



## **UNIVERSIDAD PEDAGÓGICA NACIONAL**

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**UNIDAD AJUSCO**

**PROPUESTA DE INTERVENCIÓN EDUCATIVA**

**Developing “Cultural Awareness” Through  
Intercultural, communicative competences and  
Technological tools in Second grade Elementary  
school.**

**TRABAJO RECEPCIONAL**

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

**PRESENTA:**

**Gilda Johana Albino Guzmán**

**ASESOR: Alma Daniela Otero**

**Ciudad de México. A junio 21 de 2020**

SEP

SECRETARÍA DE  
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## INTRODUCTION

*They say Ulysses, wearied of wonders,  
wept with love on seeing Ithaca,  
humble and green. Art is that Ithaca,  
a green eternity, not wonders.*

“The Art of Poetry” by Jorge Luis Borges

Each time, I looked back at the path I walked along on this degree is inevitable to see again all the adventures, worries, battles, joys that were with me along the lessons, units, modules, assignments and projects of this specialty. I have learned so much, I have configured new ways to teach and I have broken plenty of paradigms in which I have been teaching since the moment I started this degree. As I said, in some of my previous assignments: this degree is been for me like poetry. Poetry is a manner in which language is used to express creatively our daily word, that is what I learned from the specialty; to express through academic foundations my own teaching practices and to understand from scientific principles the student’s learning process.

As far as I am concerned, I have been building up a conceptual framework that has been my foundations not only through the degree but also for my teaching performance, and I considered that concepts like Language, which is the object of the study in English as a foreign language (EFL) in teaching, communication models, language acquisition models, pedagogic and didactic approaches and as well as learning approaches are vital to each EFL teachers. And after that, getting all this vital framework into practice was an authentic challenge in my classes but it has a collateral consequence, it made me reflect on what I did, what I do and what I will do, that kind of behavior it has become into a habit; a blessed teaching action that has opened my eyes to the way my students are: eager children with strong desires to learn a foreign language to communicate what they believe, what they expect and the most important what they wish.

Developing Language (EFL or mother tongue) has a huge impact on education, especially on elementary school, since it develops cognitive process, emotional attitudes, and citizenship formation in our children. Language has been defined in different views like

a set of rules (Saussure), a group of abilities called competences (Chomsky) or as a vital component of the culture tissue that states identity, tolerance and difference (Halliday) , and this last concept is the one that I centered this final project.

The purpose of this project was to develop “cultural awareness” concept in communicative and intercultural competences through technological tools in second grade elementary school. The importance of carrying out this concept in grades that are foundations for education is critical owing to the necessity to encourage new imaginaries related to identity and the acceptance of different cultures that is primordial as being citizens in a global village.

According to Ponziano & Shabazian (2012) educational practices should involve multiculturalism and anti-bias curriculums in early young classes due to on that stage children build their identity through their own experiences with gender, culture and social groups; therefore, developing classes in which openness, difference, tolerance and diversity are part of teaching and learning processes and as well are key in children’s progress.

This document is divided in five chapters. The first chapter is related to state the kind of teacher I am, the philosophy I pursuit and the theoretical framework I have been building up through this degree. The second chapter discusses the methodology and practice of the purpose of the project: the development of cultural awareness in second grade elementary school through communicative, intercultural competences and the use of technological tools through EFL teaching; this chapter is compounded of aspects like the lesson plan, the type of assessment tools used in the classes, several evidences of the two previous aspects and a video that highlights the main moments of this project. The third chapter is a critical reflection on the student’s outcomes, analyzing objectively what the strengths were and what I, as teacher, should keep on working on classes. The fourth chapter are the conclusions of this document in terms of what I have done in the specialty and on this project. The final chapter is related to some added appendixes and the bibliographic references used in this work.

Finally, I hunger for expressing that this project has a real impact on the kind of teacher who I am currently; I am like that Ulysses who is described by Borges (1960) in the verses of “the Art of poetry” a hopeful person looking at what he craved on that difficult voyage: “Ithaca” in his dreamed version greener and eternal. Right now, I am looking at my

future classes and there are wonderful, worthy, and immeasurable rich of challenges and discoveries in each classroom. And then, when I would land my foot on Ithaca, I will become into Viola one of the main characters in Shakespeare's comedy "Twelfth night" this girl full of passion to start again in a new land as a person, as a role, and in my case as a teacher.

# 1. Philosophy and Theory

## 1.1. Teaching Identity and Philosophy

To my view being a teacher is related to being a follower of the Greek philosopher Socrates who taught through the proposing of questions; personally, I do love questions, and specially right now after studying this specialty degree. Questions are marvelous since they make students and teachers dialogue together; sometimes questions make us answer them but other times they make us think from a different point of view matters that are relevant, crucial, or familiar. I strongly believe that classrooms, but above all Language classrooms, should encourage this vital tool to develop cognitive, metacognitive processes and high mental skills in the learner.

That is the importance of being an effective, thoughtful teacher who tests, analyzes, interprets what the students are living in classes and in their own lives. Another aspect I should consider is the type of subject I am teaching which is “language” and especially a foreign language. Seeing the concept of language as the way Vygotsky’s (cited in Bankovic, 2012) did, as a symbolic artifact that supports the development of higher mental functions through the social interaction; as well as Hallyday’s (2012) view, who states that language is considered as a semiotic system that involves text, function, context and meaning; and finally as Byram’s sees language, as a competence that allows learners to interact effectively with people from different cultures using a foreign language (Lopez-Rocha,2016).

Considering what I stated in the previous paragraph, the importance of continuously self-reflection on several aspects of my teaching performance is priority in my work, reflecting on: how teacher should link the EFL language instruction to student’s real life, considering language as a tool for developing learner’s mind processes (cognitive and metacognitive skills); practicing interaction as strategy to negotiate meaning; understanding that Vygotsky’s learning view is a real priority in our practices, that means, knowledge acquisition occurs through socialization and in the Zone of Proximal Development (ZDP); the necessity to stablish a different kind of relationship inside of our classroom in terms of roles: my role should be guided as a facilitator, a class manager and a mediator of how the language should be used, roles related to the communicative approach language teaching states (Omondi & others, 2015).

Another aspect which is vital to keep on working on my teaching performance is to understand that EFL promotes another kind of mind development related to be aware that students are surrounded by cultural contexts that influenced strongly the way people communicate; likewise, to comprehend that EFL classes might trigger another kind of cognitive development necessary for real life, I am referring to what Bloom (Amstrong, 2019) states on his taxonomy; in here, there are six major categories that a learner should use to deal with problems or situations in real life; from those categories the ones which are mandatory to apply in English classes are the higher mental functions: Analyzing, Evaluating and Creating.

The kind of teacher that is described above is directly proportional to the kind of students should be blossomed in the classes: students who would be able to produce their own knowledge, to be independent users and critics of their own work, learners that might appreciate the fact that Hsin (ND) discusses: the vital importance to learn Foreign culture (FC) in EFL classes to potentiate children's citizenship learning process, since it allows students to understand why a person who speaks a foreign language acts and expresses in the way he/she does, in this manner, the learner is acquiring other form to see the global world in which students are living and that fact would affect positively the children's metacognitive mind processes.

Other important features my students would have is they would be able to perform a wider set of roles in the English classes: as designers, investigators, decision makers, autonomous learners and that they will provide realistic products using the foreign language through working collaboratively on a problem, on this way they are learning a real use of the foreign language through authentic interactions that create the necessity to communicate what they have learned mediated by EFL (Thuan, 2018).

Including interculturalism through Byram's Intercultural competence model (ICC) would support student's learning processes related to a wider range of what language means in people's life: language goes beyond linguistic and communicative structure; it is likewise a media to deconstruct biases and stereotypes and to address misperceptions to change them (Lopez-Rocha, 2016) to search for information to get understanding in a critical way, and to reflect about the student's identity and how this critical comparison could be transformed into a new one in terms of "openness, flexibility, empathy, awareness of others, and the

ability to relativize one's perspective ... establishing and maintaining relationships with other cultures" (Barletta, 2009) which are attitudes that support a better understanding about the cultural diversity which students are dealing with.

Something important I want to add to my learner's profile, the rewarding role of being aware of the otherness concept. The otherness concept is related to the recognition and acceptance of the difference through respectful expressions and thoughtful actions. This concept is strongly related to the developing of Byram's ICC in classes; therefore, students are more conscious and responsible about their own learning and about the others' learning, acting as individuals but at the same time living harmonically in a community, understanding that they are not alone, and using sharing, kindness and caring of the other ones as legitimate practices in the classes.

So that, considering the type of learners I hope in my classes, I need to focus on the kind of learning must be displayed in the classroom. First at all, cooperative learning must be one of the pillars on my learner's performance. This concept comes from Vigotszky's (cited in Aravena & others, 2015) Zone of Proximal Development (ZDP) which is the gap between how a child could solve independently a problematic task and how potentially master a quite difficult task with support and assistance of a more capable peer; hence, promoting collaborative work on classes might affect positively the students' productions, specially placing an English successful student who would help to guide and support other classmates. Encouraging learners to organize and plan cooperatively to develop activities and tasks and promote discussion among their classmates about the kind of products they want to produce.

Another item that should be included in learning processes is related to the production of knowledge in classes. Currently, teachers know that reproducing contents is not enough for children; they need to experience the different processes to acquire knowledge from themselves; and so that, Kolb's model of Experiential Learning provides the type of fact my students might deal with. According to this author knowledge is created through the transformation of experience. Knowledge results from the combinations of grasping and transforming the experience. That means, knowledge is acquired not only in inner mental processes or in a relationship among stimuli response and reinforce but by the transformation of the individual experience, as well as the influence of external factors could

make on cognitive development (Cherry, 2009). Providing a new experience to a learner creates a conflict that is mediated and solved through a cycle that provides certain stages that help the learner to grasp, observe, reflect and experiment the new information to assimilate and use it in innovative ways.

To grasp the kind of learning I expect from students, I, as a teacher, should include in my practices a solid and dynamic theory background that supports, through scientific method, the way I teach classes. First at all, the foundation of my didactic and pedagogical actions are centered on Communicative Language Teaching (CLA) which is a method that has as a concept core “the communicative competence” based on Hyme’s communicative model discussed on previous paragraphs. This competence is the set of skills and knowledge that is required for effective communication (Seker, 2010). In here, language has three dimensions: the form, the function, and the meaning; that is to say, language is thought as a whole, multidimensional and interactive speech act.

Second at all, encouraging the use of task-based learning approach (TBL) and project-based learning approach (PBL) as pillars on the designing of class activities. The first one was proposed by Nunan (cited in Hismanoglu & Hismanoglu, 2011) and he stated that the concept of task is crucial for the language learning process since it is a piece of student’s work that allows the learner to interact, comprehend and produce a product using the foreign language, focusing on the achievement of the task and not on the linguistic form. The second approach is based on the same concept “tasks” but this time they are projects which are born through a challenging question or a problem. PBL is learner centered, that means students perform varied roles on the approach: they are designers, investigators, decision makers, autonomous learners and they have as a main goal to provide a realistic product or a presentation using the foreign language.

Third at all, applying several teaching techniques to be adapted according to the student’s needs and learning styles, like: Total Physical Response is right now a huge necessity because of my students age and English level (this method is a remarkable way to recall quickly vocabulary and to associate movement-memory-target language); the PPP method (Present, Practice stage and Produce) originated from the Audio Lingual Method that is aimed to expose students to input using most of the target language and use authentic

material and drills as techniques (EEAILE, 2019); the interactive grammar teaching as a more comprehensible method to show the formal part of the language through interactions mediated by decentering teacher role, providing a more active student's role to explore and experiment linguistic patterns strongly related to their life.

Fourth at all, including technology approaches in the classroom. As we know, technology has been turning into a humongous variable in current schools, since our students interact daily with gadgets, social networks and they see themselves as digital citizens; so, education should be on the same plane as learner's life. According to Maheshwari (2016) there are two manners to include technology in teacher's practices: The hardware approach which refers to the use of teaching through machines, radio, television, tape recorder, video-tape, projectors etc., in teacher – students interactions, and the software approach that is related to the use of different artifacts as Newspapers, books, magazines, educational games, flash cards, technological devices, internet, applications, smartphones and so on, to stimulate cognitive and metacognitive process in learner's minds.

I strongly believe on the enormous responsibility that I have on me, being a teacher is not an easy breezy job; it requires courage, tolerance and curiosity to support student's learning processes, and from my point of view, being a language teacher in elementary school is even bigger (as well as being a math teacher) since the object of study which is language affects the way students think critically, the way they respect difference, and the way they decide on life matters.

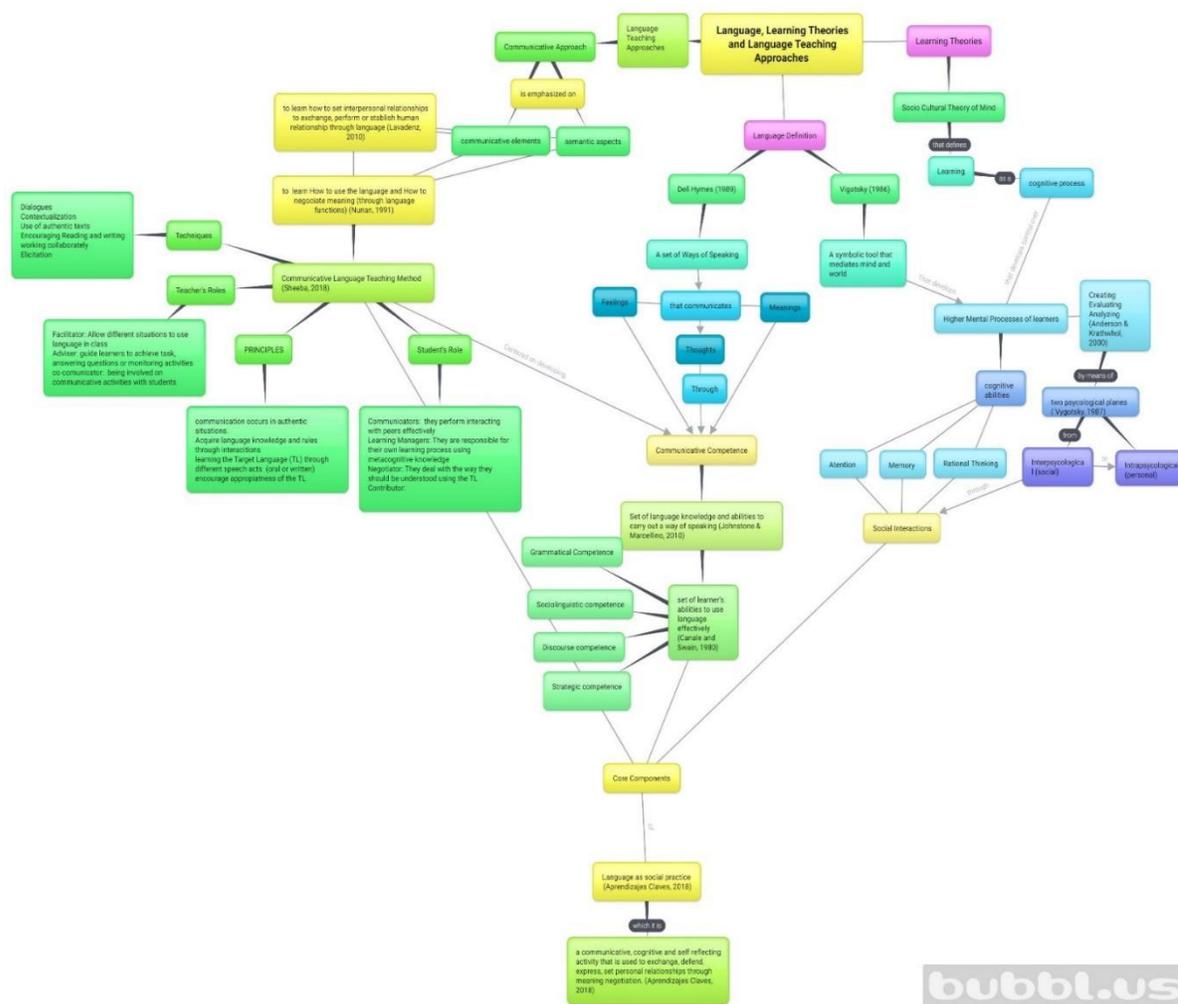
By cause of what I explained before I defined myself as a curious and hopeful teacher who craves to encourage inquisitive and critic students. I teach language, a powerful mediator tool to improve our understanding about the world. The way I teach is based on academic and experiential background pursuing the proper way to sophisticate my pedagogical and didactic knowledge, and the main reason I teach is related to this bible verse *“(6) In his grace, God has given us different gifts for doing certain things well ... (7) If you are a teacher, teach well” Romans 12: 6-7 NLT*, teaching is a God's gift and it is my truly responsibility to do it on the best way I have to do it, that means, studying all the time, updating constantly my academic background, self-evaluating any moment, being critic on my own performance and being systematic on my teaching procedures.

## 1.2 Theory underlying my teaching practice and identity

On this item there is a review on the axis conceptual component foundations my teaching praxis and identity have been basing along this degree; it should be noted that this framework will grow up according to needs, expectations and problematic situations in the classes.

Another aspect which is important to highlight is the way the conceptual framework is organized, it is grouped by three categories: language definition, learning theories and didactic and pedagogical ESL approaches. The reason the concepts were placed on categories is to show the way I have visualized in the manner that those concepts are linked in my teaching identity and praxis. All these components should be linked logically and has a purpose to demonstrate that EFL teaching as language is immerse into a tapestry in which basic parts are woven to form a whole, as you can see in the figure 1 which indicates that the concepts are organized in categories and they are interconnected.

Figure 1: Conceptual Framework mind map



### 1.2.1 Language Definitions

Along the history, language has been one of the social phenomena artists, sociologists, philosophers, and pedagogues tried to explain through several views: as myth, as art, and as science. There were different ways in history to approach this concept, but it was in the 19<sup>th</sup> century that language became into a scientific object to study for the linguistics; firstly, for its form (morphology and syntactic), then in the 20<sup>th</sup> century for its meaning (Text, speech and Discourse), in the mid-20<sup>th</sup> for its use in context (language function, language use, communicative models) and currently for its role in culture. According to what I explained in my teaching philosophy, the language concept which is essential in this conceptual framework is the one stated by Hyme's: a complex system that produces socio cultural symbols through its use; therefore, I do agree with this author, It is a sophisticated system that communicate our thoughts, feelings and meanings through codes which are involved on cultural and social bodies.

Relating Hyme's language concept to what Secretary of National Education policies states in our Mexican English Program (PRONI) Language is in depth of Social Practices in which students will be able to use it as a tool to socialize and perform certain kind of tasks. Considering this language definition, Aprendizajes Clave (2017) defines social practice as an opportunity where students will participate on a variety of communicative activities through the development of cognitive and metacognitive knowledge, abilities, and strategies to apply on the process of learning a foreign language.

Therefore, as a teacher, it is quite relevant to have a frequent reflection on the way I teach it, the form I integrate the linguistic form of the language system with the socio-cultural cloth of a communicative situation.

The importance of setting language concept in a context is quite massive; since, this socio cultural artifact should be focused on the way that it is used; setting it into a place, giving it a function, and providing a task to do with it; that means, the concept of language is framed on Hyme's communication Model as: providing a Setting and Scene when the communicative task is placed on an educational environment, giving an End to interchange thoughts, It has Instrumentalities related to the form and the style of speech, for example: You need to express politeness, using proper words, patterns, a certain lexis and so on.

In addition, on what language means in linguistics there is something that it is fundamental to stand out, the tight relationship that it has with culture. Language and culture are presented in any social artifact that human being has built. Language is a social construct that carries out meaning and expresses how people feels, thinks and perceives the word; meanwhile, culture gives an unique perspective in which a particular social group uses language to express; that means, the particular language in which a group of people could communicate their own world view.

Considering what it is commented before, our teaching practices should include culture as one of the conceptual axis in EFL classes; not merely added as information but also as a way to understand better how particular ways of thinking shape the manner to express meaning using a different syntactic, morphosyntactic and speech system.

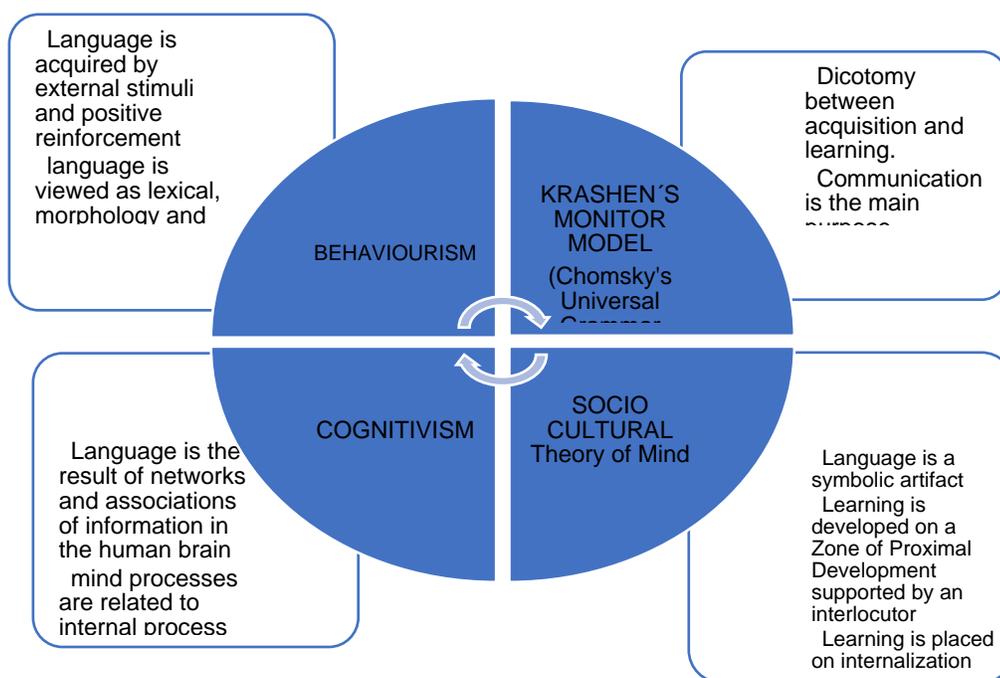
Other aspect to bear in mind, it is the relationship that language has with mind processes. according to Vigotsky, language has a fundamental role developing higher mental function like thinking, voluntary attention, and logical memory, they are uniquely human features and are mediated by tools and sign systems called language (Culligan, 2013). Language mediates the use of these higher mental functions to produce knowledge which is learned by two processes: 'the interpsychological' and the 'the intrapsychological plane'; the first process is the one that refers to the production of knowledge acquired in social interaction with peers and adults (Vygotsky, cited in Bakovic, 2019) and the second one is related to the acquired knowledge which is internalized and appropriated by the individual.

Joining language concept from different perspectives might help to know how to teach a foreign language; standing up the understanding of its basic elements, the functions that can communicate effectively thoughts, the value that language has on mental processes, the development that language comes up with, the knowledge production through learning another language, the vital role of language when students are identified themselves as a part of a community that lives surrounded by a multicultural world; finally, through language teaching that provides a coherent frame to raise authentic citizenships who will build up an inclusive, diverse and fair Mexican society.

### 1.2.2 Second Language Acquisition Theories

As far as I am concerned, the figure 2 summarizes the types of learning theories that have been applying in my regular classes. Each theory has been used according to the Secretary of national education policies and above all on student's needs or learning styles and as well, each one of them proposed a particular language view and offers learning and acquisition concepts that should be integrated in children learning processes. (see Figure 2). Nevertheless, it should be clear that Krashen's monitor model and Vygotsky's socio-cultural mind have an essential weight on my teaching practices.

Figure 2. Second Language Acquisition Theories



Referring on what Vygotsky proposed in his theory, to my view, the zone of Proximal development (ZDP) is the one that is more suitable in my classes. This construct is one of the concept axes of the Socio-cultural Theory of mind. Vygotsky (cited in Aravena, 2015) stated that learning occurred on that precisely moment. According to this author, ZDP is an

area or space in which learning is happening when a child is trying to master skills through the fostering of a more capable peer. On ZDP, mediation and internalization are used as processes to build the knowledge on a collaborative way, solving the problem based on what the learner knows and how this knowledge would be applied on this new task, how can this knowledge be modified through interaction with another capable peer or an adult, and how this knowledge can be internalized and assimilated on their cognitive background.

Taking into account this relevant concept, an example where the ZDP could be placed is when a student is competent describing a fact in English (for example the cycle of water, a food chain, etc.) or describing a historical fact (for instance, a chronicle, how people performed a profession, narrating an event) they already know the kind of vocabulary is required, the type of syntactic structures will be used, the kind of events would express but when they need to communicate unfamiliar communicative situations (for example, expressing a hypothetical circumstance or persuading a person to do something), they need to gather new information to communicate effectively their intentions. Here there is, when English teacher (referring on a Mexican scholar context) would support on providing a contextualized situation where these facts are described, the models of expression and how to use them through interactions between teacher – students and then between peers. So, on this way, teacher would apply a concept called Scaffolding in which the more capable peer supports by means of activities, material, or direct instruction some help to foster student to be capable of perform the task independently.

On the other hand, Stephen Krashen's Monitor Model Language acquisition and learning involves cognitive aspects in which information is process. This model was based on Chomsky's UG Theory. This Model has five hypotheses: The Acquisition – Learning distinction, the Monitor hypothesis, the Input hypothesis, the affective filter hypothesis, and the natural order hypothesis. The Acquisition-Learning distinction is the core of Krashen's theory; this dichotomy explains the development of second language performance. Acquisition is related to a subconscious process, very similar to the first language acquisition, in which communicating is more important than the form; the formal aspect is not explicit; thus, the learner is able to interact but not to explain the components or the use; besides, the importance of the student role this process is labeled as student – centered. Learning is the opposite, since, it is a conscious process where the knowledge of the language is explicit, it comes from formal language instruction and it is teacher centered,

and in turn, the learner is able to explain the language form and try to use it appropriately (Shutz, 1998).

The second theory is the monitor hypothesis. It explains how acquisition and learning are used to produce and correct utterances. The first one produces utterances and the second one plans, edits and corrects those expressions, especially when there is a mistake in a conversation to give a “polished” appearance to the speech, that means to act accurately (Shutz, 1998).

The third theory is the Input hypothesis which is related to how a learner acquire a second language and how it processes in his/her mind. It explains that acquisition is placed when a learner is exposed to a comprehensible language (which is comprehensible input) meaning, that means concepts that the learner understands but adding something that challenge students’ proficiency on their language development the “i+1” (Aravena & Others, 2015)

Then, the affective learning filter hypothesis explains how certain kind of emotional factors affects unfavorably or favorably the second language learning. Emotional variables like anxiety, apprehension, boredom or motivation, self-confidence, and personal traits (outgoing or introvert personality) play a vital role in learning. The higher degree of affective learning filter a learner has, associated to stress, the lower degree of learning rate a learner shows; on the other hand, the lower degree of affective learning a person gets, related to high motivation, good self-confidence or self-image, the more success in second language learning a person has. (Aravena & Others, 2015).

Finally, the Natural order hypothesis starts that there are some grammar structures easier or harder for learners; therefore, those patterns are placed in predictable sequence to be acquired early or later depending on their complexity.

There is another language learning view which is necessary to add and it is Kolb’s model of Experiential Learning. Kolb defines this kind of learning as the process whereby knowledge is created through the transformation of experience. Providing a new experience to a learner creates a conflict that is mediated and solved through a cycle that has certain stages that help the learner to grasp, observe, reflect and experiment the new information to assimilate and use it in innovative ways.

According to Kolb, learning occurs in a cycle of four stages, each one of them explain the way the transformation happens, how the new information modifies cognitive schemas and create new ones to be applied on the learning process (Baker & Robinson, 2016). This cycle has two ways to acquire knowledge: the first one is to grasp experience, that is to say, to comprehend in a whole the new experience, it is reflected on: Concrete Experience, the stage on what the learner is activated by an activity that provides a new experience; and by the Abstract conceptualization in which the learner has built a conceptual framework that includes hypothesis and theories based on the new experience that was observed; the second way to acquire knowledge is a transforming experience, that is related to the way that the cognitive process assimilates new information and establishes new schemas to apprehend the knowledge, it is reflected on two other stages: The reflective observation in which the learner makes a reflection about the new experience, analyzing the structure and components and interpreting its relationships; and the Active Experimentation that allows to plan how to test the new scheme in new situations. (Efstratia, 2014).

This model has features related to the way a learner could process information and this process is continuous and holistic. It helps to develop metacognitive and critical skills. It is lifelong term and it is involved on transactions and interactions between a person and the environment; it enhances the resolution of problems through higher mental functions, according to Bloom's category they would be analyzing, evaluating and creating. (Baker & Robinson, 2016)

### 1.2.3 Didactic and pedagogical EFL teaching approaches

Taking into consideration the holistic view of language (a set of rules, a semiotic system, a key component of the cultural tapestry) and the type of learning that is required to acquire language, didactic and pedagogical EFL teaching approaches should promote a deep understanding of EFL through genuine practices and safe educational environments that produces lively learning experiences.

So that, communicative approach teaching (CLT) is one of the fundamental approaches used in my EFL classes. This approach was born in the mid 1960's as an opposite answer to Chomsky's Language -view. This author founded the generative grammar which proposes language in terms of two concepts "Competence" and "performance" but centered on the individual; it means, the way the language works on a single person. Furthermore,

competence was primarily related to the linguistic Knowledge, Chomsky (cited in Silvino & Paz, 2015) said that each child has a Linguistic device that contains a set of linguistic principles, rules and formulas which are the foundations to acquire the native language (L1); that means that Linguistic device was the only manner necessary to acquire language.

Communicative approach took the concept of Competence but emphasized the relevance of having language in context; so, this Linguistic competence turned into Communicative Competence. Dell Hymes (Cited in Seker, 2010) explained that children needs not only the linguistic knowledge related to the linguistic accuracy but also the linguistic appropriateness that helps them to know when they can talk and when they cannot; what kind of speech they can use according to the situation and to whom. From Hyme's concept, Canale (Cited in Seker, 2010) defined communicative concept as a set of linguistic knowledge, what a person knows about language (lexis, morphology, syntactic) and skills related to how well a person uses language to communicate intentions, suggestions, concepts, emotions on an effective way.

This approach presents two ways to think and to teach Language: one is the communicative view of language and the other one is the interactional view of language. The first one understands that language is not just learned by studying isolated elements but as interactive elements which are included in a whole. This whole is compounded by minimal units (grammar categories), text (speaking acts and written acts), and discourse and it is linked by communicative functions (referring Halliday's social function of language) and the negotiation of meaning. The second view is focused on the way people uses language to maintain or stablish interpersonal relationships to carry on social transactions (suggesting, confirming, recommending, persuading, etc) (Richards cited in EEAIL, 2019).

Taking into account those language views, this approach has as principles the following items: the development of communicative competence is the main goal in language teaching and learning; encouraging linguistic appropriateness according to the social context; negotiating meaning as a way to get understanding of the message between interlocutors, teaching the four communicative skills (listening, speaking, reading and writing), learning communication via social interaction among individuals; setting up a context and providing communicative activities to trigger learning; promoting communication based on genuine use of language focused on meaning. (Seker, 2010)

Connecting this approach with the current Mexican language teaching context, I consider that it is an urgent necessity to establish a relationship among language, communication, interaction and thinking skills; so that, applying this approach in our daily classes might encourage first at all that our students would have a real contact with authentic language; second at all, to propose a class environment where students would handle how to be understood and how to send an appropriate message; third at all, to use language as a real symbolic tool to express on a first plane emotions and needs and on a second plane to develop higher mental functions according to Vygotsky's view of learning; and finally, to motivate learning communities through cooperative learning in our English classes.

Other approach that is rather pertinent is Task based Approach (TBA). Phd. Sheeba (2018) said this approach provides new understanding on aspects that CLT took as reference in its theoretical framework; aspects as: the student's and teaching's role in learning environments; the connection between language and real context and the concept of "Task" as a tool to promote communication and meaning which are rethought and reconfigured on TBA.

Task is one of the main components of TBA. Around it, the approach emphasizes the importance of problem solving related to the use of language in which learner is the center and social interaction a media to carry out a meaningful activity. So, Task according to this approach is an activity (goal- oriented) that learners carry out to produce an outcome, using the target language (TL) (Hismanoglu & Hismanoglu, 2011). This goal oriented activity is characterized by: having meaning over linguistic form, that means the content is the priority over the grammar; it is similar to real world activities, it means the task is comparable with activities a person would perform when there is communication in real life; it aims to produce an outcome (written or oral); there is always a product (a text) and at the same time it is an assessment indicator, learner and teacher might evaluate how well the participants might communicate the message or solve the problem proposed by the task. (Skehan cited in Hismanoglu & Hismanoglu, 2011)

It should be to point it out, that there are three main approaches that are related to TBA: Long's, Skehan's and Elli's (cited in Hismanoglu & Hismanoglu, 2011) , they differed from certain items like: how to focus on form, how to feedback and on some stages of the TBA cycle; nevertheless according to Swan ( cited in EEAILE,2020) they have shared some

features: it is learner centered, learner would have the opportunity to manage the way they can solve the problem proposed by the task; language learning must contain authentic or naturalistic language to be used for conveying meaning; learner's engagement is quite vital to internalize formal linguistic elements, that is to say, there is a direct relationship between interest to carry out the task and the motivation to use properly the language; communicative task is more suitable for this approach, this kind of activities are designed to use language in real contexts; the main focus of the TBA sessions is communication and meaning, linguistic form is seen as a complement part of meaning to ensure the effectiveness of the understanding of the content.

Learner on TBA has an important part developing the Task considering is the person in class who is going to carry it out, figuring out the way to solve the problem and specially the performer to produce the outcome. Hismanoglou & Hismanoglou (2011) stated three axes roles: group participant; it is part of a team that involves cooperative work ( in pairs or small groups); monitor, they are observers and analysts of the kind of language they need to transmit content but at the same time, this message should have proper and adequate linguistic forms to send the content effectively; risk taker and innovator, that means, learners should deal to achieve a task without having full comprehension about the kind of linguistic resources to express the outcome, so that situation motivates to explore, search, and realize for themselves what they require to accomplish successfully the task. On the other hand, teacher has an active importance on TBA, despite the approach is learner centered, teacher acts as a facilitator focusing on three major roles: selector and sequencer of tasks, it is the person in charge of selecting tasks, materials and contents related to students learning needs; preparing learner for tasks, guiding students through instructions, language needed, clarifying doubts related to words or expressions; and last but not least, consciousness-raising, it is the way teacher could use different techniques, material and processes to guide learners to understand how the language works in accord with the task.

TBA framework is divided in three stages: pre task, task and post task. In the first one, teacher presents the topic and the task to achieve and gives clues about the type of language topic that is necessary for the activities; the second one is complex, since it has a sequence stage: task, the time the learner's team should carry out this activity; planning in which learners organize how to search the required information, decide what kind of language should use, what resources they need, meanwhile teacher is monitoring and

supporting learner's gaps or doubts; report, learners present their findings in front of another interlocutors. After the report, it comes the last stage of the approach: the post task or language focus where learners and teacher analyze inductively the linguistic form of the language used in their report and consolidate it practicing and focusing on accuracy linguistic (Willis cited in EEAILE, 2019)

Finally, I want to add, implementing this kind of approach in our Mexican teaching context it is going to be difficult but not impossible, because we, as teachers, need to break the teacher centered paradigm in our classes and in our student's imaginaries. Students should get used to have an active role in their own language learning, and as teachers, we should be a step behind, I mean, we need to see ourselves not like the knowledge holders but the facilitator that allow students to be proactive, researchers, managers of their language and negotiators of meaning.

Another approach that goes on the same way that TBL is Project Based Learning Approach (PBL) and this one is based on the same concept "tasks" but this time they are projects which come from a challenging question or a problem. PBL is learner centered, that means students perform varied roles on the approach: they are designers, investigators, decision makers, autonomous learners and they have as a main goal to provide a realistic product or a presentation using the foreign language. The key of this approach is to work collaboratively on a problem, on this way they are learning a real use of the foreign language through authentic interactions that create the need to communicate what they have learned mediated by EFL (Thuan, 2018).

According to Hedge (cited in Thuan,2018) Project is the core of this approach, and it is a sum of activities named tasks which are based on challenging questions or problems that should be solved by student; so that, learners should take an active role, developing activities like investigation, decision making, designing actions and solving problems; according to type of role students should perform, this approach is student centered, process oriented and product oriented. PBL has as main features the use of integrated skills, it has an extended time period (a single class is not enough), supports language and content learning simultaneously, promote team work, involves greatly the student's responsibility on their own learning, produces a tangible product, and leads to student's reflection on the process and the product (Stoller cited in Thuan, 2018).

Bearing in mind that one of features of PBL promotes is the use of integrated skills, Oxford (cited in Muñoz & Others, 2011) pinpointed the strong importance to teach them integrated. This author visualizes language as a tapestry that interacts constantly with a varied of elements like culture, speech, texts teachers and learners, and certainly the communicative skills works in the same way that natural language does, so, listening, reading, writing, and speaking are interconnected and worked mostly simultaneously in real life. The purpose to use this approach is centered on the base that the use of authentic language encourages learner to have a natural interaction with EFL.

## 2. Methodology and practice

### 2.1 A practical and useful Lesson plan

**Pablo Neruda Elementary School**

**Lesson Plan**



<b>Teacher's name:</b> Gilda Johana Albino Guzmán	<b>Date:</b> From May 11th – 29 <sup>th</sup>	
<b>Course:</b>  2nd grade (Primary School)	<b>Duration</b>	<b>Sessions</b>
	7 hours	2 sessions (3 hours per week)  1 session (1 hour)
<b>Social Practice:</b> Write questions for information on agricultural products	<b>Environment:</b>  Formation and Academic	
<b>Communicative Activity:</b> Search and Selection of information		
<b>Communicative Achievements:</b>		
<ul style="list-style-type: none"> <li>● Understand some questions about characteristics of natural products.</li> <li>● Describe the main features of natural products</li> <li>● Review the writing of questions to get information</li> </ul>		
<b>Intercultural Achievements:</b>		

<ul style="list-style-type: none"> <li>• Identify agricultural products and meals in different cultures (India, Italy, Malaysia, France, and United States)</li> <li>• Identify their own agricultural products in their context (Mexico)</li> <li>• Compare what kind of agricultural products are different or similar among cultures</li> <li>• Talk respectfully about food from other cultures</li> </ul>		
<b>Final Product:</b> Poster “Food around the world Interview”		
<b>CONTENTS</b>		
<b>Doing with the language</b>	<b>Knowing about the language</b>	<b>Being through the language</b>
<ul style="list-style-type: none"> <li>• Find out the meaning of words with the support of a picture dictionary.</li> <li>• Identify characteristics (size, color, flavor, etc.) of natural products from the countryside while listening.</li> <li>• Listen and respond to questions about characteristics of natural products (What is its size? Where is it from? What color is it?)</li> </ul>	<ul style="list-style-type: none"> <li>• Graphic and textual components.</li> <li>• Relation between graphics and writing.</li> <li>• Question marks.</li> <li>• Repertoire of words necessary for this social practice of the language.</li> <li>• Punctuation.</li> </ul>	<ul style="list-style-type: none"> <li>• Use language to reach agreements.</li> </ul>
<b>Assessment (how learning will be recognized)</b>		
Rubrics, Observation guide, Kahoot test, and self-evaluation sheet.		
<b>Resources</b>		
Power point presentation		
You tube videos: A healthy meal: <a href="https://www.youtube.com/watch?v=YZ11C-U7S8I">https://www.youtube.com/watch?v=YZ11C-U7S8I</a>		
Where does our food come from: <a href="https://www.youtube.com/watch?v=PnSCciL_K3g">https://www.youtube.com/watch?v=PnSCciL_K3g</a>		
<a href="https://www.youtube.com/watch?v=yCHoWsMt0LY">How to train a dragon: https://www.youtube.com/watch?v=yCHoWsMt0LY</a>		
Dragon loves Tacos: <a href="https://www.youtube.com/watch?v=JIVQZ6w1afQ&amp;t=69s">https://www.youtube.com/watch?v=JIVQZ6w1afQ&amp;t=69s</a>		
Worksheets		
Activity book		



<p><b>Task 1</b></p> <p><b>Setting up Communicative context</b></p>	<p><b>Talking about food:</b> Teacher shares a Nearpod code to access the lesson “food around the world” Then, teacher shows a power point presentation: on the first slide asks to students what they think the presentation is about? After gathering, some predictions (it is about food), teacher asks again if in the whole world people from different countries eat like in Mexico. After hearing the yes/no answer from students, teacher will show a you tube video about school lunch around the world, students discuss about their own preferences (supporting their expressions with the previous hand out). After the class discussion, teacher will ask them to carefully observe some pictures about what children, from different cultures, eat in a week. Before showing the pictures, teacher asks to student what they think those children eat, teacher listens to students and write on a word file their predictions. After seeing the pictures, students describe what they observe in the pictures and compare what they eat in Mexico.</p> <p><b>Playing matching pairs:</b> on the same lesson in near pod, children will match pairs between food and its origin or description through questions using some examples from the pictures in the power point presentation.</p>	<p><b>Activating content schema</b></p> <p><b>Predicting</b></p> <p><b>Intercultural competence (attitude: curiosity and openness) (Byram’s model)</b></p> <p><b>Cognitive learning strategy Vocabulary</b></p>
<p><b>Task 2</b></p> <p><b>Semi controlled activity</b></p>	<p><b>Let us check out what we have learned:</b> through the game “time to climb” in the same nearpod lesson, students will read some questions related to the previous game, teacher will support with examples. Questions related to food description or its origin. After that, teacher will encourage students to make their own riddles orally to their classmates (based on the model questions from the game) like E.g.: what is big, red, and sweet? A watermelon. What is small, yellow, and sweet?); recalling the support of the handout.</p>	<p><b>Reading for gist (global understanding)</b></p> <p><b>Intercultural competence: Social Group knowledge (Byram’s model)</b></p>

<p><b>Task 3</b> <b>Free activity</b></p>	<p><b>Let us collaborate:</b> Now, it is time to share what we have learnt. On the collaborative board, students will write what they like about the food around the word, what they will eat and what they do not like, following the model teacher provides: I love <u>Indian</u> food, I may eat <u>curry</u> and I do not like <u>sausages</u>. (Annex 5)</p>	<p><b>Writing semi-controlled activity</b></p>
<p><b>Homework/ assignments set</b></p>	<p><b>Let us work on the activity book:</b> Students will work on their activity book on the pages 70 and 101. On the second page they will cut some cards to paste on the page 70 according to a chart in the following categories: Animal product, Vegetable and Fruit. They will upload it in their google classroom class.</p>	<p><b>Mind mapping</b></p>
<p><b>Session 2 Listening and writing (1 hour)</b></p>		
Stages	Activities	Rationale
<p><b>Previous (preparation to the video skype session)</b></p>	<p><b>Let us recall vocabulary and play:</b> teacher will post a link on google classroom in which students recall the vocabulary related to what kind of animals they find out on a farm. (farm animal website)</p> <p><b>Word search:</b> teacher upload the worksheet and students will find farm animals, plants, and their products on the word search.</p> <p><b>Worksheet “What does our food comes from?”:</b> teacher upload the worksheet on google classroom and students will download it for the video skype session.</p>	<p><b>Cognitive learning strategy Vocabulary (relating image with word)</b></p>
<p><b>Warming Up</b></p>	<p><b>Chant Ten red apples High in a tree:</b> teacher plays the track of the chant to her students to listen it. Then, encourage students to say along adding some gesture to get understanding. After that, teacher asks to students what kind of agricultural product they identify, what are</p>	<p><b>Typical Physical Response (relating</b></p>

	their features (size, color) and where the agricultural products come from.	<b>meaning with movement)</b>
<b>Task 1</b> <b>Pre-Listening</b>  <b>(Introducing vocabulary)</b>	<b>Guess what it is:</b> teacher shows to students some shadows of animals, plants, and agricultural products. Students will guess what they are.  <b>Comprehension questions:</b> after they guess the animals, plants and agricultural products teacher asks some questions to check if students can relate agricultural products to where they come from, using the power point presentation.	<b>Cognitive learning strategy</b> <b>Vocabulary (relating image with word)</b>
<b>Task 2</b> <b>While Listening</b>	<b>Worksheet Where does food come from?</b>  <b>Scanning information:</b> teacher explains to students that they are going to watch a video in which they need to identify:  <ol style="list-style-type: none"> <li>1. A fruit which is small and blue</li> <li>2. A vegetable which is purple and green</li> <li>3. A grain which is yellow</li> <li>4. A bird name</li> <li>5. The name of a meal with tomato</li> </ol> <b>Listening in detail:</b> students work on the worksheet (that was already printed), they need to take notes to fill in a mind map with the following categories: Fruits and its origin, Vegetables and its origin, Animal products and its origin. (at least two per category)	<b>Interactive reading model</b>  <b>Listening subskills</b>
<b>Task 3</b> <b>Post Listening</b>	<b>Food around the world:</b> teacher will show again the pictures “what children eat around the world”, students will choose one product (fruit, vegetable or meal) from the pictures and will fill in an information card on the back of the previous worksheet. They will fill in the following categories: Name, size, color, origin.	<b>Intercultural competence: knowledge (Byram’s model)</b>
<b>Homework/assignments set: (post writing):</b>		<b>Writing controlled activity</b>

<p>Food around the world: Students will upload the worksheet on google classroom</p> <p>Let us work on the activity book: on the think in English Activity book, students work on the page 71.</p>	
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<b>SESSION 3: Reading and Writing</b>		
<b>Stage</b>	<b>Activities</b>	<b>Rationale</b>
<p><b>Previous (preparation to the video skype session)</b></p>	<p><b>Reading Glasses:</b> Teacher uploads on the platform google classroom a template with glasses. Children and parents may choose a pair, then they will cut and color one pair and put the glass together. Getting them ready for the session.</p> <p><b>Recycling Vocabulary:</b></p> <p>Teacher uploads on the platform google classroom a handout in which there are usage examples of the vocabulary needed for this session and a nearpod code in which students find the matching pair vocabulary relate to the categories: taste and food and size and food.</p> <p><b>Worksheet “Dragon loves tacos”:</b> teacher uploads this worksheet on the platform google classroom, students and parents will download it and print it.</p>	<p><b>Cognitive learning strategy Vocabulary (relating image with word)</b></p>
<p><b>Warming Up</b></p>	<p>The pancake chant: Teacher tells students she is cooking a favorite dish for breakfast; she is going to act it out and children might guess what it is. After one child guesses, teacher encourage students to follow her movements while she says the chant:</p> <p>“Mix a pancake. Beat a pancake. Put it in a pan. Cook a pancake Toss a pancake, Catch it if you can.”</p>	<p><b>Activating linguistic schema</b></p>

	Then, teacher asks to students to sing along including the gestures to cook a pancake.	
<p><b>Task 1</b></p> <p><b>Pre-Reading</b></p> <p><b>Setting up the communicative context</b></p>	<p><b>Guess what animal It is:</b> Teacher shows a short trailer of a movie in which there is a fantastic animal. Students guess the animal and teacher asks some questions related to the animal diet: what kind of food would a dragon eat? Do they like hamburgers? Do they like vegetables? Students answer what they consider the dragon would eat.</p> <p><b>Picture Reading:</b> Teacher tells students they are going to read an interesting book relate to dragons and the kind of food they love eating. Teacher shows a you tube video that reads aloud the story and shows the pictures of the book, children describe what they see.</p> <p><b>Predicting:</b> children talks about what they think the story is about. Teacher writes student's predictions.</p>	<p><b>Activating content schema</b></p> <p><b>Reading subskill: Deducing Meaning from context</b></p> <p><b>Reading subskill: Predicting</b></p>
<p><b>Task 2</b></p> <p><b>While Reading</b></p> <p><b>Controlled activity</b></p>	<p><b>Worksheet "Dragon loves tacos"</b></p> <p><b>Scanning:</b> Teacher plays the video again and asks to students to find out the following information:</p> <ul style="list-style-type: none"> <li>● Favorite dish</li> <li>● A restaurant</li> <li>● An ingredient of the favorite dish</li> </ul> <p><b>Reading for specific information:</b></p> <p>Students answer questions about likes and dislikes on these dragon's dish, the reasons they like this dish and why they do not like an ingredient on this dish.</p>	<p><b>Reading subskill: Scanning information</b></p> <p><b>Reading subskill: Reading for specific information</b></p>

	Students at the same time write down a brief questionnaire to ask to these dragons, question related to the following categories: name of the dish, size of the dish, color, and the origin of the dish.	
<b>Task 3 Post Reading</b>	<b>Food around the world Interview:</b> teacher shows again the pictures “What children around the world eat for a week”, they choose one of the pictures and draw a dragon which is from that country and the student carrying out an interview about dragon’s favorite food in the culture, the size and color of the food, and the origin. Teacher provides a model to follow.	<b>Intercultural competence Critical cultural awareness (Byram’s model)</b>
<b>Homework/assignments set: (Speaking):</b>	<b>Food around the world Interview:</b> When they finish drawing and writing the questions, students will upload the document on the platform google classroom and add a short video (1 minute) reading what he/she wrote.	<b>Writing semi-controlled activity</b>

This lesson plan was carried out in three live sessions using Skype, the reason that the designed classes were by Internet was due to the currently COVID 19 pandemic. Each session was concurrent split up in five stages: A preparation stage in which students on their own prepare material needed for the session and as well they recycled vocabulary related to the topic of the sessions: Food around the world. Then in live sessions, there was a pre stage in which most of the time schema was activated (especially linguistic o content) or there was vocabulary review to recall what was necessary for the lesson; then the while stage was focused on the development of the skills, it should be clear that these sessions were all skill integrated but I focused on one of them to design the activities, the reason that the integrated skills approach was applied is to encourage genuine communicative interactions in which learners were exposed to EFL through authentic language to guide them to become aware of the use, form and variations of EFL (Barbussa cited in Muñoz,

2011) ; the post stage was led to encourage learners to use freely the language with a semi control activity to explore what they have learned in the lesson. The last stage is the Homework stage in which students should develop controlled or semi controlled written activities that should be upload them on google classroom virtual education platform. These are the purposes of this stage: the learner's opportunity to practice on their own what they have studied in the lesson, to explore the language according to their interested, to produce an specific evidence of their work and to interact naturally with EFL.

The expected outcomes of these sessions are related to develop the ability to look for essential information in a familiar topic and select what type of information is needed; thus, the social practice as a fact or an action to do systematically with the language (Kale, 2003) is the opportunity on which a learner would interact with Foreign language through the development of communicative, cognitive and reflection tasks, therefore, the social practice stated on this lesson plan is to write questions on agricultural products; as a consequence of this practice the communicative achievements are related to identify the function of questions to know how to organize readable and understandable questions and to obtain information through asking questions to identify or describe an agricultural product. One of the main aspect to consider language as a social practice is to set it in a genuine context which will enhance the understanding of the form, the use and specially the set of beliefs that are contained on this practice, that is where intercultural competence achievements should be included. According to Aprendizajes Claves (2017) including cultural learning in EFL contents is related to the sociolinguistic competence of the communicative approach model (Canale cited in Seker, 2010) that refers on the appropriate use of the language in a specific social context; nevertheless, according to Byram's ICC model, it is necessary to develop Intercultural communicative competence which is the group of communicative abilities to interact through the foreign language with people from different social groups or cultures (Rocha, 2016); in other words, the development of "cultural awareness" as a way to sensitize and appreciate the varied range of cultures that surround our children; to this extent, Byram's model (Multidimensional Model of Intercultural Competence) focuses on the transformation of attitudes, knowledge and skills to interact successfully (in terms of appropriateness and effectiveness) with multicultural backgrounds.

On Byran's model students perform some roles as researchers and discoverers to explore based on curiosity and interest on other cultures, to achieve the understanding of

multiculturalism, and how they might be related to it. This model provides to the students the opportunity to learn themselves to identify and deconstruct their own biases, stereotypes and misperceptions to change them (Lopez-Rocha, 2016) based on the development of five saviors: knowledge, skills of interpreting and relating, skills of discovery and interaction, attitudes and critical awareness, for the purpose of this project there are three that were included in the lesson plan: knowledge that is knowing in depth social groups in terms of practices, artifacts, interactions, taking as a reference their own background (EEAILE, 2020); attitudes which are positive actions (like curiosity and openness) and behaviors when a person communicates effectively her/his message with another culture; and finally, critical awareness/ political education is about the critical judgments a person has when he/she is dealing with foreign culture (Houghton, 2014).

Right now, relating all these competences to the final project and based on Byran's Model (cited in Seker, 2014), I planned all the activities to search for information to get understanding in a critical way, and to reflect about the student's identity and how this identity could be compared with a new one including attitudes like being open, getting flexible thinking, empathy and especially be sensitive to others, starting a new way to approach to other cultures (Barletta, 2009) which are favorable behaviors that support a deeper understanding about the cultural diversity that is shown on student's currently context.

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

### 2.2.1 Observation Guide

Teacher's name: \_\_\_\_\_

Class and group: \_\_\_\_\_ Date: \_\_\_\_\_

Communicative competence	Search and Selection of information
Communicative Achievements	<ul style="list-style-type: none"> <li>● Understand some questions about characteristics of natural products.</li> <li>● Describe the main features of natural products</li> <li>● Review the writing of questions to get information</li> </ul>

Intercultural competence achievements	<ul style="list-style-type: none"> <li>• Identify agricultural products and meals in different cultures (India, Italy, Malaysia, France, and United States)</li> <li>• Identify their own agricultural products in their context (Mexico)</li> <li>• Talk respectfully about food from other cultures</li> </ul>
Observation aspects	<ul style="list-style-type: none"> <li>• What are the children's reactions when they are developing the lesson plan activities?</li> <li>• Is my English language proper to communicate what my students should do?</li> <li>• Are my instructions clear for my students?</li> <li>• How much am I talking?</li> <li>• Was the time enough?</li> </ul>

OBSERVATION RECORD:

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## 2.2.2 Rubrics

### 2.2.2.1 Skill integrated rubrics

Category	Excellent (10)	Outstanding (9-8)	Acceptable (6-7)	Unacceptable (5)
Can identify questions in oral and written texts	Label and Identify easily questions in oral and written texts related to the topic	Label and identify with some difficulty questions in oral and written texts related to the topic	Label and identify with difficulty questions in oral and written texts related to the topic	No Label and identify questions in oral and written texts related to the topic
Can write questions according to the information required	Demonstrate fully understanding of how a question should	Demonstrate satisfactory understanding of how a question should	Demonstrate uneven understanding of how a question should	Demonstrate little or no understanding of how a question should

	be organized in written forms.	be organized in written forms.	be organized in written forms.	be organized in written forms.
Can use mechanics (spelling, punctuation, and grammar)	Demonstrate effectively use of mechanics when she/he writes a question	Demonstrate use of mechanics, despite few mistakes, when she/he writes a question	Demonstrate uneven use of mechanics, despite some mistakes, when she/he writes a question	Demonstrate little or no use of mechanics when she/he writes a question
Can answer orally and written accurately information when he/she reads or listens to questions.	Demonstrate fully understanding of how an answer should be organized when he/she reads or listens to questions	Demonstrate satisfactory understanding of how an answer should be organized when he/she reads or listens to questions	Demonstrate uneven understanding of how an answer should be organized when he/she reads or listens to questions	Demonstrate little or no understanding of how an answer should be organized when he/she reads or listens to questions
Can describe an agricultural product using items like name, color, size, origin	Identify clearly information relate to description (name, color, size, and origin) using effective lexis and syntactic forms	identify with some difficulty information relate to description (name, color, size, and origin) using effective lexis and syntactic forms	identify with difficulty information relate to description (name, color, size, and origin) using effective lexis and syntactic forms	Demonstrate little or no identification of information relate to description (name, color, size using little or no lexis and syntactic forms.
Can express appreciation	Demonstrate truly	Demonstrate satisfactory	Demonstrate tolerant	Demonstrate no acceptance or

relate to food from different cultures	appreciation when he/she talk about food from different cultures	appreciation when they talk about food from different cultures	appreciation when they talk about food from different cultures	tolerance when they talk about food from different cultures
Can talk respectfully about food from different cultures	Use all the time positive and respectful expressions when he/she talk about food from different cultures	Use most of the time, positive and respectful expressions when he/she talk about food from different cultures	Use sometimes positive and respectful expressions when he/she talk about food from different cultures	No use of positive and respectful expressions when he/she talk about food from different cultures

#### 2.2.2.2 Final product: interview poster

Category	Excellent (10 )	Outstanding (9-8)	Acceptable (6-7)	Unacceptable (5)
Can identify and add in his/her product the proper lay out for poster (pictures and written expressions)	Label and Identify easily what the infographic lay out has.	Label and identify with some difficulties what the infographic lay out has.	Label and identify with difficulty what the infographic lay out has.	No Label and identify what the infographic lay out has,
Can write questions and answers about agricultural	Demonstrate fully understanding of how a	Demonstrate satisfactory understanding of how a	Demonstrate uneven understanding of how a	Demonstrate little or no understanding of how a

products (name, color, size, and origin	sentence should be organized and being readable according to the purpose of the infographic.	sentence should be organized and being readable according to the purpose of the infographic.	sentence should be organized and being readable according to the purpose of the infographic.	sentence should be organized and being readable according to the purpose of the infographic.
Can write questions and answers using mechanics (spelling, punctuation, and grammar)	Demonstrate effectively use of mechanics when she/he writes questions and answers	Demonstrate use of mechanics, despite few mistakes, when she/he writes questions and answers	Demonstrate uneven use of mechanics, despite some mistakes, when she/he writes questions and answers	Demonstrate little or no use of mechanics when she/he writes questions and answers

2.2.3 Student's self-evaluation sheet

Name: \_\_\_\_\_ Class: \_\_\_\_\_

Instruction

Read the criteria. Select and color the value to evaluate what you learned in this unit.

<p>VALUES:</p> : I did so exceller  : I did w  : I did  : I am having difficulties	
CRITERIA	VALUE
I can name different agricultural products	
I can describe an agricultural product I chose	
I can write questions about name, color, size, and origin of an agricultural product	

I can answer questions (orally and written) relate to agricultural products				
I can talk respectfully about food from different countries.				

#### 2.2.4 Kahoot (summative assessment)

KAHOTT: PabloNeruda\_foodaroundtheworld\_English\_2<sup>nd</sup>(2020)

<https://create.kahoot.it/share/pabloneruda-foodaroundtheworld-2nd-2020/9dd926e4-6915-4881-9b02-47d3280fa7d3>

Evaluation is a task that is used daily in our own experiences. When a person faces a task, immediately reflects on what he/she did, their reactions, and the kind of knowledge they learned from those experiences. Based on what I explained before, Education takes the same view about this concept and defines this fact as a reflection on what a student learns developing tasks to identify strengths, weaknesses, achievements on their learning process to share them with their parents, the school administration and themselves (Assessing and evaluating student's leaning, ND). It is, as well, a set of documents that shows evidences about the student's performance, an indicator of the student's achievement stage and a proof of the effectiveness of the didactic events including the teacher's performance in the class (Aprendizajes clave para la educación integral, 2019) .

Taking as a reference Evaluation as a main category, EFL teaching takes two core concepts that are placed on this definition: Assessment and Testing. Each one must be applied on our classes since they measure the student's learning process from two different perspective: the ongoing process, a specific moment of the student's learning. Assessing observes a whole process, gathering data, using several student's learning process samples (Assessing and evaluating student's leaning, ND); meanwhile, testing "is a method of measuring a person's ability or knowledge in a given domain" (Vavla & Gokaj, 2013), it means, testing measures what a student can do (referring to knowledge or ability) when he/she is carrying out a task on certain moments of their learning process through tests.

According to Aprendizajes clave para la educación integral (2019) assessment and testing are crucial to identify the student's level of the communicative abilities development

based on three aspects: the way a student acquires them, the moment the learner apprehends them and the level of mastering and competence of them. Therefore, it is necessary to design carefully evaluative tools that measure effectively this complex process; so that, assessing and testing should be immersed on a formative, permanent and continuous process that truly observes, analyzes and interprets the student's advances.

For this project and the learning achievements of the lesson plan, formative assessment was the core of the designed evaluation tools to measure the student's performance. This kind of assessment is related strongly to the identification of strengths and weaknesses of the students, to monitor the effectiveness of the teacher's practices related to learning material and teaching techniques, and to provide objective information about the student's performance to parents, school administration and teachers (Widiastuti & Saukah, 2017).

In so doing, I designed some formative assessments tools to measure in a holistic way how my students are reacting to carry out the communicative tasks, which their strengths and weaknesses are and how the activities I designed are affecting their learning process. As far as I can tell, it is vital to cover two kind of evaluations to get a wider understanding of the student's performance: hetero evaluation and self-evaluation; the first one is carried out by an external person in this case myself as a teacher and the second one is by the student him/herself.

The hetero evaluation tool used is an observation guide which has as a main purpose to monitor a process (in this case the student's carrying out of communicative tasks on this lesson), to document evidence of what the teacher has heard or seen, to understand better and get insights about how my students are reacting to the planned activities. (Observation, a guide to use for evaluation, ND). Through this tool, teacher is collecting and recording student's behavior in a natural context; that means, gathering authentic data to analyze and interpret the student's actions to make decisions related to those and to adjust my teaching practices in next class stages.

Another tool that was designed for this kind of evaluation was the Rubrics. These ones were centered on two areas: skill integrated activities and the final product of the lesson: A poster. To my way of thinking, rubrics is one of the most feasible evaluation tools to assess the integrated skill lesson plans. Rubrics is a type of way to interpret in an objective view of the student's performance and the student's outcome from the Holistic evaluation.;

Frydrychova (2011) states that they are rules or guides that describe the features that a text should have in terms of ideas developing, vocabulary, grammar, features of composition, style, coherence, cohesion, registering, mechanics and language use; as well as, showing a holistic view about what the student's performance is to be placed in a level. These tools clearly describe the expectations for an assignment, describing the type of criteria and the levels of quality that a student shows while carrying out a task (Rubrics, ND) and as well contain three crucial aspects: Criteria that demonstrate the level a student should have when he/she develops a task; markers of quality that shows the kind of mastery or proficiency a student should demonstrate carrying out the activity and scoring that expresses through a numeric range what the marker of quality wants to show. On this way, Rubrics could provide another source of information to place objectively the student's level of achievement to identify efficiently what they need to work on or what should be the next step for the student. What I want to evaluate with these rubrics is the level of mastery firstly the identification of information questions in oral and written test, secondly, the ability of asking and answering information questions; thirdly the use of mechanics on written texts, fourthly the use of proper communicative expressions when they are describing agricultural products; and finally, the level of appreciation or acceptance of food from other cultures.

Just as the teacher's view on evaluation is important, student's view is vital for their own learning process; so, self-evaluation should be part of the assessment tools. The importance of this type of evaluation in educational moments lies on the fact that the communicative approach, which is used as a pedagogical foundation of the activities, along with the Project based approach of the activities are student centered, the learner has to have an active role not only performing the activities but also reflecting on their own reactions and results "When students evaluate themselves, they are assessing what they know, do not know, and what they would like to know" (Self Evaluation, 2019). For this project, a self-evaluation sheet was designed, and this one has three components: a set of values that comes from: I do it well related to a happy face until I am having difficulties that is related to a nervous face; then it has the criteria sentences that are expressed in terms of I can and the emoji faces that should be colored according to the student's reflection on the criteria.

Although, the formative assessment is the focus of the evaluation tools on this project, summative assessment was also included through a test because it is crucial to have another source of information to know better the student's performance on these lesson plan

activities. Summative assessment evaluates student's knowledge or proficiency on a specific educational task, in this lesson plan case to ask and answer information questions. So that, the lay out that offers Kahoot app is appropriated for my second-grade elementary school students, since this test format is a quiz-based game in which the learners can access to audiovisual material to support their question understanding. This test measures communicative competence through grammar and discourse competence, assessing the understanding of the grammar rules and the comprehensiveness of the questions to answer correctly.

The reason formative and summative assessment were included into this project was to get evidence of the reliability feature on the evaluation tools, reflecting certainly with the consistency of the evaluation tool related to the student's results, checking out if the students have the same outcome in the varied evaluation form administered in several moments (Dendrios, 2017), considering aspects like: the length of the assessment, the type of questions, the kind of language used for instructions or questions, the consistency in test administration – for example, the length of time given for the assessment, instructions given to students before the test, the way the tools were marked, even the student's situation when they are sitting these tools (especially because of the world health issue: emotional factors, school activities, etc).

### 2.3 Evidences of the Lesson plan activities

PABLO NERUDA SCHOOL

DEVELOPING  
"CULTURAL AWARENESS" THROUGH INTERCULTURAL,  
COMMUNICATIVE COMPETENCES AND  
TECHNOLOGICAL  
TOOLS IN SECOND GRADE ELEMENTARY SCHOOL



# LESSON PLAN STRUCTURE



## TECHNOLOGICAL TOOLS

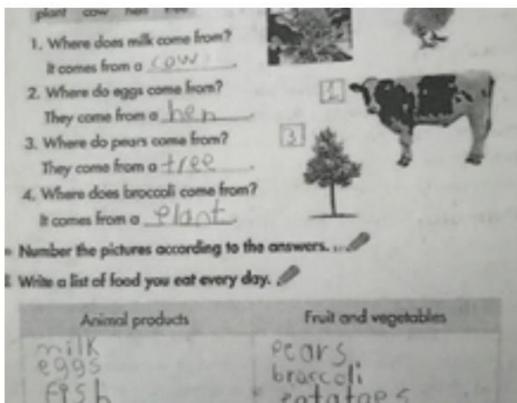
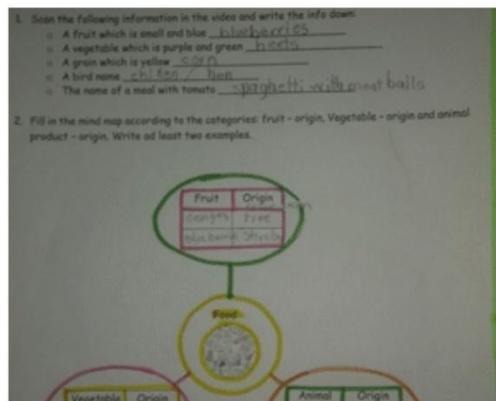
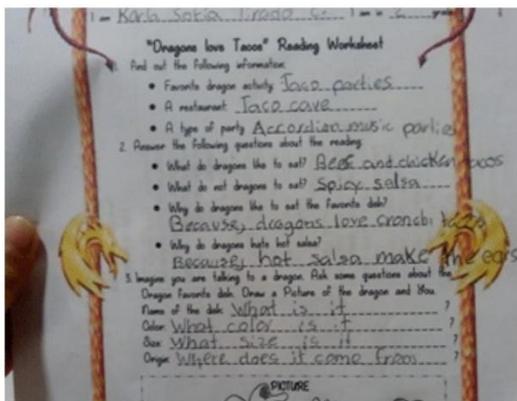
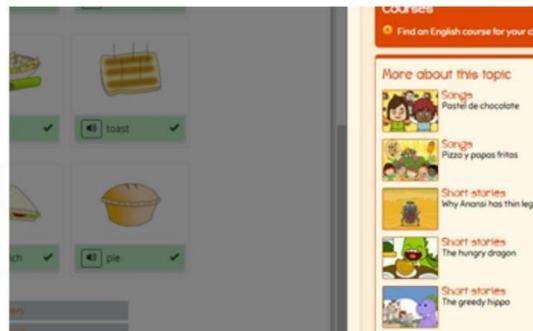
- SKYPE
- GOOGLE CLASSROOM
- NEARPOD
- WEBSITES

PABLO NERUDA SCHOOL

The screenshot shows a Nearpod lesson interface. At the top, a video of a student is visible. Below it, the lesson title is "What's for Lunch? 1" with a score of 100 points. The instructions are in Spanish, asking students to identify food items in a video and practice vocabulary. Below the instructions, there are several interactive elements, including video thumbnails and image galleries. At the bottom, there is a "Ver" button next to a "Food around the world" image.



WEBSITES AND E BOOK





2.4 Evidences of the evaluation tools

**Pablo Neruda Elementary School**

Name: \_\_\_\_\_ Class: \_\_\_\_\_

Instructions: Read the criteria. Select and color the value to evaluate what you learned in this unit.

CRITERIA	VALUES
I can name different agricultural products	😊 😊 😊 😊 😊
I can describe an agricultural product (taste, color, size, origin of an agricultural product)	😊 😊 😊 😊 😊
I can write questions about name, color, size, and origin of an agricultural product	😊 😊 😊 😊 😊
I can answer questions (orally and written) related to agricultural products	😊 😊 😊 😊 😊
I can talk respectfully about food from different countries	😊 😊 😊 😊 😊

**EVALUATION TOOLS!**

**Time to Climb**  
by nearpod

**K11 Premium**

**PABLO NERUDA SCHOOL**

**EEAILE UPN**

PABLO NERUDA SCHOOL!

## STUDENT'S EVALUATION REPORT

The image displays a collage of educational materials. On the left is a student's evaluation form with the name 'Iker Gabriel Valverde Hurtado' and grade '2ºA'. The form includes a table for criteria and values, and a list of criteria such as 'I can name different agricultural products' and 'I can describe an agricultural product I chose'. In the center is a digital dashboard showing a bar chart and a pie chart. On the right is a quiz interface with questions like 'Where does pear come from?' and 'Read the answer and select the proper question. Pizza comes from Italy?'. The text 'EEAILE - UPN' is at the bottom.

EEAILE - UPN

Visualizing Evaluation not only just as a teaching action to mark a student but also as a wide perspective of the real impact that teacher practices have on the learner's mind development. It is something fundamental to include serious reflection on our practices; since as teachers is vital to know how the teacher's praxis and the designed activities are affecting the student's learning process. So, it is more feasible to see this aspect as a systematic process that determines the level of the learner's process achieving the goals proposed by an educational program. It is also a comprehensive process which provides a real view of the student's performance when the learners carried out activities or tasks (Chapter II. The concept of educational evaluation, ND). This last educational view is the one that was taken to design the tools and at once the one that gave an objective glance of what the students really are in their linguistic proficiency.

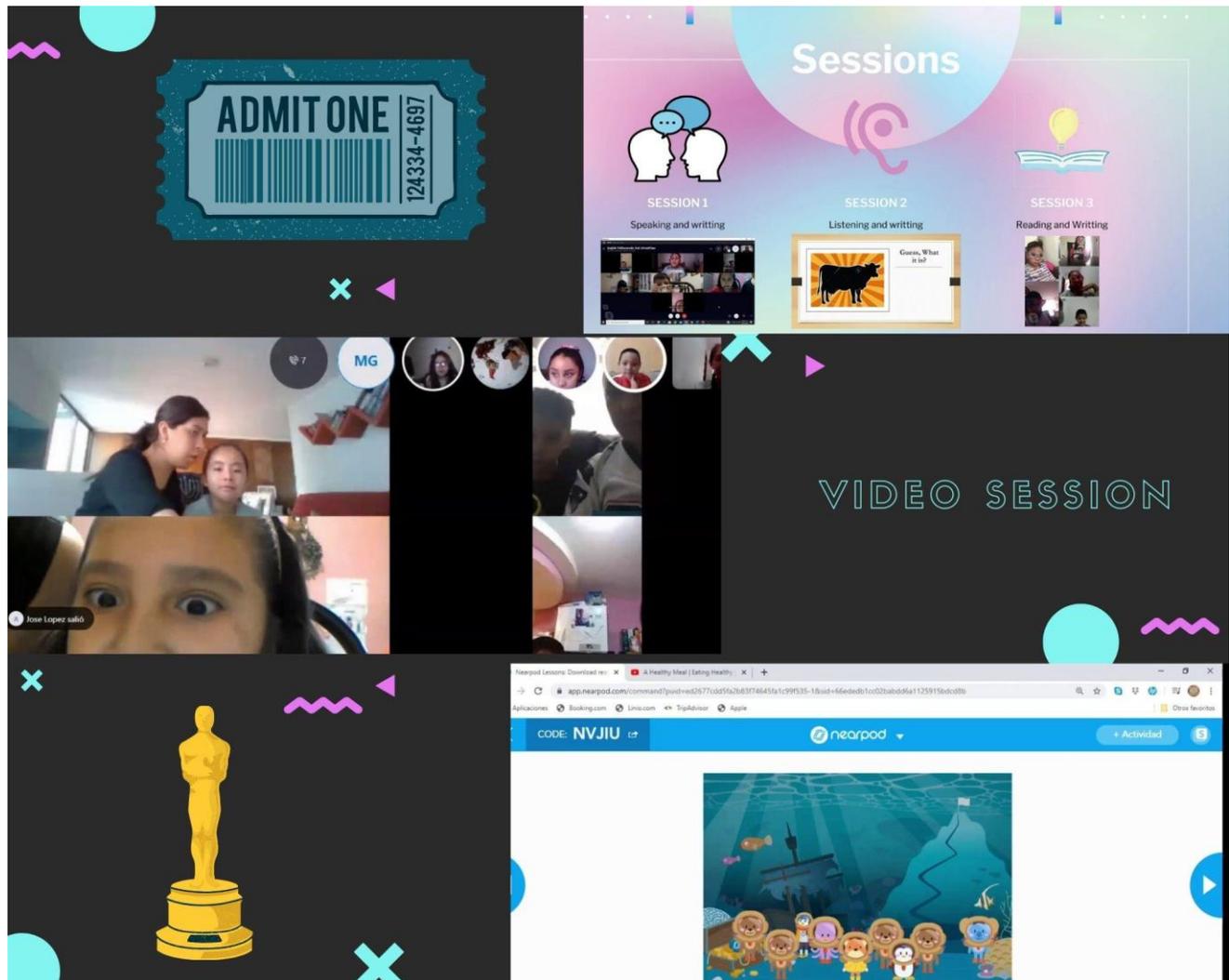
Analyzing the tools comparing them with the student's results was quite interesting, the findings were objective and led to understand that the communicative and intercultural achievements were appropriate to the student's linguistic and cognitive levels; most of the

activities planned fostered the development of student's EFL learning, and specially the tools provides a detail report of what the student's strengths and weaknesses were. The tools accomplished with the two main features assessment and testing should have validity and reliability. Validity is related to the tool, to its form, content, appropriateness and the effectiveness of the evaluation instruments; meanwhile, reliability refers to the result consistency using different tools, that means, if the students have the same type of results independently of the number of tests they sit.

All the instruments used on this project delivered the same results: more of the 70% of students understand the function of the questions, they recognize the kind of information should answer, they identified features on agricultural products and they are starting to follow grammar patterns to produce readable and understandable questions; other aspect that they accomplished was they used questions to get meaning through the searching and selecting information using short information questions. Other issue to stand out was the massive importance of the self-evaluation, using this tool, students were aware about what they are able to do without a more capable peer and what they need to be supported through the classes activities.

On the teacher's plane, the Observation guide was an useful document to identify through a process of introspection about what the teacher is doing, the kind of impact the teaching practices are having on students and the types of adaption that are needed in teaching.

## 2.5 Performing and recording the didactic activity series



[https://youtu.be/G-dR\\_JRzblk](https://youtu.be/G-dR_JRzblk)

## 3. Experience Report

Working with 2<sup>nd</sup> graders on this project has been an interesting challenge since they are in such a great moment of learning whatever they want. They have this kind of curiosity, openness, and adventurer soul when they are facing educational experiences. Those children's features are quite vital in the designing of any class activities and material.

According to Piaget second-grade students are starting the concrete operational stage in his cognitive development theory. He stated that any child has changes in cognitive processes and abilities, on this specific case, they are thinking logically on concrete experiences, their thinking processes are more organized (using categories, grouping according to similar features, etc.) and they are reckoning using inductive logic, that means, they build up categories from specific information to a general principle (Cherry, 2019). Considering the relevance of knowing the 2<sup>nd</sup> grader's cognitive development stage on this project, it is quite important to mention that all the planned activities were according to this kind of stage.

The lesson "food around the world" is related to a concrete experience. It is based on something that they are already interested, and it is part of their daily life "food". To develop properly the inductive logic is crucial to know how to ask; therefore, this project has as a communicative activity the searching of information through questions. Likewise, this topic helps to achieve one of the general process proposed by the English National program "to recognize the language role on the building of knowledge, the Identity consolidation, and the self-emotional regulation of the learner's behavior, experiences and values" (Aprendizajes claves, 2019). This purpose is related tightly to promote intercultural competences on two aspects: Knowledge of social groups and Curiosity and openness attitudes (Byram cited in Walinsky, 2012). To such as extent that, exploring through audiovisual material in the lesson case "what children around the world eat in a week", the e book "Dragons love tacos" and the final product: Poster Interview were definitively well accepted by the students; they realized that despite the fact there were different cultures from the Mexican one, there are similar food products that they share, they were quite interested specially on two countries: France and Italy, possibly because they found some of the products on their reality; countries like India, Malaysia due to the exotic food products were not considering in their answers. That is an indicator for me as teacher that it is necessary to bring a variety of material and information that include a wide range of cultures, therefore, little by little would be considered on their own set of knowledge.

Tic's on this lesson plan were a great advantage on these activities. The use of google classroom, nearpod, skype, youtube videos were the means in which we developed our sessions; consequently, that situation created another manner to interact with my students. First at all, they have the control on what they can do or they want to do; second at all, they

had the chance to get the information from different sources like videos, audios, websites, and distance education platforms and they really enjoyed the way we are working with; and third at all, they perceived the sessions more flexible that they got used to in face to face classes (O'Donoghue & others, 2004). Nevertheless, the variables like the kind of IT equipment and the internet connection brought (especially with parents) obstacles, examples: they did not know how to access to platforms (despite they got instructions in manuals, videos or even teacher parent chats) or they have just a cellphone with limited capacity to process data. But there was a fact that overcame those difficulties: the children's acceptance, and their compromise to carry out the activities.

Another aspect, I found out in my student's performance was the concept ZDP (Zone of Proximal development), notion stated by Vigotsky (cited in Aravena. E; Bazcuñan, D & others, 2015) in his socio-cultural theory of mind. He stated that learning on the distance that divides what a person already knows and what she/he does not know, acquiring skills that solve this issue with the guidance of a knowledgeable individual; that means, the students, at the moment of the session, recognized that set of lexis and they could read and write it (something they already knew because it was of 1rst grade syllabus); hence, the next step was how to include the already known lexis into linguistic expressions that communicate for example: likes or dislikes, asking for certain food features and getting information through questions. In this case I was the capable peer since I provided a contextualized situation in which these facts were described, the models of expression they required to communicate and the interchange of those through interactions as teacher – student and student -student; those activities are labelled as scaffolding that is the action of fostering learner through the use of activities, material or direct instruction to support them until the student would be capable of independent performance (Vinney, 2019). There are three students who were affected favorably on this concept: Karla, Iker and Hasen; all the time, they were eager to express through teacher's communicative expression models their own productions (orally and written), even they created their own examples modifying in certain details their language chunks. The rest of their classmates took them as references to follow their examples specially building up written sentences or questions; so, the three students became into more capable peers for their classmates.

Other aspect I want to mention is the use of teaching techniques especially TPR (Total Physical Response). It was a huge support in the activities, firstly, as a way to communicate,

as a comprehension skill and certainly as a memory learning strategy since most of the core concepts of the lesson like food categories, actions and lexis were related to movements. This technique is based on the relationship between language and physical movement, as Richard & Rogers (cited in Permana, 2017) explained “ an English teaching and learning method that combines speech and action with the goal to teach language through physical (motor) activity or simply is the coordination of language and physical movement”. That means, the earlier listening children’s development, the better development of spoken speech. Thus, movement, that would be considered as a concrete experience, will trigger cognitive process that relates physical motion with lexis and language chunks, experiencing language as a whole and accepting the error as an opportunity to learn. In several moments, students recalled quickly vocabulary through movements at the moment they want to answer something or even expressing something, especially when they want to find out the meaning of categories like size or actions (like, do not like).

Project based learning approach was a suitable manner to produce a final product: A poster (interview). Using this approach in the design of the lesson plan encouraged students to explore other cultures to acquire a deeper knowledge (according to their age) of different social groups and certainly mediated through EFL. Students were all the time positive, willingly and humongous interested to know what kind of food different people are eating, and which of those are closed to the Mexican culture and the most important how to express it using English. I would say that this kind of approach and including intercultural competence was a breakthrough for my students and for me, since, they were truly engaged on the activities, most of them participating actively, and I saw it more than in regular classes, they started exploring the EFL, talking or writing according to their understanding but using mostly English as the mediator to express opinions on the matter (something I need to analyze carefully to focus not only on the communicative part but also on the linguistic form to achieve accuracy).

Other item to analyze was the type of motivation the students had developing the lesson plan activities. Because of the age, the students’ motivation is labeled as the instrumental motivation category. This category is related to the motivation that comes to obtain an utility, something to be gained for example a 10 mark, adult praise or a simple happy face sticker; for them is rewarding to obtain recognition with their peers, parents or teachers (Gardner cited in Alta’ani, 2018) . Although, on the sessions, it was observed that intrinsic motivation

was integrated in student's attitudes. This motivation is related to curiosity as a powerful engine to trigger the second language learning. Most of them want to know genuinely the meaning of the words (to acquire comprehensible input) because they interact daily with English language through video games, tv programs, apps or music. They were trying to have transferences between the mother tongue and EFL and from there, since they were eager to express what they know without any fear or being afraid of committing mistakes, also they showed up their knowledge as monitors and sometime as supporter of their own classmates; besides, they identified the differences and similarities between Spanish and English ( mostly on the message), and this part is expressing the presence of the metalinguistic function involved in their learning process.

Comparing these outcomes with the summative tool Kahoot video game, the teacher's observation guide and some activities in nearpod (time to climb and matching pairs), I found out that the majority of the students' percentage has accomplished what was proposed in the communicative achievements: they identify the information question with their function, they know the kind of information need to answer according to the question, they recognized key words to identify the type of answers they need to give when they read or listen to a question.

Nevertheless, there were two situations that stood up on the ongoing activities; first, the students that achieve the communicative objectives, they demonstrates mastery on the linguistic patterns, they correct themselves following teacher's model, they were at the same time models for some of their own classmates and they integrated in their oral or written language chunks new information like expressing likes or dislikes talking about food from countries different from the ones proposed in the class; what it is observed that definitely belongs to the concept of ZDP explained some paragraphs before, on this gap students using what they already know and being supported by a more capable pair and being fostered with scaffolding activities, they learned to ask questions and answer them according to the type of information they needed to gathered.

The second situation referred on the students that had several difficulties to achieve the communicative goals and it is focused on the way they need to organized syntactically questions and answers; definitely that was the main issue on some students in the lesson. They did not know how to organize this type of structure or they did not recognize the

relationship between the function of the question and the information needed. According to Swain (cited in EEAILE,2020) the appropriate development of communicative competence is causally related to be aware on certain details of form (noticing) to support the message of the speech. Therefore, it is critical to include activities in regular classes that encourage the student to relate short language chunks with form, meaning and use; to use high frequency vocabulary, using extra linguistic clues to consolidate meaning; to monitor comprehension on a verbal or nonverbal responses, to dedicate some time in the class to teach formally the linguistic part of the language.

Developing communicative approach in classes considers teaching language as a whole (intercultural, speech, sociolinguistic, and grammar) so it is necessary to use techniques that includes the practice of the language aspects mentioned before. In this case to apply interactive methods of teaching grammar. These methods are centered on interaction and context; that means, the grammar exercises should be developed through genuine interactions, defined contexts, preparing stages to teach and then practice and include reflection on the form and use of the grammar patterns (Amirkulovna, 2018). O'tkiralay (2016) recommended the use of TIC's, focused materials (handouts, worksheets, texts, realia material) devices (cellphone, computers,etc) and activities like drillings, inductive reflection, roleplays and tips to apply this grammar teaching method as: assurance of the necessary utterances are included in the practices, using drills through the technique «backward buildup» technique for long and/or difficult patterns, for example: "*tomorrow, at the cafeteria tomorrow, boys at the cafeteria tomorrow, we are going to see the boys at the cafeteria tomorrow*" , presenting drills in the order of increasing complexity of student response; using gestures, signal cards, notes, etc. to cue response, using accurate English stress, intonation, and explicit patterns conscientiously, designed meaningful material; encourage the use of learning strategies of getting meaning of unfamiliar words, Interspersing short periods of brief activities to avoid increasing the affective filter (Krashen, 2009), promote deduction on reflection of the patterns, provide a varied set of activities to practice the patterns and last but not least to motive students to be active, independent, explorers, and risk takers to practice the patterns in the class.

## 4. Conclusions

The meaning of Language is an important core on the way teachers teach a Foreign language in their classes. When teachers define language as a formal linguistic system, their classes are centered on grammar patterns and the syntactic form; thus, students will learn just one part of what we consider the language as a “whole”. On the other hand, teachers who think that language is an integrated system that considers different aspects like form, meaning, context and cultural knowledge, their students would learn in a meaningful way the complexity and richness of EFL; they will develop advanced mind processes; and through the foreign language could also communicate their thoughts, feelings and opinions effectively as well as when they use their mother tongue.

Knowing how the Language works from different theories and studying its different parts as texts, discourses, communication models, communicative language features, sociolinguistic features, communicative competences, learning strategies, and so on, makes our teaching practices more effectively and meaningful for students; generating in turn students who will be more curious, risk takers and specially critical thinkers.

Communicative competence should be another core of our teaching daily practices; centering on what its components are inside of our activities and lesson plans; it is likewise a vital form to enrich the student’s learning processes; due to, the language is presented like an object that could be measured, tested and replicated by our students using their own forms to apprehend what knowledge means to them. The scientific method applied in our students learning process.

As far I am concerned, the Socio-cultural theory of mind reflects what it is necessary to develop in children education because teachers can see objectively the way the language interacts with cognition. What I saw on the planned activities was quite amazing learning occurs when they interact socially with peers or me as a teacher. There were students that promote models to follow and as well as they perform as guides for classmates with difficulties and above all they were negotiating meaning through EFL.

The most important insights that were crucial for this project was to analyze the kind of class I had during the virtual sessions, the kind of approaches, methods and techniques to genuine touch students’ motivation and performance and how to promote effectively the

tents of second language learning theories, pedagogic approaches and teaching techniques.

Being an intercultural student means to be more than an information receptacle, it is to be an explorer, and researcher, an activist, a critical thinker and above all a citizen. This last feature means a person who knows what is right and fair in any moment and specially knows how to act consciously when prejudice and discrimination is happening.

Being an intercultural teacher means to be a responsible agent of change in our student's learning process and in our community. That means, we, as teachers, should perform different roles that encourage democracy, tolerance, respect, thinking flexibility, self-reflection and acceptance in our practices, our behavior, and our schools.

An important item to take into account is to apply every time in our English classes activities that firstly, motivate students to be curious and proactive when they are dealing with English as a foreign culture; secondly, use analysis, interpretation, comparison and discernment like cognitive tools to approach multicultural backgrounds and thirdly to promote actions that stand up attitudes that encourage harmonic educational environments and fair personal relationships.

Working collaboratively was an advantage because it affected positively cognitive process, motivating to develop high mental process like critical thinking when students needed to explore something is daily in their context "food" comparing it with other cultures, other behaviors, other places through EFL.

Learning strategies were a decisive factor that supported the carrying on of the activities. Despite students are yet not aware about them, they are using them in certain problematic situations like understanding vocabulary, identifying the main idea, getting meaning of the message, classifying information into categories and identifying grammar patterns and discursive outlines in different types texts (oral, written or aural)

Including in our classes ESL pedagogic and didactic approaches that allow student to take an active role in the development of activities is crucial for the development of different processes like the cognitive, metacognitive, emotional, citizenship and coexistence; since the use of language, on this case a foreign one, makes learners negotiate, analyze,

interpret and produce critic judgments to accomplish goals in the communicative and intercultural competences.

Project based skill approach and Integrated skill approach were way relevant for the virtual sessions. The fact to emulate natural communication through the achievement of a problematic situation: to know the kind of food children around the world are eating, helped my students to understand the complexity and singularities of English language and at the same time allowed the opportunity to express their ideas and opinions about their own experiences using English language.

The use of technology was definitely an impacting success in the plan activities. Firstly, since my students enjoyed dealing with it. They were more willing to do the activities and it was a strong support to get understanding of the message or the tool that students used to handle English as a mediator of their opinions, comments and point of views. Secondly, was a humongous opportunity to interact in a different way in classes (due to the COVID 19), in there the class was full of resources, stimulating different perception channels on my students (auditory, visual and kinesthetic), promoting independence on the way they need to carry out the activities or when they have to report what they were doing. It was a challenge teaching moment to communicate through a virtual space what it was necessary for my student´s learning process.

At this moment, for most of English teachers, working with mixed abilities classes is a huge disadvantage for the development of language performance, trying to level up students with difficulties or to keep on motivating students with high performance levels is seen as a drawback. Personally, more than a drawback was an opportunity to re think classes in different aspects: promoting a fair balance with linguistic levels, motivating a safe educational environment, encouraging students to be better: thoughtful classmates, cooperative learners and kind children and specially to reflect critically my own practices and the type of mentor I want to be, the educator that I am and the teacher that I should be.

## 5. Appendixes and Bibliographic references

### 5.1 Appendixes

#### 5.1.1 Appendix 1 Think in English 2 activity book page 69 (introducing vocabulary)

**Unit**  **What's for Lunch?**  

**A Complete the crossword puzzle with the names of the foods.** 

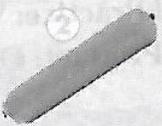
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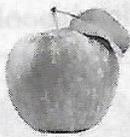
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② 

③ 

④ 

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⑥ 

**Across**

3. A small, red, sweet fruit.
5. A yellow, red or green fruit that grows on trees.
6. A product that comes from milk.

**Down**

1. Products that come from chickens.
2. Food that comes from a pig.
4. It comes from the ocean.

**● Ask and answer riddles about the foods.** 

What is small and sweet?





A strawberry.

I can describe different types of food. 

Unit 9 **69**

5.1.2 Appendix 2 Think in English 2 activity book page 70 and 101 (organizing information)

**Read and Think!** 

**A** Cut out the products on page 101 and paste them in the correct columns.  

Animal product	Vegetable	Fruit

 Draw one more product in each column.
   
 Compare your charts.

**70** Unit 9 Product Time Step 1  
Go to page 76.

**Unit 9 Class 3**

 milk	 eggs	 bacon
 fish	 carrots	 potatoes
 turnips	 cauliflower	 broccoli
 yoghurt	 sausages	 cheese
 cherries	 apples	 pears
 peaches	 lemons	 raspberries

 \* look, cut, and identify

Cutouts • Unit 9 **101**

5.1.3 Appendix 3 Think in English 2 activity book page 71 (writing controlled and semi controlled activity)

**Think! and Share** 

**A Read and answer the questions.**   

plant cow hen tree

1. Where does milk come from?  
It comes from a \_\_\_\_\_.

2. Where do eggs come from?  
They come from a \_\_\_\_\_.

3. Where do pears come from?  
They come from a \_\_\_\_\_.

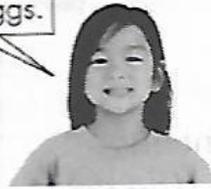
4. Where does broccoli come from?  
It comes from a \_\_\_\_\_.

**B Number the pictures according to the answers.** 

**B Write a list of food you eat every day.** 

Animal products	Fruit and vegetables

**C Work in groups. Compare your lists.**  

I eat eggs. 

I eat apples. 

I can ask and answer questions. 

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