Final Project

### Chapter 3 Experience Report.

The lesson plan called “Wonders of the Modern World” was applied to 6th grade students, between 11 and 12 years old, belonging to the “Francisco I Madero” elementary school.

The objective of the lesson plan is that students could identify places in a text, read and understand short paragraphs. Also, that Ss could extract information from a reading and talk about Wonders of the Modern World.

My experience in the first session was good, at the beginning I start asking students if they know about the Panama Canal, then we read together and after that I made some comprehension questions and finally, I explained the homework.

At first, I felt nervous, one of the factors was that I had to pay attention to the recording and the technical details. I must clarify that one session before starting to apply the lesson plan, I explained to them that they were going to be part of a school project. During class I could notice that my students also felt nervous and that limited them from responding when I made some questions. The objective of this first session was for the students to learn about the “Panama Canal”, and to be able to answer some comprehension questions regarding reading.

The objective of the second session was for students to be able to identify verbs in the past tense. The students had fun playing “UNO”, where they had to pronounce the verbs, in addition to the colours and numbers of the game. As a teacher, at certain times I made pronunciation corrections in addition to answering questions. At the time of taking the survey, where they would choose the place to develop their final project, I was able to learn about their interests and desires.

During session 3 the students were able to identify places in the world and the country they belong to, in addition to watching videos so that they would have inspiration for their final project.

During session 4, the online activity was very fun for the students where the objective was for them to be able to select the verb in the past tense for the different sentences,

they worked as a team and made use of the technologies. In addition, they handed in their homework from the previous class where they had to investigate 4 places of the last survey, the country to which it belongs, and an interesting fact.

During session 5 I was able to explain to them how they will make their first draft of the project where the objective is to imagine a vacation to visit Ellis Island where the "Statue of Liberty" is located, in addition to imagining their vacation in New York.

Despite the efforts to be able to apply the class plan in a timely manner, I had to make the presentation in a sixth session in which the students came forward and explained their work and I made formal evaluation with the rubrics.

### 3.1 Teaching Breakdowns.

I think that "time" was one of the main challenges when applying the lesson plan. The first week we only had 1 day of classes and the next week the group had to take the test of "Olimpiada del Conocimiento" just the day we had class. I must admit that although it was a great challenge, I had to adapt the lesson plan, adjust the activities, rethink the objective of each session and enjoy, with the students the time we had, maintaining a positive attitude hoping that the adjustments that were made would not affect the learning.

We must remember that they are students who had not had contact with the language since 3<sup>rd</sup> grade and that this is the second school year that we are working on the English subject.

For me it is a great advance that they can recognize verbs in the present and past in English, that they begin to identify information in the readings, that they know how to follow instructions and above all that they stop considering the language as something impossible



## Chapter 4 Conclusions

At the beginning of this specialty, I had high expectations about what I was going to learn and today I can say that I feel very happy with everything I learned during the program. First of all, because I have personally noticed a change in my teaching practice through the constant reflections in each of the activities.

In the context in which I work, there are certain limitations within the school classroom, external issues that do not even have to do with teaching a second language, and our role as a teacher is that students can find that support in us.

My objective goes beyond the acquisition of a second language, it is that students can apply what they have learned in different contexts, because we find ourselves in a globalized world in which acquiring this language will open many doors for them.

This project shows the philosophy and theories behind the selection of activities for the design of the lesson plan, which I must admit was quite a challenge for me, first of all it was good for my practice, because as a teacher I could give a name to the way I was teaching, so being able to understand these concepts was wonderful for me and especially for my students, who I consider have been the most benefited by making those necessary changes during the planning and implementation of the classes.

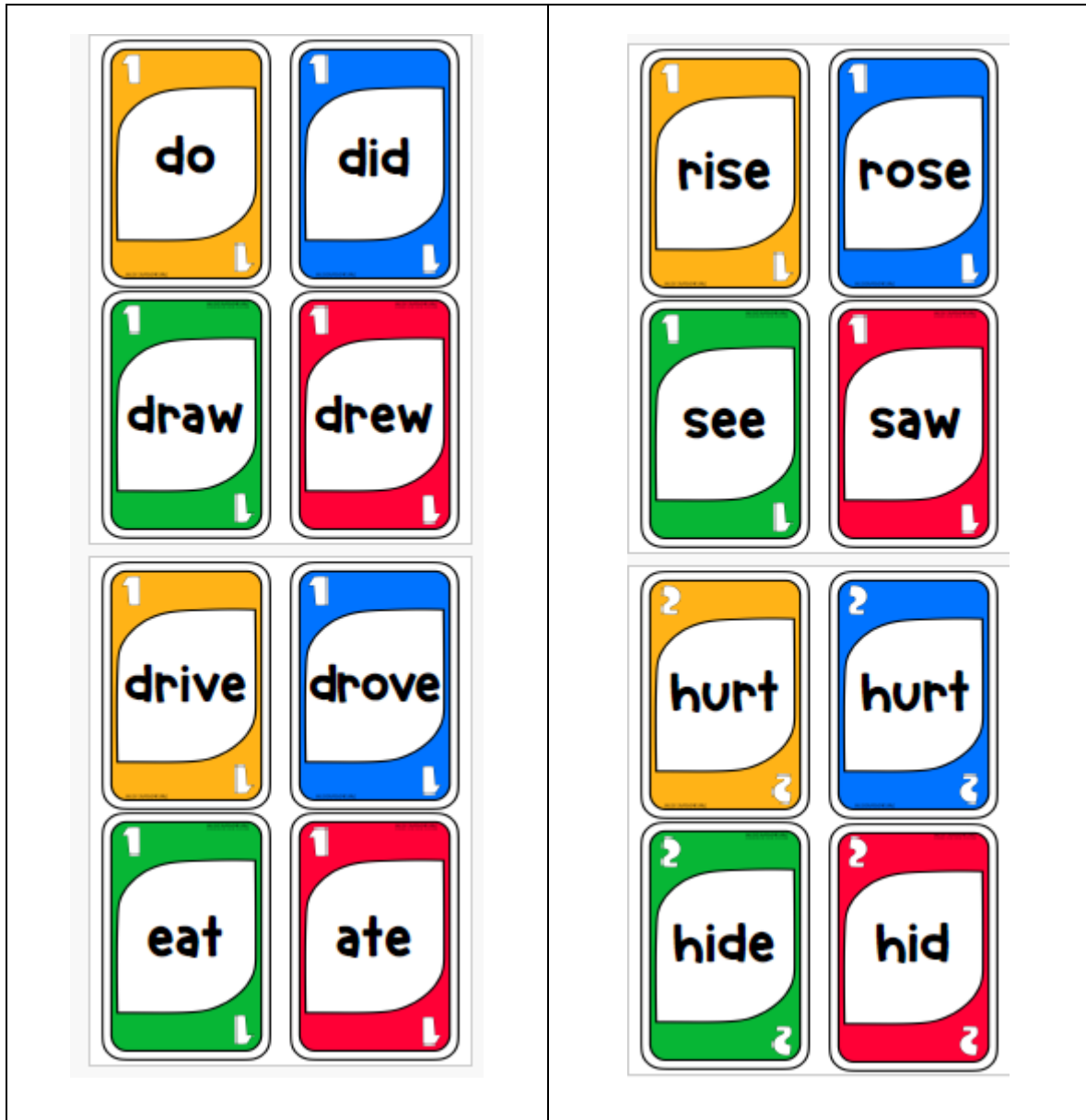
This constant reflection on the role of the teacher and the student inside and outside the classroom gives the opportunity to design innovative activities applying intercultural concepts.

It also shows the results of the application of the lesson plan, which I feel very happy about everything the students learned, because standing in front of their classmates, studying and speaking in a second language has been a great advance for them, taking into account that they started taking English classes after the pandemic.

Despite the teaching breakdowns, at the time of application and the different challenges that arose in terms of time to achieve the objectives, that led me to modify certain activities, I believe that the objective was achieved.

## Appendix 1

Example of the Uno cards to play with the students.



## Appendix 2

### Activity for session 2

Name \_\_\_\_\_ Transition Words

### Transition Words



Choose the best transition word to complete each sentence.

however	where	because	for example
also	furthermore	but	then

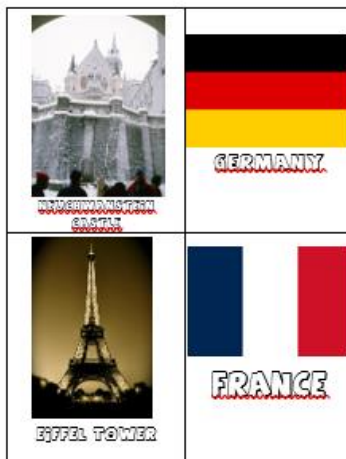
1. The dress arrived, \_\_\_\_\_ it does not fit me.
2. We are having pizza for dinner, \_\_\_\_\_ broccoli.
3. This book was exciting, \_\_\_\_\_, most by this author are not.
4. The dog went outside, \_\_\_\_\_ he came in and ate lunch.
5. I don't like horror movies, \_\_\_\_\_, I don't like theaters.
6. Pets are great, \_\_\_\_\_, I have three dogs and three cats.
7. We have to stay in a hotel \_\_\_\_\_ we had a house fire.
8. Let's meet at the mall, \_\_\_\_\_ we can shop and eat.

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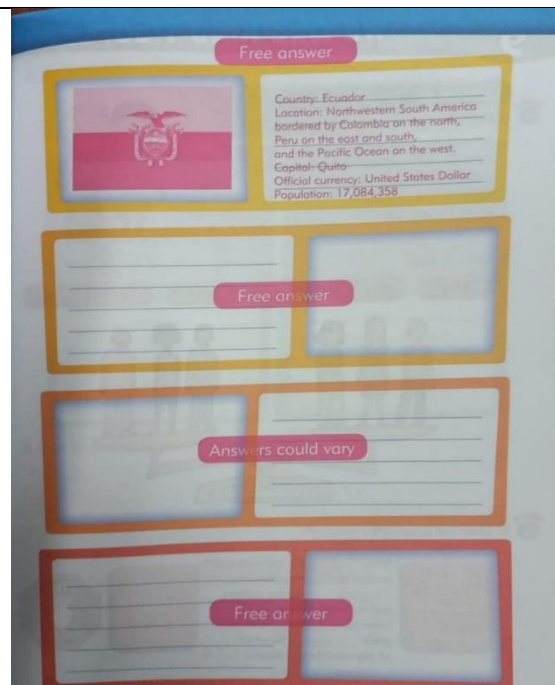
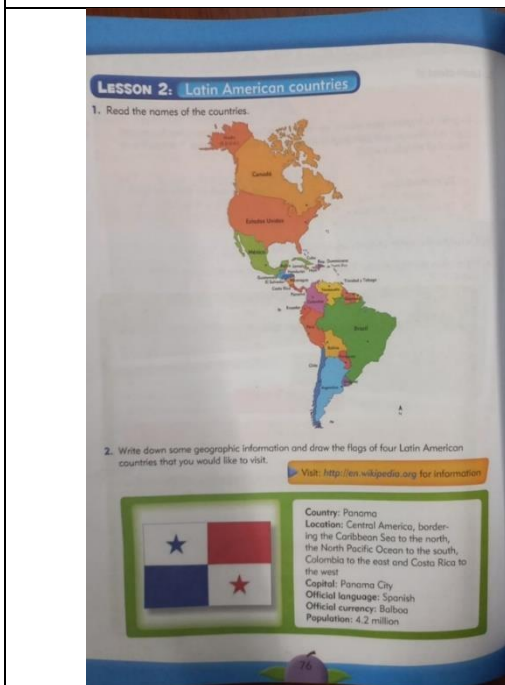
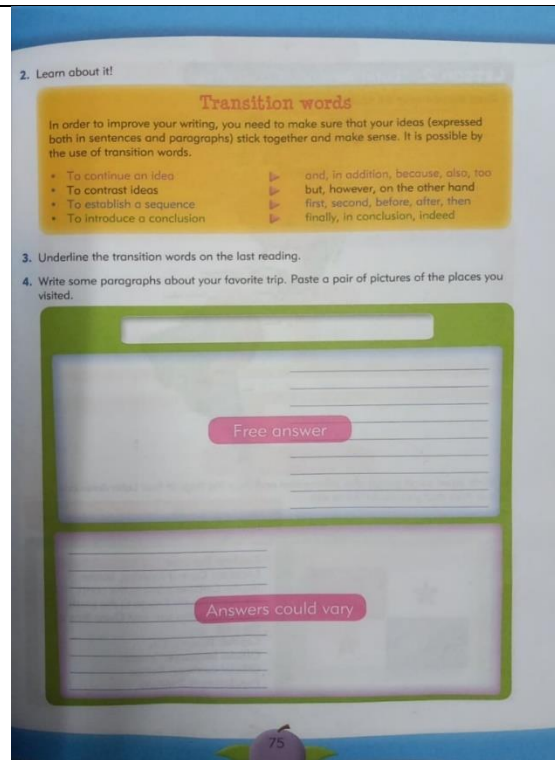
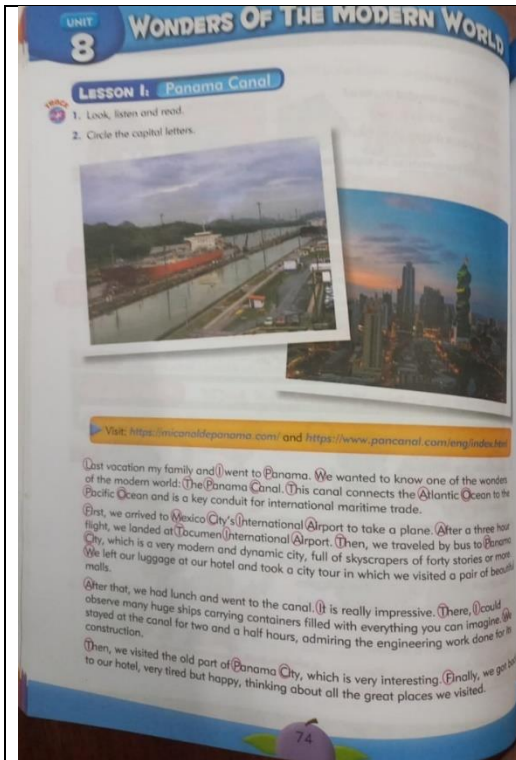
## Appendix 3

### Flashcards for session 3



## Appendix 4

### Activities on the book



## Appendix 5

Video Link for the Project

[https://drive.google.com/file/d/109ePROjJJOQws9D5HITGoA5xzHHSUM\\_m/view?  
usp=sharing](https://drive.google.com/file/d/109ePROjJJOQws9D5HITGoA5xzHHSUM_m/view?usp=sharing)

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