



UNIVERSIDAD PEDAGÓGICA NACIONAL

ESPECIALIZACIÓN EN ENSEÑANZA Y APRENDIZAJE DE INGLÉS COMO  
LENGUA EXTRANJERA (SPECIALIZATION IN ENGLISH LANGUAGE  
AND TEACHING AS A FOREIGN LANGUAGE)

COMMUNICATION IN AN INTERCULTURAL CONTEXT

DEVELOPING LEARNERS' INTERCULTURAL SENSITIVITY THROUGH  
DIGITAL RESOURCES

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## ***1.01. INTRODUCTION***

Current trends to language education such as Communicative Language Teaching (CLT) and the Task-Based Language Teaching and Learning (TBLT) approach have started to change those traditional conventions in ELT where they had thus far proven ineffective. Hence, with the emergence of these new language pedagogies, it has been already acknowledged that language is not only a system made up of words and grammatical structures but a much more complex reality of which most basic function is the expression of meanings (Byram, House, & Scarino & Liddicoat) In the same way, it has also been recognized the need to strive for a more naturalistic language learning process that engages learners in meaningful interaction, closer to the way the L1 is actually acquired (Krashen, Long, Developing Intercultural Competence through TBLT 6 Foster, & Skehan)

Language is, therefore, best understood as a communicative reality to be practiced rather than simply a code to be learnt. The rationale for the integration of language-and-culture teaching lies on the inescapable fact language and culture go hand in hand in that language is a means whereby we can access a new culture, thus making clear the urgent need to equip language learners with the necessary tools to appropriately engage in intercultural encounters (Barrett) As a result, it has long been advocated that, along with the linguistic competence, students need to be able to communicate, to understand and build relationships with members of other cultures by keeping an attitude of openness, accepting cultural difference and challenging issues that may arise in a multilingual and multicultural scenario such as stereotyping, prejudice, discrimination or racism.

This said, the aim of this paper is, therefore, to provide a workable teaching proposal that integrates the best of TBLT and Constructivism in an intercultural education without compromising the ultimate objectives of developing an appropriate and effective language proficiency as well as a solid intercultural awareness respectively.

The overall structure of this paper takes the form of three themed chapters. Chapter 1 begins with my Philosophy and Theory as a Teacher. Chapter 2 begins by laying out the theoretical foundations of the assignment by first reviewing and research on Constructivism and TBLT in an intercultural, which are the central topics of my thesis. Chapter 3 presents a model of task that draws on the applicability and potential of TBLT as far as SLA is concerned while at the same time shows how such an approach may be adapted for the purposes of an integrated foreign language (FL) and intercultural competence (IC) education. Finally, Chapter 4 will conclude all the things we discussed during the thesis.

## ***1.02 MY FIRST EXPERIENCE AT LEARNING ENGLISH LANGUAGE***

My first experience of learning the English language was challenging, demanding, interesting and satisfying. I began learning fundamental concepts and rules of English grammar at The Anglo which I consider it was my first real and tangible experience with the language, I gained a fairly good understanding of the usage of the language. I was also exposed to learning higher rules of grammar that are more advanced than the ones in regular classes. I must mention that my English reading and speaking skills were tested during this time.

My experience learning the language is divided in three steps:

- Knowing the Language
- Use of the Language
- Experience Trough the Language

As my teacher repeatedly told me: "Do not just forget one thing: Any goal is just a milestone on the road, nothing more. Beauty and interest await us on the way to it!".

## Knowing the Language

When I first started analyzing and learning the language through real experiences I really understood how to handle it. Moreover, I found that this level of education in English language helped me to improve my reading as well as analytical skills, I could see myself growing with confidence in replying to questions in English. With this level of education in English, I was progressing with my interpersonal skills too.

Another of my most enjoyable English language learning experiences has been watching TV. Watching English films helped me a lot to improve my pronunciation, accent and speech in English. Besides. Overall, I learnt the nuances of sentence construction, sentence structure, syntax, parentheses and much more through my English language education so far.

My teachers always instilled in me the habit of reading a lot of books, I used to search Audio Books which also helped me to improve my pronunciation and listening skills, as a result of reading more books, I was able to enhance my vocabulary with each passing day. Furthermore, I was inculcating and developing different writing skills such as articles, composition, dialogue and summaries at The Anglo.

## Use of the Language

This involved a lot of research, analysis and brainstorming which eventually stimulated me to become more analytical. In addition, one of my most important English learning activities has been conversation. The experience of conversing on diverse topics has been very precious to me as it inspired me to improve my communication skills in English.

For the most part, learning English language has been an interesting and a challenging journey for me owing to all the cycles that I have gone through to achieve a certain level of proficiency in English. I have also come to a conclusion that the method of teaching will vary depending on the age factor.

## Learning Through Experience

During my experience learning the Language I have had the opportunity to travel all over the world and meet people from different countries, I have been in touch with foreign people which has helped me develop my language, I truly believe that been in touch with people from different countries is a great opportunity to increase our knowledge taking into account that in Mexico the use of the language is limited in the classrooms. When two people talk to each other, they do not just speak to the other to exchange information, they also see the other as an individual and as someone who belongs to a specific social group, for example a 'worker' and an 'employer' or a 'teacher' and a 'pupil'. This has influenced on me, how they say it, what response they expect and how they interpret the response. In other words, when people are talking to each other their social identities are unavoidably part of the social interaction between them. In language teaching, the concept of 'communicative competence' takes this into account by emphasizing that language learners need to acquire not just grammatical competence but also the knowledge of what is 'appropriate' language.

Often in language teaching the implicit aim has been to imitate a native speaker both in linguistic competence, in knowledge of what is 'appropriate' language, and in knowledge about a country and its 'culture'. The concept of 'culture' has changed over time from emphasis on literature, the arts and philosophy to culture as a shared way of life, but the idea of imitating the native speaker has not changed and consequently native speakers are considered to be experts and the models, and teachers who are native speakers are considered to be better than non-native speakers.

### **1.03 MY TEACHING EXPERIENCE**

When I first started teaching the language I did not have a clear idea of how to transmit my knowledge with my students, I believe no one can tell you exactly a way of teaching a language, I think it is up to you to develop and search you own style.

I used to be a very systematic person, I used to teach using the PPP which could be characterized as a *common-sense* approach to teaching as it consists of 3 stages that most people who have learnt how to do anything will be familiar with. The method it was useful for me but unfortunately I was not able to transmit all my knowledge, and my students were learning the language in a very superficial way, I know that teaching a language it is not always the easiest way and you need different methods and methodology depending on your main purpose. Over time I discovered new learning methods and styles such as Pre, While Post, Grammar translation method, Direct Method, Total Physical Response, Silent Way, Tasked-based Language Teaching and so on.

I believe every method and approach has something in particular which makes them special, I can say that I have used one method at least one time during my experience as a teacher, as I mentioned before it will depend on your main purpose the use of the method you will use. For instance, when I teach in a primary level I use the Total Physical Response Method but when I work with teenagers I use the tasked-based language teaching, I think that as a teacher we can choose the method we want as long as we have in mind the result we want to achieve.

Personally, I think the best teachers are eclectic and use what works for them. Anyone who is strictly following a rule book is going to lack the flexibility to deal with the tremendous variety and complexity of real-life situations that teaching presents. There are basic approaches that I would generally recommend, such as encouraging students to discuss the contents of lectures with each other, and others I would not,

such as asking each student to stand up in turn and answer a question, but even then what works is conditioned by culture, what the students expect, etc.

Nowadays I could say that the most important method is the relationships that you have built with your students. I enjoy having conversations with them on subjects and issues that are important to them, and learn how they are feeling about and experiencing the world and the material that we are studying in class. I want my own classroom to be less of a class and more of a community, where we are all sharing ideas and communicating and learning from one another at the same time.

This is one of the reasons why I focused on teaching middle school students, the maturity level of these students gives them the ability to clearly articulate their own thoughts and feelings. I have a very firm belief that young people have the ability to make great changes in the world if they are given the right information and tools, and I want to help my English students reach their goals in life by giving them the tools to better communicate with other citizens of their country and world.

During my student teaching experience, I spent a lot of time preparing each lesson plan. I worked hard to research different ways to present the information for each lesson. I looked for activities that my students would enjoy, and I made sure that I had all of the materials and other things that I needed before class started. Even then, there were always things that would go wrong. Technology would fail. Students would complete activities quicker than planned. Or students would require much more time and explanation than expected.

As such, I realized that I needed to be prepared as much as possible, but, more importantly, I needed to prepare to be flexible. You never know what's going to come up or what will catch the students' attention. When creating lessons, remember that you need to be prepared for changes. Figure out alternative activities in order to help your day go as smoothly as possible and allow your students to gain the most from the lessons.



## 1.04 MY TEACHING PHILOSOPHY

Teaching philosophy statements are the culmination of many years of teaching experience. As experience is the best teacher, I have come to the conclusion that, generally, the current teaching methods and styles need to be changed to produce not only more effective learners, but also to make the learning process more enjoyable and meaningful. Constructing a philosophy statements helps identify individual styles, priorities as well as objectives in guiding students.

### MY VISION

- My students will learn new skills and obtain new knowledge in a comfortable classroom environment where they can express themselves without fear.
- My students will be imbued with the love of learning. They will be trained to be active, constructive and goal-oriented learners.
- My students will be treated as individuals and will be given due respect and also learn to respect the views of their peers. I will take note that each student is a unique learner who deserves my love, attention, and respect.
- Other instructors will be inspired by my passion to adopt a constructivist approach to learning so that their classroom too will be an active, fun-filled, and creative environment where every student has a chance to excel in his or her own unique way.

### MY MISSION

- To promote a learning environment that is active, constructive, collaborative, goal-oriented, investigative, and meaningful.
- To encourage student-centered learning by allowing students to construct knowledge through their own investigations.
- To establish a strong foundation for stimulating learning as a life-long process.
- To promote analytical and critical thinking so that learners will acquire meaningful knowledge, not merely remember facts. New information is

created when my students make a personal discovery. So I will allow my students to undertake their own investigations to improve their understanding.

- To promote active engagement and meaningful dialogue to guide learners whenever necessary.

## **1.05 FUNDAMENTALS COMPONENTS OF MY TEACHING PHILISOPHY STATEMENTS**

### **A. CLEAR START-UP STRATEGY**

- I ask myself: What do I want to do for my students? How do I start and end my lessons?
- My teaching philosophy statements should evoke positive responses from fellow teachers. I shall articulate my teaching philosophy statements with enthusiasm so that my passion will be contagious. Then fellow teachers will be inspired to share my ideas and beliefs to improve the teaching and learning process.
- I will document my teaching philosophy statements with pride. The statements should reflect creativity, innovation, and a positive tone.

### **B. HONESTY AND ATTITUDE**

- Who am I? I will be honest to myself.
- What is my identity as a teacher?
- What am I going to do in the class?
- I will strive to share my teaching philosophy statements with fellow teachers.

### **C. ORGANIZING MY THOUGHTS**

- I ask myself who my target groups are.
- I use the word I in writing my statement because every individual is different.
- I don't generalize.

- I believe teaching is a personal experience as every teacher will use his or her own strategy or technique to help students.

#### D. I WRITE AS I AM A LEADER

- I shall write my statements with confidence.
- I shall be like a parent who constantly guides children.
- I shall accept constructive criticism.

When writing my teaching philosophy statements, I always maintain the following five acts of fairness and justice:

- I ensure that understanding is facilitated for all students as they have different styles of learning. It is my duty to assist and respect each individual in his or her endeavor to learn. So to facilitate learning, I will conduct a research on their background to assess the level of prior knowledge. I start with simple concepts before progressing to the more complex. I divide my learners in groups of 10. In each group, I add one or two better students so that the disadvantaged students can learn from them.
- I make sure that my students understand and internalize the knowledge gained in the class, otherwise such knowledge will neither be meaningful nor of applicability in their real lives.
- I always challenge my students to put in their best effort to produce quality work. The achievement of each individual student will be recognized and he or she will be able to stand out from the crowd. In this way, I boost their confidence and improve their survival skills to cope in the real world.
- I advocate and facilitate critical thinking and cooperative learning in my class. I also provide opportunities to improve writing skills and oral presentation because it is vital that learners are able to communicate their ideas effectively.
- I promote active, cooperative, and creative learning. It is my passion to help my students enjoy the learning process. I place great emphasis on giving recognition to different styles of learning that exist among students who come

from diverse cultural backgrounds. I respect my students' cultural and religious values.

Teaching philosophy statements are solely individualistic as they reflect personal values and artistic preferences. How they are structured also depends on the learning environment and the needs of students.

Each teacher must have clearly defined ideas about his or her role in the classroom in order to function effectively. Once we have a clear idea about our objectives, we can set about writing our teaching philosophy statements, and the rest is just a matter of delivery. We should apply state of the art methodology and Teaching.

- We make use of various tools to assess the effectiveness of our objectives, mission, and vision.
- We should strive for the desired outcomes rather than rush to finish the syllabus. It is always useful to design our own evaluation method so that we can include feedback from our learners for self-improvement.

As educators, our noble mission is to inculcate the love of learning in our students so that learning becomes a lifelong process. When they are empowered by knowledge, they can make informed decisions about what they want to achieve in life and how to excel in their chosen path. When our students are passionate about gaining meaningful knowledge and applying it in their lives, we have made a difference. The concept of one size fits all can be discarded for good. As evident from the discussion above, I have developed my teaching philosophy statements based on my own experience, first as an undergraduate student and later as an instructor. I have come to the conclusion that our classroom environment, teaching and learning need a fundamental makeover. Furthermore, I am convinced that educators have the responsibility to reveal to their students their true inner beauty and inculcate in them a sense of pride in whatever they strive to achieve.

My own education philosophy statements are embodied within the:

- I must focus on student learning and adjust my teaching strategies in response to the pace and depth of student understanding.
- I view teaching as an interaction between an instructor and a student; thus, the impact of this interaction on learning, rather than my activities as an instructor, is of primary importance.
- Approaching teaching as a scholarly activity with continual evaluations and adjustments allows me to maintain a focus on student learning and continually improve my instruction.
- Constructivism framework: Learners acquire knowledge by blending their present and the past experiences to make new discoveries. (Mayer, 2003).
- Make use of situations which our students are likely to come across in real life.

Teaching any language as foreign language need consistent efforts on the part of the teacher to assess his teaching time to time and its impact on the learning outcomes. A good teacher would also try to foster critical thinking, facilitate the acquisition of life-long learning skills, and prepare students to function effectively in the present global era and consequently develop problem-solving strategies. When the teacher possesses a clear idea about his teaching/learning objectives, he/she can discuss and apply methods, approaches, strategies, techniques in order to achieve or work toward those objectives. It is here where a teacher can display his knowledge of learning theory, cognitive development, curriculum design, etc.

According to Schonwetter a teaching philosophy statement is **“a systematic and critical rationale that focuses on the important components defining effective teaching and learning in a particular discipline and/or institutional context.”**  
(Schonwetter, 2002)

I have three overarching goals for any course that I teach:

- To foster critical thinking so that students may become effective consumers of psychological information,
- To promote mastery of course content, and
- To encourage application of course materials to real-world contexts.

It is important to teach students information that is relevant to their lives and their futures.

This type of active, applied learning has several advantages:

- It allows students to actively engage with the material which promotes general interest in language.
- It assists students in developing critical thinking skills.
- It promotes a deeper understanding of how theories are utilized in a real world context.
- It enhances retention of material through active processing and the interrelationship of information.

According to (Vygotsky, (1962, p. 22)) **“interaction is essential to the development of individual thought.”**

**“It is the supreme art of the teacher to awaken joy in creative expression and acknowledge”**

(Einstein)

## 1.06 THE USE OF TECHNOLOGY DURING MY LESSONS

Teaching and learning are facets of a creative and artistic performance. Each teacher has his or her own idea about how to facilitate learning.

My task is to enable my students to have the necessary skills and knowledge so that they can make informed decisions and take the necessary action in real life situations. Moreover, I want my students to share my enthusiasm for learning so that new skills and knowledge can be put to good use to improve the community. Thus, writing my teaching philosophy statements is my way of sharing the joy and rewards of being an educator and, hopefully, fellow teachers would feel likewise.

- 1 Objective One: I want my students to understand the significance and relevance of ICT in their everyday lives. To achieve this objective, I teach specific subjects in the computers so that my students are able to apply state of the art technology in solving problems and sharing their knowledge with their friends. I also aim to encourage input and feedback from my students regarding my course contents. In this way, I can make the necessary changes so that my teaching becomes relevant and meaningful to my students.
- Objective Two: I am here to help my students make effective learning so that they can access information easily and without frustration. I also challenge them to critically evaluate and investigate current issues. Essentially, I provide my students with opportunities to acquire new skills in information to improve their knowledge, and also to apply the needed information in their everyday lives.
- Objective Three: I will help my students to understand that ICT is interconnected with their everyday lives, economically, culturally, and politically. I train them to use ICT as a platform to prepare themselves for future careers. I conduct classes in the real contexts so that they can apply what they have acquired in the classroom and their lives.

- Objective Four: I believe that learning is a process in which my students must be actively engaged. They will be given the opportunity to express themselves positively, fearlessly, and cooperatively so that free exchange of ideas can take place.
- Objective Five: While my course contents are a tool to guide my students and make the teaching-learning process a mutually enjoyable one, my teaching techniques must also make students want to learn. I want to arouse my students' curiosity and motivate them by surprising them with new things every time they enter my class. In this way they are not bored but are motivated instead. Whenever I see their eager faces, I am too motivated as an instructor. I have practiced this teaching method successfully with my upper grades and under grades students. It is a mutually rewarding experience

Technology has also given me the power to transform teaching by ushering in a new model of connected teaching. This model links teacher to their students and to professional content, resources, and systems to help them improve their own instruction and personalize learning.

Teachers should implement a technology plan that considers integration strategies along with purchasing decisions (Pourhossein Gilakjani, 2013) Professional development should be specifically considered in order to assure learners' learning and to change the attitudes of teachers unfamiliar with the advantages that technology provides (Pourhossein Gilakjani, 2013)



## 1.07 MY STANDPOINTS ON LANGUAGE, LANGUAGE LEARNING AND LANGUAGE TEACHING

### MY TEACHING STANPOINTS

- Stimulate and encourage thinking rather than to provide answers and resolve problems.
- Give students professional competency, energy, demand of excellence, and fair treatment.
- Help students become self-directed learners. Self-directed learners are life-long learners who pursue new ideas and skills because they want to, not because they have to. **(Cognitive Strategies)**.
- Focus on students' perceptions and points of view, and most importantly, valuing the process of thought in my students rather than on the answer or product.
- Reward risk and creativity. **(Metacognitive Strategies)**.
- Plan learning experiences that will both challenge and allow every student to think grow and also understand motivation and the effects of peer interactions on learning. **(Peer correction and Self correction)**
- Develop learners' thinking skills. my students critical thinking questions and answers at all the levels.
- Learning has to be experienced.
- Students learn better through experience and than the traditional deductive learning approach can be implemented with an inductive / experiential approach.

## LANGUAGE LEARNING

Language development is continuous and recursive. Students enhance their language learning by using what they know in new and more complex contexts and with increasing sophistication. They reflect upon and use prior knowledge to extend and enhance their language and understanding. By learning and incorporating new language structures into their repertoire and using them in a variety of contexts, students develop language fluency and proficiency. Positive learning experiences in language-rich environments enable students to leave school with a desire to continue to extend their knowledge, skills and strategies, and interests.

- Incorporates viewing and representing as language arts, in addition to listening, speaking, reading, and writing
- Reflects and stresses the integrated nature of the six language arts
- Acknowledges the important and unique nature of early literacy, a concept recognizing that children begin to develop literacy long before they enter school and that their experiences continue to influence Language learning.
- Recognizes that each learner constructs knowledge actively based on his or her own prior knowledge and experiences
- Encourages interactive processes that facilitate the social construction of knowledge
- Acknowledges the importance of students' affective (emotional) response in learning situations, and focuses on fostering engagement and connecting learning to students' experiences and interests
- Encourages strategic thinking and promotes the development, for each student, of a repertoire of strategies for use in problem solving and literacy tasks
- Encourages risk taking and independence as steps in the language learning process, and promotes the gradual release of responsibility for learning from teacher to student

- Promotes the importance of inquiry and critical thinking in the development of reflective learners
- Emphasizes that metacognition (awareness of one's own thinking and learning) enables learners to plan, monitor progress, and evaluate personal learning
- Promotes active, resource-based learning that draws on a broad range of human, technological, and other resources from within and beyond the school
- Emphasizes the impact of technological advances on language teaching and learning
- Recognizes the impact of media on students in extending learning within and beyond the traditional boundaries of school

**Learners learn to communicate by communicating” (Nunan, 2004)**

Every learning process requires a manner or strategy to be adapted in order to achieve the main purpose of learning. Among the important things in the process of learning are “what” to use for learning and “how” to use it. (Chamot, 1987) define the term as processes, techniques, approaches and actions that students take to facilitate the learning and recall of both linguistic and content areas of information. When writing my teaching philosophy statements, I always maintain the following five acts of fairness and justice:

I ensure that understanding is facilitated for all students as they have different styles of learning. It is my duty to assist and respect each individual in his or her endeavor to learn. So to facilitate learning, I start with simple concepts before progressing to the more complex. In each group, I add one or two better students so that the disadvantaged students can learn from them.

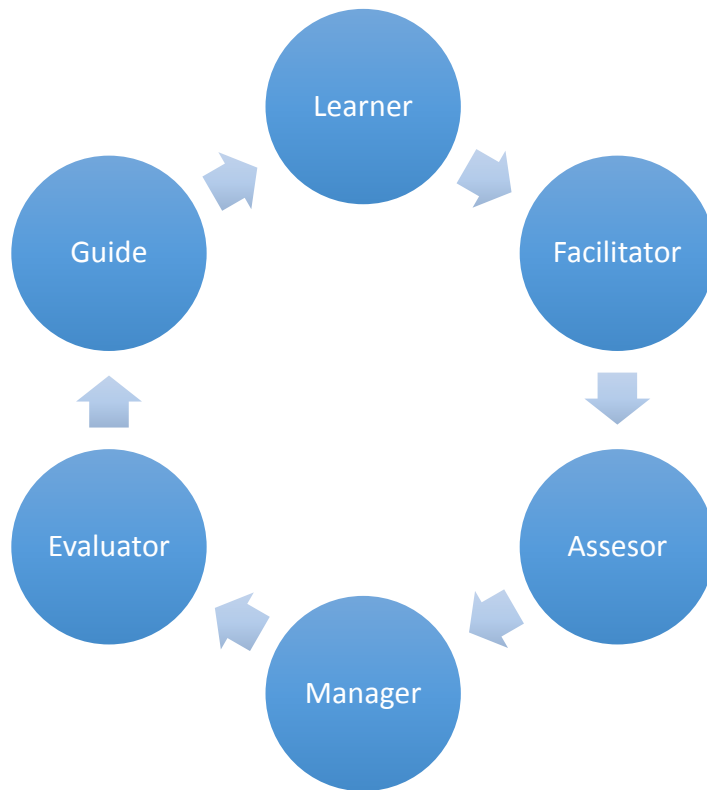
I make sure that my students understand and internalize (Input and Output) the knowledge gained in the class, otherwise such knowledge will neither be meaningful nor of applicability in their real lives.

I always challenge my students to put in their best effort to produce quality work. The achievement of each individual student will be recognized and he or she will be able to stand out from the crowd. In this way, I boost their confidence and improve their survival skills to cope in the real world.

I advocate and facilitate critical thinking and cooperative learning in my class. I also provide opportunities to improve writing skills and oral presentation because it is vital that learners are able to communicate their ideas effectively.

I promote active, cooperative, and creative learning. It is my passion to help my students enjoy the learning process. I place great emphasis on giving recognition to different styles of learning that exist among students who come from diverse cultural backgrounds. I respect my students' cultural and religious values.

### **LANGUAGE TEACHING**



As a Teacher I must know I play diverse roles in English Language Teaching (ELT). Some of the roles where performs when dealing the students are as follows - learner, facilitator, assessor, manager and evaluator. By performing various roles, she becomes an ideal guide in shaping their future.

All students can be successful learners. Responsibility for language learning is shared by students, parents, teachers, and the community. Students require ongoing opportunities to use language in its many forms. Opportunities to learn language occur first at home and are extended as children move into the larger community. Schools provide environments where students continue to develop language knowledge, skills, and strategies to achieve personal, social, and academic goals. Language development is the responsibility of all teachers. For example, subject area teachers teach the specialized language and forms of each subject. Language arts teachers, however, have a special role because of their focus on language, its forms and functions. They help students develop and apply strategies for comprehending, composing, and responding in a variety of situations.

### **What are the most important aspects I have learned during the specialization?**

***"Deep understanding, not imitative behavior, is the goal"***

This specialization has helped me to have a better understanding on how language is handle it for instance:

- Have the necessary tools to face the future problems
- Be able to make the changes that are necessary to transmit knowledge to my students
- I have realized the mistakes that I have had and the techniques and theories that I have not applied in my classroom.
- I would like to apply all the knowledge I have seen during this specialization.

- We do not look for what students can repeat, but what they can generate, demonstrate, exhibit, cooperate, understand, share and interact in different contexts"
- The rationale for the integration of language-and-culture teaching lies on the inescapable fact language and culture go hand in hand in that language is a means whereby we can access a new culture.
- The rationale for the integration of language-and-culture teaching lies on the inescapable fact language and culture go hand in hand in that language is a means whereby we can access a new culture.

Within a constructivist framework, the learning of skills and concepts occur within meaningful and integrated contexts not in an isolated and hierarchical manner, as an example we have this lesson which had achievement the linguistic competence develop by searching, studying analyzing and integrating all the tasks in an effective product in order to let students know the meaning and history behind of some paintings and at the same time let them express their ideas and feelings in their own creations. A teacher should try to design a series of activities to enable learners to discuss and draw conclusions from their own experience of the target culture solely as a result of what they have heard or read. The teacher might provide some factual information related to the life-styles current in the culture(s) and patterns usually followed by members of these cultures, but the important thing is to encourage comparative analysis with learners' own culture. As is evident, teachers need not only teach, but also must learn and plan how their classroom should be managed to fulfill the roles and responsibilities which have to be implemented within the educational space. It is important to analyze which roles could be considered significant when teaching in an intercultural classroom.

## **Challenges that I have faced during the Specialization**

The challenges I faced during the specialization were a lot considering that I am a graphic designer, my studies are totally different from those of a professor who has dedicated a whole life to this career, the challenges were quite a lot:

- Taking up subjects that I have not seen since I took my course called Teacher Training Course a couple of years ago.
- The time I dedicated to study and read all the subjects.
- The evidences I took from my lessons.
- Planning each lesson with a specific purpose.
- My job schedule and the homework were very difficult to handle.
- The amount of hours I had to read, search and understand each topic to put them into practice.
- The analysis of each lesson it was quite difficult to me but at the same time it was very interesting I was never be able to analyzed my own lessons in the way I did it.
- It helped me too much to become aware of my lessons and to make an approach of how to apply them.

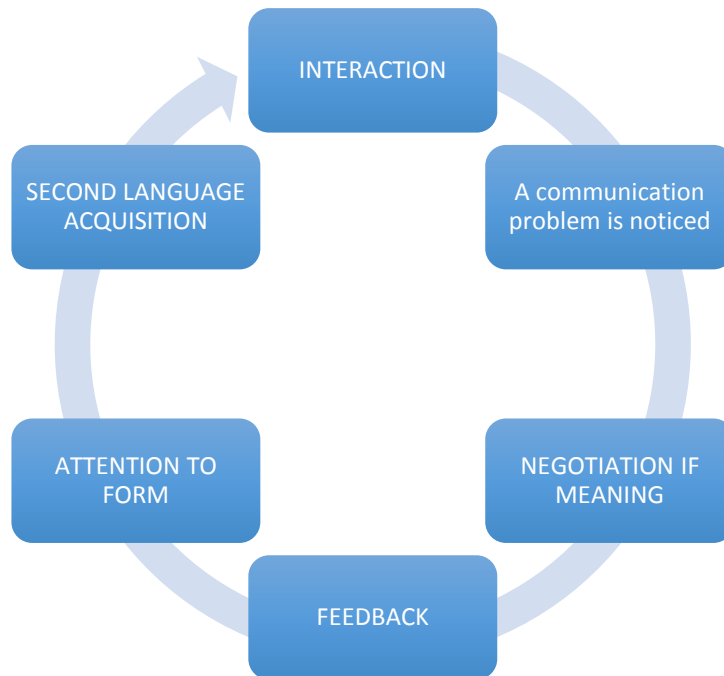
## **2.01 TASK-BASED LANGUAGE TEACHING**

Task-based language teaching (TBLT) is increasingly becoming known for its distinct edge in developing learners' functional competence. Although its potential in promoting content learning has yet to be realized and explored, it should be high, given TBLT's primary attention to meaning. To what extent does the potential play out in foreign language teacher education, a domain involving much content learning, is both an intellectually stimulating and practically meaningful question.

When I first started using this approach the results showed a tangible gain on both counts—understanding TBLT (content) and the ability to articulate it (language).

- Use tasks, not texts, as the unit of analysis.
- Promote learning by doing.
- Elaborate input.
- Encourage inductive (“chunk”) learning.
- Provide rich input.
- Focus on form.
- Provide negative feedback.
- Respect learner syllabi and developmental processes.
- Promote cooperative and collaborative learning.
- Individualize instruction
- Understand task concepts.
- Understand task goals and pedagogical intentions.
- Have a solid command of task routines. 4. Have training that is hands-on and experiential.
- Engage in the negotiation of meaning while the students try to deal with the input and output demands raised by the task.
- Produce a wide variety of questions, cues, and prompts to elicit learner output. Provide feedback on the students’ written and oral output. Feedback may come in different shapes, including explicit corrections, recasts, confirmation and clarification requests, metalinguistic comments, extensions, and elaborations.
- Incorporate a focus on form in the meaning-oriented work the students are doing. Provide ample input and model or practice the performance of a task or the use of a certain strategy.





TBLT does not neglect a focus on form despite its emphasis on meaningful communication, but pretty much the opposite; it recognizes the need to integrate a focus on linguistic accuracy in a way that does not compromise the main function of language, that is, the transmission and exchange of information. That is what I have been working during my teaching experience.

Briefly, supporters of the new communicative approach to language instruction (Krashen, 1981) (Foster, 1999) (Skehan, 2003) have claimed that, in order to guarantee the successful development of learners' communicative competence (CC), they need to be **exposed to a more naturalistic language learning process**, closer to the way children acquire their first language (L1), where meaningful interaction and, consequently, the negotiation of meaning take place.

## 2.02 COMMUNICATIVE COMPETENCE

What is meant by 'communicative competence', a term that was first used by (Hymes) to refer to the knowledge of not only grammar rules but also rules of language use that enable the speaker to employ the linguistic system appropriately in a given social context. Setting and Scene (EEAILE)) "Setting refers to the time and place of a speech act and, in general, to the physical circumstances.

1. Knowledge about "social groups and their products and practices in one's own and in one's interlocutor's country" as learners become acquainted with aspects such as beliefs, relationships, values, etc.

2. Skills, which he divides up into the skill of interpreting (**the ability to adopt a position and provide a critical meaning of a situation or cultural expression**), the skill of relating (the ability to establish common or uncommon grounds, and the skill of discovering (the capacity of "building up specific knowledge as well as the understanding of the beliefs, meanings, and behaviors which are inherent in particular phenomena, whether documents or interactions" (Byram, 1997)

3. Attitudes such as openness, empathy, tolerance, readiness, and curiosity for cultural expressions that may be similar and even strange to learners.

Knowledge, skills, and attitudes, as proposed by (Byram) are aspects that help learners to foster critical cultural awareness which is the ability to critically evaluate both the "commonalities" and differences among people's beliefs, practices, and lifestyles from varied cultural backgrounds in the past and present.

## 2.03 INTERCULTURAL COMPETENCE

'Communication in an intercultural context is competent when it accomplishes the objectives of an actor in a manner that is appropriate to the context. Context here implies several levels including culture, relationship, place, and function' (Spitzberg, 2000: 375)

'The success of any communicative activity is heavily determined by the way the participants perceive the context of situation and shape it accordingly through their verbal and non-verbal behavior' (Kramsch, 1993: 49-50)

Although different opinions exist, Byram's Model of Intercultural Competence (1997) identifies a combination of three components any foreign language speaker should have to be intercultural competent (Byram, (1997))and (Byram, (2002))

- **Knowledge:** Awareness of one's own and the target language cultures as well as awareness of how the perception of other groups is conditioned by our own cultural framework In order to challenge stereotypes and prejudices about other cultures, foreign language learners should also possess intercultural-oriented attitudes of tolerance, respect and openness towards members with different cultural backgrounds as well as the willingness to communicate and establish relationships with them (Byram B. , 1997;2002)
- **Attitudes:** Refer to the abilities of interpreting and relating behaviors, norms or beliefs from other cultures with those of our own as well as the abilities to discover and acquire new cultural knowledge (Byram B. , 1997,2002) Intercultural skills also include the ability effectively interact in intercultural encounters by taking advantage of such an enhanced overall intercultural awareness
- **Skills:** integral part of SLA, it can definitely be concluded that "the intercultural [dimension] is not the same as culture but is a process that goes beyond the idea of 'knowing a culture'".

## 2.04 THE IMPORTANCE OF CROSS CULTURAL COMPETENCE

A more coherent and sensible perspective integrating culture teaching within foreign language curriculum has been proposed by authors such as (Byram, 1997) and (Kramsch, 1995) who argue that the objective is not for learners to handle every single piece of information contained in the culture, which itself contains an indefinite number of subgroups with different cultural practices which are in constant change, but for them to develop the ability to effectively and appropriately engage in communication encounters with people bearing different cultural backgrounds by being able to suppress prejudice and acquire an attitude of tolerance and openness. That is, the goal is to develop learners' the ability to appropriately deal with 'intercultural' (i.e. interaction between cultures), an ability frequently referred to as 'intercultural competence'.

When the arriving of the information age and globalization, English teaching has entered the era of cross-cultural communication. Cross-cultural communicative competence has become the important training goal in English teaching. **Cross-cultural communication, or Intercultural Communication, refers to the communication between people of different languages and culture backgrounds.** In actual teaching, teachers train students 'cross-cultural communicative competence through oral English teaching. However, the purpose of cross-cultural is not only for effective communication but also for a full understanding of their culture.

In English reading, cultural differences become a high-level obstacle restricting second language learners' reading speed and comprehension for that the sender and the receiver of the information come from different cultural background.

First of all, teachers should undertake culture introduction. The introduction can be chosen according to the text in order to let the student to have deeper understanding if the culture-differences. Teachers chose the form according students 'need and the

situation they encounter. In this way, students can learn language as well as different culture.

When arriving in a different country for the first time it can seem like a very unusual place to be in. Culture is how we view ourselves and others informed by our experiences (**shared or individual**) and our environment (**upbringing, passed on values and beliefs**). We are all different and interpret situations differently depending on time, space, verbal and non-verbal behavior and the context.

### Factors that can influence cross-cultural communication

#### Language and verbal communication

- Tones used when speaking and the different meanings of words when translated or interpreted

#### Non-verbal communication

- Body language, facial expressions

#### Preconceptions and stereotypes

- For example your preconceptions of British people and their preconceptions of you.
- Preconceptions and stereotypes do exist but what is important is that you are aware of them and are open to accept that these stereotypes aren't probably true for all individuals associated with that culture. For example not all British people have afternoon tea.

#### High anxiety

- Interacting with a different culture can be unpredictable and this can lead to nervousness and to worry.

#### Emotional responses

- You may feel a range of emotions when interacting with a different culture such as excitement, frustration of not being understood, impatience, nervousness and worry about making mistakes.

Some important points to keep in mind when interacting with new and different cultures:

- Culture is always changing and evolving.

- Culture varies between individuals, we all view and interpret what happens around us differently.
- Many of us see ourselves as being international but it doesn't mean we are all culturally aware and can communicate effectively across cultures.
- Society is multicultural.
- Uncertainty is your friend and if you are unsure ask because nobody has all the answers!

## **2.05 ASSESSMENT**

### **How Do I Measure Success in My Class?**

Success, in my view, means the achievement of a desirable outcome. When I assess my students' performance, I use the techniques described below and I also observe samples of their behavior, performance, skills, and knowledge. It is an ongoing process. I also pay attention to their facial expressions in the classroom. If I am satisfied and happy with the outcome, it means my philosophy of teaching is working. Success has different meanings for different people. For me, as long as I have achieved my objectives, as well as fulfilled the mission and vision stipulated in my philosophy of teaching, I have achieved success.

- **One Minute Paper and the Half- Sheet Response**

A very effective method that I often use in my class to measure success is the One Minute Paper and the Half- Sheet Response adapted from Thomas A. Angelo and K. Patricia Cross (1993). I stop my class just five minutes early and ask some quick questions about my lesson such as: "Who can tell me the most crucial thing you learned today in my class?" "In this way I am able to collect speedy responses from my students, either verbally or written on a piece of paper.

- **Muddiest Point**

This method of assessing students is one of the easiest ways of collecting feedback from students in real time and it is remarkably effective. I ask my students just one question and ask them to jot down their answer e.g. “What was the funniest point I made in my lecture?” 3. One Sentence Summary (Comprehension) I ask my students about a point in my lecture and ask them to summarize it in one sentence. This question helps me to evaluate their understanding of the big picture.

- **Problem solving**

I always arouse my students’ curiosity in class. In fact, I am a problem poser and my students are the solvers. It helps me to evaluate their critical thinking skills and problem solving techniques.

- **Opposing viewpoints**

I ask my students to evaluate a particular topic or lecture so that they can critically evaluate the two sides of the issue in the lecture.

- **Student-generated Test Questions**

I ask my students to identify the most important issue of the lesson and generate their own questions.

- **Process Analysis**

This is to find out how students complete their assignment. Since learning is a process, I always ask my students to think about how they do their work or assignments. In this way, I can find out whether my students understand how a problem is solved and the process that is involved.

- **Group Work Evaluation**

I ask my students to give opinions about their group work. They have to critically evaluate what their group has achieved. In the process, they become aware of their strengths and weaknesses. They also obtain new knowledge.

- **Classroom Opinion**

When I assess my students, I take the opportunity to assess my own performance as well. I ask my students to give me feedback in writing (without

giving their names) about my lecture content and the way it is presented so that I can evaluate myself and make the necessary changes

**Traditional Assessment**, the use of an **evidence such as the testing part. “Formative assessment”**. When I incorporated into classroom practice, it provided me the information I needed to adjust teaching and learning while they are happening.

**Summative assessments** helped me to determine at a particular point in time what students know and do not know. I used both formative and summative evaluations, a formative assessment generally looks at how an individual learner performed on a learning task. It assesses a student's learning. A summative evaluation in contrast, looks at more than one learner's performance to see how well a group did on a learning task that utilized specific learning materials and methods.

Giving students feedback on certain errors it is another important point I took into consideration. Giving feedback provided my students a certain amount of information to help them differentiate between what is right or wrong. Moreover, it is also likely that feedback be given by peers, which is one of the most helpful ways to support students' language development. Lastly, errors can tell teachers how to improve their classes and homework assignments. Learning grammar is a gradual process; therefore, teachers are responsible for providing support to use grammatical structures accurately, meaningfully, and appropriately.

During my evaluations I considered the **Traditional Assessment**, the use of a **portfolio and evidence such as the testing part. “Formative assessment** it takes part of the instructional process. When I incorporated into classroom practice, it provides me the information I need to adjust teaching and learning while they are happening.

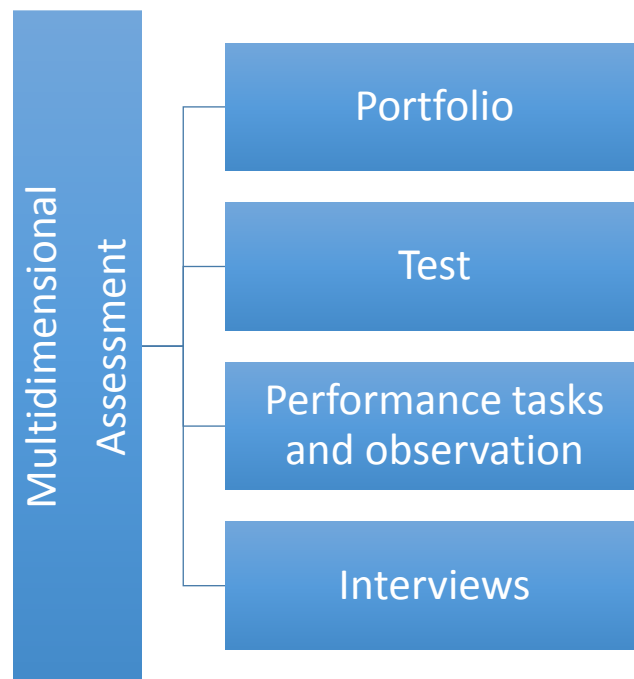
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student's learning. A summative evaluation in contrast, looks at more than one learner's performance to see how well a group did on a learning task that utilized specific learning materials and methods.

To make use of Summative assessment, I checked their final project to determine the students' progress in their process of foreign language acquisition. I totally worked with the use of **portfolio** in order to have the evidence I needed to register my students progress.

### Other forms of assessment I commonly have used



### Advantages of e-portfolio

- Students faced less problems in accessing visuals needed while preparing products such as posters, letters, texts, banners and notices etc. they uploaded in electronic media.
- Since there is no need for printed documents, costs for paper and printing are eliminated,

- Students received the possibilities to use and improve their information about IT they will need during their education process and work life (e.g. e-mailing, using office programs etc.). They did not have any subject related to computer when we conducted our application.
- The students who prepared their works on computer with internet access got accustomed to using online information sources related to English lesson such as online dictionaries, sites supporting English education and English broadcasting sites,
- We could access and give feedback to students' products, which were uploaded to electronic media, through mobile phone from anywhere and anytime possible,
- Students found the possibility to update and correct their products if they made mistakes according to feedbacks we gave,
- Students can see the works prepared by other students on electronic media since they can access such folders. Such an approach is accepted to be a motivation element for the objectivity of teachers in assessment stage.

### Assessment

- Formative: ongoing, to improve learning
- Process-oriented: how learning is going.
- Diagnostic: identify areas for improvement.

### Evaluation

- Summative: final, to gauge quality.
- Product-oriented: what is been learned.
- Judgmental: arrive at an overall grade/score.

## Informal Assessment

- Continuous evaluation.
- Responses and comments to students.
- Seeks results in students competence.

## Formal Assessment

- Link to the process that have been planned and prepare by the teacher.
- Includes exercises in order to enhance the skills and knowledge.
- Consist of planned and systematic techniques.
- Portfolio.

### **WHAT DOES MY LESSONS CONSIST OF?**

Due to the lack of student engagement in the common lessons, I applied and analyzed the model of intercultural competence by teaching to my students a different way to explore the language, to see the culture and make them feel part of it. I explored a model of instructional delivery where my students followed in order to have a final product which helped them understand the meaning behind all the lessons, the lessons were structured so that students had opportunities for knowing each other, knowing about destinations and analyzing different countries.

Taking into consideration all the subjects, theories, methodology, writers that we have seen through the specialization, I have managed to put my knowledge into practice through the creation of lessons that imply a greater challenge for my students, integrating the skills of the second language, creating coherent and meaningful classes for my students, since the teaching of a new language implies the learning of a whole culture, traditions, idiomatic expressions and of course, the language itself.

Through these lessons, I have been able to notice significant changes in my students, such as attitudes, personal motivations, progress in learning the language, etc.

I decided to create my lessons based on a very particular topic called INTERCULTURALITY, developing new ways in which students can see the language, I consider myself a teacher that makes students work, that motivates them to look for information by themselves without expecting to receive everything from the teacher, this opens an immense possibility of working with the students and opens an extensive field where we as teachers can make use of this.

After thinking about a topic that would help me to awaken students' interest in culture around the world, I decided to create different lessons where they could observe those landscapes and destinations that the world has for us. The activities I have planned to do with my students are linked each other. The main purpose of each activity is guide them into a final product using all the information they have obtained during the lessons.

During the lessons the students made use of their previous knowledge to identify the countries they already knew, during the classes they identified structures, audios, and even sang a song, all this was integrated during the classes in a progressive way so that they could arrive at a product final.

I based myself on the constructivism in order to develop the lessons, the lessons consisted in the exploration of countries and destinations around the world, students identified on a map some countries practicing their pronunciation, they watched videos of destinations all over the world and identified the countries to which they belonged, later they worked in the structure of Can a modal verb that helped them to make their final product.

The final product consisted in carrying out an investigation of the tourist destinations that some countries have, the students were introduced in a situation (TBLT) adding a purpose to the class so that the students felt part of the topic, in this situation the students had become a famous Youtuber who traveled through the world explaining to people the tourist destinations that they could visit in some countries. Based on this point the classes were developed to help students with their final product, following the structures of Can, guiding them through the book and showing the students the different tourist attractions of some countries could develop their final product.

## **Results:**

As teachers we must know that the expected results are not always what we would like, during the planning of the classes and the implementation of these I had to make some changes since the times in which the lessons were planned were not carried out. The results were the expected ones as the students managed to synthesize the information, using it in their favor to be able to carry out a thorough investigation about the places and tourist destinations that the countries they have chosen.

Speaking of the structure of the language, I consider that my students have always had this big problem where it is difficult for them to speak in front of their classmates, either because of fear or shame. I used motivation in order to implement student's beliefs. The students managed to carry out the research and use the appropriate structure to be able to communicate and express what they wanted.

I truly believe that giving students a purpose or setting them into a situation using their interest and context is a solid structure to develop the classes and that they feel that what they are learning can be used in their daily lives.

Communicative skill considered	Integrated Skills: Listening, Reading and Writing.
State of the following options	Introduction of the topic/Recycling topic
Functions	Students will present the destinations people can visit all over the world.
Main Grammar structure	By using the modal verb Can Students will create talking destinations all over the world.
Other Grammar structures	
Hours of the plan implementation	1 hour
Number of sessions	3 sessions
Contents required for the lesson	Video, Interactive lessons, Worksheets, Readings.
Link of the content	<p><b>Appendix 1 Can you name a country:</b>  <a href="https://www.youtube.com/watch?v=kRh1zXFKC_o">https://www.youtube.com/watch?v=kRh1zXFKC_o</a>  <a href="https://esllibrary.com/courses/113/lessons/2420">https://esllibrary.com/courses/113/lessons/2420</a></p> <p><b>Appendix 2:</b>  <a href="https://www.youtube.com/watch?v=IQVdvGRkfKs">https://www.youtube.com/watch?v=IQVdvGRkfKs</a></p> <p><b>Appendix 3 Yakko's world:</b>  <a href="https://www.youtube.com/watch?v=5pOFKmk7ytU">https://www.youtube.com/watch?v=5pOFKmk7ytU</a></p> <p><b>Appendix 4 Introducing myself:</b>  <a href="https://www.youtube.com/watch?v=KCZAfgacc7I">https://www.youtube.com/watch?v=KCZAfgacc7I</a></p> <p><b>Appendix 5:</b>  <a href="https://esllibrary.com/courses/110/lessons/2272">https://esllibrary.com/courses/110/lessons/2272</a></p> <p><b>Video Link:</b>  <a href="https://www.youtube.com/watch?v=YhjvcvRk5is&amp;feature=youtu.be&amp;fbclid=IwAR3NWUBviZu2IKNrD45YkI6YPogYvcoyM6MuO5THsB9ltwoj_dEtUdIsHGw">https://www.youtube.com/watch?v=YhjvcvRk5is&amp;feature=youtu.be&amp;fbclid=IwAR3NWUBviZu2IKNrD45YkI6YPogYvcoyM6MuO5THsB9ltwoj_dEtUdIsHGw</a></p>
EEAILE tutor on line	Gernot Potengowski

### 3.01 Introduction to the Lesson.

Step of the lesson	Teacher activities	Students activities	Session number
Activation	<p>In order to activate schemata teacher will ask students what is the country they would like to visit one day in their lives.</p> <p>Teacher will start by giving them an example.</p> <p>Teacher will show some flashcards of different countries.</p> <p>Teacher will write on the blackboard some countries he has heard from their students.</p>	<p>Students will be introduced in the context by mention some of their favorite actors/actress all over the world.</p> <p>Students will identify some flashcards flags and relate if some flashcards were mention before, if not they will identify the name of the country.</p> <p>Students are a famous person that travel around the world and give advice of what people can and can't do in different countries.</p>	1
Set the objective or competencies of the lesson	<p>The activities I have planned to do with my students are linked each other.</p> <p>The main purpose of each activity is guide them into a final product using all the information they have obtained during the lessons.</p>	<p>Students will create a dialogue in which they will talk about the things people can visit in the countries.</p>	

## 1. Communicative skills development.

Listening					
Step of the lesson	Teacher activities	Students activities	Materials	Session number	Evaluation
Information processing activity	<p>Teacher greet students.</p> <p>The teacher will project a map and will introduce the subject to the Students.</p> <p>By asking students their favorite country teacher will elicit students 'participation.</p> <p>Teacher will ask students if they remember the Continents (Schemata)</p> <p>Teacher will discuss with the students the continents' names.</p> <p>Teacher will handle to the students a map in where they have to identify the continents</p>	<p>Students will answer back to the teacher.</p> <p>Students will be introduced to the subject.</p> <p>Students will ask the question by trying to remember what they already know.</p> <p>Students will start remembering previous knowledge and emerging into the content.</p>	<p>Audio Worksheet Flashcards Book</p>	1	Completion



	<p>they have previous seen.</p> <p>Teacher will help students by showing them the continents 'names for a few minutes.</p> <p>Teacher will motivate students to fill the continents names into the map by showing them for a few minutes the map that contains the continents 'names in order to make it more interesting to them.</p> <p>Teacher will show students some flags of different countries and ask randomly the names of each country.</p> <p>Teacher will show them some countries flags and ask students if they can</p>	<p>Students will make use of their knowledge trying to remember the continents names and writing down into the map.</p> <p>Students will have to identify the information as quickly as possible in order to have the correct information. (Reading for specific Information)</p> <p>Students will answer and motivate their classmates to participate.</p> <p>Students will make a guessing activity by identifying the country teacher will show them.</p>			
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	<p>identify them in the map.</p> <p>Teacher will play an audio in where students have to identify the countries they will hear.</p> <p>Teacher will ask students to write down the countries they have heard.</p> <p>Teacher will show them a video in where people are trying to identify the countries without looking too. (Appendix 1)</p>	<p>Once students have internalized the meaning words they will have a better understanding of the listening part.</p> <p>Students will hear carefully and write down the numbers each flag belong. After having played once the audio, students will discuss about the countries they heard and compare their answers.</p> <p>Students will listen and watch again.</p> <p>Students will watch, read and listen the video and identify some countries they have been already discussed.</p>			
Vocabulary introduction	America (North America and South America)	The students will recognize the worlds during the listening part			

	<p>Africa  Europe  Australia  Asia  Australia  Antarctic  Countries:  United States  Mexico  France  Yemen  China  Australia</p>	<p>and try to keep in mind on order to make use of them during the previous activities and lessons. Some countries are not mentioned in the video.</p>			
1st practice	<p>Teacher will ask students to open their book <b>(Page 53 Think in English)</b></p> <p>Teacher will ask students to look at the map and identify the countries and the continents each country belongs.</p> <p>Teacher will work on the structure the book has. By Identifying Continents, Language, Animals, Food and Interesting places to visit.</p> <p>Teacher will write on the board the</p>	<p>Students will use previous knowledge.</p> <p>Students will start identifying the activity and internalizing the information.</p>			

	<p>structure the books has.</p> <p>Teacher will explain the structure by giving them some examples using the previous information.</p>	<p>Students will listen and internalize the structure in order to practice it.</p>			
<p>2nd practice or Social interaction</p> <p>Grammar Focus</p>	<p>Teacher ask students to practice the structure by changing their information.</p> <p>Teacher will set the first example and make choral repetition.</p> <p>Teacher will ask students to write down their own introduction using the same sequence.</p> <p>Teacher will specially focus on phrases that help students to develop their English language as well as the vocabulary they have</p>	<p>Students will write down their own introduction, they will have the opportunity to change the information by making it more interesting.</p> <p>Students will be practicing the structure several times in order to get more familiar with the structure.</p> <p>Students will be asked by the teacher if they can remember any information</p>			

	previous known during the listening part in order to have a well dialogue construction during the session.	their classmates have mentioned.  During these lesson students will be able to give some information by following the structure the book has. (I live in, It is in, You can visit, There are, People here speak)			
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**Speaking**

Step of the lesson	Teacher activities	Students activities	Materials	Session number	Evaluation
Information processing activity	Teacher will set a situation to the students: Students have become a famous YouTuber who travels all over the world and give advice of what people can visit in other countries in order to help them.  Teacher will handle representative places and countries	By using the previous knowledge students will be set in a situation where they have to collect information about places people can visit in other countries using new and previous information.  Students will try to identify the countries each famous places	Flashcards Video Notebook School items	2-3	Multiple choice Completion Assessment

	<p>names to the students. (Activate Schemata)</p> <p>Teacher will show to the students some destinations places each country has and ask them try to order it.</p> <p>Teacher will make a guessing activity.</p> <p>After having finished the activity teacher will help students by playing a video in where they will see the places they already have. (Appendix 2)</p> <p>Teacher will check the activity.</p>	<p>belongs. (Input)</p> <p>Students will remember countries they saw in the last class.</p> <p>Students will have to match the pictures with the places. (Inductive activity). Students will need to recall all the knowledge they have in order to answer the exercise.</p> <p>Students will correct the activity by listening and watching the information.</p> <p>After having done the activity students will watch a video in where they will see if the exercise that did before is correct or not and they will</p>			
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		fix it. (Self correction)			
Vocabulary introduction	Germany Spain Tokyo Amsterdam Rome Italy Istanbul, Turkey Shanghai, China London, England United Kingdom New York City, USA Paris, France	Students will be introduced by these places using the technology and they will watch places people can visit in this countries.			
1st practice	Teacher will make a circle in order to practice the vocabulary with the students.  Teacher will ask to the students What places and countries they can remember.  Teacher will introduce the correct way to answer to the previous question (e.g. You can visit ...)	In order to let students´ understand the information students will answer by using their flashcards.  Students will try to remember the information of the video in order to answer correctly the questions. (Input)  Students will intuit the use			

		of can and can't by analyzing the activity activity. (Input)			
2nd practice or Social interaction	<p>Teacher will handle a set of mini flashcards that contains all the previous vocabulary they have seen. (Countries flags and destinations)</p> <p>Teacher will write the use of can on the board to let students get more familiar.</p> <p>Teacher will ask students to mingle around and by using the phrase What can you visit in. Germany and so on Students will collect and compare information.</p>	<p>Students will read the vocabulary they have.</p> <p>Students will practice the use of can by using the flashcards they have (e.g. You can visit the Jungle in Tanzania)</p> <p>Students will see if the information they have collected is correct or incorrect let them have peer-correction and self-correction.</p>			



Grammar Focus	<p>Teacher will be focus on the correct pronunciation as well as guide students to make use of all the vocabulary they have.</p> <p>Teacher will play the video again and will check the information with the students, step by step.</p>	Students will check the answers and correct the information.			
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### Reading

Step of the lesson	Teacher activities	Students activities	Materials	Session number	Evaluation
Information processing activity	To remain students what they have seen during the lessons teacher will play a song called "Nations of the World" (Appendix 3) which is a song of all the countries all over the world, teacher will also provide to the students the lyrics in order	<p>Students will try to follow the song by mention each country the faster they can.</p> <p>Students will see a glance of all the countries all over the world and pronunciation.</p>	Song Lyric's song Worksheets	4	Multiple choice Completion Assessment

	to have them follow it.				
Vocabulary introduction	<p>Teacher will write on the board the structure students have already seen in the book and adding new information such as (Hello, my name is.)</p> <p>Teacher will ask students where are they from? (To activate schemata.)</p>	<p>Students will use the information in order to answer the questions.</p>			
1st practice	<p>Teacher will handle a reading activity in which they have to identify the phrases and fill in the blanks. (Appendix 4)</p> <p>Teacher will play the audio activity.</p>	<p>Students will remember what they have seen. Students will read the phrases and fill the gaps by intuited the meaning.</p> <p>By listening an audio, the students will follow the reading part and correct their mistakes just in case they have some.</p>			

	<p>Teacher will practice with students by giving them more examples. (Appendix 5)</p> <p>Teacher will ask students to create a short dialogue following the structure the book has having it as reference.</p> <p>Teacher will check the activity.</p>	<p>Students will read the phrases with the answers.</p> <p>Students will follow the example in order to create a short dialogue.</p>				
2nd practice or Social interaction	<p>Teacher will ask students to practice their dialogue with their classmates.</p> <p>Teacher will check the activity.</p>	<p>Students will practice with their classmates.</p> <p>Students will get familiar with the vocabulary in order to use it in their final project.</p>				
<b>Writing</b>						
<b>Step of the lesson</b>	<b>Teacher activities</b>	<b>Students activities</b>	<b>Materials</b>	<b>Session number</b>	<b>Evaluation</b>	

Information processing activity	<p>By having students emerge into their final project: They will have to create a collage in which they will mention some destinations people can visit all over the world.</p> <p>Teacher will ask students to think a nickname, age, and country they will visit to give information.</p>	<p>Students will make a mind map in which they will write down their nickname, age, country and even their channel's name. Students will identify the information and complete the gaps.</p> <p>Students will make a brief about all the information they will need in order to have their project finished.</p>	Video Worksheets Flashcards	1	Completion Assessment
Vocabulary introduction	<p>Teacher will recycle all the material and the information students have to guide them into the final product. Specially the books information.</p>	<p>Students will get emerge in the class.</p>			
1st practice	<p>Teacher will handle to the students a text in disorder.</p>	<p>Students will analyze the reading worksheet in order to identify the</p>			

	<p>Teacher will ask students to order the information to have the reading in order.</p> <p>Teacher will analyze with the students the reading part taking into accounts the points students will have to consider in order to create a well done product.</p> <p>Teacher ask students to surf in the internet searching more information about the country they will talk about.</p>	<p>steps the will have to follow to create their own product.</p> <p>During the reading worksheet students will familiarize with the vocabulary by remembering all the knowledge they already have as well as the structure that was given to then at the beginning of the first lesson.</p> <p>Students will use the information they already have to create a dialogue in which they will explain things they can visit in the country they already chose.</p>			
2nd practice or Social interaction	Teacher will show students an example of how the final product must be. (Collage)	After having written down all the information students will have to synthetize it,			

		in order to make a list about places people can visit they also can use the previous information they have to add into this product.			
Grammar Focus	Teacher will recall some previous information such as the introduction part, countries and actions.	In order to have a clear idea of what they have to create.			
Summary	Teacher will ask students to make their presentation of the task.	By using the knowledge students have learnt they will introduce themselves and presenting the things you can and can't do in the country they have chose.			

### 3.02 FIRST CLASS ANALYSIS (Listening Integrated Skills)

*The interpretive paradigm of the sociocultural turn defines human learning as a dynamic social activity that is situated in the contexts within which teachers work (JOHNSON, 2009)*

During four lessons divided in 60 minutes I worked with my students setting them in some different environments, we first analyze the continents all over the world in order to activate schemata, the class focused on classroom research, which include different methods to integrate learner's perspectives and the participation such as **(Images, Pictures, Readings and Listening were used to help students in this developing)**. Each lesson focused on learner's competence development through tasks in order to:

- For Students to remember continents and countries all over the world.
- For students to develop pronunciation.
- For Students to internalize the learning and make them part of their life.
- For Students to realized the different destinations all over the world.
- For Students to make their own destination collage and express their ideas following a specific structure.

Different **skills** such as Listening, Writing, and finally Speaking took an important part of the class, but the most important thing was the **attitude and knowledge** students denote during the lessons. **(Intercultural Competence)**.

*Pedagogical knowledge construction thus occurs through dialectic interaction and critical exchange" (BURNS, 2009)*

The question that was the focus on this lesson was:

*How can I develop intercultural communicative competences in an integrated way through tasks and content that our learners perceive to be useful and meaningful?*

A constructing a communicative TBLL classroom means:

*"Working out the relationships among the participating persons and their positions and identities, their stance towards topics, processes, roles, values and ideologies which are to be negotiated through a process of constant, creative, and useful exploratory struggle" (CANDLIN, 2003).*

At the first beginning of the lesson, students were responding in a fluid way. By showing them the first picture **(Map) (Skills of Interpreting and Relating) (Representation in Material) (Media)** they started realizing what was the lesson about **(Cultural Critically Approach)**, they were constantly participating and I was also eliciting participation. *We have to remember classrooms are not merely settings for teaching but define the very nature of teaching and learning.* During the lesson students were participating a lot, I also could hear a girl start realizing what was the question about, I was impressed by knowing they knew a lot of names countries in English **(Intercultural Attitudes)**. Culture is a dynamic, multidimensional and complex entity. Students bring culture to the classroom, as do teachers.

I integrated the class by showing them some countries flags such as **(Germany Spain Tokyo Amsterdam, Rome Italy, Istanbul, Turkey Shanghai, China, London, England)** generating them curiosity about the subject **(Cultural input)**.

During the first exercise I helped my students **(Teacher as a Mediator)** due to the fact students seemed lost in the activity, I decided motivate students by showing them the image for a few seconds in order to make them participate more and catch the idea, students were participating and competing each other **(Reading for Specific Information) (Skills of interpreting and Relating)**.

During the second exercise students were already familiarized with the subject and it was easy for them answered the exercise, I helped them by playing twice the audio, numbering the flags they heard during the exercise Key Words **(Agent of Change)** also we discussed about the countries they would like to visit in a future such as Japan, Germany, Australia and so on, after having answered the first exercise students were participating more and more.

*Pedagogical knowledge construction thus occurs through dialectic interaction and critical exchange" (BURNS, 2009)*



The participation in this project was motivated by the interest in experimenting with tasks that would allow my learners to develop their competences set them in different contexts. The prospect of participating in the construction of disciplinary knowledge was yet another reason why I took part.

For the last activity in the first lesson I used the book to explain them the structure **(Continents, Languages, Animals, Interesting places and Food)** they the wrote down an example using the previous knowledge such as the flags, food, continents and some destinations they already know, we have to remember I did not use destinations flashcards in this lesson, I only made use of their previous knowledge and I also helped them with some examples, nonetheless I thought the activity was quite easy for them nevertheless it really took time they were thinking and thinking about their favorite country, at the end of the lesson students were comparing their answers and they noticed similarity or even the same answers during the class. **(Attitude).**

### **3.03 SECOND CLASS ANALYSIS (Speaking Integrated Skills)**

During the first lesson I subtly wanted to introduced the subject in order to appreciate the students´ reactions, in the first lesson I just appreciated some stages of how intercultural competence works, as I mentioned before, the role of the language teacher is therefore to develop skills, attitudes and awareness of values just as much as to develop a knowledge of a particular culture or country.

During this lesson I started remembering some names of the flags of different countries, students were already synthesizing the information but I felt I needed to let them feel part of this information, so I showed them some destinations countries such as (The Eiffel Tower, Van Gogh Museum, Coliseum and so on) once the class started students were beginning mention the destinations names and also the counties each destination belongs (Internalize Information).

To let them clarify the information I showed them a video of the different destinations all over the world, due to the fact technology is immerse in their daily life and they have already seen a lot of challenge videos **(Skills) (Schemata) (Background Knowledge)** I used the word “Challenge” in order to motivated them to catch all kind of information of the video such as **(Countries, Destinations and Food),**

As soon as they finished we started analyzing the information they already had and also the places, countries and destinations they can visit all over the world **(Intercultural Competence) (Attitudes) (Skills of interpreting and relating) (Teacher as a Mentor) (Teacher as an Agent of Change) (Reading for specific information).**

Once the students finished the activities, I started with the grammatical structure, it is very important to mention that once the students receive information about the grammar they begin to lose interest in the class, I have taught this part in a very adequate way, I have played with them, created tests, asked them questions, all this to guide them in a natural way so that they produce the language in a fluid and natural way as in real life. At this time during the lesson I wrote a simple question. What can you visit in..?, “**Setting and Scene**” Social Dimension of Language by Dell Hymes this question helped me a lot to let them understand the main point of the video, students Internalized the information and classify into their mains in order to understand what I was referring. **(The Lexical Approach)** claims that a student will learn through identifying lexical chunks in extensive exposure to comprehensible input **(Both oral and text)**. At the end of the class they were using the phrase in **(Any country) you can visit (Destination).** **(The Direct Method)** Dictates **Students need to learn to speak rather than simply know.**

I also helped them with a last exercise. **(Skills of interpreting and relating) (Teacher as a Mentor) (Teacher as an Agent of Change).**

This is what ***Suggestopedia*** says about learning objectives center on practical language that students can use right, learning has to be fun, charts and posters in the classroom offer indirect, peripheral learning opportunities.

### **3.04 THIRD CLASS ANALYSIS (Reading Integrated Skills)**

Taking into consideration we have been talking about the same subject with different structures on it, I opted to use a real challenge song called Nation´s of the World this song has something in particular.

- For students to develop pronunciation.
- For students to read for pleasure.
- For students to activate schemata.
- For teacher to help students to have a glance of all the countries all over the world.

**(Active Experimentation).** Information must be mentally acted upon in order to have meaning for the learner (Piaget, 1979) (Cocking, 1977)

Once I played the song students were automatically engaged by the song and the fluency, they were really wanted to be part of the song and they tried harder to follow the lyrics, I divided he song in two parts, one just follow the lyrics and the other sing the song I really enjoyed having all my students be part of the song **(Learners representation and performance) (Skills of interpreting and relating)**

We look not for what students can repeat, but for what they can generate, demonstrate, and exhibit” (Brooks & Brooks, 1993, p. 16).

In order to share their likes, students wrote down a short dialogue about their favorite country following the book structure, I had to be part of some dialogues by helping

them in order to let them understand the activity **(Teacher as a Learner) (Intercultural Attitude) (Learners representation and performance) (Skills of discovering and Interaction)**. Good teachers are highly motivated to improve the content of their curricula for their students and the quality of their interactions with parents and administrators. They will take the time to communicate with others when they see the value in the communication; they will promptly commit to educational activities they think will help them improve their instruction (Bakkenes, 1999)

Finally, students create their own dialogue by using all the previous knowledge they have seen, remembering the structure, searching in the book and so on, they had to added their own likes such as Food, Countries Animas present to their classmates. **(David Kolb's Experiential Learning Model) (Concrete Experience) (Reflective Observation) (Abstract Conceptualization)**.

**(Active Experimentation)**. Information must be mentally acted upon in order to have meaning for the learner (Piaget, 1979) (Cocking, 1977)

### **3.05 FOURTH CLASS ANALYSIS (Writing Integrated Skills)**

Teachers learn by doing, reading, and reflecting (just as students do); by collaborating with other teachers. This kind of learning enables teachers to make the leap from theory to accomplished practice. In addition to a powerful base of theoretical knowledge, such learning requires settings that support teacher inquiry and collaboration and strategies grounded in teachers' questions and concerns.

This last lesson was totally thought in order to develop student knowledge, **"Participants"** ( Speaker and audience ) **"Ends"** (Purposes, goals, and outcomes), **"Act Sequence"** (Form and order of the event) **Key"** (Establish the "tone, manner, or spirit" of the speech act ) **"Instrumentalities"** (Forms and styles of speech) **"Norms"** (Social rules governing the event and the participants' actions and

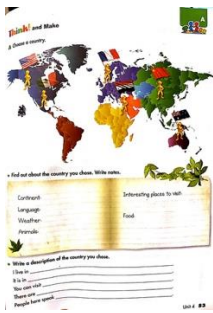
reaction) **“Genre”** (The kind of speech act or event) focus specially on student’s research and how they use technology for searching specific information, I wanted my students use all their knowledge to express their ideas. (**Form, Meaning and Use**). We will reflect about the importance of the Social Dimension of Language by Dell Hymes which includes the acronym SPEAKING that includes the **“Setting and Scene”** ( time and place of a speech ), **“Participants”** ( Speaker and audience ) **“Ends”** (Purposes, goals, and outcomes), **“Act Sequence”** (Form and order of the event) **Key”** (Establish the "tone, manner, or spirit" of the speech act ) **“Instrumentalities”** (Forms and styles of speech) **“Norms”** (Social rules governing the event and the participants' actions and reaction) **“Genre”** (The kind of speech act or event)

Since learners have different background knowledge, experience, and interests, they make different connections in building their knowledge over time. (Brooks, 1993) (**Communities of Practice**) (**Recognizing, testing and reflecting**) (**Linguistic Competence**) (**Knowledge**) (**Skills**) (**Discourse Competence**) (**Experiential Learning Approach**) (**Intercultural Attitudes**).

After having surfed into the internet and searched the information students needed to their final project, they will be able to explain their favorite country such as destinations, food, and animals, by using the modal verb Can and following the structure the book has. When social interaction becomes part of the classroom dynamics, classrooms become active places. (**Signifier and Signified**) (Saussure)

I must admit my students done the best in order to explain to their classmates their final project (**Social Dimension of Language**) (**Jakobson’s model**) (**Real Authentic Material**).

## **Appendixes**



Announcer:  
And now the nations of the world, brought to you by Yoko Warner!

Yoko:

United States, Canada, Mexico, Panama  
Haiti, Jamaica, Peru, Cuba, Guatemala  
Honduras, El Salvador, Nicaragua  
Puerto Rico, Colombia, Venezuela  
Honduras, Guyana, and St.  
Guadalupe, Belize, Chile, Argentina  
And Ecuador, Chile, Brazil  
Costa Rica, Bolivia, Nicaragua, Bermuda  
Bahamas, Tonga, San Juan  
Paraguay, Uruguay, Suriname  
And French Guiana, Barbados, and Guam  
Norway, and Sweden, and Iceland, and Finland  
And Germany, Austria, and the Netherlands  
Belgium, Austria, Czech Republic  
Italy, Turkey, and Greece  
Poland, Slovenia, Serbia, Albania  
Israel, Russia, Oman  
Bangladesh, Saudi Arabia  
Hungary, Cyprus, Iraq, and Iran  
France, Spain, Luxembourg, Jordan  
Lebanon, Kuwait, and Bahrain  
The Netherlands, Luxembourg, Belgium, and Portugal  
Korea, England, Denmark, and Spain  
India, Pakistan, Burma, Afghanistan  
Thailand, Nepal, and Bhutan  
Kampuchea, Malaysia, Iran, Bangladesh (Asia)  
And China, Korea, Japan  
Singapore, Laos, and Tibet, (Southeast Asia)  
The Philippines, Taiwan, Sri Lanka, New Guinea, Somalia, New Zealand  
The Borneo, and Vietnam  
Tanzania, Morocco, Uganda, Angola  
Zimbabwe, Djibouti, Botswana  
Mozambique, Zambia, Swaziland, Gambia  
Guinea, Mauritania, Liberia  
Burkina Faso, and Malawi, Togo  
The Republic of Congo  
Niger, Nigeria, Chad, and Libya  
Egypt, Benin, and Gabon  
Togo, Benin, Mali, and Mali  
Senegal, Guinea, Sierra Leone, and Algeria  
Dahomey, Mauritania, Senegal, Ivory  
Côte d'Ivoire, Congo, Zaire  
Ethiopia, Guinea-Bissau, Madagascar  
Rwanda, Malawi, and Cayman  
Hong Kong, Abu Dhabi, Qatar, Yemen  
Oman, Mauritania  
Thailand, Kazakhstan  
China, Myanmar  
Thailand, Kazakhstan  
Morocco, Uzbekistan  
Malta, and Palestine  
FY, Australia, Sudan

What can you visit in these countries ?  
Follow the example and complete the sentences

Example: In France you can visit the Eiffel Tower. 🇫🇷

1. In U \_\_\_\_\_ K \_\_\_\_\_ you can visit the Big Ben
2. In Japan you can visit the \_\_\_\_\_ de la S \_\_\_\_\_ F \_\_\_\_\_
3. In Sp \_\_\_\_\_ you can visit the V \_\_\_\_\_ G \_\_\_\_\_ M \_\_\_\_\_
4. In Aus \_\_\_\_\_ you can visit the Berlin Cathedral
5. In G \_\_\_\_\_ you can visit the C \_\_\_\_\_
6. In UH \_\_\_\_\_ S \_\_\_\_\_ you can visit the S \_\_\_\_\_ of L \_\_\_\_\_
7. In Tu \_\_\_\_\_ you can visit the G \_\_\_\_\_ B \_\_\_\_\_
8. In CH \_\_\_\_\_ you can visit S \_\_\_\_\_

## CONCLUSION

We do not look for what students can repeat, but what they can generate, demonstrate, exhibit, cooperate, understand, share and interact in different contexts"

As a teacher I truly believe teaching culture it is not an easy task and procedure, as I mentioned during this essay culture is learned from parents, family and friends to children and from one generation to another, but I also believe that a Teacher can change the way students see their culture, clothing, and believes by teaching and guiding them.

How they are structured also depends on the learning environment and the needs of students. Each teacher must have clearly defined ideas about his or her role in the classroom in order to function effectively. Once we have a clear idea about our objectives, we can set about writing an effective lesson and the rest is just a matter of delivery. We should apply state of the art methodology and appropriate theories of teaching and learning to accomplish our objectives. We make use of various tools to assess the effectiveness of our objectives, mission, and vision. We should strive for the desired outcomes rather than rush to finish the syllabus. It is always useful to design our own evaluation method so that we can include feedback from our learners for self-improvement. We need to ask ourselves questions such as: What have we achieved? What are our rewards? Why are we important to society?

The success of each class depends on teachers having a thorough understanding of a variety of subject areas, learning how to reflect on their efforts, and developing problem-solving skills regarding any number of potential problems.

Good teachers are highly motivated to improve the content of their curricula for their students and the quality of their interactions with parents and administrators. They will take the time to communicate with others when they see the value in the communication; they will promptly commit to educational activities they think will help them improve their instruction. Two fundamental processes that help teachers improve their skills are reflection and collaboration.

As educators, our noble mission is to inculcate the love of learning in our students so that learning becomes a lifelong process. When they are empowered by knowledge, they can make informed decisions about what they want to achieve in life and how to excel in their chosen path. When our students are passionate about gaining meaningful knowledge and applying it in their lives, we have made a difference. The concept of one size fits all can be discarded for good. As evident from the discussion above, I have developed my teaching philosophy statements based on my own experience, first as an undergraduate student and later as an instructor. I have come to the conclusion that our classroom environment, teaching

and learning need a fundamental makeover. Furthermore, I am convinced that educators have the responsibility to reveal to their students their true inner beauty and inculcate in them a sense of pride in whatever they strive to achieve. That's why I have decided to write my teaching philosophy statements so that I can make a difference. I am grateful to be able to use findings from studies on the constructivist paradigm of teaching and learning to bring about fundamental change in the classroom.

Within a constructivist framework, the learning of skills and concepts occur within meaningful and integrated contexts not in an isolated and hierarchical manner, as an example we have this lesson which had achievement the linguistic competence develop by searching, studying analyzing and integrating all the tasks in an effective product in order to let students know the meaning and history behind of some paintings and at the same time let them express their ideas and feelings in their own creations.

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**UNIVERSIDAD PEDAGÓGICA NACIONAL**  
**Especialización en la Enseñanza y Aprendizaje de Inglés como Lengua**  
**Extranjera**

DECLARATION LETTER

I **Giovanni Eduardo Vela Velazquez**, declare that the following  
**COMMUNICATION IN AN INTERCULTURAL CONTEXT, DEVELOPING**  
**LEARNERS' INTERCULTURAL SENSITIVITY THROUGH DIGITAL**  
**RESOURCES** is entirely my own work and that it is written in my own words and  
not those copied directly from any source, except for those properly acknowledged.

Signature:  
Giovanni E. Vela Velázquez

Date of the submission.  
August 2<sup>nd</sup>, 2019