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Desarrollo de la conciencia intercultural en estudiantes de ESL de bachillerato a través de elementos culturales expresados en las letras de las canciones.

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QUE PARA OBTENER EL DIPLOMA DE

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MARA ELVIRA BARRÓN MARTÍNEZ

ASESOR: GERNOT RUDOLF POTENGOWSKI

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Universidad Pedagógica Nacional

Campus Ajusco

Specialization in teaching and learning English as a foreign language.

Name: Mara Elvira Barrón Martínez

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Tutor's name: Gernot Rudolf Potengowski

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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 high school ESL students through cultural elements expressed in lyrics.”; 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.

The first chapter begins by examining the author's identity and teaching philosophy and how it has been reshaped in light of what she has learned throughout her specialization. In addition, the author discusses her own definitions of her teaching context and how much it has changed and adapted due to the current global pandemic, a situation that has also

challenged her teaching philosophy. In addition, the theoretical foundations underlying her teaching practice are discussed as 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 (6). 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 17th and 20th from 5 p.m. to 7 p.m. as well as the follow-up activities, all of them implemented via online.

CHAPTER 1. Philosophy and theory.

1.1 The author's language learning context

The author of the project's English language learning, dates back to her goes back to his childhood when he went to a private school for nuns in the first year of primary school, and there she had her first contact with the English language and in her adolescence, being exposed to the language through English 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, in the university I didn't have formal teaching either, they were only semi-formal courses or with that you could take the exam to obtain your diploma, as a requirement for your degree. I have always been in courses that did not fulfill what I wanted to know, I learned from the little bit of each course I enrolled in. Throughout the course of the author's life, she has not had a formal apprenticeship, in her professional life she had to go to CECATI to take English courses to obtain the diplomas and levels required by Conalep, so that she could teach the classes they were proposing to her. Nevertheless, she found it difficult to apply rules, especially when it came to speaking, as she felt a bit anxious because she had to get an oral grade in every class and that made her nervous and afraid of making a mistake in front of her classmates. After several months at CECATI, she obtained the document she needed. Even so, the author feels that she is not 100% in the language, she wants to continue learning, without having to hesitate when speaking, it is one of her terrors. But she set her mind that if she wants to complete a goal, she has to achieve it with effort, discipline and dedication, so that later she will be able to cover all the required language skills. Therefore, the author remains motivated to obtain the success she requires just as Jeremy Harmer stated about students' response to their learning experiences and how this makes them feel about themselves (6). That wave of motivation surrounded her, so her level of helplessness went down, and her self-confidence went up. The affective filter was occurring at that moment, and she was more sympathetic to 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.

1.2 The author's teaching context.

The author's teaching context has been transforming since she started this Specialization. She is working in two different scenarios at the same time, at Universidad del Pacifico, and at Conalep 155 Salina Cruz. The university and high school 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 a pleasant 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 Conalep 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. Conalep is a public high school with nearly 800 students. The institution promotes the cultural exchange of language students through the Jóvenes en Acción program. In this program there is a teacher in charge of tutoring the students in the language advancement and they can make the cultural exchange to the United States of America.

The facilities where we work are classrooms with air conditioning and good lighting, although we do not have a space or language lab, since the only computer center we have is used for the computer and accounting specialties. This means that the students must work with their cell phones or laptops, or in the traditional way, with a CD recorder and copies of the exercises. In this teaching context, the English curriculum classes are large, with between 20 and 40 students, which makes teaching and learning difficult for the students, not all

students take private classes, what is learned is through the school. What is more, the English academy works with the same pedagogical guides and study programs, since three years ago, the Conalep just updated the study programs, but the books that the high school handles lack complete topics. Unfortunately, 70% of English teachers do not have any formal preparation in teaching foreign languages, which is one of the reasons why the author 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 Teams 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 Educaplay, Sounter, Lyricsgap 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.

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 Conalep 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.

1.3 The author's teaching philosophy.

According to the contents of the Specialization, the teaching philosophy is divided into three different dimensions: cognitive, affective and behavioral.

In the author's perspective, talking about the cognitive dimension, she has found out that the only use of a textbook in class, can be overwhelming for both, the teacher and Ss. During her current teaching situation due to the world's pandemic, and the opportunity to work online, she feels grateful for the transition through the use of technology. The writer of this paper has also been a Computer engineering teacher for years, and she has learned to value the importance of working with authentic material, and at the same time, having herself and providing the Ss the theory reflected in a real way. The teacher also considers working with authentic material, allows everybody to have a greater experience than the ordinary material, meaning that besides working with and adapting authentic material, a teacher should consider Ss' learning styles and ease the process of understanding by having different input such as listening and visual elements, besides the real language usage, vocabulary and expressions. As Stephen Krashen says, due to the i+1 theory which states that Ss should be challenged and get of their comfort zone. (8)

In her short experience as a language teacher, the author has forged a very critical view of teaching in which she considers three imperative elements to achieve educational excellence. The teacher, the students and the environment where the magic we call "learning" takes place are key elements in understanding one's own vision of teaching and learning in a foreign language classroom.

Talking about the the affective dimension, the author of this paper is certain that a teacher plays an important role in supporting Ss and should also be a good listener. That is something important for her. On the other hand, talking about work climate, the educator has had some bad experiences regarding rivalries between colleagues, which has made her feel unconfident in her performance. The good things about that are of course the supportive Ss who have shown empathy to her and have valued her effort to share her knowledge with them. The author also thinks she still has a lot to improve, that was one of the reasons to study this Specialization and even though she stopped for a while because of her work responsibilities, she is committed to finish it this time and despite the fact teaching online is a tiring activity, she has been enjoying the process of designing online material for her classes and she feels glad to take advantage of all the resources available on the internet and at the same time, increase her skills.

The author's initial training is in computer systems engineering, so she has technological knowledge and uses TIC's in her daily life. In the Conalep and in the university she teaches subjects of the computer area, for which working with authentic material and TIC's, it is not difficult for her to find applications that help her in the didactic material to teach her classes.

Regarding the third dimension of the teaching philosophy, the behavioral one, the teacher considers, it is fundamental to keep your sanity despite the fact of having personal problems, feeling tired or under pressure because of some institutional administrative paperwork and courses that you have to take at the same time than teaching. Even though it might be overwhelming, a teacher should be in one piece when being in front of the Ss.

To sum up, in this Specialization the author's teaching philosophy has changed and has been challenged to be more organized and to learn to plan her lessons in detail. She enjoys working step by step in the process of selecting material and adapting them. She has learned about the difference between a test and assessment and what is more, according to O'Malley and Valdez-Pierce, it is necessary to perform an authentic evaluation. She has not only achieved the institutional goals but encouraged Ss to get to know their own culture and respect the differences with others. She feels satisfied to see that her Ss are tolerant and respectful.

According to the author of the project, using technological applications that allow us to communicate with our students and help them not to feel helpless or lost when "there is no teacher" with them all the time. It has been a pleasant experience to have videoconferences, design materials to be completed or played online, evaluate Ss through those tools and try to maintain interaction and motivation.

The author considers what it is to teach and the role of teachers, it is important to understand that for me learning is the ability to absorb everything we have in our environment to use it for our benefit. In other words, learning is a process in which we take input to transform it into useful output. A simple example of this is when babies learn to speak. At first, they listen to every word their parents say and after a while they begin to repeat and use these words to get something (some attention, food, water, etc.). The same thing happens when people are learning a new language; they listen, repeat and then produce.

As a consequence, teaching is the ability to help others learn. As language teachers, we must help students develop their skills in our area of expertise by providing or modeling the context they need to learn a specific structure, set of vocabulary, language, etc. We create

the context as we provide sufficient information for learners to assimilate the information and eventually produce the language. Every person has the ability to learn without a teacher and the digital age has changed the role of educators. This is why our role is to guide, motivate, encourage and provide information to help students excel more efficiently. Parents are also important in this process when we have young students, but from them (and I guess every teacher) they only expect commitment and respect for the teacher's work.

According to Byram, who states that when teaching a second language, you should find topics that are focused on linguistic awareness, discussion of cross-cultural experiences, stereotypes, and negotiation of meaning. Learning the cross-cultural approach that can improve the learner's knowledge in the acquisition of a second language.

1.4 The author's own view on the implementation of technology.

From the author's perspective, the implementation of technology should be based on a thorough analysis of the teaching context, which may or may not allow access to it. It is also related to the support that the school shows towards the integration of the same to strengthen the integrative projects, a situation that in the school does not have the support or infrastructure to have the use of technology in the classroom, so since the pandemic, the use of technology was present, for the development of the integrative activities of the curriculum. Seeing also the limitations that each of the students have.

On the other hand, the use of technology in the classroom brings benefits, reinforces skills, refines practices, improves confidence, skills and knowledge of teachers. However, we, as teachers, must be aware of the limitations we have in the school and try to find the ideal applications to work with, taking into account their ease of use and make sure we know how to use them to be able to teach our students.

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.

1.5 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.

1.6 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 learners have elements to interact in a variety of contexts and not only know grammatical structures, as Dell Hymes said, proficiency in a language includes not only grammar, words and sounds, but also the social knowledge of when and how to use them appropriately. (9) Consequently, lessons should be tailored to these contexts, encouraging a communicative approach with a multitude of activities for situations in which learners may need to use a foreign language, such as traveling, requesting information, learning about 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 (10). 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 (7). However, using language communicatively is not simply a matter of producing a sequence of grammatically correct sentences. 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 language learning in is the product of formal instruction and comprises a conscious process that results in conscious knowledge "about" the language, e.g., knowledge of grammatical rules, to avoid errors learners consciously try to express their ideas, and even compare the L2 with the L1 to have a better understanding.

The second hypothesis (natural order) states that acquisition occurs in a predictable order; for example, to learn the present simple, learners first learn to use the verb and then can use adverbs of frequency, to write routine sentences.

The monitor's hypothesis states that fluency in L2 is the result of what learners have acquired over time by using some structures consciously and, at the same time, they want to be accurate according to the rules they have learned. For example, when studying the present simple and adverbs of frequency in the present project, they put into practice their previous knowledge (acquired over at least one semester) about verb tense 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.

1.7 Intercultural competence.

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 acting without prejudice and trying to learn about cultures (including your own) and new things you may encounter. (With the present project, the author hopes that students will try to understand the cultural habits between English and Americans, cosmopolitan city (New York), British icons, and cultural immigrant motifs, with music inspiring them to learn a little about English and American cultures).

- Knowledge of social groups. It means knowing the target culture.

- Interpretation and relationship skills. This characteristic invites us to take into account the perspective of other people.

- Discovery and interaction skills. The objective is to use the information in real contexts.

- Critical cultural awareness. In order not to react negatively to habits, cultural differences, and immigrants, we must be aware of our differences, that each person has different values, thoughts. Importantly, we are not expected to change our own values, but to be aware of 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 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 habits, cosmopolitan city, immigrant culture, 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 create an environment of curiosity and enquiring in order to guide Ss to the intercultural competence.

1.7.1 Cultural concept.

Habits

In this project talks about the cultural habits between English and Americans, the English have habit of drinking tea, and Americans do not have the same habit, they like coffee. In Mexico we have very different habits and routines, in the previous text was made the differences that the English have with the Americans on the habit of the drink that most consume. In Mexico the most predominant is coffee, there are several coffee producing

states, but not only that is in Mexico, there are also pre-Hispanic drinks with cocoa, for example in Oaxaca is the Tejate is a cold Zapotec drink, made with corn, mamey, cocoa, cocoa Rosita and sugar.

It is famous for its purity and has a fair in Los Angeles, California. Bupu is a drink of gods and emperors in the Istmo de Tehuantepec, it is a white atole foam made with cinnamon, cocoa and flower petals. Champurrado, the mixture of atole and chocolate tablets. It is whipped with a grinder and is famous throughout the country. Pozol, a frothy drink made with fermented corn balls, mixed with cocoa and sweetened with cane sugar. It is also known as chorote. (22)

Cosmopolitan city

Unlike other cosmopolitan cities, Mexico City has it all and more. The city has grown so much that it has had to adapt to the socio-economic development of its buildings and skyscrapers. In the face of this, the space has had to go through a whole socio-cultural process of adaptation, bringing its ancestors and beliefs to the peak of modernity. It is as if it were a kind of pre-Hispanic mysticism that bewitches every corner of the city. Both its ancestral history and its powerful adaptability to modern life have turned the capital of Mexico into the New York of Latin America.

Avenida de la Reforma is Mexico's version of Wall Street. Paseo de la Reforma is a mythical avenue. On it are immortalized events, heroes, architectural styles, Manhattan? Hello, Santa Fe! Santa Fé used to be a landfill, this site became a magnet for companies, shopping malls and prestigious universities. Here are the national and regional headquarters of several national and foreign companies, residential subdivisions.

What's up, Condesa - Roma? The area now occupied by this neighborhood was once part of the numerous properties of a wealthy noblewoman, the Countess of Miravalle, who lived in Mexico City in the 18th century. Mexico is the Latin American city with the most museums and galleries in the world. You don't need a boat to get to the Statue of Liberty; Mexico simply has the ancient trajineras of Xochimilco. Central Park? Chapultepec Forest, Coyoacan and Alameda Central. Chapultepec has the largest forest in all of Latin America, contains the only castle in the country. And it has the best bars in the world, Garibaldi, the limits comprise the historical monumental zone of the pre-Hispanic era. (23)

Cultural Icons.

Mexico City has several cultural icons, among them is the Torre Mayor, which is 225.4 meters tall and is the largest in the country and one of the largest in Latin America. The Hemicycle to Juarez, this monument honors the memory of President Benito Juarez. It is located on one of the sides of the Alameda. Palacio Nacional is located in the heart of the city. It was the second residence of Hernan Cortes in the country, who had it built on top of the house of Moctezuma Xocoyotzin. The Zocalo is called Plaza de la Constitucion because that is where the Spanish Constitution was sworn in, which was promulgated in Cadiz in 1812. These are some of the icons that Mexico City has to offer. (24)

Immigration culture.

The foreign immigrants who settled in Mexico organized themselves communally and created institutions to solve their health problems, economic needs, as well as care for the elderly, widows and children, in order to prolong their identity and culture of education. When immigration from different parts of the world came to Mexico, it was not a rich country and the historical intolerance towards any religion other than Catholicism prevented the massive arrival of foreigners who wanted to settle in the country. The decree of freedom of worship, during the time of Juarez, marked an important opening towards this social phenomenon. During the Porfiriato period, it was not only allowed, but it was also promoted through colonization projects. (25)

CHAPTER 2. Methodology and practice.

The teacher conducted four English classes that were implemented online with high school students, Level A2. The students are studying Tourism and this is their fourth semester. We have been working online since last year. The tools used to implement the classes were Youtube, Educaplay, Google docs, Lyricsgaps, Blogger, Sounter, Socrative for evaluation, and Zoom.

In the sessions, students' schemas were activated by introducing students to the vocabulary of the culture. The students did the authentic reading material activity. Students completed the gap-filling exercise to review present simple verbs and vocabulary related to cultural differences. Through the video guide, activities were conducted to activate listening and writing skills to expose students to authentic material. Students were encouraged to talk

about the history of an iconic British place and to give their opinion about the exposed video. This activity aimed to activate speaking skills.

Finally, students write a text using the present simple and adverbs of frequency to give their conclusions about the four sessions.

2.1 Lesson plan.

Activity plan.

Lesson plan identification cell.	
Author:	Mara Elvira Barrón Martínez
Educational stage:	Third semester, High school. CONALEP 155 Salina Cruz. Level: A2.
Title of the lesson plan:	Developing intercultural awareness in high school ESL students through cultural elements expressed in lyrics.
Objective of the plan/Competency	**Language purpose** To develop in the student the 4 skills carrying out outlining activities, authentic material, about habits, cultural icons, cultural immigration in English at a basic level A2, by understanding and identifying regular and irregular verbs in the present simple, and adverbs of frequency; inference of new vocabulary and obtaining specific information for their acquisition of communication skills in the language. **Formative-intercultural purpose** Guide students to reflect on the history of tea in England, the different habits between England and Americans, the facts about the city that never sleeps New York, cultural icons such as Strawberry field in England, as well as immigration cultural in New York
Communicative skill considered	Reading – Writing – Listening - Speaking
Main Grammar structure	Simple Present and Adverbs of frecuency

Hours of the plan implementation	6 hours
Number of sessions	2 sessions of 2 hours, 1 session of 1 hour and 1 session of 1 hours.
EEAILE tutor on line.	Gernot Rudolf Potengowski

Introduction to the Lesson.			
Step of the lesson	**Teacher activities**	**Students activities**	**Session number**
Activation **Before the Lesson**	On the first day of the lesson, the teacher talks about the topic and purpose of the class.	Students understand the topic being discussed and are ready to begin the sessions.	**00**
During the lesson	Teacher welcomes students to the class.	The students greet the class and express what they want to acquire from the class.	**01**

Communicative skills development.					
Step of the lesson	**Teacher activities**	**Students' activities**	**Materials**	**Session number**	**Evaluation**
Vocabulary introduction. **Time 40 minutes**	General PowerPoint document to lead the sessions. The teacher talks about culture and to be specific, about differences between American and British habits.	**1.** Students listen carefully about culture, the differences between	Laptop Internet Power Point Educaplay	01	Exercise1 The Vocabulary completed

Exercise 1 **Time 15 minutes** **Exercise 2** **Reading/ Writing.** **Time 25 minutes** **Exercise 3** **Listening** **Time 15 minutes**	Teacher assign to activate SS' schemata activity about American and British culture, designed in Educaplay. https://es.educaplay.com/recursos-educativos/9072631-american_and_british_culture.html Teacher assign activity authentic material to know about the history of the tea drinking in England. To invite Ss to give their opinions and answer some questions. Designed in Blogspost. https://habitosinglesesvsamericanos.blogspot.com/2021/04/tea-drinking-in-england.html Teacher assign activity to expose Ss to authentic material. The fill in the gaps exercise, review the topic of present simple and vocabulary related to the differences in culture. Activity designed in lyricsgaps.com Englishman in New York, by Sting. (https://www.lyricsgaps.com/exercises/view/7073/Custom/11876#.YKROy43Lwg8.link)	American and British habits. **2.** Students do the memory cards activity to activate the scheme, about American and British culture. **3.** Students performs the authentic reading material activity on the history of tea drinking in England, and answers the questions, in the Blogspot **4.** Students perform the fill in the gaps exercise to review the verbs of the present simple and vocabulary related to cultural	Lyricsgaps Blogspot		Exercise 2 The reading/writing completed Exercise 3 the listening completed

		differences. Guided by the video of Englisman in New york designed in Lyricsgap.			
Task Cycle	95 minutes				

Communicative skills development.					
Step of the lesson	**Teacher activities**	**Students' activities**	**Materials**	**Session number**	**Evaluation**
Vocabulary introduction. **Time: 30 minutes** **Exercise 1** **Listening and writing.** **Time: 15 minutes**	General PowerPoint document to lead the sessions. Teacher talks about the city that never sleeps (New York). Teacher assigns activity with authentic material to activate students' schematics. The fill in the gaps exercise. Designed on YouTube (https://www.youtube.com/watch?v=eLYH8viJ5Qc) 10 AMAZING Facts about New York City and Google Docs. *https://docs.google.com/document/d/1Df2PeXW22SibJL1UUil-xF1Q1RtwnMCkb1e5bm0yLxE/edit?usp=sharing*	**1.** Students listen about the city that never sleeps (New York). **2.** Students do the fill in the gaps exercise activity to activate the scheme, about facts about New York City. **3.** Students perform activity to authentic material designed in lyricsgaps.com. The fill in the gaps exercise, Ss review the topic of present simple. **4.** Students do activity speaking	Laptop Internet Power Point Educaplay Lyricsgaps Youtube	02	Exercise1 The Listening/Writing completed Exercise 2 The listening completed

Exercise 2 **Listening** **Time: 15 minutes** **Exercise 3** **Speaking** **Time: 15 minutes**	Teacher assign activity to expose Ss to authentic material designed in lyricsgaps.com. The fill in the gaps exercise, Ss review the topic of present simple. New York, New York, by Frank Sinatra https://www.lyricsgaps.com/exercises/view/77/Custom/11877#.YKRPAOKBexc.link Teacher assign activity speaking about the two previous topics (cultural habits and facts). To encourage Ss to talk about habits and why they are cultural differences.	about the two previous topics (cultural habits and facts). The teacher encourages us to talk about habits and why they are cultural differences.			Exercise 3 The speaking completed
Task Cycle	75 minutes				

Communicative skills development.					
Step of the lesson	**Teacher activities**	**Students' activities**	**Materials**	**Session number**	**Evaluation**
Vocabulary introduction. **Time: 30 minutes** **Exercise 1**	General PowerPoint document to lead the sessions. In the third session, the teacher talks about the British iconic place Strawberry Field. Activity using authentic material from YouTube "The Surprisingly Interesting Story Behind Strawberry	**1.** Students listen about the British iconic place Strawberry Field. **2.** Students do the fill in the gaps exercise	Laptop Internet Power Point Youtube Google Docs	03	Exercise1 The Listening/Wri

Listening and writing. **Time: 20 minutes** **Exercise 2** **Listening** **Time: 15 minutes** **Exercise 3** **Speaking** **Time: 15 minutes**	Fields Forever" (https://www.youtube.com/watch?v=6uE1u0_59KU&t=263s) and a fill in the gaps exercise. https://docs.google.com/document/d/1t9LWRWC5GE0Sfvzfs7AL8RF9aZ3xzQyyDeAJdFIhy5M/edit?usp=sharing Teacher assign activity to expose Ss to authentic material designed in Sounter. The fill in the gaps exercise, Ss review the topic of verbs in present simple. Strawberry fields forever by The Beatles https://sounter.com/es/learn/course/68179 . Activity designed in www.sounter.com Teacher assign activity speaking about the history of the song. To encourage Ss to talk about the history of the British iconic place and give their opinion about what does it take to write song?	activity to activate the scheme, about The Surprisingly Interesting Story Behind Strawberry Fields Forever. **3.** Students perform activity to authentic material designed in Sounter. The fill in the gaps exercise, Ss review the topic of verbs in present simple. **4.** Students do activity speaking about the history of the song. The teacher encourages us to talk about the history of the British iconic place and			ting completed Exercise 2 The listening completed Exercise 3 The speaking completed

		give their opinion about what does it take to write song?			
Task Cycle	80 minutes				

Communicative skills development.					
Step of the lesson	**Teacher activities**	**Students' activities**	**Materials**	**Session number**	**Evaluation**
Vocabulary introduction. **Time: 40 minutes** **Exercise 1** **Listening and writing.** **Time: 15 minutes** **Exercise 2** **Listening**	General PowerPoint document to lead the sessions. In the fourth session, the teacher talks about the immigrant culture in New York. "10 Reasons to Move to New York" https://www.youtube.com/watch?v=_Cvp_rBC-TY Teacher assign to activate SS' schemata activity it includes concepts and definitions about the immigrant culture. Activity designed in Educaplay. https://es.educaplay.com/recursos-educativos/9314795-immigrant_culture_in_new_york.html Activity using authentic material from YouTube New York city boys – Pet shop boys (https://www.youtube.com/watch?v=c	**1.** Students listen about the 10 Reasons to Move to New York and immigrant culture. **2.** Students do the memory cards activity to activate the scheme, about concepts and definitions about the immigrant culture. **3.** Students perform	Laptop Internet Power Point Educaplay Lyricsgaps Youtube Google Docs	04	Exercise1 The Listening/Writing completed Exercise 2 The listening completed

Time: 15 minutes **Exercise 3** **Writing** **Time: 40 minutes**	pk8ym8iqWU) and a fill in the gaps exercise. Activity designed in lyricsgaps.com https://www.lyricsgaps.com/exercises/view/7073/Custom/11753#.YIo-l28IVQA.link Teacher assign activity speaking about the Conclusions about life American and British habits, the city that never sleeps, British icons, or immigrant culture in New York.	activity to authentic material designed in Lyricsgaps. The fill in the gaps exercise, Ss review the topic of present simple. **4.** Students do activity speaking about state their own opinion about the topic studied during the 4 previous classes.			Exercise 3 The Writing completed
Task Cycle	110 minutes				

2.2 Teaching sequence template.

Intercultural component	The teacher will insert the cultural component, based on the context of cultural habits between the British and Americans, cosmopolitan city (New York), cultural icons and immigrants. Another topic that is addressed during the classes, the different drinks that the British drink, it will always be tea and the Americans coffee, seeing how many drinks we have in our country, each state has different traditional drinks. So you saw the video of Englisman in New York, which told the anecdote

	that he felt like an alien, because the American customs were different from that of an English person. And with Frank Sinatra's lyrics he nicknamed New York the city that never sleeps, because it is always open 24/7. On the other hand, The Beatles released the hit song Strawberry Field Forever, these lyrics were written by John Lennon, who used to visit this iconic place in Liverpool in his childhood. The Pet Shop Boys with the lyrics of New York City Boy talk about a young man who talks about New York, that it is a city that you will never get bored, and that there is a world of immigrants from different cultures living in New York.
Evaluation of the cultural component.	Students recognize new perspectives on cultural norms from other places. Identify components of other cultural perspectives, such as habits, cosmopolitan New York City, British icons, and immigrant culture. Distinguish the different habits between the English and Americans. Show curiosity (ask questions) about what they did not know about New York, and the habits of the English such as the taste for tea. Express interest in visiting or living in New York. To assess interculturality to students through their attitudes to know, know, visit, or live in a foreign country, know all about its culture, be influenced by the music, and be liked.
Conclusion	The conclusion will be addressed with a collaborative writing piece in which students discuss the different habits between the English and Americans, the city that never sleeps (New York), British cultural icons, immigrant culture.
Follow-up activities	After the teacher reviews the collaborative writing and gives feedback, students analyze the differences between Americans, English and Mexicans, and come to the conclusion that as Mexicans we have a great culture, cosmopolitan cities, cultural icons, and immigration from various countries around the world.

	And the music they heard about these differences, they liked, even some of the students, adopted a letter of the group Pet Shop Boys, in their musical taste.

***NOTE:** It is essential to mention that the teacher gives the students feedback in each activity, on grammar, vocabulary, pronunciation (without interrupting each participation but explaining the general errors at the end of the activity). As for the writing activities, students work with the error code, so they are able to correct them by themselves after the teacher has made 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 Conalep 155 Salina Cruz. 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. What is culture?

Description	Rationale behind it
PowerPoint presentation “Online classes_Project” Main file to teach the 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. (20) 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.
PowerPoint presentation. Own design. https://drive.google.com/file/d/1VgTw6Qu0fwTn9PnNK_VMa_Ads27LypQf/view?usp=sharing	

2.3.2 Words and definitions related to American and British culture.

Description	Rationale behind it
Activity designed in Educaplay	As it is stated by Zhen (11), 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 American and British culture*. Own design.* https://es.educaplay.com/recursos-educativos/9072631-american_and_british_culture.html ***Students' production (samples):*** https://drive.google.com/drive/folders/1R53aTrLD-xA_kIl7KTCi3egVm6hn8LhT?usp=sharing	

2.3.3 Reading comprehension. History of the tea drinking in England. (Authentic Material)

Description	Rationale behind it
Activity designed in Blogger	Blogs are a different way to reach our students and, according to the website "Benefits of blogs in education" (21), blogs motivate students to become better readers

	and writers. They also promote discussion. In the present class, it will be used to expose a first opinion about the history of tea drinking in England and its influence among the English and at the end of the sessions, when more context and information is available, Ss are expected to answer the questions and respond what they understood about the drink influencing the English. The teacher also chose this option because we have been working remotely. In addition, blogs are great for practicing a relevant English skill: writing; and at the same time the Ss can increase their reading skills. In addition, the students can work autonomously and, of course, it gives them the opportunity to use the Internet.
Reading comprehension based on authentic material. Own design. https://habitosinglesesvsamericanos.blogspot.com/2021/04/tea-drinking-in-england.html ***Students' production (in the Blog comments at the end of the reading)*** https://drive.google.com/drive/folders/1R53aTrLD-xA_kIl7KTCi3egVm6hn8LhT?usp=sharing	

2.3.4. Listening the differences in culture. Englishman in New York, by Sting. (Authentic Material).

Description	Rationale behind it
Fill the blanks exercise in Lyricsgaps	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.
The differences in culture. Englishman in New York, by Sting. https://www.lyricsgaps.com/exercises/view/7073/Custom/11876#.YKROy43Lwg8.link ***Fill in the blanks exercise. Own design. Students' production (samples):*** *https://drive.google.com/drive/folders/1R53aTrLD-xA_kIl7KTCi3egVm6hn8LhT?usp=sharing*	

2.3.5 PowerPoint presentation. The city that never sleeps New York.

Description	Rationale behind it
PowerPoint presentation	Reasons for this can be found at the beginning of the power point sequence for all the activities performed.
PowerPoint presentation. Own design. https://drive.google.com/file/d/1VgTw6Qu0fwTn9PnNK_VMa_Ads27LypQf/view?usp=sharing	

2.3.6 Listening and Writing. 10 AMAZING Facts about New York City. (Authentic Material.)

Description	Rationale behind it
Video taken from YouTube Google Docs	Reasons that justify it, it is in the first activity of authentic material.
10 AMAZING Facts about New York City.	

https://www.youtube.com/watch?v=eLYH8viJ5Qc ***Fill in the blanks exercise. Own design. Students' production (samples):*** *https://docs.google.com/document/d/1Df2PeXW22SibJL1UUil-xF1Q1RtwnMCkb1e5bm0yLxE/edit?usp=sharing* *https://drive.google.com/drive/folders/1IW6W841NKfWi4t_S2X2o6u4vSjUFTpqB?usp=sharing*

2.3.7 Listening. New York by Frank Sinatra. (Authentic Material).

Description	Rationale behind it
Fill the blanks exercise in Lyricsgaps	Reasons that justify it, it is in the first activity of authentic material.
Review the topic of present simple. New York by Frank Sinatra. https://www.lyricsgaps.com/exercises/view/77/Custom/11877#.YKRPAOKBexc.link ***Fill in the blanks exercise. Own design. Students' production (samples):*** https://drive.google.com/drive/folders/1IW6W841NKfWi4t_S2X2o6u4vSjUFTpqB?usp=sharing	

2.3.8 Speaking. Cultural habits and facts.

Description	Rationale behind it
Speaking About the two previous topics.	It is certainly essential to expose our students to different accents and pronunciation, as they are only used to those of their own teacher. They should also be allowed to hear different opinions, not only what the teacher thinks or feels in this case encourage students to talk about habits and why cultural differences exist. It is also important for Ss to listen to different people in class because in a real context, English is spoken by

	millions of people with varieties due to their place of origin or even different social classes.
https://drive.google.com/drive/folders/1W39X3A4TRMq4GXBlWJgwDO0b24V9U_YB?usp=sharing	

2.3.9 PowerPoint presentation. The British iconic place Strawberry Field.

Description	Rationale behind it
PowerPoint presentation	Reasons for this can be found at the beginning of the power point sequence for all the activities performed.
PowerPoint presentation. Own design. https://drive.google.com/file/d/1VgTw6Qu0fwTn9PnNK_VMa_Ads27LypQf/view?usp=sharing	

2.3.10 Listening and Writing. The Surprisingly Interesting Story Behind Strawberry Fields Forever. (Authentic Material).

Description	Rationale behind it
Video taken from YouTube Google Docs	Reasons that justify it, it is in the first activity of authentic material.
The Surprisingly Interesting Story Behind Strawberry Fields Forever https://www.youtube.com/watch?v=6uE1u0_59KU&t=263s ***Fill in the blanks exercise. Own design. Students' production (samples):*** *https://drive.google.com/drive/folders/16H75SsMzLPDGgieH5asFq59ciHvTpl12?usp=sharing*	

2.3.11 Listening. Strawberry fields forever by The Beatles. (Authentic material)

Description	Rationale behind it
Fill the blanks exercise in Sounter.	Reasons that justify it, it is in the first activity of authentic material.
Strawberry fields forever by The Beatles https://sounter.com/es/learn/course/68179 ***Fill in the blanks exercise. Own design. Students' production (samples):*** *https://drive.google.com/drive/folders/16H75SsMzLPDGgieH5asFq59ciHvTpl12?usp=sharing*	

2.3.12 Speaking. The history of the British iconic place.

Description	Rationale behind it
Speaking about the history of the British iconic place and give their opinion about what does it take to write song?	It is certainly essential to expose our students to different accents and pronunciation, as they are only used to those of their own teacher. They should also be allowed to hear different opinions, not only what the teacher thinks or feels in this case encourage Ss to talk about the history of the British iconic place and give their opinion about what does it take to write song?
https://drive.google.com/drive/folders/1W39X3A4TRMq4GXBlWJgwDO0b24V9U_YB?usp=sharing	

2.3.13 Power point. The immigrant culture in New York. (Authentic material)

Description	Rationale behind it
PowerPoint presentation Video taken from YouTube	Talking about immigrant culture helps students become curious about wanting to get to know New York, and with

	the help of the video, encourages them to learn about the diversity of cultures found in this city.
PowerPoint presentation. Own design. https://drive.google.com/file/d/1VgTw6Qu0fwTn9PnNK_VMa_Ads27LypQf/view?usp=sharing **10 Reasons to Move to New York. Youtube** https://www.youtube.com/watch?v=_Cvp_rBC-TY	

2.3.14 Words and definitions related to Immigrant culture.

Description	Rationale behind it
Activity designed in Educaplay	Students become familiar with learning new vocabulary through technology and relating images to concepts or definitions about the immigrant culture.
Words and definitions related to Immigrant culture*. Own design.* https://es.educaplay.com/recursos-educativos/9314795-immigrant_culture_in_new_york.html ***Students' production (samples):*** https://drive.google.com/drive/folders/1iO09aQOu4DKb3gVraxPd4BMzhFt7pSKn?usp=sharing	

2.3.15 Listening and Writing. New York city boys by Pet Shop Boys. (Authentic material).

Description	Rationale behind it
Video taken from YouTube Lyricsgaps	Reasons that justify it, it is in the first activity of authentic material.

New York city boys by Pet Shop Boys. Youtube https://www.youtube.com/watch?v=cpk8ym8iqWU **Lyricsgaps** https://www.lyricsgaps.com/exercises/view/7073/Custom/11753#.YIo-l28IVQA.link ***Fill in the blanks exercise. Own design. Students' production (samples):*** https://drive.google.com/drive/folders/1iO09aQOu4DKb3gVraxPd4BMzhFt7pSKn?usp=sharing

2.3.16 Writing. Conclusions.

Description	Rationale behind it
PowerPoint presentation and document designed in Google Documents.	The evidence shows that the choice of using collaborative documents through the Specialization, gave good results, allowing both teachers and students to see the changes in a document in real time. Following the same logic of this type of activities, the Ss are expected to expose their conclusions in the proposed document and participate individually and collaboratively on the topics seen in these four sessions, about American and British customs, the city that never sleeps, British icons or the culture of immigrants in New York.
-Conclusions- https://drive.google.com/drive/folders/1iO09aQOu4DKb3gVraxPd4BMzhFt7pSKn?usp=sharing	

2.4 Video link.

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

https://www.youtube.com/watch?v=b16xIs0ZYWw&t=43s

2.5 Video concept.

Time	Stage	Methodological remark
00:00	Introduction, academic information, and title of the project	
00:35	**Session 1**	
00:42	Selecting authentic material	Planning. Needs analysis. Working with authentic material.
00:46	Involving students in the topic	Activating student's schemata.
01:00	Introduce "new" vocabulary that fits the concepts and definitions of words related to English and American cultural differences.	Activating student's schemata. Pre-teaching vocabulary. Word meaning and use. Computer assisted language learning (CALL).
01:04	Using Blogger	Input hypothesis. Using critical thinking skills.
01:12	Reading comprehension	Extensive reading. Adapting authentic materials.
01:21	Identifying individual words, Lirycsgaps.	Using bottom-up listening skills. Cloze. Gap fill. Adapting authentic materials.
02:10	**Session 2**	
02:15	Introduce a "new" vocabulary that fits the concepts and definitions of words related to the city that never sleeps, and for being a cosmopolitan city (New York).	Activating student's schemata. Pre-teaching vocabulary. Word meaning and use. Computer assisted language learning (CALL).
02:28	Identifying individual words, Youtube and Google docs.	Using bottom-up listening skills. Cloze. Gap fill. Adapting authentic materials.
02:53	Identifying individual words, Lirycsgaps.	Using bottom-up listening skills. Cloze. Gap fill. Adapting authentic materials.
03:06	Speaking practice	Productive skills. Spoken discourse Fluency. Pronunciation. Feedback.
04:37	**Session 3**	

04:40	Introduce a "new" vocabulary that fits the concepts and definitions of words related British icon place Strawberry Field.	Activating student's schemata. Pre-teaching vocabulary. Word meaning and use. Computer assisted language learning (CALL).
04:53	Listening comprehension	Using bottom-up listening skills. Cloze. Gap fill. Adapting authentic materials.
5:03	Identifying individual words, Sounter.	Using bottom-up listening skills. Cloze. Gap fill. Adapting authentic materials.
5:20	Speaking practice 2	Productive skills. Spoken discourse Fluency. Pronunciation. Feedback.
05:56	**Session 4**	
6:02	Introduce a "new" vocabulary that fits the concepts and definitions of words related Immigrant culture.	Activating student's schemata. Pre-teaching vocabulary. Word meaning and use. Computer assisted language learning (CALL).
06:10	Using Educaplay	Activating student's schemata. Pre-teaching vocabulary. Word meaning and use. Computer assisted language learning (CALL).
06:17	Identifying individual words, Lirycsgaps.	Using bottom-up listening skills. Cloze. Gap fill. Adapting authentic materials.
06:36	Student's productions Collaborative writing	Learning hypothesis. Analyzing language: form. Analyzing language: meaning. Syllabus.
06:47	Assessment	Formulation of objectives. Self-assessment. Marking criteria. Evaluation.
9:39	Credits	

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 students is not an easy task and even though our students 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 students motivation. Assessing students is not an easy task and even though our students 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 students motivation. During the classes author's, she tries to motivate her students 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", "very good", "you can do it better next time" are usually helpful and students thank their effort is recognized in a certain way.

The High School students that have been assessed and tested in the present document, belong to an A2 level. It is said that in 9 out of 10 cases when a student signs up for English classes, their goal is to speak. Speaking a foreign language is very hard, so students need a great deal of motivation to encourage them to speak in English. (2)

Therefore, they need to be challenged to help them be aware of their strengths and weaknesses. In this particular case, the students that participated in the class implementation, are currently studying second semester of Tourism and are immerse in scenarios in which technology and culture is involved. Therefore, they have shown proficiency and ability to adapt and work using the apps proposed since the semester started. Noticeably, students 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 15-16, and having studied English for at least one semester, their

level is Elementary; A2 according to the Common European Framework of Reference for Languages (CEFRL).

The book that is the base for their course is the English File Elementary Student's book. Moreover, the Teacher's book (2) which is taken as a reference, states in its introduction that intermediate students need:

Grammar

• Clear and memorable presentations of new structures

• Regular and varied practice in useful and natural contexts

• Student-friendly reference material

Vocabulary

• A focus on high-frequency words and phrases

• Opportunities to personalize new vocabulary

• Accessible reference material

Pronunciation

• A solid foundation in the sounds of English.

• Targeted pronunciation development.

• Awareness of rules and patterns.

Speaking

• Topics that will inspire students' interest

• Achievable, motivating tasks

• Regular opportunities to use new language

Listening

• A reason to listen

• Confidence-building tasks

• Help with connected speech

Reading

• Engaging topics and stimulating texts.

• Manageable tasks that help students to read.

Writing

• Clear models

• The ‘nuts and bolts’ of writing on a word and sentence level

Practical English

• Understanding high-frequency phrases

• Knowing what to say in typical situations

Revision

• Regular review

• Motivating reference and practice material

• A sense of progress

After having done the analysis of what the students need, I analyzed the frame of reference to know what it is that the students should be able to do in each skill.

To illustrate this, the following graphs will work to get a general idea of what they can do according to the structured overview of all CERFL scales (3):

Common reference levels. Global scale:

A2	Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.

Qualitative aspects of spoken language use:

	RANGE	**ACCURACY**	**FLUENCY**	**INTERACTION**	**COHERENCE**
A2	Uses basic sentence patterns with	Uses some simple structures	Can make him/herself understood in	Can answer questions and respond to	Can link groups of words with

	memorised phrases, groups of a few words and formulae in order to communicate limited information in simple everyday situations.	correctly, but still systematically makes basic mistakes.	very short utterance, even though pauses, false starts and reformulation are very evident.	simple statements. Can indicate when he/she is following but is rarely able to understand enough to keep conversation going of his/her own accord.	simple connectors like "and, "but" and "because".

Overall written interaction

A2	*Can write short, simple formulaic notes relating to matters in areas of immediate need.*

Overall written production

A2	*Can write a series of simple phrases and sentences linked with simple connectors like "and", "but" and "because".*

Creative writing

A2	*Can write about everyday aspects of his environment e.g. people, places, a job or study experience in linked sentences.* *Can write very short, basic descriptions of events, past activities and personal experiences.*
	Can write a series of simple phrases and sentences about their family, living conditions, educational background, present or most recent job. *Can write short, simple imaginary biographies and simple poems about people.*

Vocabulary range

A2	*Has sufficient vocabulary to conduct routine, everyday transactions involving familiar situations and topics.*
	Has a sufficient vocabulary for the expression of basic communicative needs. *Has a sufficient vocabulary for coping with simple survival needs.*

Grammatical accuracy

A2	*Uses some simple structures correctly, but still systematically makes basic mistakes - for example tends to mix up tenses and forget to mark agreement; nevertheless, it is usually clear what he/she is trying to say.*

Self-assessment grid

		A2
UNDERSTANDING	Listening	I can understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (e.g. very basic personal and family information, shopping, local area, employment). I can catch the main point in short, clear, simple messages and announcements.
	Reading	I can read very short, simple texts. I can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables and I can understand short simple personal letters.
SPEAKING	Spoken Interaction	I can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. I can handle very short social exchanges, even though I can't usually understand enough to keep the conversation going myself.
	Spoken Production	I can use a series of phrases and sentences to describe in simple terms my family and other people, living conditions, my educational background and my present or most recent job.
WRITING	Writing	I can write short, simple notes and messages relating to matters in areas of immediate need. I can write a very simple personal letter, for example thanking someone for something.

2.6.2 Traditional assessment.

The Traditional Assessment (TA), what I chose to represent this type of assessment was:

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

For these activities, students are expected to develop their receptive skills and their understanding of adverbs of frequency, words related to the culture, verbs, and present simple through authentic material, in this case, through the songs: Englishman in New York, New York, New York, Strawberry fields forever and New York City boy.

2.6.3 Self-assessment.

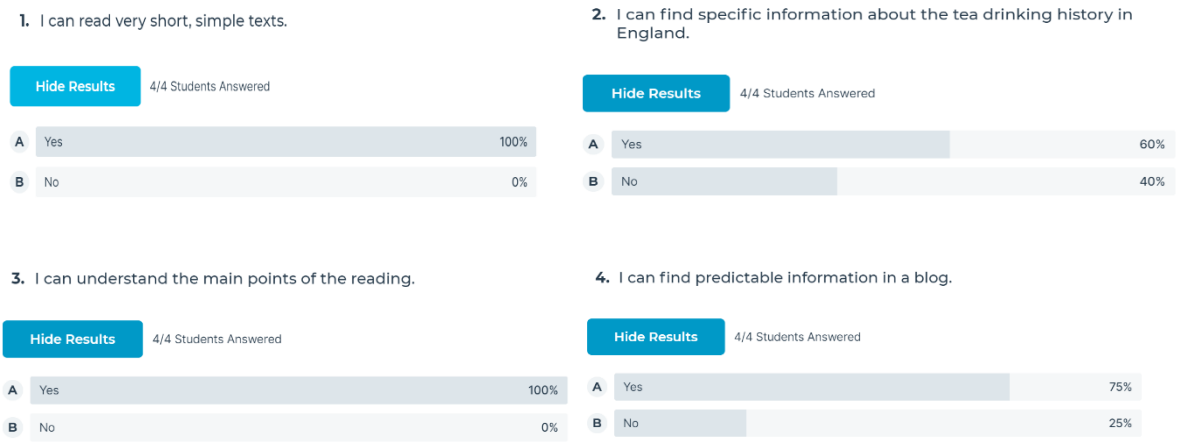
It is crucial for students to identify and be aware of how confident they feel during the tests, how confident they feel knowing what to write or what to say or what grammatical structures to use.

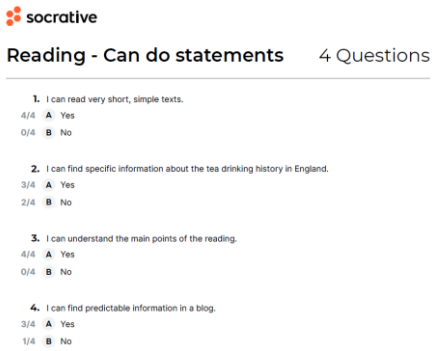
When using Socrative, teachers are allowed to design and launch quizzes according to the students' needs, for example, they have the activity paced by the teacher. In that way, students can work at the same time or at their own rhythm. Teachers can also decide the settings of the tests, for example if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

2.6.4 Reading (Self-assessment design).

Reading – Blog Can do statements	✓	✗
I can read very short, simple texts		
I can find specific information about the tea drinking history in En-gland.		
I can understand the main points of the reading		
I can find predictable information in a blog.		

The results of the Reading self-assessment were as follow:



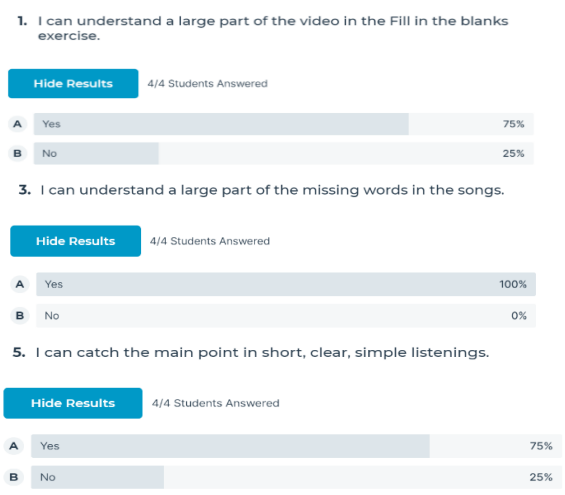


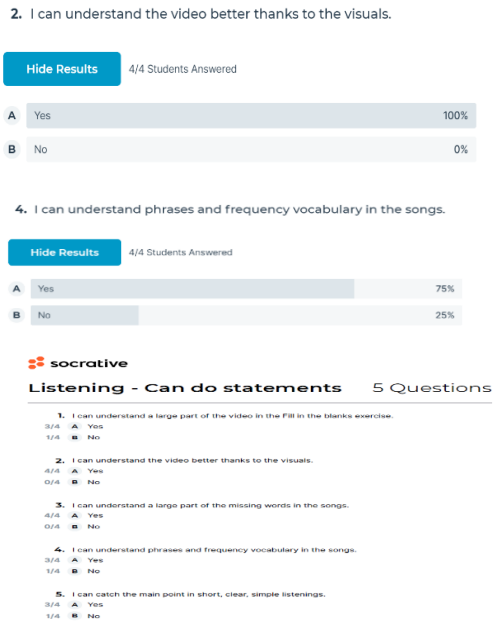
Expected outcome	Real outcome
Students were expected to identify the topic and understand the main idea of the text using the history about tea drinking in England. Also, feel committed to the topic through the visual MC exercise designed in Socrative to remember those facts for the final oral and written expression exercises.	Ss were able to understand the main idea of the text and remember specific details about the history tea drinking in England. Students can understand the main point, which is good for a first approach to the topic.

2.6.5 Listening (Self-assessment design).

Listening – Authentic material- Can do statements	✓	✗
I can understand a large part of the video in the Fill in the blanks exercise.		
I can understand the video better thanks to the visuals.		
I can understand a large part of the missing words in the songs.		
I can understand phrases and frequency vocabulary in the songs.		
I can catch the main point in short, clear, simple listenings.		

The results of the Listening self-assessment were as follow:





Expected outcome	Real outcome
Students were expected to identify the topic and understand the main idea of the authentic material using to the fill in the gaps exercise, review the topic of simple present and vocabulary related to the differences in culture.	Ss were able to understand the main idea of the authentic material using to the fill in the gaps exercise and remember specific details about the topic of simple present and vocabulary related to the differences in culture.

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 Multiple choice exercises are used to assess reading comprehension and their characteristic is based on the fact that it has only "one correct answer" and is a quick check format, 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 English like drink tea and who influenced that taste.

An additional drawback is that students are not allowed to give reasons why they choose one or the other answer.

We can say that tests in MC format focus only on language recognition and not on language production (5).

Grading this Multiple choice exercise is easier (than speaking or writing) in this exercise, the score is not taken, just knowing that students feel safe having done the activity. 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.

2.6.6 Performance Based Assessment.

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

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 (4).

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

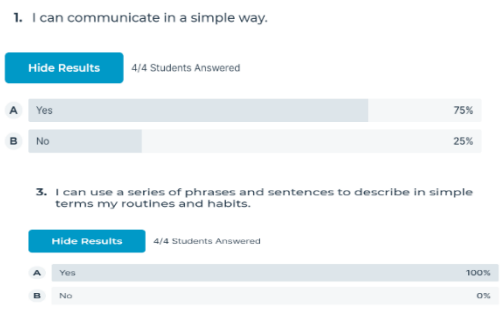
Quadrant: Observation of process	
Writing	Draft: After the four lessons planned, Ss give their opinions about American and British habits, the city that never sleeps, British icons, or immigrant culture in New York. Informal feedback is given. This first draft is based on the methodology stated by O'Malley and Valdez-Pierce.
	Practice 2 After receiving the informal feedback, Ss use the error code to have a better version of their writing.
Speaking	Practice 1 After the first two lessons about cultural habits and facts, Ss talk about them and give their opi-nion.
	Practice 2 After watching the video about the history of Strawberry field, the British icon, Ss give their opi-nion about what elements they think a writer needs to write.

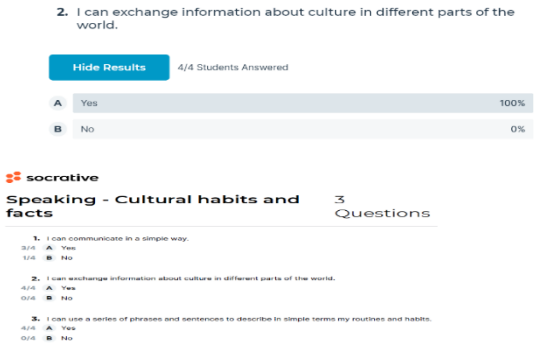
Quadrant: Observation of product	
Writing	Final product After using the error code and correct the things the teacher indicated, Ss hand in an individual writing considering the rubric about their conclusions.
Speaking	After the four lessons, Ss talk about their conclusions considering the elements of the rubric.

2.6.7 Speaking (Self-assessment design).

Speaking – (cultural habits and facts) Can do statements	✓	✗
I can communicate in a simple way.		
I can exchange information about culture in different parts of the world.		
I can use a series of phrases and sentences to describe in simple terms my routines and habits.		

The results of the Speaking self-assessment were as follow:

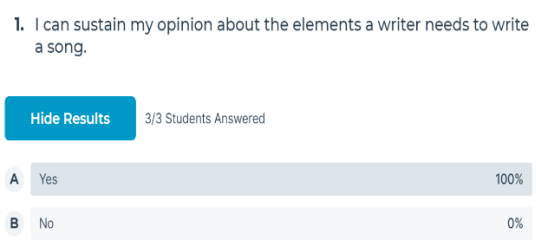


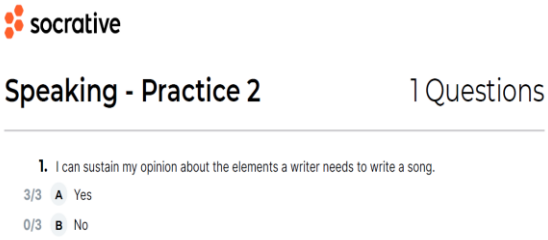


Expected outcome	Real outcome
Ss were expected to talk about habits and why they are cultural differences, give reasons and give opinions to talk about the two previous topics (cultural habits and facts).	Based on the results, Ss feel confident enough to give their own definition of cultural habits and facts. 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 the elements a writer needs to write a song.		

The results of the Speaking Practice 2 were as follow:



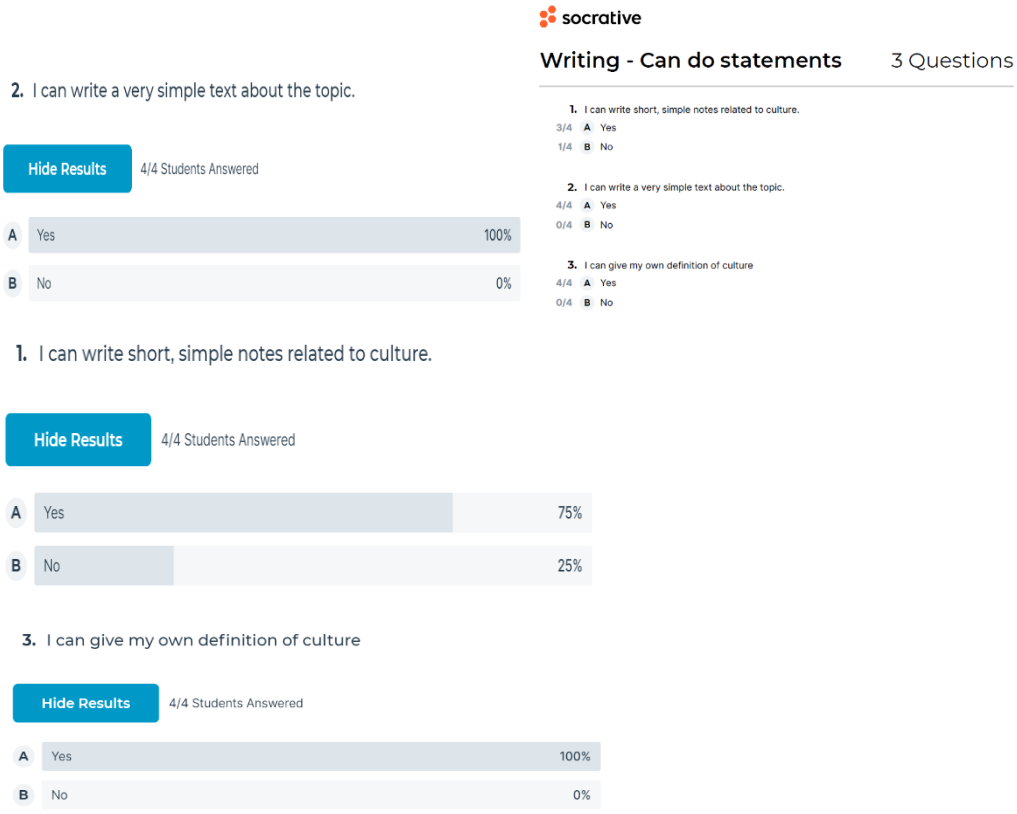


Expected outcome	Real outcome
Ss were expected sustain their own oral opinion about British icon Strawberry Fields influenced and the way The Beatles they were inspired to write it. And they answered the question What do you think a writer needs to write?	Based on the results, Ss felt confident enough to sustain their own opinions and thoughts. Their initial brainstorm is enriched after watching the story behind the Strawberry fields forever and listening the lyrics write for the Beatles.

2.6.8 Writing (Self-assessment design).

Writing – Practice 1 Can do statements	✓	✗
I can write short, simple notes related to culture.		
I can write a very simple text about the topic.		
I can give my own definition of culture.		

The results of the Writing self-assessment were as follow:

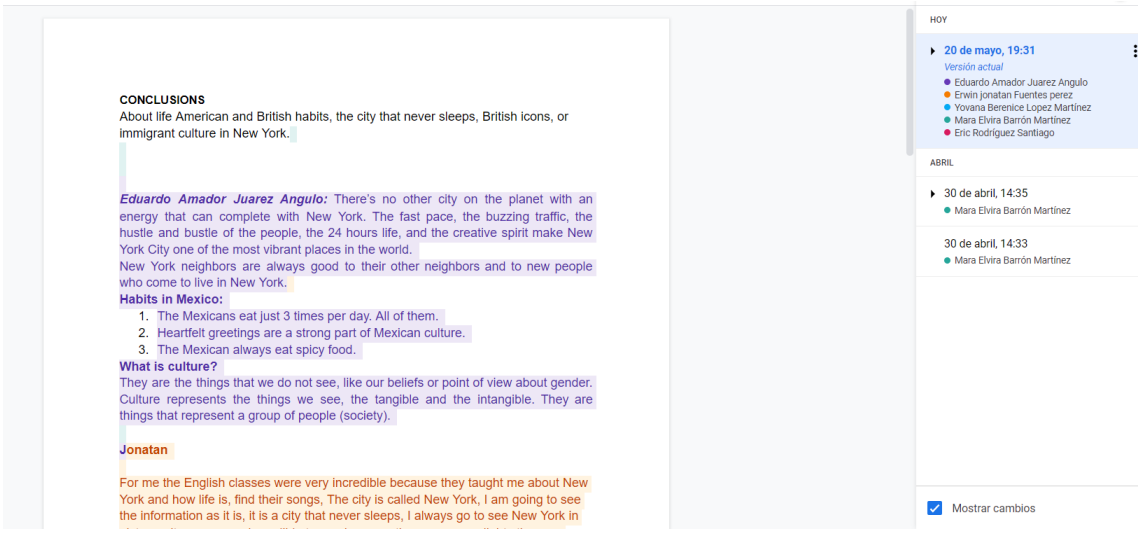


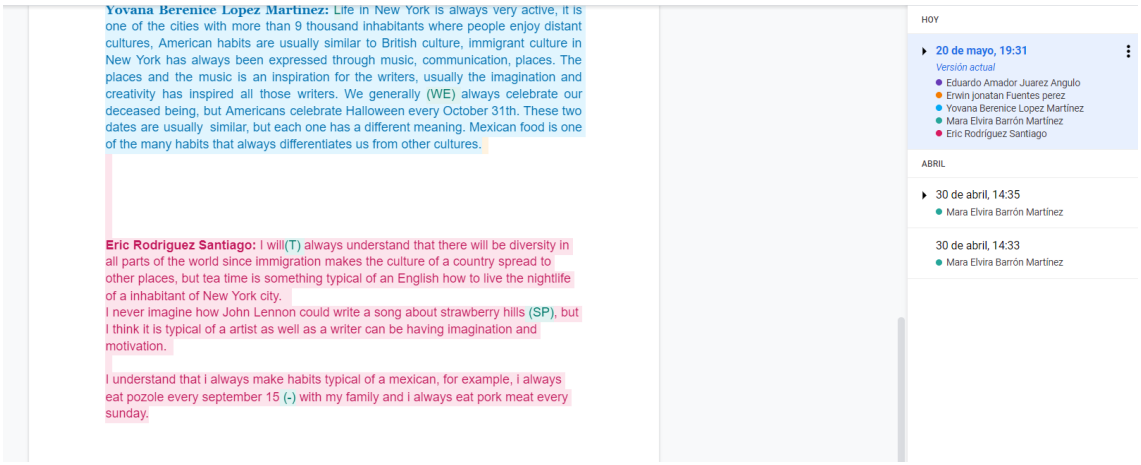
Expected outcome	Real outcome
Ss were expected to fill in the gaps exercise, accompanied by Youtube and write in the Google Docs to talk about the iconic place that immortalized John Lennon in the Beatles hit "Strawberry fields forever".	Based on the results, Ss feel confident enough to write the fill in the gaps. 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 simple text in a linear sequence.		

The results of the Writing practice 2 were as follow:

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





Expected outcome	Real outcome
Ss were expected state their own opinion about the topic studied during the 4 previous classes.	Based on the results, Ss felt confident enough to sustain their own opinions and thoughts. Their initial brainstorm is enriched after to have the differents topic studied the culture during the 4 previous classes.

Regarding the feedback on written work, according to (4), 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 (7). 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, habits, icons, and immigrant culture and the way the music influenced it.	Based on the Ss' production, they felt confident enough to write their own opinions and thoughts on culture, habits, icons, immigrant culture. Their initial brainstorm was enriched after watching the documentaries and the music of the different artists 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.

2.6.9 Final product rubric. Writing.

	Language and vocabulary	Organization	Task achievement
Excellent	Uses an excellent range of vocabulary and includes less common lexis.	The text is very well organized.	States his / her own conclusions about the American and British habits, the city that never sleeps, British icons, or immigrant culture in New York.
Very good	Makes some occasional mistakes.	The text is generally well-organized.	Doesn't include all of the topics requested.
Good	Makes a lot of mistakes.	The text includes very basic linking words.	Analyzes de topic in a superficial way.

Students' production (final writings samples).

https://docs.google.com/document/d/16OvFg01ystQCvvJbFO18NdJOIq4CRlxM_vAtO8JurTo/edit?usp=sharing

2.6.10 Final product rubric. Speaking.

	Pronunciation	Fluency	Grammar and vocabulary	Task achievement
Excellent	Is mostly intelligible.	Manteins simple exchanges.	Shows a good degree of control of simple grammatical forms. Uses a range of appropriate vocabulary.	Can state his /her own conclusions about the American and British habits, the city that never sleeps, British icons, or immigrant culture in New York.
Very good	Is mostly intelligible, despite limited control of phonological features.	Has some difficulty.	Shows sufficient control of simple grammar forms. Uses appropriate vocabulary to talk	Omits some requirements to give a clear idea of the 4 topics.

	Pronunciation	Fluency	Grammar and vocabulary	Task achievement
			about everyday situations.	
Good	Has very limited control of phonological features.	Has considerable difficulty maintaining simple exchanges.	Shows limited control of few grammatical forms. Uses a vocabulary of isolated words and phrases.	His /her conclusions are very superficial.

Students' production:

https://drive.google.com/file/d/11x2s5BpTKMFp80yJbTqTkO-JldyoPrZ_/view?usp=sharing

https://drive.google.com/file/d/1mMV6O7Z1TYMLZHxfNiOjlX-7x5YKSOyC/view?usp=sharing

2.7 Providing feedback.

Regarding the feedback, informal feedback was provided in each session. Ss were corrected while reading, in order to improve pronunciation. On the other hand, they received feedback while writing sentences. Ss were encouraged to make their own decisions in their learning process. Formal feedback also took place when they handed in their final products, they were informed about their performance and their meaningful improvement so that they will not make the same mistakes than before.

2.8 Meaningfulness and usefulness of the designed tests and assessments.

The designed assessment tools were based on the Common European Framework of Reference for Languages (CEFR) so that the Ss abilities were exactly defined as a starting point and to know exactly what they were expected to achieve. It gave the teacher a guideline to identify the Ss achievements in all the different skills according to their A2 level.

An error code was defined in order for the Ss to have the opportunity to check and correct their first draft, read the teacher's notes and suggestions, and then write a second version

for their final product. This kind of tool is useful because it allows the Ss to see the kind of mistakes they frequently make and pay attention to how to improve.

The criteria that was selected in the rubrics was intended to evaluate the range of language and vocabulary, the way they are able to organize their own ideas and how well they can achieve the task.

Another important point when designing the assessment tools was organization, the author of this paper categorized from the general criteria to the most specific one, in order to designed detailed tools.

The last but not the least, qualitative results were meaningful after applying the assessment tools due to the Ss said they felt more confident to use the language and were able to identify their own strengths and weaknesses in each activity.

CHAPTER 3. Experience report.

After applying the lesson plan, this is the analysis:

Expected outcome	Real outcome
Ss were expected to be able to define culture and talk about it.	Ss provided the teacher with different examples from the place where they live, their customs and traditional clothes and drinks.
Ss were expected to relate images to the cultural concepts from American and British people.	After talking and giving their examples to the teacher in the previous activity, Ss were able to tell the differences between American and British people, by using their background knowledge.
Ss were expected to understand the main ideas of a reading and answer the questions with ease.	Even though it took the Ss more time than the expected to answer the questions in the blog, they were able to identify the main idea of the reading and answer correctly.
Ss were expected to be familiarized on how to play videos in a website and identify clearly the instructions for the activities.	At the beginning, Ss found it difficult to see their score, however they completed it successfully.
Ss were expected to use their background knowledge to talk about immigrant cities and their famous facts.	Ss were able to provide the teacher with some examples to complement the topic. They used their background knowledge from what they had learned in films.
Ss were expected to identify key words according to their level in an exercise listening and reading at the same time.	Ss took advantage of having the audio and the text at the same time and were able to finish the activity successfully.
Ss were expected to identify common verbs in present simple.	Task achieved successfully.

Expected outcome	Real outcome
Ss were expected to speak about culture, habits, and facts using simple short sentences using frequency adverbs and present simple.	Ss were able to say short sentences using the frequency adverbs and the present simple. They were provided with informal oral feedback about the word order.
Ss were expected to identify key words in authentic material.	The activities dealing with authentic material took Ss twice the time that had been planned.
Ss were expected to use a karaoke app with ease.	Ss weren't familiarized with the app and found it difficult to understand. The teacher had to switch the activity in order to work collaboratively.
Ss were expected to give their own ideas about what a song writer needs to write a song.	Ss needed guide and a model answer in order to give their own opinion. Nevertheless, they achieved the task successfully.
Ss were expected to identify reasons why to move to cosmopolita cities such as New York.	Ss were able to express their excitement about finding 24/7 places and the opportunities they would have.
Ss were expected to relate pictures and definitions.	Ss had to work in teams instead of individually. However, working collaboratively was good in order to complete the activity.
Ss were expected to summarize the four lessons writing a text using the present simple and the frequency adverbs.	Some Ss received informal feedback and they took advantage of the error code in order to modify their first draft to hand in a good final product.

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. The study and the analysis of the structure overview of the Common European Framework of Reference for Languages of the current English level of the students were of vital importance in order to determine the skills students are supposed to have and develop according to their A2 level. Another crucial factor was the student's willingness and intrinsic motivation to work online with several apps that they were not familiarized.

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.

It is expected that the high school students who have participated in this project will, as tourism technicians, be able to use technology to facilitate their work as they develop in their professional lives, and that they will be culturally aware, as they will be interacting with foreign people. Students should be encouraged to be aware of socio-cultural issues and reminded in a way that human interaction and social contact are fundamental. They will not only be asked to speak English when they take a professional exam, for example, but also when they have to interact with people from other countries using English as a lingua franca, and of course when they establish a relationship with them and realize that they come from different backgrounds. Cultural aspects come to the fore when having an ordinary conversation and, in addition, people may follow different social rules. These 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.

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.

As for the theoretical foundations that function as the basis for the present project, the linguist Stephen Krashen occupies a prominent place, his research being a fundamental part of remembering that a lowered affective filter enables the acquisition of input. 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 implementation of the lessons to support Ss who feel anxious, to be able to work under a good classroom environment by giving informal feedback without grades in between, letting them realize and express the confidence they feel while performing the activities, offering them extra time to organize their thoughts and ideas before writing and speaking, and letting them know about their performance at each 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.

This is important to point out and relevant because after the four sessions considered in the present lesson plan and as they stated in the conclusion collaborative writing, students 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 students 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.

Concerning the design of the digital materials used in the lessons, it can be said that they were meant for the students 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 students' 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 student's 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 student's 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, writing, reading, and listening 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. 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 results of the quantitative and qualitative assessments, the students were curious and understood that they did not have to adapt to the beliefs of other cultures, but that they had to be more critical in order to improve their self-knowledge. They realized that it is not necessary for everyone to think alike, but to show respect for the pluralism of opinions and practices in other places. The students were willing to cooperate and analyze preconceived ideas, different habits, immigrant cultures, cosmopolitan city life, and cultural icons by showing empathy. In essence, students recognized the importance of communicating appropriately, effectively and respectfully. Therefore, these attitudes should be encouraged in subsequent classes.

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Appendix

Power point.

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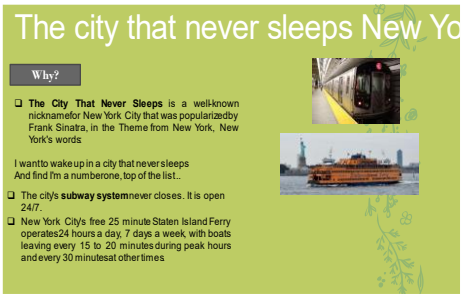

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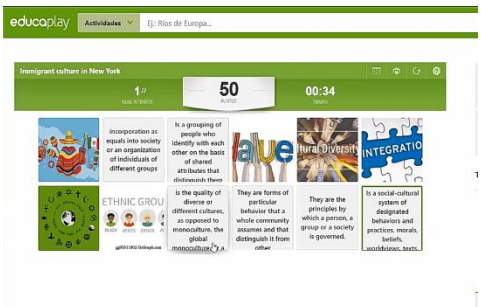

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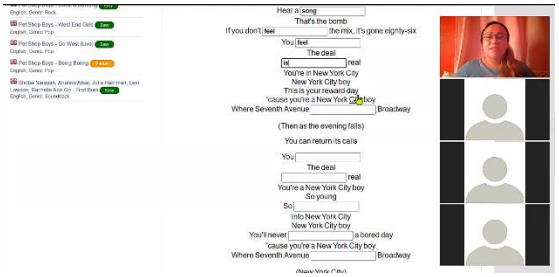

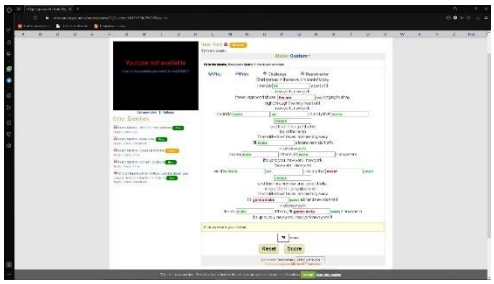

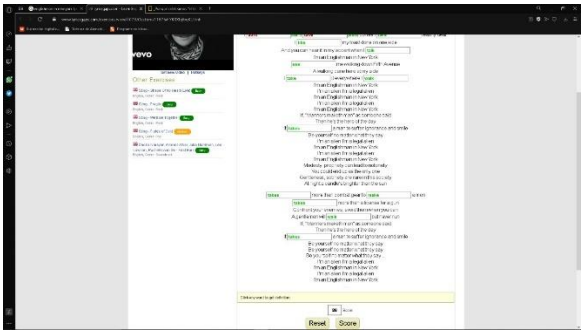

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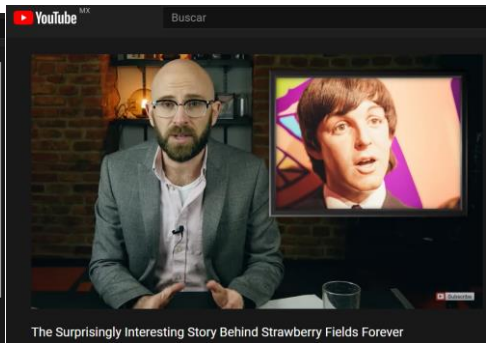

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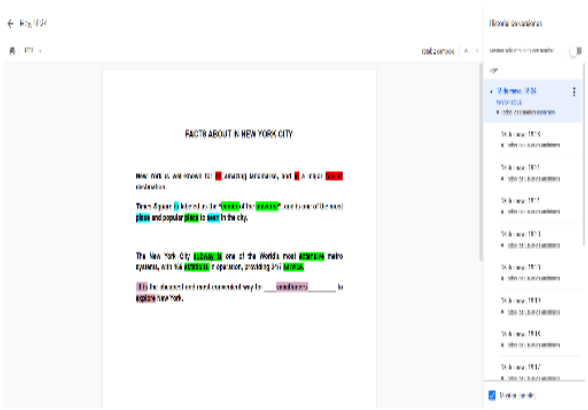

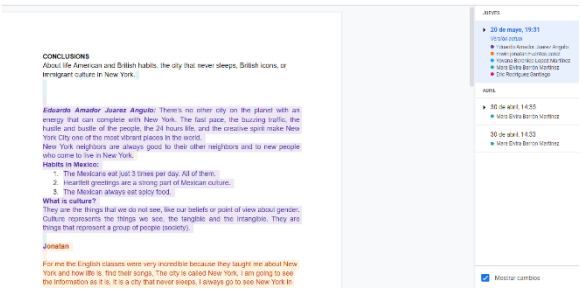

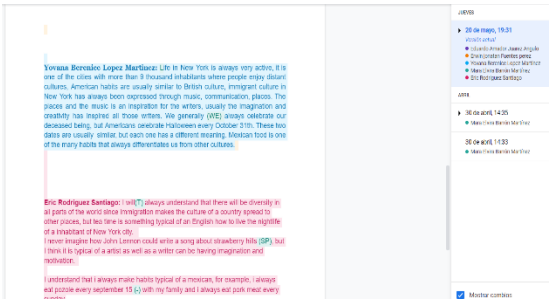

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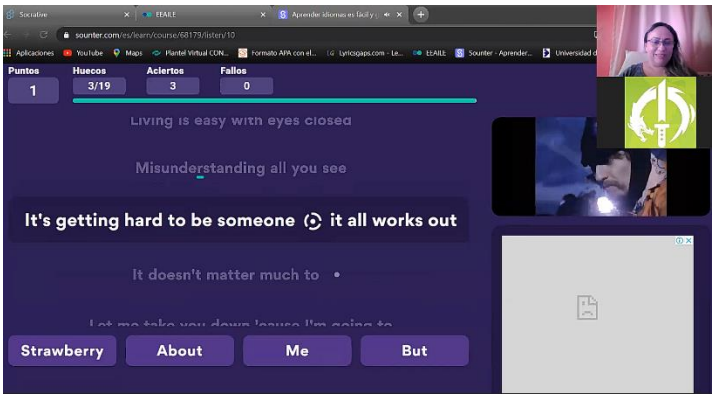

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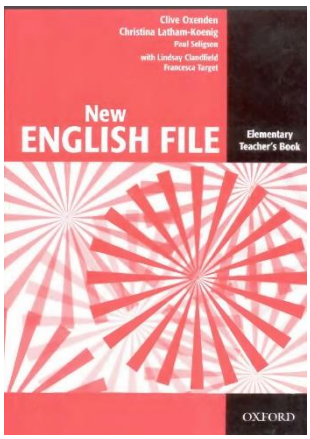

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Nombre completo del(la) autor(a):	Mara Elvira Barrón Martínez					
Matrícula:	190926035					
Domicilio:	Av. 5 de mayo 15 Col. Juquilita. Salina Cruz, Oaxaca					
Teléfono:	9711401200					
Correo electrónico:	Elvismarto54@gmail.com					

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