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**PROPUESTA DE INTERVENCIÓN EDUCATIVA
DESARROLLO DE LA CONCIENCIA INTERCULTURAL A TRAVÉS
DE LAS ACTIVIDADES DE APRENDIZAJE DEL PLAN DE CLASE
TITULADO “LAS AMÉRICAS”**

TRABAJO RECEPCIONAL

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

PRESENTA:

ESTHER DEL ROCÍO SALAZAR GUERRERO

ASESOR: ALMA DELIA GARCÍA SALAZAR

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CENTRO DE ENSEÑANZA Y APRENDIZAJE DE LENGUAS
Y
COORDINACIÓN DE POSGRADO



Especialización en
Enseñanza y aprendizaje de Inglés como Lengua Extranjera
Specialization in English Language and Teaching as a Foreign Language

Final Project

Development of intercultural awareness through the learning activities of the lesson plan entitled “The Americas”

By

Esther del Rocío Salazar Guerrero.

Tutor

Alma Delia García Salazar

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Introduction

This document is the presentation and description of the implementation of a pedagogical intervention project designed and funded with the different areas of knowledge that conform the Specialty.

In the first part, I present the personal, professional and theoretical aspects that have shaped my teaching philosophy. Then, I list the main theoretical concepts that explain the complex teaching-learning process of which I am a part. And how those concepts guide me in my daily teaching work, they give me a frame of reference to design my lesson plans and help me to organize the activities in the best way in the classroom.

In the second part, I present a sequenced Lesson Plan, composed of 6 sessions, addressed to my second graders students of the National English Program (PRONI) in the public school Ignacio Zaragoza in Mazatlán, Sinaloa.

The topic of the Lesson Plan is "The Americas" which according to the Syllabus (2017) is the one to be worked on during the month of May, which was when the Lesson Plan implementation took place. The Social Practice of the Language is "Record basic information about a geographic topic with the support of graphical resources" and as a final product requires "Information about the American continent for a graphic".

Taking into consideration the specifications of the Syllabus. I first designed the activities that, according to my perspective, are ideal for the students to reach the achievements of the Unit 5a. At the same time, I looked for the appropriate material. I took into account the cognitive level of my students, their learning needs, their interest in technology, their enthusiasm for having fun while learning, and their capacity to be amazed by new experiences. All this under the light of the Intercultural Approach.

The starting point was to select and organize the "Cultural input". I was very careful in the selection and design of the material for my second graders. I tried to provide a genuine cultural experience. Zhu

(2010) points out that it is important to take cultural input into account in foreign language teaching, as well as to analyze the factors of failure in cultivating learners' intercultural communicative competence.

To achieve a comprehensible input, I present my students the contents and activities in colorful and interactive slides; I added audios, readings and a song called "No matter your nationality"; I searched the web for interactive maps where students can play matching flags with countries; I organized a sequence of activities in worksheets (taken from different activity books); I designed a virtual crossword game where students will be able to spell words and put their microskills into practice; I created a virtual roulette so that students can express their knowledge about the indicated country; I also designed a virtual map where students can see and hear authentic material with the main languages spoken in America, the typical food of the country, the flag and tourist attractions that each country has to offer.

As my students are second graders, I am deepening in the recognition of only 6 countries, Canada, The United States, Mexico, Belize, Brazil and Argentina. I selected these countries because of the cultural diversity they offer, such as language, nationality, geographic location and typical dishes. In the virtual map, I added information of two more countries but only to increase the curiosity of the students, the lesson plan is focused on the countries I already mentioned.

The sessions were held via Zoom. For each class, I included activities that helped them to develop the four language skills. This was done in a collaborative environment, where interaction took place as a whole group and in pairs.

In each class I specify the objectives I want to accomplish. They are closely related to the achievements and are the basis I used to design the assessment tools.

In the third part of this document, I detail the theoretical foundations that sustain the activities that integrate the lesson plan and I explain the rationality of the evaluation instruments.

In the final part, I describe the development and results of the lesson plan application.

1. TEACHING PHILOSOPHY

What the process of teaching and learning a second language means to me is closely associated with the different experiences that I have had to face throughout my professional and personal life.

I can initiate by explaining that my own personality influences the way in which I respond to the academic needs of my students. I consider myself a responsible person, open to change, kind, empathetic and dedicated to my students' learning. This leads me to look for ways to grow professionally and also to design creative activities that motivate my students to learn in a pleasant environment where they feel complete liberty to participate without fear of being judged for their mistakes. I am a shy person, and that part of my personality helps me to understand those students who are reluctant to participate.

My students and I share the same mother tongue, this allows me to predict possible interferences and conflicts that may arise during the learning process. I am empathetic with them, the lesson plans that I take to the classes are designed so that they can solve the possible problems that may occur.

Another aspect that also influences my teaching philosophy is my own experience as an English language learner. I try to keep those practices that I observed in my teachers and that I believe helped me to take appropriation of the learning. On the other hand, I avoid those practices that in my opinion, do not provide a meaningful experience that helps to engage students in learning.

Another important part that influences my teaching philosophy is the context in which the teaching-learning process takes place. I must consider the age of my students, their level of cognitive development, their emotional and learning needs, as well as the socio-economic aspects in which they live.

I work in two elementary schools which are located in the northern area of the city. Due to economic needs, both parents go out to work and the children are left in the care of someone else. Many of the students show up to school without the necessary school supplies to work, they do not do

homework, and there is no one to supervise them at home. There is no internet or computers in the school, so I use my own equipment when it is necessary. My classes are large and sometimes the interaction between students is quite aggressive. My students are still young and they are not aware of the benefits of studying a second language. For this reason, my lesson plan has to be attractive to motivate them to participate and build their own learning within the classroom.

1.1 Professional Development

One aspect that impacts my teaching philosophy is undoubtedly the professional development that throughout my career I have strived to keep up to date. At the beginning of my career, I had no training, but I have been determined to study to reach the ideal profile of an English teacher in primary education, studying a bachelor of Primary Education, tanking certifications, workshops, courses and now the Specialty. It has not been easy, and I consider that I still have a lot to learn. Education is not static, society changes at the accelerated pace of technology. As a teacher I must be prepared to help my students to achieve the academic and social goals that today's society demands from all of us who are part of it.

Through these trainings, I have become aware of the theories, approaches, and hypothesis that are immersed in the complex teaching-learning process of a second language. Some of these concepts I used to practice intuitively, but knowing them definitely help me to perform better before, during and after class.

1.2 Theoretical Concepts

The following are the most relevant theoretical concepts that are closely related to my teaching practice. They are a fundamental guide when making decisions about the design of the activities with which students will appropriate learning, the environment I must create for learning to occur, and also guide me in my functions or roles as a teacher. The achievements are established in the Syllabus (2017), but it is my job to decide how I will help my students develop the skills necessary to achieve the expected outcomes.

Within the Education Reform (RIEB, 2011) and also the Key Learning Reform (2017), the PRONI is recognized as an important part for achieving a “desired exit profile” at the end of basic education. For the English subject, was adopted a socio-constructivist approach, focusing on the social practices of the language, in other words, the use of language in a way that is very close to how it is used in real life. In the sociocultural theory, Vigotsky (1978) states that the child is an active learner, he needs to be in constant contact with the target language and that learning occurs within social interaction, i.e., learning English by speaking English.

1.2.1 Sociocultural Theory

Vigotsky (1978) explains that The Zone of Proximal Development is the distance between the learner current level of development and the potential development, this occurs when students learn through problem-solving in collaboration with more expert peers or the teacher.

In class this can be seen when the students with advanced language development help their less skilled peers to make better productions, they guide them in thinking about the proper word order and pronunciation.

1.2.2 Natural Order of Acquisition

The most relevant aspect of this approach is the "Comprehensible input", definitely something that a teacher cannot overlook when designing learning activities for students.

In his “Input Hypothesis” Krashen (1982) states that an understandable input helps the learner to acquire a specific language structure. This occurs at the cognitive level. For him, learning is conscious and intentional (i.e., in English class).

To explain how learners move from the acquisition of one structure to the next one that is more complex, Krashen (1982) explains that language is acquired through exposure to comprehensible input “i+1”, to understand this, it is necessary to define “i” as the input (oral or written) which is either at or just beyond the learners’ actual level of language development and it is defined as “+1”. According to this hypothesis, the input to which students are exposed, should not be very difficult for their current level, the teacher needs to modify the input and adapt it in the order to be comprehensible for them; to attain this, input must be relevant and useful for learners.

As part of this approach, Krashen (1982) also states his Affective Filter Hypothesis. The exposure or comprehensible input, should take place in adequate atmosphere; factors as motivation, attitude, confidence, and anxiety affect how students learn a second language. In this hypothesis Krashen declares that in a high affective filter environment (with negative factors), input cannot be acquired, on the other hand, with a lower affective filter (positive factors), input can be readily learned.

1.2.3 Task-Based Language Teaching

It emphasizes the development of language-related skills and features that the learner will need to perform in the real world, as Brown (2007) mentions, in TBLT, the course objectives concentrate on the ability to handle the different aspects and dimensions of language to fulfill certain functions and achieve certain objectives.

PRONI focuses on the social practices of language, through which students are expected to complete different tasks that will help them develop the four language skills. The intention is to offer students learning experiences that adhere to the principles and practices that Nunan (2004) states:

- “A needs-based approach to content selection.
- An emphasis on learning to communicate through interaction in the target language.
- The introduction on authentic texts into the learning situation.
- The provision of opportunities for learners to focus not only on language, but also on the learning process itself.

- An enhancement of the learners' own personal experiences as important contributing elements to classroom learning.
- The linking of classroom language learning with language use outside de classroom.”

1.2.4 Output hypothesis

Swain (1985) expresses that when students produce output, they can test the rules that are learning and gain confidence with the language.

Also, In the interlanguage learners begin to notice gaps, and reflect on language through using language in collaborative work (problem-solving, knowledge-building).

It's an opportunity to push learners to produce comprehensible output (oral and written), the language is learned through interaction and practice. As Gass (2003) explains, the output is a privileged moment in which students can learn the language within the interaction.

1.2.5 Three Types of Schemata

Through life experiences, students have acquired knowledge. This previous knowledge on a certain topic is called Schema. The Schema that readers possess can help them to relate with the information contained in a new text.

The content schema is the background knowledge, ideas, beliefs, experiences, previously acquired information, etc.

The organization of the text is manifested in the Formal Scheme, as declared by Meyer (1975).

The linguistic schema. Singhal (1998) states that this schema is about the knowledge we have to understand the meaning of words.

1.2.6 Model of Intercultural Competence

Byram (1997) proposes that learners develop the skills necessary to become an intercultural speaker. Byram and Fleming (2001) define it as follows.

The intercultural speaker is a person who has knowledge of one, or preferably more cultures and social identities and who enjoys the ability to discover and relate to new people from other environments for which he or she has not been intentionally trained.

Intercultural attitudes. Byram (2002) explains it as curiosity and openness to learn about one's own culture and that of others in nonjudgmental way.

The classroom is a space of cultural creativity, a community of practice and a space for cultural encounters. This means that students find a neutral space where they can explore, reflect on their own culture and contrast it with that of the target language.

Taking into account that the classroom is the ideal space for students to develop the necessary skills to become Intercultural Speakers, in the lesson planning that I present, the objective is for students to identify facts and cultural aspects of the countries of the Americas and compare them with their own country. Through the different activities they will be able to reflect on the similarities and differences between countries. My goal as a teacher is to encourage students to identify their own culture and to foster respect for other cultures.

2. LESSON PLAN

SECRETARÍA DE EDUCACIÓN PÚBLICA Y CULTURA EL ESTADO DE SINALOA



SINALOA
SECRETARÍA
DE EDUCACIÓN PÚBLICA
Y CULTURA

SUBSECRETARÍA DE EDUCACIÓN BÁSICA



PROGRAMA INGLÉS EN EDUCACIÓN BÁSICA

CICLO 2020 - 2021

LESSON PLANNING

Teacher Esther del Rocio Salazar Guerrero.

School: General Ignacio Zaragoza		Cycle: 1	Month: May
Unit: 5a	Grade: 2° A		
Environment: Educational and academic.			
Communicative activity: Processing of information.			
Social Practice of the language: Record basic information about a geography topic with the support of graphical resources.			
Achievements:			
<ul style="list-style-type: none"> • Explores illustrated maps of the Americas with specific information (nationality, language, flag, country, food). • Comprehends information from reading aloud. • Participates in writing information. 			
Product: Information about the American continent for a graphic.			

CLASS 1

Previous knowledge activated	Colors (green, red, pink, orange, yellow, blue)
Repertoire of words suitable for this practice of the language.	America, country, Canada, United States, Mexico, Belize, Brazil, Argentina, map, North America, Central America, North America.
Specific objectives	Identify the location and name of the three regions of the American continent. identify the written name and location of six of the countries. Recognize that

countries and continents are capitalized. Practice pronunciation of vocabulary.

ACTIVITIES

Warm up. 5 min.

1. The teacher shows a map of Mexico and asks her students What is this, a picture or a map? Do you recognize this country? What is its name?
2. The teacher shows a map of the American continent and asks Where is Mexico? Do you know the name of our continent?

Development. 35 min. Communicative skill developed: speaking, listening, and writing.

3. The teacher points out the regions of the American continent and asks in which region of the Americas is Mexico located: in North America, Central America or South America?
4. Students do choral repetition about the regions of the Americas.
5. Teacher asks students about the countries that are part of the regions of the Americas, one region at a time. The teacher uses a map of each region to point out the countries.
6. The teacher takes into account the students' responses and focuses on the names of the following countries: Canada, United States, Mexico, Belize, Brazil, and Argentina.
7. Students practice the pronunciation of the countries in a choral repetition. Opportunity is given for individual participation as well.
8. Students listen for directions to complete a worksheet with a map printed on it. They will hear the name of a country and must say in which region of the continent it is located. Then the teacher will indicate what color they are going to color that country (Example: Color the country of Argentina in blue). Finally, they write the name of the country using red to write the capital letter. The teacher will provide visual support through a digital version of the map that the students have.

Closure 10 min.

9. The teacher models the sentence "Mexico is in North America". Students practice the sentence chorally and then try to produce a new one with a country of their choice.

Assessment Instrument	Checklist, observation
Material & Space	Zoom, Power Point presentation. Worksheet (printed map) Activity 1.
Homework	

CLASS 2

Repertoire of words suitable for this practice of the language.	America, country, Canada, United States, Mexico, Belize, Brazil, Argentina, map, North America, Central America, North America. Flags: Canada, United States, Mexico, Belize, Brazil and Argentina.
Specific objective	Identify the flag of six countries from different regions of the American continent.

ACTIVITIES

Warm up 10 min. Communicative skill developed: listening, reading, and writing.

1. Students listen to and watch a YouTube video of the song "Nations of the world" from the Animaniacs cartoon. Then, they have to mention the countries they can identify.
2. The teacher presents a table where students must classify the countries by regions of the Americas.
3. The teacher shows a list with the names of countries with spelling mistakes, students should identify them and write them correctly (group activity).

Development 30 min. Communicative skill developed: speaking and writing.

4. The teacher shows the U.S. flag and explains to her students: This is a flag. This is the flag of the U.S.A. Have you seen it before? Where? What do you see on the flag, shapes, colors? Does it look like our flag?
5. The teacher shows the students different flags of American countries, the students express if they know them or not. Students answer oral questions What colors does the flag have? Is it pretty?
6. The teacher presents a game where students match the flags with their country on a virtual map.
7. The teacher shows a flag and the students have to say which country it belongs to.
8. Students color flags and write the name of the country and the region to which the country belongs. The teacher provides visual aids to help them identify. Example: Mexico is in North America.

Closure 10 min.

9. Students voluntarily read aloud the sentences they wrote.

Assessment Instrument	Checklist, observation
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Material & Space	Zoom, Power Point presentation. Worksheet (flags) Activity 2. Virtual world maps link: https://online.seterra.com/en/vgp/3015 https://online.seterra.com/en/vgp/3016 Song: https://www.youtube.com/watch?v=V1508wboZXk
Homework	

CLASS 3

Repertoire of words suitable for this practice of the language.	America, country, Canada, United States, Mexico, Belize, Brazil, Argentina, map, North America, Central America, North America. Nationalities: American, Canadian, Mexican, Belizean, Brazilian and Argentinean. She is, He is, I'm.
Specific objective	Identify the nationalities of six countries in the Americas. Express one's own nationality and that of others.

ACTIVITIES

Warm up 15 min. Communicative skill developed: listening.

1. Students listen to the song "No matter your nationality" and complete the lyrics of the song. The teacher displays the lyrics on a slide.
2. Students reflect on what they understood about the song and try to sing it.

Development 30 min. Communicative skill developed: reading, speaking and writing.

3. Students read texts about the nationality of other children and reflect on their own nationality. Students take turns reading aloud each text.
4. Matching activity. Worksheet. Students look at a picture of a boy or girl next to a flag and match it to the correct text. Example. "She is from Brazil. She is Brazilian".
5. Students complete a table in their worksheet with the nationalities of the countries of the children in the previous activity. Special attention is paid to the use of capital letters.

- Students reflect on the origin of the name of the nationalities and complete the sentence "Nationalities come from the name of the country". The teacher supports the activity with visual material.

Closure 5 min.

- The teacher mentions a country and students respond with the nationality.
- The teacher models the role-play: Where are you from? I am from Mexico. I am Mexican.
Students take turns to participate and pretend to be from a different country to vary the answers.

Assessment Instrument	Checklist, observation
Material & Space	Zoom, Power Point presentation. Worksheet Activities 3 and 4 Audio of the song: No matter your Nationality.
Homework	

CLASS 4

Repertoire of words suitable for this practice of the language.	Speak, people, languages, English, French, Spanish, Portuguese. America, country, Canada, United States, Mexico, Belize, Brazil, Argentina, map, North America, Central America, North America. Nationalities: American, Canadian, Mexican, Belizean, Brazilian and Argentinean. She is, He is. I'm.
Specific objective	Identify the main languages spoken in the Americas. Identify the sound of the written syllables of the names of languages and countries.

ACTIVITIES

Warm up. 5 min. Communicative skill developed: listening and speaking.

- Students sing the song "No matter your nationality" and try to change the first verse to another country and nationality. Example: If you are from Brazil, you are Brazilian.

Development 35 min. Communicative skill developed: reading, speaking and writing.

- Teacher shows the first page of a text they are going to read (Virtual Big book) and asks students to make predictions about the topic of the text. Beforehand, the teacher helps to clarify the meaning of vocabulary using flash cards.

3. Students then read, listen to information and look at pictures about languages spoken in other countries. Students present their ideas about what they read, known facts, familiar words, general ideas, etc.
4. Students virtually explore a map of the Americas. On it, they will identify the regions of the Americas, the countries, and listen to the language and watch a video of people preparing a typical dish of some countries (authentic material). The teacher asks: Do you identify the language, is it French, English, Portuguese or Spanish? Did you recognize any words?
5. Worksheet. Students read aloud personal information about children from other countries.
6. Related to the information they read; teacher asks How do you say "hello" in English? In French? In Portuguese?
7. Students do choral repetition of the name of languages.
8. Worksheet. Students complete sentences with the information they read. Example: In Mexico people speak Spanish. The capital letter of the language name is written in red.
9. Students read aloud the sentences they wrote.

Closure 15 min.

10. Worksheet. Cut and complete the words. Students identify the syllables of the country and language names and glue them in the correct order to form the words. Teacher helps by providing aural and visual information.

Assessment Instrument	Checklist, observation
Material & Space	Zoom, Power Point presentation. Worksheet Activities 5 and 6. Audio and text of the Yes, we can! Nonfiction Big Book 2 Song "No matter your nationality" Virtual world map link: https://www.google.com/maps/d/u/0/edit?mid=1Ksl7g81Buij9MFCGd0twO0g4ePIHKU_&ll=4.092473357365968%2C0&z=2
Homework	

CLASS 5

Repertoire of words suitable for this practice of the language.	America, country, Canada, United States, Mexico, Belize, Brazil, Argentina, map, North America, Central America, North America. Nationalities: American, Canadian, Mexican, Belizean, Brazilian and Argentinean. She is, He is, I'm, speak, people, languages, English, French, Spanish, Portuguese. Food: Feijoada, hamburger, pie.
Specific objective	Recognize the variety of food enjoyed in other countries, find similarities and differences. Reflect on the similarity between some English and Spanish words. Spelling words related to the theme.

ACTIVITIES

Warm up. 5 min. Communicative skill developed: speaking.

- 1 Students complete the sentences the teacher says. Example: In the US, people speak English.

Development 35 min. Communicative skill developed: speaking, listening, reading, and writing

2. Students, if they wish, explore the virtual map from last class focusing on the typical food of each country. The teacher asks the following questions: What language are they speaking? Did you identify the name of the dish? Have you ever tasted it? Would you like to try it someday? Does it look like the food we eat in Mexico?
10. Group activity. The teacher shows pictures of typical food from other countries. Students decide on the correct name for each food. They discuss the country of origin. (Matching activity).
11. Game time (group activity). Using a virtual crossword, students spell words related to the topic (countries, nationalities, food, regions, languages).

Closure 10 min.

12. Worksheet. Students read aloud a list of words and circle those whose sound is similar to Spanish.

Assessment Instrument	Checklist, observation
Material & Space	Zoom, Power Point presentation. Worksheet. Activity 7. Virtual game (crossword) https://www.educaplay.com/learning-resources/9150713-the_americas.html Virtual map

	https://www.google.com/maps/d/u/0/edit?mid=1Ksl7g81Buiij9MFcGd0twO0g4ePIHKU_&ll=4.092473357365968%2C0&z=2
Homework	

CLASS 6

Repertoire of words suitable for this practice of the language.	America, country, Canada, United States, Mexico, Belize, Brazil, Argentina, map, North America, Central America, North America. Nationalities: American, Canadian, Mexican, Belizean, Brazilian and Argentinean. She is, He is, I'm, speak, people, languages, English, French, Spanish, Portuguese.
Specific objective	Product: Read information about some children's nationality, country, region, language to complete a table. Identify the regions of the Americas on a map. Write and express information about their own nationality and country.

ACTIVITIES

Warm up. 10 min. Communicative skill developed: listening and writing.

1. Students watch videos in the different languages of the Americas of popular cartoons such as the Powerpuff Girls (Portuguese), Mickey Mouse (English), Peppa Pig (French) and Winnie the Pooh (Spanish).
2. Dictation. Students write the words from the vocabulary that they listen to. Then, they assess their own work with help of the teacher.

Development 40 min Communicative skill developed: speaking, reading, and writing.

3. Team activity. Students play with a virtual roulette wheel. When the roulette wheel stops, it will point to the flag of a country. Students orally complete the following table:

Country:	
Region:	
Nationality:	
Language:	
Food:	

4. Students read information about children from other countries and identify them in a drawing by writing their name.

5. Students write the information they read to complete the following table.

Name	Country	Nationality	Region	Language

6. Students complete an exercise where they write about themselves. My name is _____ I'm from Mexico. I'm Mexican. I speak Spanish. Mexico is in North America.

Closure 10 min.

7. The teacher models the pronunciation of the sentences. Students take turns to participate orally

Assessment Instrument	Checklist, observation
Material & Space	Zoom, Power Point presentation. Worksheets (My product)
Homework	

2.1 Theoretical Foundations

The learning activities that are part of the Lesson Plan "The Americas" cover the four language skills. The design of these activities has a theoretical foundation. Below, I detail the most relevant aspects that influenced the decision-making process on how I organized the work.

2.2 Reading Activities

Since my students are second graders, I presented them with simple texts and colorful images to help them contextualize.

One of the achievements of this Lesson Plan is "Comprehends information from reading aloud" so the active participation of the students is very important to achieve the planned objective.

2.2.1 Schema Theory

Through life experiences, readers have acquired knowledge. This previous knowledge on a certain topic is called Schema. The Schema that readers possess can help them to relate with the information contained in a text. There are three types of Schemata, they are Content, Formal and Linguistic Schema.

Children are naturally attracted to maps, so as a starting point I showed them a map of Mexico. I wanted to find out if they could recognize the outline of their own country and if they could locate it on a second map (America). I asked questions to find out their ideas and experiences: Do you know what is this? They could read two possible answers: 1) a map 2) a photo. Do you know the name of this country? Do you see Mexico on map 2? What is the name of our continent? Do you see Mexico on the map? This activity helped them to connect easily with topic and at the same time I was able to identify how much they knew about it.

In this part of the lesson plan, I worked on "The content schema". It is the background knowledge, ideas, beliefs, experiences, previously acquired information, etc.

2.2.2 The Interactive Model of Reading

There are three approaches that readers use to understand what they read. The Bottom-up, the Top-down and the Interactive. Bottom-up consists of the analysis of the small parts that compose the language, in other words, combination of letters and sounds, graphemes, morphemes, the words and sentences. The knowledge of how all these parts work together in a reading results in the understanding

of the text. Dechant (1991) indicates that “the reader first processes the smallest linguistic unit gradually compiling the smaller units to decipher and comprehend the higher units (e.g., sentence syntax)”.

To understand a text using the Top-down Approach, readers process in their minds the ideas they have about the topic, for this it is necessary that the teacher activates the background knowledge. Previous experiences facilitate this process. Unlike the Bottom-up Approach, in this model it is not necessary for the reader to identify each word, it is first necessary to extract the meaning from the general context of the reading and then to understand the small parts that make it up. (EEAILE, 2010).

To understand the texts about “The Americas” (class 4), it was necessary to use a combination of some characteristics of both approaches, thus the "Interactive Approach" emerges. Goodman (1981) states that through this approach, the reader gives meaning to the reading through clues immersed in the text either in a general way or by identifying small parts that compose it.

In the lesson plan, the Interactive Approach works as follows. First, I encouraged students to express their ideas about the topic, through an image I put them in context. The text is about countries, flags, nationalities and flags of the Americas. I showed them an image and asked: What do you think the text is about? The students explored the title of the text, look at the pictures and did a quick reading. These activities correspond to the Top-down approach.

At another point of the class, I asked students to identify specific words in the text, so they can relate the sound to the letters and words. These are characteristics of the Bottom-up approach.

2.2.3 Strategies for Understanding Vocabulary

My students are second grade graders, this is the first time they are in contact with the L2. For them almost all the words are new. I used a lot of visual material, realia, mime and sounds. Sometimes we used their experience in L1 to clarify the meaning of words that are similar to their mother tongue.

Learning vocabulary takes a lot of practice. I tried to provide a variety of exercises where they could practice the vocabulary of this unit.

2.2.4 Strategies for Reading

Strategies from the Cognitive Academic Language Learning Approach (CALLA), adapted from Chamot and O'Malley (1994).

Monitoring skills. The main activity to identify the level of accomplishment was done through an exercise that involved completing a table with information previously read and analyzed. Students identified within short texts the nationality, region, language and country of other children in America. Students also participated in exercises such as matching, completing sentences and labeling maps.

Activating the students' prior knowledge and cultural context. In addition to the Schema worked on in the warm up of the first lesson. In each class, I presented an activity to activate previous knowledge, sometimes through a song, a game or a review of what students had been seen in the previous class.

Teaching reading and writing together. In the lesson, students first read (scanning) and then recorded in written form the specific information they are being asked to provide.

2.3 Writing Activities

One of the achievements of the unit is "Records basic information about a geography topic with the support of graphical resources" so the written activities have relevance in the Lesson Plan.

2.3.1 Approach Teaching Writing

Hyland (2002) defines writing as “the process whereas a person selects, develops, arranges, and expresses ideas units of discourse”. He also proposes six approaches to teaching writing.

The writing activities of the lesson plan correspond to the approach number one "Language structures", the activities that integrate it involve the first three stages of development. The activities are designed so that the students follow a pattern in order to bring them closer to the way writing is structured (grammar, spelling and punctuation) in L2. Special attention is given to the use of capital letters in the names of countries, nationalities, languages and continents.

Hyland (2002) explains approach number one as follows:

“Language structures”. The development of writing is divided into four stages.

- a. Familiarization. Specific grammar and vocabulary I taught.
- b. Controlled writing. Writing is practiced following a pattern. Students are able to make substitutions for ideas or words. Students begin to become familiar with the organization of texts.
- c. Guided writing. Students imitate model texts.
- d. Free writing. Students write new messages using the patterns they have learned.

2.3.2 Writing strategies

My role as a teacher is to help students develop their writing skills. Brown (2007) identifies some strategies and examples of activities that I applied in the lesson plan.

Imitative or writing down. A dictation activity was performed. The students listened to words related to the vocabulary of "Las Americas". At the end of the dictation the students did a self-assessment, I wrote the words with the correct spelling on a slide. It is exciting for them to write the words without mistakes in English.

Intensive or controlled. I provided students with examples of writing patterns. They substituted words in sentences. For example: In Brazil, people speak _____. (Portuguese).

They also labeled images, completed tables with information, identify the names of nationalities derived from the name of the country, and identified the written syllables pattern of the vocabulary in a cut and paste activity.

2.4 Listening Activities

2.4.1 The Stages of the Listening Process

Kolker (2008) indicates that the stages of listening process can be linear. Following the order of his proposal, I relate them to the development of the activities I applied in the lesson plan.

1. *Recognition of the Target Language.* The Syllabus (2017) of PRONI seeks that students who are just starting to learn English recognize it and differentiate it from other languages. That is why in class number four, I presented a virtual map, where the students explored the countries of the Americas. In each country they found videos where people explain curious facts about the food they cook. The videos are authentic material where people speak in the language of their country: Portuguese, Spanish, English and French. In this manner the students had an exposure to other languages. It was an opportunity to recognize the intonation and rhythm of English and differentiate it from other languages.

In class number 6 the students again have an experience in which they can differentiate languages, this time through videos of popular cartoons such as Peppa Pig, The Powerpuff Girls, Mickey Mouse and Winnie the Pooh.

2. *Recognition of Isolated Words.* Students are able to recognize words that are similar to L1, or because they have been in contact with the word in video games or on television. Country names in English are very similar to Spanish

3. *Recognition of Phrase Boundaries*. After several approaches to the listening text, they are able to identify individual words or very simple phrases. (The name of countries, nationalities, regions and languages). This was observable when listening to a song about nationalities. At first, they understood only a little, but after several attempts they were identifying not only words, but also the rhythm and intonation.
4. *Listening for the Gist*. (Core idea). Students understand the global meaning of the listening text. (Big book).
5. *True listening*. Students have made progress in understanding the listening text and now they are aware of what they hear. Although, they do not recognize all the words in the text, they can follow the meaning of the listening text.

2.4.2 Listening Strategies

The listening comprehension is the result of the interaction between two listening skills, Richards (2008) mentions the process of each one.

1. *Bottom-up processing*. This is a decoding process. Through the sounds, words, sentences and phrases received aurally, the listener can understand the message he/she is receiving.
2. *Top-down processing*. In this process, the main factor involved is the previous knowledge that the listener has about the topic he is listening to, so he can draw conclusions and construct the meaning of the message.

In the lesson plans that I designed; these two processes are integrated according to the stages proposed by Richards (2008):

Pre-listening. Throughout the lesson, students are exposed to three different types of aural text, and each time the vocabulary needed to decode it was pre-taught.

While-listening. In this stage, which corresponds to "development", I expose the students directly to the material (only the audio) and with the information they already know about the vocabulary (background and new) they get a general idea of what the story is about. There is a space within the class to reflect as a group on the ideas that the students have about what they heard. Student recall vocabulary, phrases that they heard in the audio. In a second moment, students can listen, read the text, and watch images which clarifies even more the ideas about what they heard.

Post-listening. This stage is to monitor comprehension. Students complete sentences with information from the text they listened to.

2.5 Speaking Activities

2.5.1 Task-Based Language Approach

The design of the activities in the lesson corresponds to the Task-Based Language Teaching Approach. It emphasizes the development of language-related skills and features that the learner will need to perform in the real world, as Brown (2007) mentions, in TBLT, the course objectives concentrate on the ability to handle the different aspects and dimensions of language to fulfill certain functions and achieve certain objectives.

2.5.2 Development of the Speaking Activities

One of the achievements for this lesson is "Comprehends information from reading aloud". For this reason, the activities I did were oriented to promote proper pronunciation and fluency when reading short texts. Prior to the reading aloud exercises we practiced through drills the pronunciation and correct

fluency of key words and phrases of the text that was presented.



To promote proper pronunciation of the "th" sound in the words North and South, I provided my students with this image, where they could observe the correct position of the tongue and how to expel the air to achieve the pronunciation.

They also performed a short role-play, in which they practiced: Where are you from? I'm from Mexico. I'm Mexican.

Intonation patterns in English primarily indicate the degree of certainty of an utterance, that is, whether it is a statement, question or suggestion. Statements rise to a **plateau** and end with falling intonation. (Snow, 2007)

These activities can be classified as pre-communicative activities, and are part of the subdivision of Structural activity, because are focused in grammar and mechanical drills and substitution drills are included. Littlewood cited in Bygate (1987) explains "for learners to practice using acceptable language with reasonable fluency, without being concerned to communicate meanings effectively" that is the function of the practice, to try as many times as necessary, there is no one who is waiting for an answer from us at that moment.

I provided a variety of opportunities where students were able to practice pronunciation, through drills, by giving me the answers to the exercises in a group or individual way, we also practiced identifying the sound of the syllables that compose the vocabulary words.

2.6 Assessment Tools

As in any educational project, it is necessary to assess the progress of the students with respect to the expected outcomes that are worked on in the Lesson Plan.

The purpose I seek when assessing, in addition to monitoring the performance of my students, is to identify areas for improvement in the teaching-learning process. It provides information that guides my daily work, gives me the opportunity to provide feedback to my students. I do it continuously and it gives me the signals that tell me if I should keep or change activities within the lesson plan for the benefit of my students' learning. Brown (2004) identifies this process as Formative assessment; it provides feedback both for the teacher and the students.

PRONI practices a motivational strategy regarding the final evaluation of students. As teachers, we have the institutional instruction not to apply exams; and to provide a minimum grade of 7. So, since I cannot apply a formal evaluation, I carry out assessment activities which become the ideal option for observing the teaching-learning process. Through the proper registration of the information provided by the tools used, I receive the necessary justification to provide a Summative evaluation at the end of each period.

The teaching of English in primary school is organized in cycles. Second grade of primary belongs to cycle 1. According to the syllabus (2017) the purpose for this cycle is "that students become aware and familiar with a language other than their mother tongue, and be able to react and respond to basic and personal communication needs in defined routine contexts".

The dosage of expected achievements is related to the standards of English proficiency and competence according to two reference frameworks: National Framework of Reference and Common European Framework of Reference (CEFR). The first cycle is a stage of contact and familiarization with the English language (Pre A1).

The assessment activities are based on the expected learning assigned in the Syllabus. It is important to never lose sight of them, they are the guide to what I need to assess and the work I do in the classroom.

PRONI demands the evaluation of the level of progress of each of the achievements. To assign a grade I perform the following procedure. I observe the daily work done by the students in completing

the tasks, record these observations and the evidence that arises throughout the teaching-learning process of the unit.

Taking into consideration the previously mentioned factors, I designed the following tools for recording evidence of student learning during the application of the lesson plan "The Americas".

Informal assessment. As Brown (2004) explains, throughout the lesson plan I offered oral feedback to each of my students' participations in the activities, using phrases such as Good job! Great! Well done! and I also gave formative feedback on the mistakes they were making and provided options on how to correct them.

All the activities that make up the lesson plan gave me information about the progress of my students, I could observe for example during the warm up what they knew about the topic presented. In the first class I presented a map and asked them if they knew what it was and if they knew the name of the country, in this way I was able to make a diagnostic evaluation. Another example is a dictation activity, where students self-assessed. They and I could identify their progress in spelling.

At another stage, the activity was to classify a certain number of words by category (language, country and nationality) through this activity I was able to observe the level of appropriation in terms of pronunciation and identification of the words and their meaning.

Baron and Boschee (1995) affirm "authentic tasks provide the mileposts leading to the final destination of content mastery and learner exit outcome achievement".

Portfolio. Brown (2004) classifies this tool as a Formal assessment as it records the activities developed in class.

I created virtual portfolios, in which I recorded the written activities (photos) and audios with the oral participation of each student. Through the compilation of these evidences, I could realize that most of the students were able to correctly identify the names of the countries, the region of the Americas, languages, flags and nationalities. I also detected a generalized error in the audios, the pronunciation of the pronoun "He", this is because the lesson plan did not focus on that grammatical and phonetic aspect, but it was focused on the vocabulary of the unit. In this way, I obtained the reference for future classes to work in depth on the personal pronouns with my students. I attach a link to a virtual portfolio with evidences of three students. <https://drive.google.com/drive/folders/14f-RvqQMJE1qwLHBPCZLM8KwJPHD0p4F?usp=sharing>

Rubrics. I registered the specific observations I made on the students' performance in the activities previously selected as assessment. I assigned a scale of values to measure the students' level of appropriation. And as McKay (2006) postulates, the rubrics I used are related to the skills, tasks, and expected learning of the lesson.

Group: 2°A Ignacio Zaragoza School.

Unit: 5a

The Americas

- Achievements:**
- Explores illustrated maps of the Americas with specific information (nationality, language, flag, country, food).
 - Comprehends information from reading aloud.
 - Participates in writing information.

Date: _____

Teacher Rocío Salazar

Scale of values. 3= Excellent participation. 2= Made few mistakes. 1= Needs to improve. 0= Did not participate.

Total of points.	Numerical grade
20-21 =	10
17-19 =	9
15-16 =	8
14 =	7

Student's name	RUBRICS							Total of points	Numerical grade.
	Identifies countries and regions of The Americas on a map.	Spells and identifies syllables of words related to the topic.	Identifies the languages spoken in "The Americas".	Expresses his/her own nationality and that of others.	Classifies the vocabulary by categories	Shows respect for cultural differences and similarities between countries.	Reads aloud and identifies specific information to complete a graphic. Use of capital letters.		
1								0	
2								0	
3								0	
4								0	
5								0	

Technology. As a way of experimentation and innovation, I conducted for the first time a virtual exam through Google forms, the students answered a total of 13 questions. The answers were downloaded in an Excel document, which facilitated the recording of the results obtained.

<https://forms.gle/CSTbjCzKbPpfC3oP6>

Results:

https://docs.google.com/spreadsheets/d/1P4jNa6Z8DUA7bBnK2Ck_gfX1cB3uhKIJAZiU0z9MpwQ/edit?usp=sharing

I like Mexican food (tacos, pizza), but I also love to eat _____

hamburgers.

noodle soup.

spaghetti.

I love to speak Spanish, but I also want to speak _____

French

English

Portuguese

In this activity, I included two items that promote interculturality. They are two statements. In the first part of the sentence, it is recognized that the student likes Mexican food (they told me in class), in the second part they freely choose another food from another country that they also enjoy.

Similarly in the next item, they recognize that in Mexico we speak Spanish, and they freely choose another language that they also want to speak.

I liked this activity because I could add images to contextualize the students, and also worked to engage students with the technology,

as Bennet (1999) advises.

3. DEVELOPMENT AND RESULTS OF THE LESSON PLAN

I gradually exposed my students to the content that would help them to reach the unit's achievements. To accomplish this, I was guided by the specific objectives of each class. I developed the lesson plan as follows.

3.1 Class 1

It was the introduction to the topic of the Americas. I brought up the students' previous knowledge about the topic and explained the regions that constitute the American continent by using images.

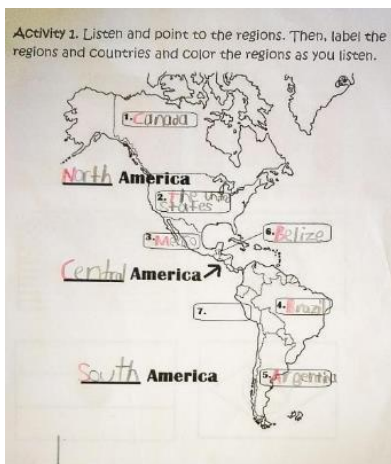
The words that they easily related to their mother tongue and accurately gave meaning were: map, region, North America, Central America, South America, Canada, Mexico, Belize, Brazil and Argentina.

The name of the United States was easily related to the country because they have seen it a lot on television and written advertisements.

The completely new word was "country", to clarify it, I showed a map of Mexico and asked the question Do you know the name of this "country"? Yes, the name of the country is Mexico. I put a lot of emphasis on the word "country" and showed it to them in writing. The students quickly identified its meaning.

To promote interculturality, I asked the students about the aspects they know of South American countries. They mentioned that in those countries, there are many soccer players, that the Carnival in Brazil is really famous. I also asked them if they consider that the people and their traditions are similar to ours, they answered "yes".

This class was a first approach to the topic of the Americas, the students practiced some of the vocabulary necessary to achieve the unit's objectives and labeled a map to reinforce what they had learned. In order for the students to notice the use of capital letters, they wrote them in red.



In addition to the planned exercises, the pace of the class allowed me to add two more activities to practice pronunciation. In the first one, I would mention a country and the students would tell me what region it was in. In the second one, I would mention the name of a

country or region and they would tell me if it was a country or a region. Example: "Argentina", they said "country".

I was able to identify that the students had difficulty pronouncing the "th" sound in North and South.

3.2 Class 2

Warm up. For fun, the students listened to a song from the Animaniacs cartoon. There, all the names of the countries of the Americas are named. At the end, they mentioned all the countries that they were able to identify.

As a group, they completed a table where they specified to which region are located the countries that we are working on in the lesson plan. We also reinforced the vocabulary spelling, they corrected the misspelled from a list words, again paying special attention to the use of capital letters. I took advantage of this moment to teach my students the "th" sound with a picture. The students enthusiastically practiced the sound.

The objective of this class was for the students to identify the flags of the countries of the Americas, they expressed their experiences. Some of them already knew them, they talked about their colors, differences and similarities with our flag.



The fact that the students could identify the flags made the subsequent work much easier, as by showing them the flag they were able to relate the new content to the country.

In this same class, I showed them an image of a flag. Students produced sentences like "Canada is in North America". Proudly, I noticed that the students improved in their pronunciation of the "th" sound.

3.3 Class 3

For warm up, they listened to a song that talks about the interculturality of nationalities and completed the lyrics of the song with the words they heard.



In this class the students were in contact with and identified the nationalities of other children and reflected on their own nationality. They read aloud some brief texts and related them to the corresponding image. The focus was on the identification of nationality rather than on the grammatical structure "She is from, He is from". I modeled the pronunciation of the structure for them, but they hardly noticed it, they were focused on the nationalities.

They were familiar with the flags of the countries, this helped them to match the text with the correct image.

The students completed a table, relating the country to the nationality. They were able to deduce that the name of the nationalities comes from the name of the country.

To close the class, I would mention a country and the students would respond with the nationality.

3.4 Class 4

excitedly identified and related orally and in writing the sound of syllables that compose the vocabulary words.

3.5 Class 5

This class is specifically to work on interculturality. We went through the virtual map again to observe and hear about the different types of food in the Americas.



Then we did a matching activity. At this point of the lesson, I asked questions to help them reflect on the topic. Is feijoada similar to the food in Mexico? What do you think? Does the maple pie look delicious? Would you like to try it? Do we eat hamburgers in Mexico? Do you like hamburgers? What's your favorite food in Mexico?

I included words such as like, delicious, hamburgers, and favorite to help my students understand what I was asking them. These words are similar to the ones they use in their native language and could make sense to them.

The students continued working with a virtual crossword puzzle that I designed on the theme of The Americas. The original idea was for the students to spell the words, but in the classroom environment they decided to identify the whole words related to the images that appeared on the screen.

3.6 Class 6

For this class the students performed the final product of the lesson, to complete it, they demonstrated the level of progress they have achieved.

As a starting step, students watched videos of cartoons in different languages. They identified them easily, with the exception of Portuguese, which they confused with Spanish.

A dictation activity of 10 vocabulary words was done, at the end the students did a self-assessment and shared their results.



To activate the knowledge they have learned about a country's information, we played with a virtual roulette wheel. The roulette wheel spun and when it stopped, it pointed to the flag of a country, and individually or in group they expressed the information they knew about that country: name, region, nationality, language and food.

For the realization of the product, the students read aloud the information about children from another country, they observed several children and identified the ones from the reading by the flag, they wrote the name of the child according to what they read.

My product

Read and write the name of the children. Complete the table with the information about the children.

1. Sandro is from Brazil. He is Brazilian. He speaks Portuguese. Brazil is in South America.

2. Pedro is from Mexico. He is Mexican. He speaks Spanish. Mexico is in North America.

3. Paul is from Canada. He is Canadian. He speaks English and French. Canada is in North America.

4. Hugo is from Belize. He is Belizean. He speaks English. Belize is Central America.

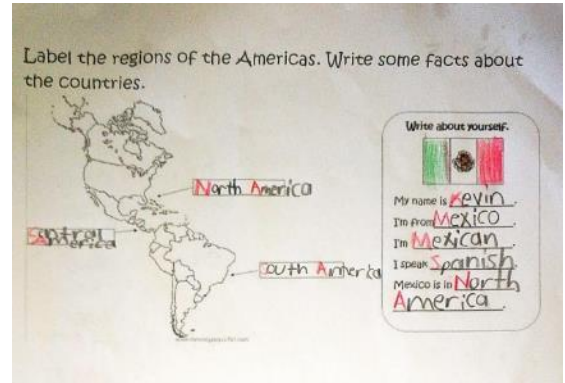
Name	Nationality	Country	Region	Language
Sandro	Brazilian	Brazil	South America	Portuguese
Pedro	Mexican	Mexico	North America	Spanish
Paul	Canadian	Canada	North America	English
Hugo	Belizean	Belize	Central America	English

Students individually completed a chart with the specific information requested from the reading. I could observe that most of the students spelled the words correctly and they used capital letters for the names of countries, regions, nationalities and languages. At the end, as a group we completed the table on a slide (visual support).

In the final part of the product, students labeled the regions of the Americas and wrote related information about their own country.

They also made an audio recording where they expressed or read the information they wrote about themselves and the corresponding information about another child from a different country.

Most of the children completed the programmed activities satisfactorily.



3.7 Evidence of Lesson Plan Implementation (Video)

This video captures some of the different moments that were carried out throughout the implementation of the Lesson Plan, showing briefly how the teaching and learning process of the topic "The Americas" took place.

Video link:

https://drive.google.com/file/d/16lyKKur0U-8Xta0Jpn_cPYJd2oVplbE6/view?usp=sharing

4. CONCLUSIONS

The work that the teacher does before coming to class is enormous. I followed a series of steps to design the lesson plan that I applied.

First, I identified all the curricular aspects of the Syllabus that compose the topic of "The Americas", such as the expected learning that students should achieve in order to complete the final product of the unit, the social practice of the language, and the learning environment that I had to create so that students could process the information of the unit. Once all these curricular aspects were identified, I began with the design of the Lesson Plan learning activities.

The activities had to satisfy my personal criteria of order and dosage of the learning contents in order to reach the achievements. The activities had to be attractive for the students, that is my personal touch. I think a lot about my students, I care about the way they perceive the class. I want them to feel comfortable and have fun. The activities should be appropriate to their level, must be novel and motivate them to learn. The power point presentations are the key element to organize the activities. I prepared them with a lot of detail, anticipating possible barriers in the comprehension of the input.

On the other hand, the activities should follow the procedures of modern approaches to second language learning and should also allow space for students to reflect on interculturality, that is, to have the opportunity to learn geographical and cultural data from other countries and compare them with their own country. In this sense, I dedicated myself to look for adequate material that would open the opportunity to expose the students to a comprehensible input. I think this was the most difficult part, finding the ideal material that fulfills the content and level requirements for the target students. I used my creativity to adapt and create the activities with the material I found.

Two aspects I have in my favor are the access to technology, and my spirit to learn new ways of teaching. I had already used in previous units some of the activities created with technological resources, but the creation of an interactive roulette, linking the audio to the page being read in a power point slide and the creation of a Google form as an assessment tool were completely new activities for me.

Another important consideration is to create a social environment where students can interact with each other and collaboratively solve tasks similar to those they would encounter in real life.

I organized the learning activities in such a manner that I took my students from the basics to the more complex until they reached the achievements that allowed them to complete the final product of the unit. In other words, the lesson plan *began* with an introduction to the topic and the students expressed what they knew about the topic, followed by a four-class *development* where the level of difficulty of the material and learning increased in difficulty and a *closure* where the students put into practice everything they learned in the realization of a product.

According to the interests and learning needs of the students, I made modifications to the original lesson plan, removing or adding activities that were more meaningful to them. I registered the information about the students' progress during the whole process.

There are wonderful teachers who innovate the teaching-learning process with their contributions, but I am far from being able to match them. I am proud of the progress I have made through Specialization; I have improved myself and that is of great worth to me.

Appendixes

Link to the folder containing all the materials necessary to apply the Lesson Plan. Includes Power Point presentation for each class and worksheets for students.

https://docs.google.com/spreadsheets/d/1P4jNa6Z8DUA7bBnK2Ck_gfX1cB3uhKIJAzIU0z9MpwQ/edit?usp=sharing

Audios, songs, games and virtual maps are integrated into the PowerPoint presentations.

Big Book audio.

<https://drive.google.com/file/d/1qUXq5chJrs1fpW-sQ1VhFXMBGpz1FDLi/view?usp=sharing>

Song “No matter your nationality”

<https://drive.google.com/file/d/1TavDb-8HTIrbg1jszEIQFyf0RcXPfGf3/view?usp=sharing>

Flags maps game (matching activity)

<https://online.seterra.com/en/vgp/3015>

<https://online.seterra.com/en/vgp/3016>

Virtual world map link (languages)

https://www.google.com/maps/d/u/0/edit?mid=1Ksl7g81Buiij9MFcGd0twO0g4ePIHKU_&ll=4.092473357365968%2C0&z=2

Virtual game (crossword)

https://www.educaplay.com/learning-resources/9150713-the_americas.html

Google forms (assessment tool).

<https://forms.gle/CSTbjCzKbPpfC3oP6>

Portfolio of evidences

<https://drive.google.com/drive/folders/14f-RvqQMJE1qwLHBPCZLM8KwJPHD0p4F?usp=sharing>

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Nombre completo del(la) autor(a):	Esther del Rocío Salazar Guerrero.		
Matrícula:	200926055		
Domicilio:	Av. del Delfin No. 7011, Fracc. Chulavista. Mazatlán, Sinaloa México.		
Teléfono:	669-1228943		
Correo electrónico:	200926055@g.upn.mx		

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