Universidad Pedagógica Nacional

Campus Ajusco

Especialización en enseñanza y aprendizaje del inglés como lengua extranjera.

Título del proyecto:

Desarrollando conciencia intercultural en estudiantes universitarios de inglés como segunda lengua a través de la música de una de las bandas más influyentes de la historia.

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Universidad Pedagógica Nacional

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Specialization in teaching and learning English as a foreign language

Project:

Developing intercultural awareness in university ESL students through the music of one of the most influential bands of history.

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Introduction

The present document is intended to address the class implementations of the final project of the Specialization in teaching and learning English as a foreign language, entitled "Developing intercultural awareness in university ESL students through the music of one of the most influential bands of history"; a didactic sequence was carefully planned by the author of the project (so named from now on) from the selection of materials to the follow-up activities that are meant to further monitor the earlier learning, acquisition and awareness. The project is a compilation of the areas of knowledge in which the Specialization is conformed and put into practice under the best teaching practices learned to be successfully completed. The document covers the theories, principles, and approaches regarding learning acquisition, approaches, and methodologies for the four English skills, and reflects on the intercultural competences and the testing tools to measure students' development and progress.

It is remarkable to say that one of the challenges the author of the project faced during the Specialization, was the study of the theories, methods, and approaches concerning the language learning and teaching, how to focus in each of them and be able to differentiate them. Without a doubt, it (as it is planned to be shown along the present document) deepened the author's knowledge on her area of studying and brought out the fact that neither one's current English level of proficiency, nor the experience is everything that is required in order to successfully teach the language.

On the other hand, it was an arduous task for the author to try out procedures and observe herself in every step of the lesson, to be aware of what was going on in the session and at the same time observe the Ss' reactions towards the designed materials, collect evidences for the assignments and follow the lesson plan as arranged. On the other hand, it was magical to see the methodological remarks actually taking place in class and be able to identify them, such situations are well described in this paper.

The document is divided into five chapters designed to provide a detailed account of the project's planning and to highlight the framework and context in which it was implemented.

Chapter one starts by looking at the author's teaching identity and philosophy and the way it has been reshaped taking into account what she has learned along the Specialization. Moreover, the author states her own definitions of fundamental concepts such as good teaching and explains in detail her teaching context and how much it has changed and has been adapted due to the current worldwide pandemic, situation that has challenged her teaching philosophy as well. Furthermore, the

theoretical foundations underlying her teaching practice are discussed as being part of her new teaching style.

Chapter two focuses on the design of a useful lesson plan adapting it to the teaching context and the students' needs because it is crucial that the teacher makes sure the material is understandable input for the students to enjoy. The lesson plan includes a detailed description of each of the activities, duration and objective, and analyzes the rationale behind them going from teaching vocabulary to prepare learners for interactions in the real world through authentic material, which as Jeremy Harmer stated, it is unlikely to be simplified, spoken slowly, or to be full of simplistic content (4). The follow-up activities are described, and the author explains the way she inserted the cultural component in the project. Moreover, a deep analysis on the expected outcomes on processes and attitudes is performed. Then, every activity is explained in design and rationale.

Another fundamental thing to point out is that the four skills were integrated using technology and one of the end products of the project was the realization of a video, showing the careful sequence of activities, the design of the digital resources used in the class implementations and the most memorable moments of the lesson. Consequently, the link to the video is provided along with the video concept in which brainstorm took place. On the other hand, chapter two includes the design of the necessary tools to assess and test the progress of students. Several assessment models are explained, discussed, and designed based on international standards and the way they were implemented is explained in detail. The analysis about the expected and the real outcomes is performed, included even the most subjective evaluation about the students' attitudes towards intercultural competence. In addition, rationale behind every tool in order to fulfill the expectations is provided as well as the reason why each tool is considered meaningful and useful.

Chapter three looks at a deep reflection and analysis of the results of carrying out the activities and focuses on contrasting the results, the expected and the real outcomes.

Chapter four draws the conclusions and allows the reader to review some of the ideas dealt with in the document, being a tool for a deep reflection and analysis of both, the teacher and students' performance, the suitability of the activities and the sequence in which the contents of the lesson were successfully completed. It also summarizes every step of the learning process, intake, acquisition of the language and awareness of the intercultural elements.

Chapter five shows a list of references covering the APA style.

Furthermore, attached evidences are part of the whole document so that a clear idea of the procedures is given about the classes conducted on May 20th and 27th from 9 a.m. to 1 p.m. as well as the follow-up activities, all of them implemented via online.

CHAPTER 1. Philosophy and theory.

1.1 Own good teaching definition.

From the author's perspective, teaching implies doing what one would expect from the teachers if we were one of the Ss. Thus, a good teaching implies:

- Feeling passion about it, feeling a desire to inspire others to learn the target language, in this case, English.

- Not to focus only on contents but to foster understanding in our Ss and even try to change the impression that English is a difficult language to learn, which is a widespread idea among some Ss.

- Enjoying what we do as teachers, engages our Ss, especially if the interaction is respectful and we show ability to communicate with them so that they want to be in our class.

- Empowering our Ss to learn, motivate them to have expectations with the language outside the classroom, for example, get a scholarship to study in an English-speaking country.

-Stimulate extrinsic motivation by contextualizing the situations and of course consider the different Ss' learning styles, try to get to the Ss through each of the five senses, which can be achieved by using multimedia (a combination of images, audio, text, etc.).

- Personal characteristics are as important as knowledge.

- Promote active learning, stimulate interest in cultural topics, so that Ss feel curiosity and want to learn more about the people whom with they are expected to interact (native speakers) in an specific context outside the classroom.

- Encourage creativity, the use of technology and the collaborative work.

To sum up, good teaching means to try to fulfill your teaching goals according to your teaching philosophy by adapting yourself to (in some cases), extreme conditions that are part of your teaching context, which is dynamic.

1.2 The author's language learning context

The author of the project's English language learning, dates back to her childhood being exposed to the language through British music. Back in those days, she felt an intrinsic motivation to be able to understand the lyrics and what they meant, in other words, she was curious and interested in learning the language. Despite the fact she had English lessons in secondary and high school, it was not until university when she received formal teaching and started to consciously learn the system of the language. Nevertheless, it took her a while to apply those rules especially at the moment of speaking since she felt a little bit anxious due to she was supposed to get a speaking grade in each class and that made her feel nervous and afraid of making mistakes in front of her classmates. After several months of spending time at the university self-access center and became an autonomous learner who was more exposed to the language, the author started to enjoy the learning process and her motivation turned into a resultative one, which occurred immediately after improving her grades and discover she was able to understand the language in a more evident way. Therefore, the author kept motivated because of the success she experienced just as Jeremy Harmer stated about the students' response to their learning experiences and how this makes them feel about themselves (4). That motivation wave surrounded her, so her anxiety level lowered, and her self-confidence increased. The affective filter was taking place at that moment and she was more sympathetic towards the language.

The process of learning an additional language to Spanish was a conscious process for the writer in which she tried to learn and memorize rules (in the early period) from her teachers who tended to work guided by structuralism. Therefore, the understanding of most grammar rules even though Ss were not able to produce or comprehend English itself, was the most important goal for most of the teachers. Reflecting on that, the author can clearly see what Stephen Krashen stated as the difference between learning and acquiring because having the theory is not the same as knowing how to use it in a real situation. Based on that, the best memories the author has from her English teachers are those moments where they offered a context and asked for dialogues centered on communicative functions where Ss could interact with their classmates and above all, they, as teachers, encouraged them to work with the language. Looking backwards, in the last levels of the author's training, the teachers were using the communicative approach, which the author tried to imitate later even though she had to make some adjustments.

1.3 The author's teaching context.

The author's teaching context has been transforming since she started this Specialization. At the beginning, she was working in three different scenarios at the same time, at UAEM University, at a high school and teaching private lessons. She is not currently working at the high school anymore and the university face-to-face classes have been adapted to be taught online due to the pandemic we are facing in the world. This pandemic has shown us that if we do not have a physical place to teach, we should be creative, selective with the material and learn to use technological apps that allow us to communicate with our Ss and help them not to feel helpless or lost when "there is no teacher" with them all the time. The author indicates that it has been an extraordinary experience to have videoconferences, design materials to be completed or played online, asses Ss through those tools and try to keep the interaction and motivation.

On the one hand, her teaching context at University used to allow her to propose some activities online, thanks to the Wi-Fi connection, although it did not work all the time and sometimes, so the teacher had to go back to the traditional classroom activities. UAEM Ecatepec is a public university with nearly 1,800 undergraduate students. The institution encourages the language learner autonomy through the Self-Access Center (SAC), which has about 50 computers, software, and multimedia resources where students have the freedom to work by themselves or to ask for a counseling with the Coordinator. The facilities have air conditioning and it is a well-lighted place. Unfortunately, there are not enough headphones to listen to songs or movies and Ss sometimes steal materials from the lab. However, that situation used to be solved by working in the classroom with the Ss' own headphones, cellphones and access to the internet. The SAC is intended to be a beneficial space for the Ss where they can work in a quiet place at their own pace, look for attractive activities and take advantage of the resources. Those activities were seen as a complement to the classroom classes. Another good thing in that teaching context is that curricular English classes are not large, having between 10 and 15 students in average (because most of them study in the Language Center). What is more, the English academy has been working with the same textbooks for over six years and unfortunately, 80% of the English teachers have no formal preparation in foreign language teaching, being that one of the reasons why the writer of this document decided to study this Specialization.

The above context has changed completely in the last three months, the teacher has been working with her Ss via online through different apps, the first one is WhatsApp, in which both, the teacher and

the students are in communication all the time, they also use Zoom cloud meetings and Cisco WebEx Meetings to have a videocall at the usual class schedule. Therefore, the activities have been adapted in order to use technology not only for some activities like they used to do in the classroom. For instance, instead of working with the textbook, the teacher designed a blog in which the readings are included; the grammar and vocabulary exercises are not completed in the notebook but on Google Forms, Kahoot, Educaplay or Socrative in order to have the scores immediately. The writing tasks have been performed in Google Documents so that the teacher has the chance to monitor the Ss' production when working individually and what is more, Ss can work collaboratively and Google Documents manages to assign each user with a color, so it is easier to identify each one's production.

On the other hand, regarding the teacher's private lessons context, she has really enjoyed the experience since two years ago, because that kind of Ss feel intrinsically motivated to learn and also to be better at work and consequently, they have an active participation in their own learning. Some other students' motivation is related to external incentives, for example, one of them is looking forward to studying a master's degree in Computer Science (he currently lives and works in the USA). For those private lessons, the teacher used to take her own resources to the classes, board and speakers; the learners had their own internet connection at their houses (where she used to teach) except two of them who are in California, USA. The teacher used to design her own resources and reuse them whenever she wanted, she always offers the Ss online assistance on WhatsApp or Facebook and send them extra online exercises to practice. Video phone calls are made when it is necessary and the teacher and Ss are always in touch in case Ss have any doubt. Nowadays, all the classes are being held online and all the materials have been adapted to be used online too.

Obviously, there are some drawbacks in both scenarios. Some University Ss do not have access to internet all the time, or experience connection issues when the platforms are too busy supporting too many users and it is time-consuming when you switch between activities depending on the internet connection speed. It is not quite common, but we are always exposed to have failures and unlike being in the classroom, you cannot always have a plan B.

1.4 The author's teaching philosophy.

Based on the above, during this Specialization, the author's teaching philosophy or set of beliefs about teaching and learning has been polished affecting its three main dimensions: cognitive (intellectual), affective (emotional), and behavioral (action-based).

To begin with, the cognitive dimension has to do with what we learn either in books or through experience. However, a book is never enough, the experience you acquire in the classroom gives you the opportunity to deviate from the book's suggestions, because to be realistic, not all the activities work the same for all the groups. Harmer explains that when we decide to use a course book lesson we can of course; do so without making any substantial changes to the way it is presented, however, we might decide to use the lesson, but to change it to make it more appropriate for our students (4). Besides, using only the book would lead to teach all the lessons in the same way, which is boring for both, the Ss and the teacher. Therefore, after learning to analyze the needs of every group and learning to plan every session in detail thanks to the Specialization, the educator feels she has improved in the selection of materials and something that she really enjoys doing is working with authentic materials in order to expose Ss to the real language. She has also learned to adapt them according to the Ss' needs and level. Additionally, the use of authentic material allows Ss to be close to the native-speaker model and they are offered linguistic input that has not been designed to teach the language. Therefore, it can make the learning process more engaging since it provides knowledge of real situations and it is effective in the classroom because it reminds the Ss that the language is used around the world and that they have to be ready to use it as well. The use of authentic material enhances the communicative competence since it introduces Ss to real life language and its use depends on the purposes and even the teacher's creativity according to the Ss' needs.

Regarding the second dimension, the affective one, refers to how we feel about teaching, learning, and working. Looking backwards, the author's teaching practice has changed, and the experience has made her reevaluate herself in every stage of the way. According to her Ss, they have a preference for her class due to her classroom management style, enthusiasm and effort to choose and design interesting activities for them. The teacher considers herself a sensitive teacher who respects and listens to the students and even though she sometimes makes jokes in class, she shows respect and tries to inspire them to feel confident. The teacher does not like to dominate the lesson, instead she tries to encourage participation and discreetly monitor the activities. What makes her feel proud about being a teacher is

the moments in which Ss discover by themselves that they can do more than they think they are able to and that has to do with the classroom atmosphere that she tries to create remembering how Charles A. Curran focused on the conditions necessary for successful learning and he stated that the atmosphere of the classroom is a crucial factor. What the teacher had been doing before starting this Specialization, was based on instinct most of the time and the experience she had as a student watching her own teachers and what she would have liked to receive from them. Teaching English has given the writer the opportunity to study abroad thanks to a couple of scholarships, so she always tries to encourage her students to do the same. She feels extremely happy when they finally get an opportunity like that, especially because they come from a difficult cultural background since they live in one of the most dangerous and violent places in the State of Mexico, Ecatepec. The reflections the teacher has made during this Specialization reveal that it has helped her feel satisfied with her teaching, although she still has several areas to improve in, such as taking the best of the different methodologies and fully differentiate them.

The last dimension of the teaching philosophy is the behavioral, in other words, what we can or cannot do in our classes based on physical, psychological or institutional factors. During this Specialization, the author has reflected on all those factors that are related to the teaching context and the way they play a crucial part in her decisions for every class. The planning is different because she has to consider the physical spaces (facilities) to do the activities, the quantity of material needed, and it also determines whether to include technology in class or not (this includes the university, talking about the private lessons, the Ss' houses and the online environment). This dimension has dramatically changed due to the world-wide pandemic we are living and for the author it has been amazing the fact that we, as teachers, have completely moved to the online teaching.

After reflecting on her own teaching experience through the contents of this Specialization, the author can say that her teaching philosophy has changed because she has become more aware of the issues and mixed abilities she can find in her different teaching contexts. She has learned to reflect on the expected outcomes and the real ones, observing her own behavior, the roles she assumes in the classroom and virtual classroom and the quantity and quality of the materials she chooses, designs and adapts.

After ten months of studying this Specialization, the author can say that her teaching philosophy has been challenged to make herself think critically about her everyday practice and about how to

accomplish the institutional and educative goals. During these three modules of the Specialization, she has experienced something similar to what Jeremy Harmer stated about the students' response to their learning experiences and how this makes them feel about themselves (4), the author's motivation has increased because of the success of conducting the classes in a very detailed way. She has had the opportunity to reflect on her own teaching and now she can clearly see what Stephen Krashen stated as the difference between learning and acquiring language, because having the theory is not the same as knowing how to use it in a real situation. Based on that, she tries to make sure the Ss acquire the language step by step.

During the third module of this Specialization, the author corroborated the feeling of being an avid autonomous learner outside the classroom, someone whose experiences abroad have inspired her to live the integrative motivation, the one that makes you want to belong to a culture. At the same time, she has tried to transmit that to her Ss in order to encourage them to be aware of the intercultural factors that surround us.

English teaching during the Specialization has been a fascinating process, which has led the author to observe the way the four English skills work together in order to be acquired by the Ss. Moreover, thanks to the use of technology, Ss find the class interesting and are naturally motivated; it gives them a certain level of autonomy to perform some of the activities at their own pace.

To sum up, the class implementations have helped the author reflect a lot in how much her own performance has improved by taking into account some theoretical and practical factors that she has learned in this Specialization. The author's teaching philosophy has progressed gradually; intellectually, to be more skillful at selecting material and working with authentic material in order to make the learning process more engaging; emotionally, to inspire her Ss to achieve personal and professional goals related to the language; and behaviorally, to feel enthusiastic even though the unexpected technical issues we could face during the online sessions.

1.5 The author's own view on the implementation of technology

From the author's perspective, the implementation of technology should be based on a deep analysis of the teaching context, which allows us to or not to access it. It is also related to the support the school shows towards the integration of it in order to strengthen integrative projects, situation that has been

transforming little by little by allowing the use of technology in the classroom without considering it a drawback for the Ss' attention span.

On the other hand, the use of technology in the classroom brings benefits, strengthens abilities, refines practices, improves the teachers' confidence, skills and knowledge. Nevertheless, we, as teachers should be aware of the limitations we have at school and try to find the ideal apps to work with, taking into account their ease of use and make sure we know how to use them so that we can teach our Ss.

Looking backwards, the author of this project noticed an improvement from the first assignment to the last one thanks to the integration of the assignments through technology. Thanks to the use of technology, Ss find the class interesting and are naturally motivated; it gives them a certain level of autonomy to perform some of the activities at their own pace.

1.6 The author's personal view towards assessment and evaluation

From the author's perspective, assessing and evaluating Ss is a complex activity, which implies the evaluation of the quality of the Ss' production having some agreed criteria to be compared with. In the teacher's view, it is fundamental to expose our Ss to these kinds of activities so they become familiarized with them and do not feel anxious when they face them, but on the contrary, they see it as an everyday activity in which they have the possibility to improve and be aware of their own weaknesses and strengths. In addition, it is a way for the teacher to collect data about the Ss performances and it is also an opportunity for the teacher to interpret the results and make adjustments for the upcoming classes without forgetting about the Ss' needs. Moreover, the use of technology enhances the assessing process because both, the teacher and the Ss can have the results in real time as can be seen in the present project.

1.7 Theories underlying the teaching practice and identity.

Unquestionably, the theoretical foundations that are part of the author's teaching style and her teaching practice, have evolved during this Specialization. Therefore, they will be addressed in this section of the document.

Working with the communicative approach means that Ss have elements to interact in a variety of contexts and not only know the grammatical structures, just like Scrivener stated, we could consider the meaning of the individual words (vocabulary or 'lexis'), how they interact with each other

(grammar), how they sound (phonology) or the use to which they are put in particular situations (function) (10). Consequently, the classes should match those contexts, encourage the communicative approach with plenty of activities for situations that Ss might need to use a foreign language, such as travelling, requesting information, getting to know a culture or business.

Irrefutably, something that the writer enjoys doing even before the Specialization and in which she has progressed is in the use of authentic material. From her point of view, it provides a new level of understanding and what is more, Ss learn conventions of the language in an unconscious natural way and it is a very useful tool to make the learning process much more engaging. What the author has witnessed is that Ss are allowed to use their imagination and it motivates them to use the language when they feel confident to do it. Exposing the Ss to real language makes them be aware of words and constructions that they would not find in their ESL materials. Instead, it shows them what they need to know to have a good performance in a real situation. Based on that, the use of authentic material was implemented in the present project.

Richards and Rodgers stated that learning, according to the theory, cannot lead to acquisition (9). In general terms, the writer tries to take this into consideration every time she has a class. In her perspective, a teacher should be aware of the differences between learning and acquiring. The former occurs when learners are immersed in the target language whereas in the second one, formal guidance is needed. Accordingly, learning the grammar is not a guarantee to be able to speak and learners make an effort to really learn something, which is amazing.

One of the authors that is definitively remarkable in the author's teaching practice is Stephen Krashen, who stated that learning refers to the formal study of language rules and is a conscious process (9). However, using language communicatively is not simply a matter of producing a sequence of grammatically correct sentences. The sentences (or clauses and phrases) must be linked together to produce coherent and cohesive discourse (3). According to that, in order to perform communicative tasks in the real world, components of language should not be studied in an isolated way. That is why one of the goals for the present project is to be completely integrative.

The author of the present document is aware of the Monitor model, which consists of five hypothesis that together constitute a theory. Such theory could be observed during the assignments and projects of this Specialization.

The first hypothesis (acquisition-learning) states that the language learning in adults takes place consciously whereas the acquisition takes place unconsciously. During the class implementations it could be seen that working with adults means they try to remember and use the grammatical structures in order to avoid mistakes, and they try to express their ideas consciously, and they even compare L2 with L1 to have a better understanding.

The second hypothesis (natural order) states that acquisition occurs in a predictable order, for instance, in order to learn the passive voice, Ss learn first how to use the verb be and later the past participle form of the verbs. Then, they are able to write sentences into the passive.

The monitor hypothesis states that fluency in L2 is a result of what Ss have acquired through the time using some structures consciously and at the same time, learners want to be accurate according to the rules they have learned. For instance, when studying the reported speech in the present project, they put into practice their previous knowledge (acquired for at least four semesters) about different tenses and follow the new rules to indicate what someone else has said.

The input hypothesis focuses on the way we acquire language. It is related to the kind of input learners are exposed to, always taking into account the need to receive comprehensible input from the current level +1 (a structure beyond what they currently know). During the assignments and projects, it could be seen the relevance of exposing Ss to complex exercises, reading and listening activities in order for them not to get bored, but instead, feel challenged.

Finally, the affective filter hypothesis, states that some elements such as motivation, self-confidence and low anxiety contribute to successfully acquire the language. During the class implementations it was remarkable the way it works when Ss feel confident about what they are doing, when they know what requirements they are expected to fulfill, when they are given freedom to answer the activities at their own peace and allow themselves to enjoy the process.

On the other hand, speaking a foreign language means not only to be able to communicate without breakdowns and know the grammar (linguistic competence), or to understand Hyme's theory of communicative competence in which he states we need to know where and when to use the language. Speaking a foreign language also means to show curiosity for the native-speaker country and be willing to understand the beliefs and values that characterize people from there. Furthermore, it is important to be open and show ability to know their practices and consequently, be able to evaluate critically and

not only to criticize the way things are done; this is what Michael Byram's model of intercultural competence states. In other words, we need to learn about the target culture. In order to do this, we should focus on five characteristics:

- Intercultural attitudes. It refers to act nonjudgmentally and try to learn about cultures (yours included) and the new things you might find. (With the present project, the author expects Ss to try to understand the motives that led to ban The Beatles music in the Soviet Union in the 60's).
- Knowledge of social groups. It means to know the target culture.
- Skills of interpreting and relating. This characteristic invites us to take into account other peoples' perspective.
- Skills of discovery and interaction. The goal is to use the information in real contexts.
- Critical cultural awareness. In order not to react negatively towards other peoples' attitudes, behavior or reactions, one must become aware of our own reasons and values that lead us to take it in that way. Something important here is that we are not expected to change our own values, but to be conscious about them.

Based on this model, the author expects Ss not to have native speaker proficiency, but to be intercultural speakers. In order to achieve this, the English classes must consider different practices to socialize our Ss into a culture through related elements such as literature or music. Nevertheless, we should first be aware of our own identity; both, the teacher and Ss must be aware of the fact that it is influenced by history, religion, politics, etc. Therefore, it happens the same in other cultures and we have to learn to build understandings with members of other cultures by examining our and their own motives, beliefs and practices, that is to say, to understand their point of view even though it is different from ours.

To sum up, our Ss interpret the world from different points of view when they live international relationships, therefore, it is fundamental not to focus only in the functional uses of language but we, as teachers, should encourage positive attitudes towards other countries and foreign cultures. We should also dismiss the idea of a native speaker as a reference point for our learners because they are individuals who bring their own experience. In other words, when interaction between people from different countries takes place, those people bring knowledge from their own cultural background, that is to say, their social identity.

The present project's objective is to focus not exclusively on the language as communication but to facilitate knowledge of other cultures and involve learners through authentic texts, videos and audios and create an environment of curiosity and enquiring in order to guide Ss to the intercultural competence.

CHAPTER 2. Methodology and practice.

2.1 Lesson plan.

Activity plan.

Author:	Mónica Gabriela Rodríguez Portillo
Educational stage:	University. Intermediate level.
Title of the lesson plan:	Final project
Hours of the plan implementation:	8 hours, plus the follow-up activities
Number of sessions:	2 (4 hours each)
Main grammar structure:	Reported speech
SESSION 1	
Warm up. **Pre-speaking**	"What is culture?" The teacher and the Ss discuss about some words they think are related to culture and why it is important to humans.
Time:	10 minutes
Objective:	To activate Ss' schemata
Expected outcomes:	Ss are expected to use their background knowledge even though it is not an everyday topic for them since they study Computer engineering. Consequently, their familiar topics are related to Mathematics and Science.

Listening:	What is culture? YouTube video taken from: https://www.youtube.com/watch?v=fXU8q5EL4YI
Time:	20 minutes
Objective:	To expose Ss to authentic material and evaluate themselves with a listening self-assessment.
Rationale behind the activity or task:	To expose Ss to real language in a given context enables them to use the language in a meaningful way. In this case, the video was recorded to promote culture in Hamilton city and talks about elements that are related to culture in a certain place (it could be any place).
Vocabulary:	Ss watch and listen to the video and complete a Fill in the blanks exercise in order to get familiarized with the topic.
Expected outcomes:	Ss use their bottom-up listening processing skills to recognize individual words to complete the cloze.
Listening:	Audio with music from different countries. –Matching exercise-
Time:	10 minutes
Objective:	To state that our class will be about one of the elements of culture, in this case, music. To remind Ss we can identify other cultures by listening to music. Then, they give their opinion.
Rationale behind the activity or task:	To expose Ss to an input which refers to different kinds of typical music from other countries. (For example, Samba from Brazil) and show them that it does not matter where we are from; our knowledge about the world lets us recognize typical music from other countries.
Listening:	Play an extract of the Mexican national anthem
Time:	5 minutes

Objective:	To ask Ss what the national anthem makes them feel.
Rationale behind the activity or task:	To remind Ss that our national anthem is part of our identity as Mexicans, consequently it is part of our culture and part of our pride, values and history.
Context:	Music and culture.
Expected outcomes:	Ss are expected to evoke the idea of patriotism in order to remember that through music we can have a feeling of belonging.
Vocabulary	Activity designed in Educaplay in order to work with words and definitions related to culture.
Time:	15 minutes
Objective:	To activate Ss' schemata.
Rationale behind the activity or task:	To help Ss get familiarized with the words that are involved when talking about culture.
Procedure:	The previous sequence of activities is the introduction to the fact that all cultures are valuable and being aware of this provides a basis for successful intercultural interaction. The teacher's role here is to lead Ss from talking about culture in general terms to something specific such as music and the way culture influences music and at the same time, music influences culture.
Expected outcomes:	Ss feel encouraged to talk about culture and associate new vocabulary with it.
Listening:	Culture and music.
Time:	15 minutes.
Objective:	To provide context.

Rationale behind the activity or task:	Providing Ss with a video recorded by the teacher in order to set the context of the music in the 60's, to be specific in the Soviet Union.
Expected outcomes:	Ss are expected to analyze the historical context by making use of visual clues and audio and at the same time, feel curious enough to make questions.
Reading comprehension:	"Influence on pop culture" Designed in Google Blogger Based on authentic material
Time:	20 minutes
Objective:	To help Ss develop critical thinking skills through a text about The Beatles adapted using technology.
Context:	Culture and music.
Rationale behind the activity or task:	To expose Ss to authentic material and help them identify the reasons why The Beatles were leaders of a massive movement (the British invasion) and why everybody wanted to copy what these boys were doing.
Procedure:	The teacher is going to design a Blog on Blogger and ask Ss to post the answers to some questions and analyze them. At the end of the blog, there are instructions to work in Socrative in order to answer a True/False exercise. At this stage, Ss have their Speaking and Writing (inside the blog) practice 1 with their initial ideas of the topic and take the first self-assessment.
Traditional assessment:	True / False exercise.
Time:	15 minutes
Objective:	To test the understanding of the text.

	To recover some ideas for the final speaking and writing activities.
Expected outcomes:	Ss are expected to identify the topic and understand the main idea of the text using vocabulary skills. Moreover, they are expected to feel engaged to the topic through the visual T/F exercise designed in Socrative in order to remember those facts for the final speaking and writing exercises.
Listening:	The author's colleagues from UAEM Ecatepec give their opinion about culture, music and The Beatles. Ss listen, analyze, discuss and give their own opinions.
Time	15 minutes
Objective:	To ask Ss to be active listeners and get involved in the opinion they are being told. To expose Ss to other accents, pronunciation and speed, not only the ones of their teacher. To recover some ideas from the speakers for their final speaking and writing activities.
Rationale behind the activity or task:	To expose Ss to different ideas about the influence of music in culture.
Expected outcomes:	Ss are able to understand the opinions of non-native speakers of English about culture, music and The Beatles.
Creating a bulletin board:	Using Padlet. **Students' production:** https://padlet.com/gabaportillo30/t13fzu5tqmppktfb
Time:	20 minutes

Objective:	To work collaboratively by sharing texts, pictures and gifs to display ideas of how The Beatles influenced culture.
Expected outcomes:	Ss are expected to organize their ideas and include them later for the final speaking and writing exercises.
Listening:	Extracts taken from the DVD Paul McCartney in Red Square. Concert and documentary.
Time:	30 minutes
Objective:	To expose Ss to authentic listening material and let them know and understand how and why they are living in an era in which there is more openness to other cultures and as far as possible, they try to respect each other. To set the context and analyze the video and its meaningfulness.
Rationale behind the activity or task:	To provide a better idea about the reason of the selection of The Beatles music as an example of a threat to the Russian cultural baggage back in the 60s and the way culture is contextual and dynamic. Consequently, it has changed, and we are not living under similar conditions to those times. To let Ss analyze the relevance of Paul McCartney's concert in Red Square, Russia in 2005 and the attendance of President Putin to the concert.
Expected outcomes:	Ss are aware of the context, the restrictive laws and xenophobia that took place in the Soviet Union in the 60's and learn some facts to enrich their later writing and speaking exercises where they have to mention the way the Soviet authorities wanted to control the music that was broadcasted and the sanctions they applied to people who bought The Beatles albums in the black market.

SESSION 2	
Grammar:	PowerPoint presentation and exercises taken from the Student's book.
Time:	30 minutes
Objective:	To start working with the grammatical structure.
Context:	Culture and music
Language:	Reported speech
Grammar:	"Reported speech in short" infographic
Time:	15 minutes
Objective:	To explain that the reported speech is used to communicate what someone else said or asked, but without using the exact words.
Rationale behind the activity or task:	To prepare Ss for the situations in which we need to tell others what someone told us before.
Expected outcomes:	Ss are expected to be aware of rules and patterns to use the reported speech.
Speaking Practice 2:	What is culture? How did The Beatles influence culture?
Time:	30 minutes.
Objective:	To sustain an opinion about culture and the way The Beatles influenced it.
Expected outcomes:	Ss are expected to put new vocabulary into practice, sustain an opinion about culture and the way The Beatles influenced it.
Writing practice 2:	Individual writing on Google Documents. See the self-assessment.
Time:	30 minutes

Objective:	To state their own definition of culture.
	To work with the Error code to correct the text.
Expected outcomes:	Ss are expected to produce a linear sequence text about culture and the way The Beatles influenced it.
Rationale behind the activity or task:	After having studied some definitions and vocabulary related to culture, after the analysis of some real cases in which culture has influenced music and music has influenced culture, after the examples of seeing music as a threat to the culture of some countries and listened to other people giving their opinions, finally Ss are expected to give their own point of view working individually.
Context:	Culture and music
Procedure:	All the previous activities are meant to help Ss to be aware of some characteristics of culture and encourage them to feel curious about other cultures.
Aids:	Google Documents.
	Spotify (to play some extracts of The Beatles songs while they work on the collaborative document).
Collaborative writing:	Quotes and lyrics.
	Collaborative writing on Google Documents.
Time:	50 minutes.
Objective:	To provide Ss with some famous quotes about culture and music, and examples of extracts of some Beatles lyrics.
Rationale behind the activity or task:	To activate Ss' cultural awareness towards culture and music and at the same time, work with the reported speech.

Expected outcome:	Ss are expected to be fluent in making changes from direct speech to reported speech.
Context:	Culture and music
Language:	Reported speech
Final speaking:	Voki animation
Time:	Activity to be handed in via WhatsApp. Ss already know how to work with the app since they used it for the "Used to" topic. Expected time: 30 minutes.
Objective:	To allow Ss to express their own definition of culture, analyzing the way The Beatles influenced culture and identify the reasons why culture is dynamic and contextual.
Expected outcome:	Ss are expected to fluently sustain ideas, give their own definition of culture and analyze the way The Beatles influenced it.
Rationale behind the activity or task:	Creating an avatar is always fun, specially for our Ss who do not like to show their face in a personal video. It is a decision of personal preferences and it allows Ss to express themselves at their own pace and freely without having to appear on the recorded video, on the contrary, if they feel shy to do it, an avatar is perfect to have the activity done.
Context:	Culture and music.
Procedure:	All the previous activities are meant to work with authentic material, exposing Ss to original videos and work with the grammatical topic (reported speech) at the same time. It is also crucial to involve them in the importance of interculturality.
Final writing:	Individual writing on Google Documents.
Time:	15 minutes

Objective:	To get the final writing done.
Rationale behind the activity or task:	To correct the text according to the observations written by the teacher based on the Error code.
Expected outcome:	Ss are expected to correct their mistakes according to the teacher's comments based on the Error code in a fast way.

2.2 Teaching sequence template.

Intercultural component	The teacher will insert the cultural component, based on the historical context of the 60's in the Soviet Union and the way it was governed by the Communist Party, with Moscow as its capital. Another topic that is addressed during the lessons, are the restrictive laws and xenophobia that took place there. An example of this is that the Communist officials wanted to control the music that was broadcasted and the sanctions they applied. Despite those measurements and the consequences they could have, the young people insisted on buying The Beatles albums in the black market because they considered their music as an agent of change in that society. Meanwhile the Soviet authorities recognized that there was something in The Beatles music, which challenged their control.
Evaluation of the cultural component. *	Ss recognize new perspectives about cultural rules from other decades and places.
	Ss identify components of other cultural perspectives such as history, politics, values, economy, and beliefs.
	Ss distinguish differences between cultures.
	Ss show curiosity (ask questions) about other cultures.
	Ss express openness to different cultures from their own.

Conclusion	The conclusion will be addressed with a collaborative writing in which Ss talk about the way the Soviet Union saw, thought, and criticized The Beatles music.
Follow-up activities	After the teacher reviews the collaborative writing and gives feedback, Ss analyze The Beatles song: "Back in the USSR" and find new vocabulary. Then, during the following classes, Ss will talk about their favorite bands including some cultural aspects about the place they are from.

* Based on:

http://crlt.umich.edu/sites/default/files/resource_files/InterculturalKnowledgeVALUErubric.pdf

*NOTE: It is fundamental to mention that the teacher gives Ss feedback in every activity, about grammar, vocabulary, pronunciation (without interrupting each participation but explaining general mistakes at the end of the activity). Regarding the writing activities, Ss are already familiar with the error code so they are able to correct the mistakes by themselves after the teacher has made notes, comments and corrections.

2.3 Designed activities for the project.

The lessons addressed in the present document were implemented using the following sequence of activities that have been designed to work with the four skills of the language (speaking, writing, reading, and listening). Furthermore, a cultural topic is presented to the students, everything within the framework of the program used at UAEM Ecatepec. The following materials have been originally designed or adapted from the textbook and authentic material. Everything is integrated using technology and different apps that have contributed to the best practices to be implemented during this Specialization.

2.3.1 PowerPoint presentation.

Description	Rationale behind it
PowerPoint presentation "Final project class"	According to the University of Leicester, PowerPoint is a computer program that allows you to create and show slides. Moreover, you can combine text, graphics and multimedia

	content to create professional presentations (26). Thanks to that, the teacher can structure her oral presentation, which is very useful nowadays due to the pandemic we are living in Mexico and the conditions we have for our online classes. A visual impact is important to remember things, so it is useful for both, the Ss and the teacher. This presentation allows the teacher to guide the class via Zoom and share the screen with the Ss and it is the guide for the sequence of the activities designed.
Main file to teach the class	
PowerPoint presentation. Own design. *https://drive.google.com/file/d/1si7rhEoM9tjQEN-41EvNLdgXVYgCRvD0/view?usp=sharing*	

2.3.2 What is culture? (Authentic material).

Description	Rationale behind it
Video taken from YouTube	Krashen (1980), states in his input hypothesis, that the role of listening for acquisition is undeniable. And according to Mallapiang (13), one way to prepare ESL students for encounters with real language is to apply real language or authentic speech in the ESL. This makes Ss face other accents different to their teacher's and gives them the opportunity to experience the kind of language native speakers use and of course, become good active listeners. Besides, using authentic material during the Specialization, enriched the lessons in such a way that Ss discovered they can little by little deal with native pronunciation and speed. On the other hand, selecting authentic material is a great challenge for the teacher, who has to be aware of the Ss' level and interests, which can be reached easily through the use of the internet.
What is culture? https://www.youtube.com/watch?v=fXU8q5EL4YI	

Fill in the blanks exercise. Own design. Students' production (samples):	

https://docs.google.com/document/d/1d81hwSo4LPvesJFX3YnplKd9ELIDbSFOcOvW_XfgQj8/edit?usp=sharing

https://docs.google.com/document/d/1as1lKhcRzr0tOuFt7RtbQp7AbMKMNmgEqXwRQl0FK8s/edit?usp=sharing

https://docs.google.com/document/d/14zmYgKmUuC0nskUWwct--8akrcMuTi0TL33FofVKrb8/edit?usp=sharing

https://docs.google.com/document/d/13kr4GYULdo6JnScvpk7COso5vuXFjcIpcHISxBM19Sk/edit?usp=sharing

2.3.3 Words and definitions related to culture.

Description	Rationale behind it
Activity designed in Educaplay	As it is stated by Zhen (15), students have a positive attitude towards computer technology used in the classroom. The use of multimedia makes Ss feel stimulated and it is another good way to remember things visually or aurally. Moreover, fostering these activities through the use of technology is relevant for Ss and they show enthusiasm towards answering online and having the opportunity to see the other Ss' results. Technology refines teaching and provides a sense of innovation.
Words and definitions related to culture. Own design.	
https://es.educaplay.com/recursos-educativos/5692794-culture.html	
Students' production (samples):	
https://drive.google.com/drive/folders/1yl6-zp61XndNAML8kZgOLa_Gl6yCkFwR?usp=sharing	

2.3.4 Culture and music.

Description	Rationale behind it
Activity designed in PowerPoint and recorded with https://screencast-o-matic.com/	Having a PowerPoint presentation is great. However, if we, as teachers, need to present a video out of that presentation or need to explain something to our Ss and in this case, to have an element that allows you to switch between different screens, not only on PowerPoint, the Screen recorder is perfect. You set the area that you want to record, you can pause the recording, record your voice and give the explanation. The video generated for these lessons, is a good tool to give it to the Ss so they can listen to it as many times as they need and not only listen to the explanation once in order to get a better understanding of the topic, to take notes and it is a good source of pronunciation they can imitate later.
Culture and music. Own design. https://drive.google.com/file/d/1EUY8i5LGs9U9JjKmlXU7i_FC6gcElPlA/view?usp=sharing	

2.3.5 Reading comprehension. Influence on pop culture.

Description	Rationale behind it
Activity designed in Blogger	Blogging is a different way to reach our Ss and according to the website "Benefits of blogs in education" (17), blogs motivate Ss to become better readers and writers. They also promote discussion. In the present class, it will be used to state an early opinion on The Beatles and their influence in culture and at the end of the sessions, when having more context and information, Ss are expected to write a more complex text and share their ideas. The teacher also chose this option due to the fact that we have been working remotely. Furthermore, blogs are excellent to put into practice a relevant English skill: writing; and at the same time Ss can increase their reading skills. Moreover, Ss can work in an autonomous way and of course they give Ss the opportunity to use the internet.

Reading comprehension based on authentic material. Own design.

Students' production (in the Blog comments at the end of the reading)

https://writingtest1.blogspot.com/2020/05/reading-comprehension-based-on-book.html

2.3.6 Reading comprehension, True or False.

Description	Rationale behind it
True or False reading comprehension exercise designed in Socrative.	Socrative is an amazing tool which allows you to test your Ss and you can see their results at the very moment they are answering a question and therefore, identify their weaknesses. It also gives you the opportunity to generate a report on their results and Ss can work individually or in teams and have a competence. For teachers, it is a worth tool which allows to design True/False, multiple choice or short answer quizzes.
True or False reading comprehension exercise designed in Socrative. Questions:	

https://drive.google.com/drive/folders/12rKAFKoYvxoYy1mWH6HdaJ8Q4HkN7l-n?usp=sharing

Students' production report

https://drive.google.com/file/d/14k9VnePPrzdvQ-2GvnsVEXGLfeiEGaiw/view?usp=sharing

2.3.7 Other teachers' opinions.

Description	Rationale behind it
Mp3 voice recordings	Without a doubt, it is crucial to expose our Ss to different accents and pronunciation since they are only used to their own teacher's. They should also be allowed to listen to different opinions, not only what the teacher thinks or feels in this case for The Beatles music and their influence in culture.

Working with colleagues is also an important activity that enriches our classes because even though the practice in which Ss listen to native speakers is fundamental, it is also important for the Ss to listen to different people in class because in a real context, English is spoken by millions of people with varieties due to the place they are from or even from different social classes.
https://drive.google.com/drive/folders/1_199z1PEM_-Foau9WtKR3B_Uq2i3twSN?usp=sharing

2.3.8 Extracts from a documentary.

Description	Rationale behind it
Edited videos using Camtasia	Similar to what Screen record does, Camtasia allows you to record, but not only from your microphone, also your computer audio. It was necessary in this case to recover some extracts from the documentary of Paul McCartney in the Red Square. (11) The only disadvantage is that when you work with the free version, there is a watermark during the whole video; however, the quality of the video is good.
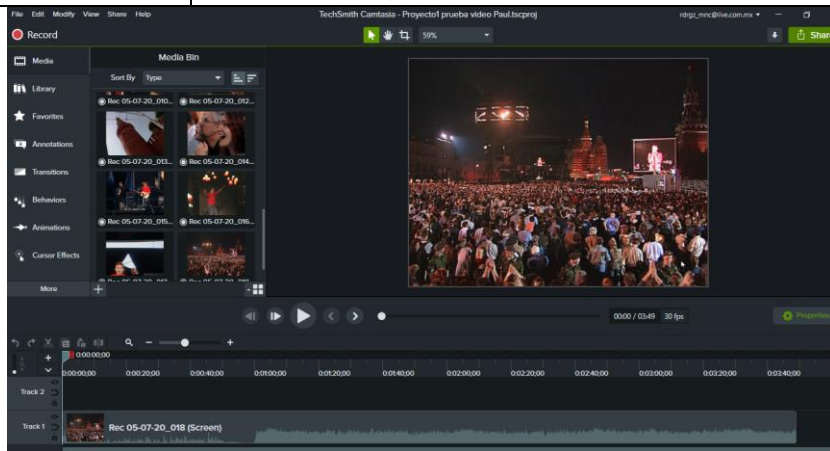
Extracts taken from a documentary for academic purposes.

2.3.9 Reported speech infographic.

Description	Rationale behind it
Reported speech infographic	Infographics recollect relevant data and Ss enjoy reading them. The infographic that will be used in the class, was designed by the self-access center coordinator at UAEM Ecatepec, Esmeralda Garduño. She usually uses this kind of material in order to help Ss study in a "fast way" after they fail an evaluation. In the author's own view, it will facilitate the rhythm of the class due to it is a complex topic. Another important fact to include this activity is for situations when Ss want to report questions and consequently, have to change the perspective in case they have information or Yes or No questions. It is also important for Ss to distinguish between auxiliary and modal verbs.
Reported speech infographic. Borrowed by the author. *https://drive.google.com/file/d/1gkjbL52YlNIWXPyx1XTUeu3V_wSnqOe_/view?usp=sharing*	

2.3.10 Quotes and lyrics –Reported speech-.

Description	Rationale behind it
PowerPoint presentation designed in Google Documents.	It is vital to say that every teacher has his / her own numerous ways to introduce a grammar topic. In this case, it is relevant that Ss will report what the singers say in the original lyrics. Furthermore, this activity was designed in Google Documents because it is an excellent choice when working collaboratively is needed. It has been successful in previous classes with the same group because everybody contributes and try to do their best in order to complete the activity. It also encourages Ss to help each other and we, as teachers, have the possibility to see the changes in real time.
Collaborative writing. (To see the students' production, click on Version history).	

2.3.11 Follow-up activities.

Description	Rationale behind it
PowerPoint presentation and Word document designed in Google Documents.	The evidence shows that the choice of using collaborative documents through the Specialization, led to good results, allowing both, the teachers and Ss see changes in a document in real time. Continuing with the same rationale behind this kind of activities, Ss are expected to state their conclusions in the proposed document and participate individually and collaboratively. Then, Ss listen to a song that is appropriate for the topic: "Back in the USSR" by The Beatles and identify new vocabulary.

Follow up activities -Conclusions- (To see the students' production, click on Version history).

https://docs.google.com/presentation/d/1tnYOW7Zvt94cRJm2rWIvNbJeoKzBWGmffT9868DRgl4/edit?usp=sharing

-Back in the USSR song- Vocabulary

https://docs.google.com/document/d/1IDoUdnLJZU6loLsrTVXykiSWn27U2NqH2upqAkGezGA/edit?usp=sharing

-Individual presentations talking about their favorite artists and including cultural aspects. The following link shows a collaborative summary of what was said. (Volunteer activity)

https://docs.google.com/document/d/1eH9kbeDsnp8rBqViFAyDgrNrGyNoMQtTX2gVghi67Wo/edit?usp=sharing

2.4 Video link.

The class implementation and the evidences of the students' production, are shown in the following video link:

https://youtu.be/3QKrHIUf3bY

***Note: The follow-up activities were included in the video.**

2.5 Video concept.

Time	Stage	Methodological remark
00:00	Introduction, academic information, and title of the project	
00:39	Session 1	
00:44	Selecting authentic material	Planning. Needs analysis. Working with authentic material.
00:49	Involving students in the topic	Activating student's schemata.
01:22	Introducing "new" vocabulary matching concepts and definitions of words related to culture	Activating student's schemata. Pre-teaching vocabulary. Word meaning and use. Computer assisted language learning (CALL).
02:01	Identifying individual words	Using bottom-up listening skills. Cloze. Gap fill.
02:27	Reading comprehension	Extensive reading. Adapting authentic materials.
02:38	Working with peers	Exposing students to other pronunciations and speed. Understandable input. Extensive listening.
03:21	Using Blogger	Input hypothesis. Using critical thinking skills.
03:49	Posting on the blog	Brainstorming for the final speaking and writing. Drafting.
04:07	Traditional assessment	Applying traditional assessment through technology.
04:20	T/F exercise	Applying traditional assessment. After reading task.
04:29	Working with Padlet	Brainstorming. Eliciting.
04:47	Session 2	
04:58	Speaking practice	Productive skills. Spoken discourse

			Fluency.
			Pronunciation.
			Feedback.
06:14	Writing practice		Productive skills.
			Written discourse.
			Developing writing skills.
			Editing
			Using an Error code.
06:34	Collaborative writing		Learning hypothesis.
			Analyzing language: form.
			Analyzing language: meaning.
			Syllabus.
07:14	Using Voki		Affective filter hypothesis.
			Pacing.
			Self-confidence.
07:59	Assessment		Formulation of objectives.
			Self-assessment.
			Traditional Assessment.
			Performance Based Assessment.
			Marking criteria.
			Evaluation.
			Language proficiency.
09:35	Follow-up activities		Conclusions.
			Song.
			Presentations.
			Meaningful learning.
			Intake.
10:22	Credits		

In case more evidence is needed, the following link shows the complete files that were used in the video and the planning of the sequences:

https://drive.google.com/drive/folders/1gVfojYmj5uHGHHmFMc1sp7Zuv7DS9I8y?usp=sharing

2.6 Assessment.

2.6.1 Theoretical foundations.

According to Brown (1), we cannot think of assessing and testing as synonymous terms. Tests are instruments or procedures designed to elicit performance from learners with the purpose of measuring their attainment of specifies criteria. Tests can be useful devices among other procedures and tasks designed to assess Ss. On the other hand, assessment encompasses a much wider domain than tests.

Whenever a student responds to a question, offers a comment or tries out a new word or structure, the teacher assesses the student's performance.

Assessing Ss is not an easy task and even though our Ss like knowing about their performance, assessment can be taken as praise or criticism depending on the way we give feedback and it can certainly affect our Ss' motivation. During the classes and being part of the author's Teaching Philosophy, she tries to motivate her Ss and encourage them to get better results as a result of practice. She tends to use informal assessment, which is defined by Brown as incidental, unplanned evaluative coaching and feedback on tasks designed to elicit performance, but not for the purpose of recording results and making fixed judgements about a student's competence (1). In other words, phrases such as "excellent", "well done", "good", "you can do it better next time" are usually helpful and Ss thank their effort is recognized in a certain way.

The university Ss that have been assessed and tested in the present document, belong to an Intermediate level. It is said that at this point, many Ss begin to "take off" in terms of their ability to communicate (7). Therefore, they need to be challenged to help them be aware of their strengths and weaknesses. In this particular case, the Ss that participated in the class implementation, are currently studying Computer engineering and are immerse in scenarios in which technology is involved. Therefore, they have shown proficiency and ability to adapt and work using the apps proposed since the semester started. Noticeably, Ss feel confident and even excited about the fact of using technology in their English class. Consequently, working online with them, has not been an issue to deal with. Aged 20-22, and having studied English for at least four semesters, their level is intermediate; B1 according to the Common European Framework of Reference for Languages (CEFRL). The book that is the base for their course is the English File Intermediate Student's book. Moreover, the Teacher's book (7) which is taken as a reference, states in its introduction that intermediate Ss need:

-To revise and extend their knowledge of the main grammatical structures.

-To practice using different tenses together.

-To put new vocabulary into practice.

-To be aware of rules and patterns.

-Topics that will motivate them to speak.

-The key words and phrases necessary to discuss a topic.

-Time to organize their thoughts before speaking.

-Interesting, integrated listening material.

-Practice in dealing with authentic spoken language.

-Engaging topics and stimulating texts.

-Exposure to a variety of authentic test types.

-An awareness of register, structure and fixed phrases.

Based on the above, their level of competency the teacher expect them to have at the end of this semester is the transition from B1 to B2. So, it is crucial to analyze the things Ss can do in order to show proof of their progress. To illustrate this, the following charts will work to have a general idea of what they can actually do according to the structured overview of all CERFL scales (2):

Common Reference Levels. Global scale:

Independent User	**B2**	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
	B1	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics, which are familiar, or of personal interest. Can describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans.

Self-assessment grid:

	Reception		**Interaction**		**Production**	
	Listening	**Reading**	**Spoken Interaction**	**Written Interaction**	**Spoken Production**	**Written Production**
B1	I can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. I can understand the main point of many radio or TV programmes on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear.	I can understand texts that consist mainly of high frequency everyday or job-related language. I can understand the description of events, feelings and wishes in personal letters	I can deal with most situations likely to arise whilst travelling in an area where the language is spoken. I can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g family, hobbies, work, travel and current events).	I can write personal letters describing experiences and impressions.	I can connect phrases in a simple way in order to describe experiences and events, my dreams, hopes & ambitions. I can briefly give reasons and explanations for opinions and plans. I can narrate a story or relate the plot of a book or film and describe my reactions.	I can write straightforward connected text on topics, which are familiar, or of personal interest.

Qualitative aspects of spoken language use:

	RANGE	ACCURACY	FLUENCY	INTERACTION	COHERENCE
B1	Has enough language to get by, with sufficient vocabulary to express him/herself with some hesitation and circum-locutions on topics such as family, hobbies and interests, work, travel, and current events.	Uses reasonably accurately a repertoire of frequently used "routines" and patterns associated with more predictable situations.	Can keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident, especially in longer stretches of free production.	Can initiate, maintain and close simple face-to-face conversation on topics that are familiar or of personal interest. Can repeat back part of what someone has said to confirm mutual understanding.	Can link a series of shorter, discrete simple elements into a connected, linear sequence of points.

Watching TV and film (authentic material):

B1	*Can understand a large part of many TV programmes on topics of personal interest such as interviews, short lectures, and news reports when the delivery is relatively slow and clear.*
	Can follow many films in which visuals and action carry much of the storyline, and which are delivered clearly in straightforward language.
	Can catch the main points in TV programmes on familiar topics when the delivery is relatively slow and clear.

Overall reading comprehension:

B1	*Can read straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension.*

Overall spoken production:

B1	*Can reasonably fluently sustain a straightforward description of one of a variety of subjects within his/her field of interest, presenting it as a linear sequence of points.*

Overall written production:

B1	*Can write straightforward connected texts on a range of familiar subjects within his field of interest, by linking a series of shorter discrete elements into a linear sequence.*

Vocabulary range:

B1	*Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his everyday life such as family, hobbies and interests, work, travel, and current events.*

Grammatical accuracy:

B1	*Communicates with reasonable accuracy in familiar contexts; generally good control though with noticeable mother tongue influence. Errors occur, but it is clear what he/she is trying to express.*
	Uses reasonably accurately a repertoire of frequently used "routines" and patterns associated with more predictable situations.

2.6.2 Traditional assessment.

The Traditional Assessment (TA), which is focused on knowledge, is addressed in the present project as follows:

a) The Completion exercise in the Listening and fill in the gaps exercise based on authentic material.

During this activity, Ss are expected to listen (the receptive skill, listening is tested), get used to a new accent and natural speed of a native speaker and use this authentic material to complete the cloze exercise. The authentic material was designed to promote Hamilton and explains the kinds of elements that are part of the culture and are representative of that place. Furthermore, because of those elements, that place is different from others. On the other hand, Ss are expected to identify by themselves some words that are related to culture as a first approach to the topic.

2.6.3 Self-assessment.

It is crucial for Ss to identify and be aware of how confident they feel during the tests, how confident they feel knowing what to write or what to say or what grammatical structures to use.

When using Socrative, teachers are allowed to design and launch quizzes according to the Ss' needs, for example, they can provide instant feedback or have the activity paced by the teacher. In that way, Ss can work at the same time or at their own rhythm. Teachers can also decide the settings of the tests, for example if they want to shuffle questions or answers or whether they want to show the final score to the Ss immediately.

2.6.4 Listening (Self-assessment design).

Listening –Authentic material- Can do statements	✓	✗
I can understand a large part of the video and audio in the Fill in the blanks exercise		
I can follow the video thanks to the visuals to have a better idea of what it talks about		

I can catch the main points when listening and reading at the same time		

The results of the Listening self-assessment were as follow:
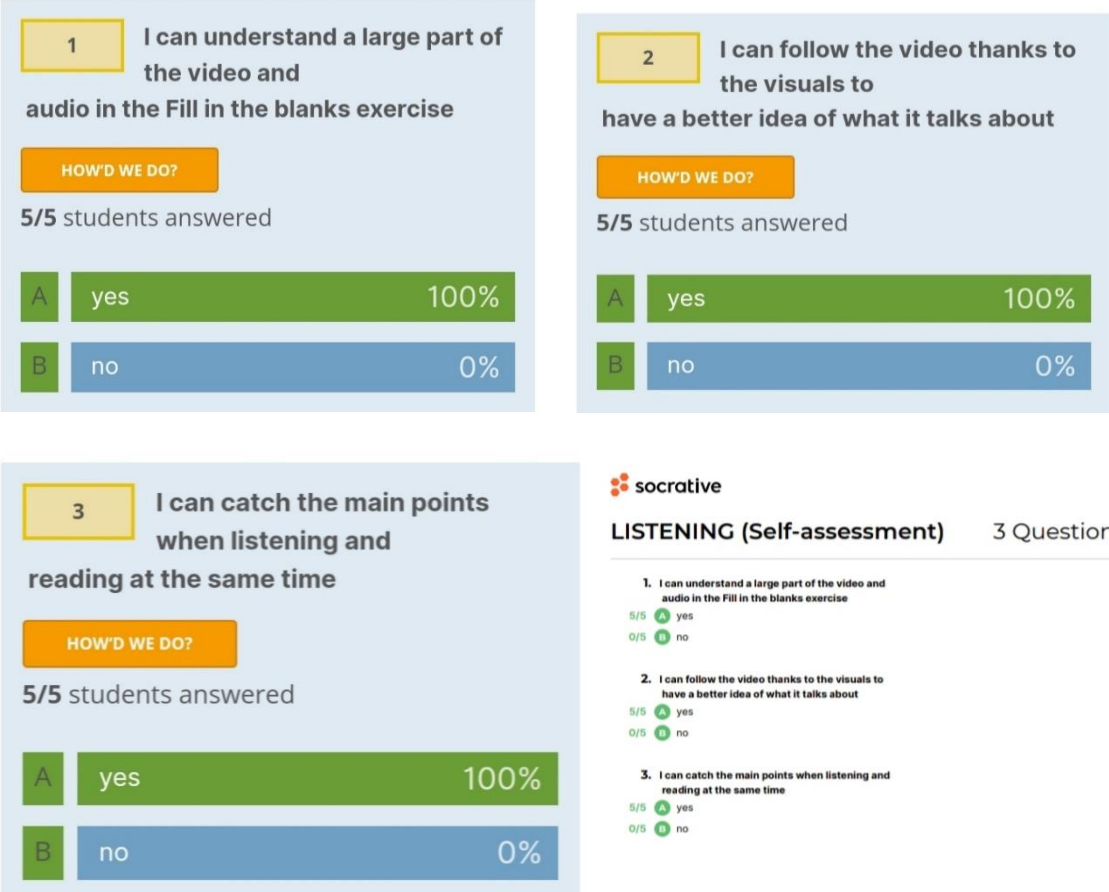
b) Another moment in which the Traditional Assessment was implemented is in the Blog that includes a Reading comprehension and a True (T) or False (F) exercise.

According to Brown (1), a test samples performance but infers certain competence. A language test samples language behavior and infers general ability in a language. From a reading comprehension, the examiner infers a certain level of general reading ability.

The T/F exercises are mostly used to assess reading comprehension and their characteristic is that only two possible answers are given, therefore the Ss have 50% of possibility to guess, situation that is seen as something subjective. Analyzing the activity (which might seem very easy to answer even without having read the text), was not necessarily used to prove the Ss' knowledge but to give direction to the

topic that was mainly addressed and some of the examples of why The Beatles are said to have influenced the pop culture.

Grading this True / False exercise is easier (than speaking or writing) to show Ss why they have achieved a certain mark or grade (4). Furthermore, the teacher strongly believes that the use of technology enhances the assessing process because both, the teacher and the Ss can have the results immediately and talking about Socrative, each answer can be seen in real time.

The results of the Reading (T / F) assessment were as follow:

https://drive.google.com/file/d/14k9VnePPrzdvQ-2GvnsVEXGLfeiEGaiw/view?usp=sharing

Student Name	Total Score (%)
Arias Samantha	76.92
Fer Torres	84.62
Isai Sanchez	84.62
Islas Hernandez Dulce Isabel	92.31
Roberto Vega	84.62
Uriel de la Cruz Hernández	84.62
Victor Manuel Sanchez Lugo	53.85
Yazmin Guerrero	84.62
Class Scoring	80.77

*Generated with Socrative Reports

Expected outcome	Real outcome
Ss were expected to identify the topic and understand the main idea of the text using vocabulary skills. Moreover, to feel engaged to the topic through the visual T/F exercise designed in Socrative in order to remember	Ss were able to understand the main idea of the text and remember specific details about the influence of The Beatles on pop culture. 80.77 was the class scoring average, which is good for a first approach to the topic.

those facts for the final speaking and writing exercises.	

2.6.5 Performance Based Assessment.

This kind of assessment is focused on use. Productive skills (writing and speaking) are tested.

Speaking, as we studied in the Specialization, is an observable skill. The feedback during oral work is helpful, nevertheless, it can interfere with the rhythm of the presentation. Ss should be told what they are expected to do in each presentation and have the possibility to analyze their mistakes, register them or even record them to be analyzed later.

On the other hand, according to one of the most recognized methodology writers around the world, Jeremy Harmer, writing is a complex process that includes handwriting, spelling, punctuation and the construction of well-formed sentences, paragraphs and texts (5).

For the present analysis, the PBA can be divided into two quadrants:

| Quadrant: Observation of process	
Writing	**Draft** After the reading comprehension, Ss are asked to give their opinion in the blog. This is the first draft that introduces the topic of culture and The Beatles. Informal feedback is given. This first draft refers to Stage 1 proposed by O'Malley and Valdez-Pierce, in which Ss brainstorm ideas and vocabulary.
	Practice 2 After watching the Red Square videos, Ss are asked their opinion about the fact of the banned music, the context, the way culture has changed. This is the second draft and Ss are expected to have a more complete text. The error code is used.

	This can be considered as Stages 2 and 3 in which accuracy and mechanics are not the goal and the Ss correct errors or mistakes based on the teacher feedback.
Speaking	Practice 1 After listening to the authentic material and completing the Fill in the blanks, Ss are expected to give their own definition of culture. Informal feedback is given.
	Practice 2 After watching the Red Square videos and listening to the three speakers giving their opinion about culture and The Beatles, Ss enrich their oral own opinion. Ideas from the writing can be taken and vice versa. Informal feedback is given.

Quadrant: Observation of product	
Writing	Final product Ss correct their text according to the error code and the corrections the teacher did. Then they hand in an individual writing considering the rubric and the criteria set for the evaluation. This includes Stages 4 and 5 in which Ss edit their documents and present the final product. Google Documents was used.
Speaking	Final product The final oral presentation is recorded in Voki and sent to the teacher via WhatsApp. Ss consider the rubric and the elements that are stated for evaluation.

2.6.6 Speaking (Self-assessment design).

Speaking –Practice 1- Can do statements	✓	✗
I can produce connected phrases in a simple way		
I can give reasons and explanations in a brief way		
I can give my own definition about culture		

The results of the Speaking self-assessment were as follow:
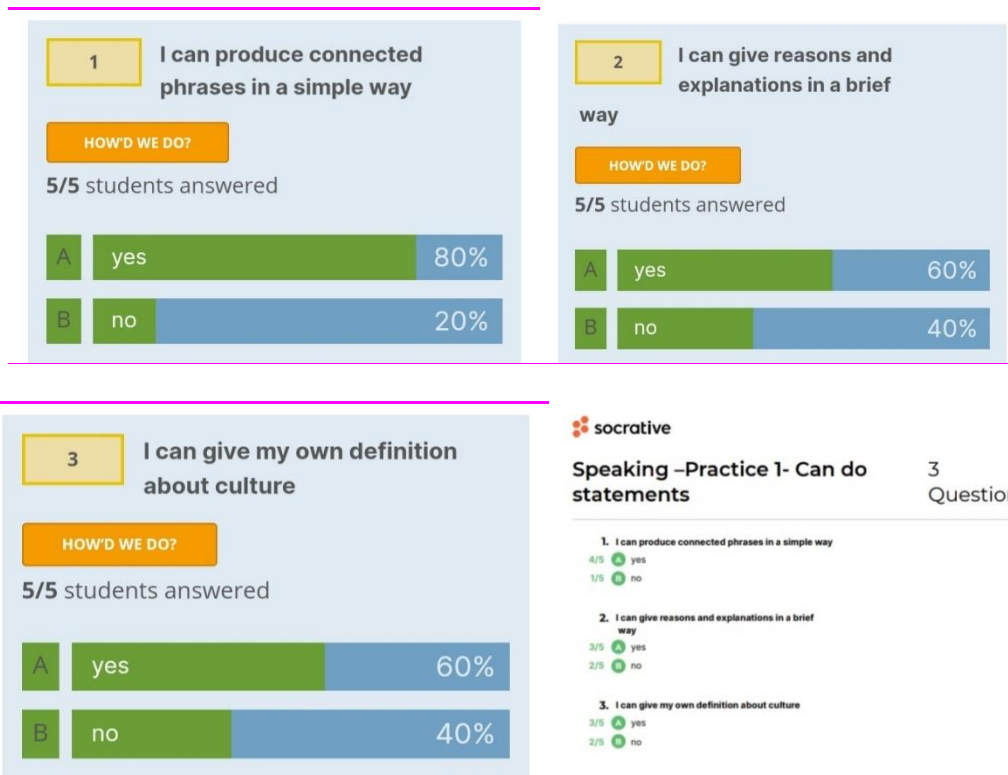
Expected outcome	Real outcome
Ss were expected to connect phrases, give reasons and give opinions to talk about culture after reading the blog.	Based on the results, Ss did not feel confident enough to give their own definition of culture. This is natural, being this their first approach to

the topic and it is the first of the stages in the speaking activity.

| Speaking –Practice 2- Can do statements	✔	✘
I can sustain my opinion about culture and the way The Beatles influenced it		

The results of the Speaking Practice 2 were as follow:

Expected outcome	Real outcome
Ss were expected sustain their own oral opinion about culture and the way The Beatles influenced it.	Based on the results, Ss felt confident enough to sustain their own opinions and thoughts. Their initial brainstorm is enriched after watching the Paul McCartney in the Red Square's documentary and listening to other people giving their opinion.

2.6.7 Writing (Self-assessment design).

Writing –Practice 1- Can do statements	✓	✗
I can produce a connected text about the topic		
I can give reasons and explanations in a brief way		
I can give my own definition about culture		

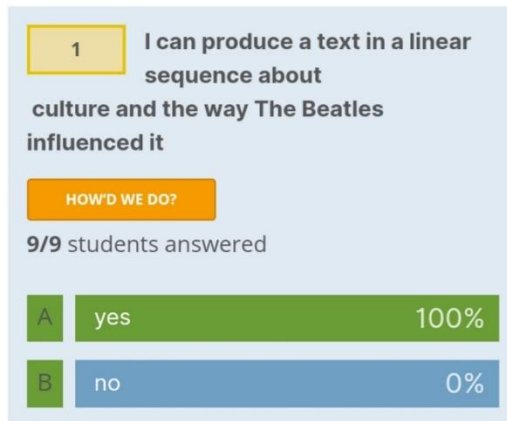The results of the Writing self-assessment were as follow:
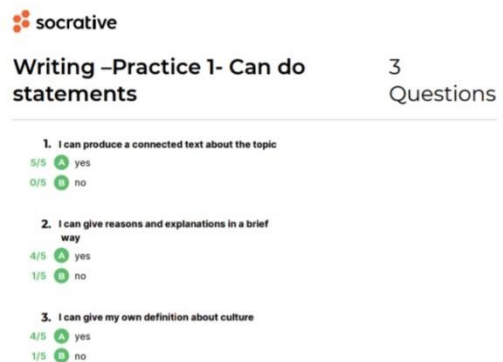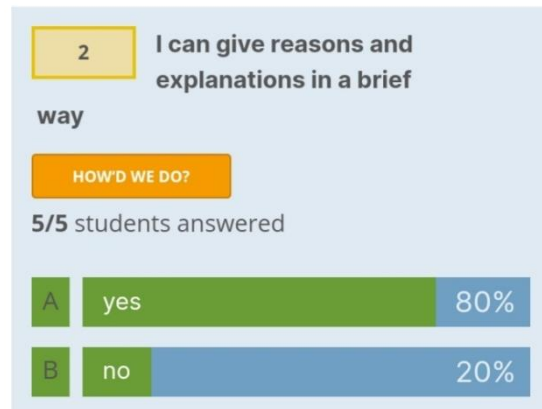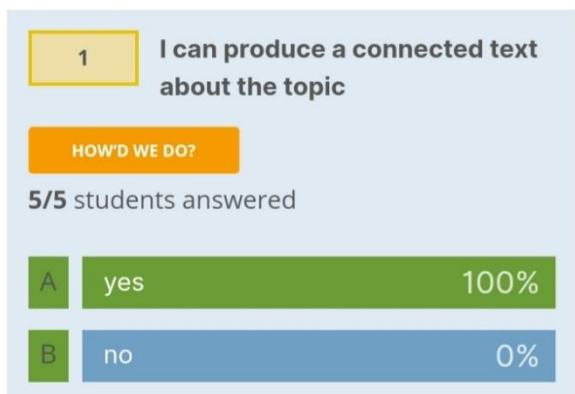
Expected outcome	Real outcome
Ss were expected to produce connected texts, give reasons and post opinions in the Blog to talk about culture.	Based on the results, similar to the speaking practice 1, Ss did not feel confident enough to write their own definition of culture. This is

natural, being this their first approach to the topic and it is the first of the stages in the writing activity.

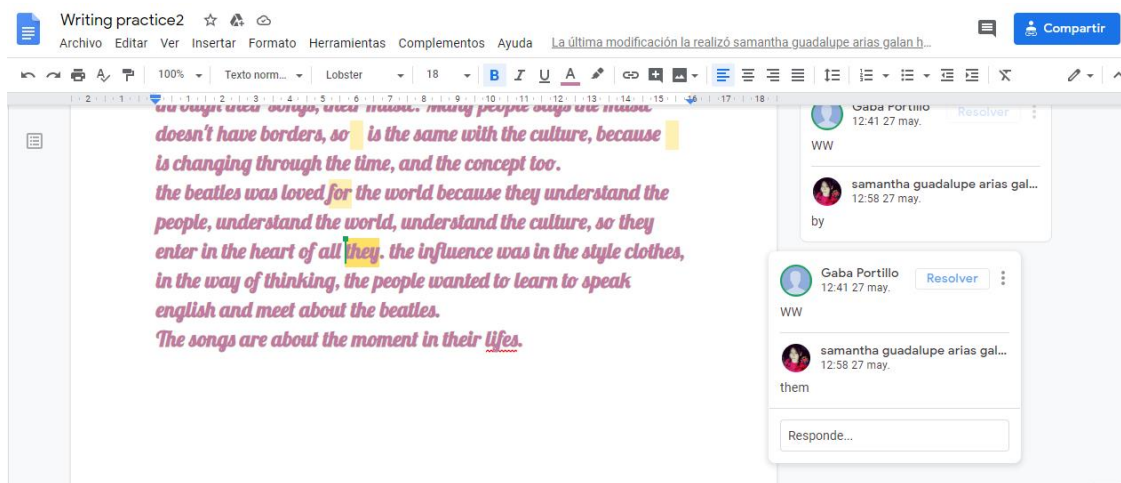| Writing –Practice 2- Can do statements	✓	✗
I can produce a text in a linear sequence about culture and the way The Beatles influenced it		

The results of the Speaking Practice 2 were as follow:

Students' production (sample of the use of the Error code).

Expected outcome	Real outcome
Ss were expected to sustain their own oral opinion about culture and the way The Beatles influenced it.	Based on the results, Ss felt confident enough to sustain their own opinions and thoughts. Their initial brainstorm is enriched after watching Paul McCartney in the Red Square's documentary and listening to other people giving their opinion.

Regarding the feedback on written work, according to (5), perhaps the most common way of correcting Ss' work has been to return it to Ss with a great deal of underlining, crossings-out, question marks, and the occasional tick. Nevertheless, in this case, since the beginning of the semester, Ss were provided with an error code in order to recognize it in the body of the writing and know something needs to be corrected. When we use codes, we mark the place where a mistake has been made and use one of the symbols to show what the problem is. The student is now in a position to correct the mistake (4). It has resulted very useful and the Ss have worked comfortably with it. It also helps them work "independently" and realize on their own kinds of mistakes and the frequency they make them.

The following is the error code used from the beginning of the semester:

Symbol	Meaning
SP	incorrect spelling
WO	Wrong word order
T	Wrong tense
WE	Wrong expression
_	Something is missing
P	Punctuation wrong
?	The idea is not clear. Rewrite it.

Expected outcome	Real outcome
Ss were expected to produce a linear sequence about culture and the way The Beatles influenced it.	Based on the Ss' production, they felt confident enough to write their own opinions and thoughts on culture. Their initial brainstorm was enriched after watching Paul McCartney in the Red Square's documentary and listening to other people giving their opinion.

As Harmer stated, we give feedback because we want to affect our Ss' language use in the future as well as commenting upon its use in the past. Feedback is part of a learning process, and the learning process is only really finished once the Ss have made the changes.

2.6.8 Final product rubric. Speaking.

	Grammar and vocabulary	Fluency	Pronunciation	Task achievement
5	Shows a good degree of control of simple grammatical forms and good attempts of some complex grammatical forms. Uses a range of vocabulary to give views of familiar topics.	Can fluently sustain a description of a variety of subjects within his / her field of interest presenting it as a linear sequence of points.	Is intelligible. Intonations is generally appropriate. Individual sounds are generally articulated clearly.	Can state his / her own definition of culture, analyzes the way The Beatles influenced culture and identifies the reasons why culture is dynamic and contextual.
4	Performance shares features of Bands 3 and 5			
3	Produces extended use of grammatical word clauses. Uses an adequate number of lexical units (words) to give views of familiar topics.	Can keep going comprehensively, even though pausing for grammatical and lexical planning.	Is mostly intelligible and has control of sounds.	Omits some requested pieces of information but shows a clear idea.
2	Performance shares features of Bands 1 and 3			
1	Shows a good degree of control of simple and grammatical forms.	Cannot keep going comprehensively and there are a lot of pauses.	Is mostly intelligible.	Analyzes what culture is in a very superficial way and

			does not state an opinion.
Uses a range of appropriate vocabulary when talking about everyday situations.			

Students' production:

https://drive.google.com/drive/folders/11lS-XO-liqtLuiedpEJoi520-IzU_JvO?usp=sharing

2.6.9 Final product rubric. Writing.

	Language and vocabulary	Organization	Task achievement
5	Uses a range of everyday vocabulary including less common lexis appropriately.	Text is well organized and coherent.	Can state his / her own definition of culture, analyzes the way The Beatles influenced culture and identifies the reasons why culture is dynamic and contextual.
4	Performance shares features of Bands 3 and 5		
3	Uses a range of everyday vocabulary with occasional inappropriate use of simple grammatical forms.	Text is generally well-organized.	Omits some requested pieces of information but shows a clear idea.

2	Performance shares features of Bands 1 and 3		
1	Errors impede understanding.	Text is connected using basic linking words.	Analyzes what culture is in a very superficial way and does not state an opinion.

Students' production (final writings samples).

https://docs.google.com/document/d/1zdIvOc96oSY2uXSqq6LhzG--c2efaUvRZY5ZGHxTlFU/edit?usp=sharing

https://docs.google.com/document/d/1Xxkd4sv_HNeDkk03JyjFMdrxAU7tn3oCvMhibAl_Sb0/edit?usp=sharing

https://docs.google.com/document/d/1XFDSYcgVcHOZpyq8OHjWTmNukb-emuUpjw4sxVIr6lY/edit?usp=sharing

https://docs.google.com/document/d/1ASo5MB92PT4aiDz_rQPV8BLwfQxyGLtNPve4u6ZOOao/edit?usp=sharing

https://docs.google.com/document/d/1dCSFdiIbNObip14O1SWXZ19_GdH2A38zk39dPCMLte4/edit?usp=sharing

2.6.10 Grammar and vocabulary assessment.

Grammar, as we studied in this Module 3, is a set of norms and standards operating at levels below and above the sentence, speech and in writing.

The author of the project has the impression that grammar was superficially tested, however the chosen topic represents a challenge by itself (reported speech). Therefore, grammar was only practiced and tested to report some original phrases taken from quotes about music and culture and some extracts of The Beatles lyrics. Accuracy according to the specific tenses was tested and Ss' performance was faster than expected.

The collaborative writing encourages collaboration and gives Ss more opportunity to reflect on their progress. It also helps Ss understand how they are being assessed.

Expected outcome	Real outcome
Ss were expected to be fluent in making changes from direct speech to reported speech.	The exercises were completed in less than 30 minutes and with accuracy in the use of the reported speech. Ss showed proficiency and accuracy to transform the sentences. *https://docs.google.com/presentation/d/129j7-y8M22i9tAHvsMH5WQ767D4ZY9sdm60QuJrTqsM/edit?usp=sharing*

Finally, regarding the vocabulary for the present project, an exercise was designed in Educaplay. Nevertheless, I do not consider this as a formal assessment, it was only intended to introduce Ss to words related to culture. It is a matching exercise, which includes words and definitions that can be used later in the writing and speaking activities.

Words and definitions related to culture. Own design.

https://es.educaplay.com/recursos-educativos/5692794-culture.html

Students' production (samples):

https://drive.google.com/drive/folders/1yl6-zp61XndNAML8kZgOLa_Gl6yCkFwR?usp=sharing

2.6.11 Other kinds of assessment.

Socrative provides teachers with an interesting tool (Exit ticket) to be applied at the end of the class, especially to know our Ss' opinion on the topics studied, the confidence they felt during the class and it gives teachers useful information for the next class in order to adapt some materials or change the plan based on the Ss' perception and needs. It includes only three preset questions (the last one can be adapted to what the teacher would like to know, for example the Ss' overall opinion about the class, the implementation of an app, the way they were assessed, etc.):

1. How well did you understand today's material?

   a) Totally got it   56%

   b) Pretty well   44%

   c) Not very well   0%

   d) Not at all   0%

2. What did you learn in today's class?

   Qualitative varied answers.

3. Please answer the teacher's question. (in this case: What do you think about your English class? / Do you like working with technology in your English class?).

   Qualitative varied answers.

The results of the Exit ticket were as follows:

https://drive.google.com/file/d/1o2lXMSvyJraInlp4QMsfJmW0rhxJGic7/view?usp=sharing

2.7 Providing feedback.

A relevant part of testing and assessing is feedback. We, as teachers should not just mark or grade but also give feedback about the content, the Ss' performance, and more importantly, try to give constructive feedback, which indicates them how to improve. It is also required that teachers highlight the Ss' strengths and let them know what areas Ss need to develop.

To sum up, Ss need to see their progress to keep them engaged and motivated. We, as teachers should encourage self-reflection and point out how far our Ss have come.

2.8 Meaningfulness and usefulness of the designed tests and assessments.

The following characteristics were fundamental in the designed tools:

Characteristic	Effective testing and assessment	
	How meaningful it is	Reasons why it is useful
Focused on the students	It is based on the Ss' expected outcomes according to their level.	It helps Ss rate themselves in a standard international level.

Criteria	The more specific the criteria is, the more the Ss know what they are expected to achieve.	Ss know what exactly they are being asked for.
Organized	Divides the criteria in a logical way.	Ss find the sequence easily in order to organize their own ideas.
Specific	The more specific it is, the more accurate the assign of a score is.	Ss can easily recognize their mistakes, lacks and good performance.
Gradations	The more details you give, Ss will pay attention to the description.	Help Ss identify their performance level.

Regarding the intermediate Ss' needs, from the author's point of view, the tools were successful enough for the criteria of the planning. Nevertheless, the assessment was based on evaluating the Ss' current level and the transition from B1 to B2 was not really considered and it is quite necessary to cover the expectations of the whole semester, not only one unit of the contents.

The following features were fundamental in the testing and assessment design:

Feature	Meaningfulness
The reported speech exercises and collaborative writing	gave Ss the possibility to practice and remember different tenses together and the patterns when you want to report what another person said or wrote.
Culture and interculturality	were seen as engaging topics to talk about in a stimulating way to discover similarities and differences between cultures.

The reading and writing activities	gave Ss time to organize their thoughts before speaking and have more elements such as vocabulary and ideas to enrich their Voki activity.
The authentic listening and reading material	contributed to expose Ss to deal with other accents, pronunciation and real language in an interesting way.
The variety of traditional assessments (including the self-assessments)	allowed Ss to identify their strengths and weaknesses.

CHAPTER 3. Experience report.

Reflecting on the process of carrying out the activities, the first thing I want to point out is that one of the expected outcomes was the smooth use of the apps and it was excellently fulfilled. Ss worked fast and switched between apps with ease. The fact of having been working online since three months ago, has eased the process and Ss are quite familiarized by now with the apps used during the two sessions addressed in the present document (four, considering the follow up activities), also because the apps were first used during the face-to face classes since the beginning of the semester (Kahoot, Socrative, Educaplay, PowToon, Google Documents, YouTube, Google Forms, etc.).

Contrasting the expected and the real outcomes:

Expected outcome:	Real outcome:
Ss were expected to use their background knowledge even though it is not an everyday topic for them since they study Computer engineering. Consequently, their familiar topics are related to Mathematics and Science.	The first assignment of Module 3 and the cultural topic set a starting point to talk about culture and Ss were able to activate their schemata, in this case, things that are related to culture. They were always willing to participate and learn.
Ss use their bottom-up listening processing skills to recognize individual words to complete the cloze.	The use of authentic material encouraged Ss to lose fear when facing real language with native speakers despite the fact that doing so, was quite frightening at the beginning of the semester. However, Ss discovered they just needed to work at their own pace and be more patient with themselves in order to be able to complete the tasks. This activity was successfully completed.
Ss were expected to feel encouraged to talk about culture and associate new vocabulary with it.	Ss should be able to study and acquire, but also put new vocabulary into practice, and the multimedia exercises designed by the teacher, allowed them to do it with quality during their oral and written practices.

Ss were expected to analyze the historical context by making use of visual clues and audio and, at the same time, feel curious enough to make questions.	The goal of developing intercultural awareness was fulfilled and verified through the Ss' attitudes such as expressing curiosity by making questions and recognizing cultural rules from other decades and places without judging but by trying to understand the Soviet Union's inner thoughts and values.
Ss were expected to identify the topic and understand the main idea of the text using reading skills. Moreover, they were expected to feel engaged to the topic through the visual T/F exercise designed in Socrative in order to remember those facts for the final speaking and writing exercises.	Ss understood new vocabulary and had a first approach to the topic (The Beatles and their influence on culture). In addition, they posted their comments on the Blog and answer a T/F exercise (traditional assessment) that helped them get some facts to be taken into account to enrich their final writing and speaking activities.
Ss were expected to be able to understand the opinions of non-native speakers of English about culture, music and The Beatles.	Despite the fact of facing different pronunciations from their teacher's, Ss understood the main ideas and had a better notion of what to include in their final speaking and writing activities.
Ss were expected to organize ideas and include them later for the final speaking and writing exercises.	This exercise and the previous one, helped Ss rescue some extra ideas for the final writing and speaking activities.
Ss are expected to be aware of rules and patterns to use the reported speech.	Ss showed proficiency in identifying each tense in each sentence to change the original phrases to the reported speech. They helped each other and the collaborative writing resulted on a further good practice that will be useful for the exam at the end of the semester.

Ss were expected to put new vocabulary into practice, sustain an opinion about culture and the way The Beatles influenced it.	For the second speaking practice, Ss were able to identify the influence of The Beatles on young people and consequently, talk about the reasons why their music was banned in the Soviet Union.
Ss were expected to produce a linear sequence text about culture and the way The Beatles influenced it.	In the second writing practice, the Ss' writings were more elaborated than expected. After watching the videos of the Red Square and discussing with their classmates, they had plenty of elements to give their point of view about the way society and culture changed back in the 60's. They also were able to differentiate between cultures, giving examples of their own Mexican culture. Furthermore, Ss provided ideas of the way culture passes from generation to generation, the way it makes you feel you belong to a certain place and the fact that all the cultures are valuable. Ss also realized of the importance of being curious in order to learn others' motives to behave in a certain way.
Ss were expected to fluently sustain ideas, give their own definition of culture and analyze the way The Beatles influenced it.	One of the most important facts to analyze during these sessions is the openness Ss have towards learning about these kinds of topics even though their major is related to Computer Science and consequently, they do not have any subjects that include social or cultural topics like this.
Ss were expected to correct their mistakes according to the teacher's comments based on the Error code in a fast way.	Ss have been working with the Error code since the beginning of the semester, therefore they showed control of knowing what each code

	represents and are able to identify and correct the text in a fast way.
Ss were expected to be aware of the context about the restrictive laws and xenophobia that took place in the Soviet Union in the 60's and learn some facts to enrich their later writing and speaking exercises where they have to mention the way the Soviet authorities wanted to control the music that was broadcasted and the sanctions they applied to people who bought The Beatles albums in the black market.	One of the follow up activities was to work in a collaborative writing and the document shows a critical reflection of the way the Soviet Union saw, thought, and criticized The Beatles music. The Ss' production demonstrates a deep analysis of the cultural topic and the way they have opened their minds towards not only similarities but differences between cultures. The text shows the Ss' ability to sustain the reasons why all the cultures are valuable and the way we can differentiate one culture from others.

CHAPTER 4. Conclusions.

The objective of the present project consisted in developing intercultural awareness by implementing classes via online and integrate the four English skills through the use of technology under the best teaching practices learned in the Specialization. Such objective was fulfilled successfully following the carefully planned steps set in the lesson plan. Furthermore, the extensive study of the current English level of the students and the analysis of the structure overview of the Common European Framework of Reference for Languages were of vital importance in order to determine the skills Ss are supposed to have and develop according to their B1 level. Another crucial factor was the Ss' willingness and intrinsic motivation to work online with several apps with which they are familiarized by now.

Inspiring others getting to know other cultures is one of the most challenging things and it is a life-time opportunity for English as a second language teachers. Teaching the target language by itself is not enough if our objective is to contribute to the actual acquisition and Ss' confidence to not only know how to use the language but when to do it.

In order to talk about interculturality, our Ss should be motivated to define their own culture. The starting point is to be aware of their identity and the identities that are constructed in every cultural group they belong. Defining one's own culture implies to be aware of the similarities and differences we experience with others no matter if we talk about ethnics or religious backgrounds, social class, lifestyle or gender.

The university Ss who participated in the present project are expected to, as computer engineers, be professionals who will be able to develop, manage, design, implement and create technology for computer systems and provide solutions to problems through the use of computational tools. Despite their usual subjects related to Mathematics and Science, students should be encouraged to be aware of sociocultural matters and remind them in a certain way that even though their main interaction will be through a computer, human interaction and social contact are fundamental. Not only they will be asked to speak English when taking a programming certificate for example, but also when they need to interact with developers from other countries using English as a lingua franca, and of course at the moment when they establish a relationship with them and realize they come from different backgrounds. Cultural aspects come out when having an ordinary conversation and what is more, people might follow different social rules. Those differences in interaction indicate a cultural situation.

Therefore, Ss should be encouraged to be aware of intercultural matters and think critically about the world.

The role of the teacher when working with cultural awareness is a great responsibility since our Ss will eventually perceive or will be perceived to have different cultural affiliations from other people. Therefore, our Ss should have the capacity to respond respectfully to any kind of situations through the development of some attitudes and knowledge that allow them to understand how to succeed in the relationships with such people. In order to achieve that, Ss are expected to value the others, their beliefs and perspectives. Based on that, the present document addressed the importance of cultural awareness and intercultural competence.

After having exposed Ss to what has been covered in the present document through authentic material that refers to cultural contexts of other places and times, Ss matched the expectations of being genuinely interested in the topic and made an effort to understand the motives of the studied society. This is important to point out and relevant because after the two sessions considered in the present lesson plan and as they stated in the conclusion collaborative writing, Ss acknowledge that there are other cultures and are noticeably aware of the importance of valuing each of them. Moreover, the follow-up activities provided additional information about the way Ss express openness and curiosity towards other ways to get the things done; this is desirable for future class implementations in order to not to focus only on the contents of the syllabus. In addition, students even volunteered to talk about their favorite artists including some cultural aspects from where their idols are from.

As can be read in the document, the author's teaching philosophy has been polished during the Specialization, it has allowed her to observe herself during the process of learning and teaching at the same time, which was as valuable as exhausting. Besides, she has learned to pay attention to the Ss' needs and notice when the lesson plans need adjustments according to the expected and the real outcomes. It has been a captivating process to remember that when one teaches, one learns not only from the colleagues, but from the Ss.

Regarding the theoretical foundations that work as a base for the present project, the linguist Stephen Krashen has a remarkable place, being his research fundamental part to remember that a lowered affective filter allows the input to be acquired. In other words, there are many factors that can influence Ss, such as motivation and self-confidence, factors that were taken into account during the class

implementations in order to support Ss who feel anxious, to be able to work under a good classroom atmosphere by giving informal feedback with no grades involved, by letting them realize and express how confident they feel when performing the activities, by asking them to use an avatar instead of showing themselves when recording a video, by offering them extra time to organize their thoughts and ideas before writing and speaking and by letting them know about their performance in every stage of the lessons.

On the other hand, despite the communicative approach does not emphasize on repeating dialogues or grammatical rules, but instead it focuses on fluency and not accuracy and it is useful to fulfill the objectives of the present project, something that can be criticized is the fact that it pursues the Ss' interaction in different contexts such as travelling or business. Nevertheless, those contexts are not real for the Ss, therefore teachers should adapt the situations to be related to the real Ss' cultural background.

Concerning the design of the digital materials used in the lessons, it can be said that they were meant for the Ss to learn and reinforce the grammatical topic of reported speech and the videos and audios were available to be listened more than once at the Ss' own pace. On the other hand, they are interactive, providing the Ss with their immediate scores and allowing the teacher to see the Ss responses in real time. The activities have a familiar format for the Ss to be easy to understand. Moreover, every activity was particularly personalized and they considered at least the visual and auditory learning styles for the different ways Ss process information. The activities involved everyone in the class and were especially planned to boost Ss' confidence allowing them to notice not only their weaknesses but their strengths. Furthermore, the activities were the right level for everybody after the arduous research about assessment. On the other hand, each activity was sketched to foster real usage of language thanks to the authentic material and based on the observation of the Ss' attitudes, it can be said that they were even fun and helped them think critically.

Regarding the several assessment models designed for the present project, it can be said that all the Ss are unique and have different learning needs and styles, therefore they should be told what the teachers exactly expect from them and teachers should also clearly state realistic objectives for every class. As can be seen in the outcomes, it is well known that measuring Ss' learning is not easy, however, teachers should take advantage of the technological innovations that help us save time and see the Ss' performance in real time. On the other hand, self-assessment is not associated with grades, therefore

it can be used to provide progress checks and avoid that Ss fall behind in a topic. The results analyzed in the expected and the real outcomes were very consistent with the way the Ss felt while performing each activity and their self-confidence seemed to improve in every stage of the speaking and writing activities.

In summary, this paper aimed to foster awareness about some characteristics of culture, the reasons why it is considered dynamic and the way it changes as a result of contextual factors. It argued the fact that foreign language teaching and learning is unlikely to be performed effectively without an appropriate understanding of its specific culture. Furthermore, Ss have to get input that will enable them to gain insight into the target culture.

Generally speaking, the project was related to sustain that music should be taken as a cultural exchange, an expression of foreign art since it enriches countries and it contributes with new ideas, so if there is a different opinion and at a first impression we cannot see their motives, we should not only criticize but try to understand the inner thoughts, beliefs and values that led a society to that kind of thought and behavior. On the other hand, the role of music in human culture is something fascinating and it has impacted both, the ideals of young generations and the overall culture, therefore it is an engaging topic for the Ss.

Based on the quantitative and qualitative assessments' results, Ss felt curious and understood they were not required to adapt to the beliefs of other cultures but to become more critical so they could enhance their self-knowledge. They realized it is not necessary that everybody thinks alike, but to show respect about the pluralism of views and practices in other times and places. Ss were willing to cooperate and analyze preconceptions, stereotypes and prejudices showing empathy. In essence, Ss recognized the importance of communicating appropriately, effectively and respectfully. Therefore, those attitudes should be encouraged in further lessons.

CHAPTER 5. APA style references.

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Declaration letter

UNIVERSIDAD PEDAGÓGICA NACIONAL

Especialización en Enseñanza y Aprendizaje de Inglés como Lengua Extranjera

DECLARATION

I Mónica Gabriela Rodríguez Portillo, declare that the following Project **(Developing intercultural awareness in university ESL students through the music of one of the most influential bands of history)** 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:

Date: August 22nd, 2020.