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**PROPUESTA DE INTERVENCIÓN EDUCATIVA
EDUCACIÓN PARA LA VIDA: CONOCIENDOME AL
ACEPTAR A LOS DEMÁS.**

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

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**Educational intervention
proposal:**

**Education for life: knowing
myself by accepting the others.**



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Introduction.

I can recall one class during my last days of the 6th grade, it was also the last hours of the day, I asked for permission to go to the restroom, I was running through the patio and I saw my nephew who was also in 6th grade, he was crying outside, next to the “tiendita”, he was covering his hand, I approached him and asked what had happened, I remember him telling me that the teacher had asked him to repeat something related to the class and he had answered wrong, so the teacher asked again and he was unable to recall the information, the teacher scolded him and hit him in the tip of his fingers, I was in shock. Thanks to the universe the teaching approaches have changed, values arise, there’s no longer a battle for power between the teacher and the students, or teacher-centered approach, as it might be, I am glad that now, teacher’s role is to guide, to empower, to set meaningful tasks, to prepare the student for real life interactions. What you will see in this document is totally the opposite to what that teacher did my nephew.

To start with, an extensive explanation of what built my teaching identify and philosophy will open the document, it includes my vision of education, my roles as teacher, and the basic teaching model I use in most of my classes, furthermore you will be able to read in more detail the theoretical background which supports my philosophy and the overall of the lesson plan, I lately added Byram’s Intercultural communicative competence model to my daily lessons as possible, furthermore the you will read how I use the INCA project to assess my student’s performance during the interactions, but more important, how I consider the values from this assessment project as part of my teaching. Moreover, how the four skills are integrated and the underlying approaches and theories that support their use in the classroom. Also, an explanation of how the technology platforms is used within the lesson plan not only as authentic material and input (Pinsonneault, 2008) but as tool for daily classes and the development of oral interactions, writing activities, but mostly for listening.

I planned these 5 sessions based on my student’s needs, likes, and curricula, since knowing the meaning of the words is not everything, the core of the lesson plan is interculturality and its competencies, communicative ones. In addition to that, in the construction of these sessions, you will see the implicit implementation of my teaching philosophy, including the way I see assessment in the classroom, as well as 3 evaluation tools and how they were built and why they are the best suitable for my students.

As I mentioned, this lesson plan has as core intercultural communication, namely sociocultural patterns, this lesson's aims the appreciation other's culture as well as one's own, taking into account that errors may occur and looks for communicative patterns that enable the student with structures to apologize for misunderstandings or lack of knowledge. With the appreciation of others comes the analysis of one's own having as the desired outcome, self-awareness focuses on creating activities that target the student's attention in real interactions and their feelings and prejudices while experiencing the activities.

CHAPTER 1: PHILOSOPHY AND THEORY.

1.01: Teaching identity and philosophy.

Both my teaching philosophy and identity have been modified, enriched and changed, taking into account what I first stated as teaching philosophy, there is a large difference now, I used to believe that motivation was everything, I still do it, but now I also give credence to so much when it comes to be a holistic teacher, for example my role, which has changed based on what I have learnt during this postgraduate, now, I am not only a motivator but a guide, I have hand over power to my students, so they can start develop their own knowledge, their own voice, because listening to me speak all the time is not that entertaining, I have changed in that way and now I am a counselor, I let them try and experience so they come back and provide a feedback about what they've lived, so they can go back and experiment again. In addition to that, I have been able to recognize theoretical concepts and backgrounds and adopt them for my teaching practice, during the following paragraphs you will be able to find all those things I did not use to consider, but do now and are the underlay to my teaching identity and philosophy.

Teaching is not only a job, for me is the way I see life, that is why for me a good teaching practice takes into account all of the components within the EFL classroom, deepen into these, the first one will always be the students, I believe that if I know where do my kids come from, their cultural background, mindset, their opinion about education, level of self-stem as well as educational needs, I will be able to identify their emotional needs and therefore enables me to use specific techniques and approaches to introduce the topics, motivate and encourage them to dare to learn and speak as well as to find his reason to study English. Moreover, I consider that knowing my group as a unit helps me to keep in mind that every group is different and what might work with one it probably won't with the other.

That leads me to the next component to consider, the material; regarding this, knowing the texts books I work with, enables me to link the knowledge I have acquired in this specialty and it also helps me to adapt and enhance its components, as well as to extract the best and most useful activities for them to be applied with each group, in addition to that, I need to create my material

based on my students' communication needs. Contemplated that, I am firmly convinced that if I want to have good teaching, I need to provide life-like scenarios, but still easy-to-relate contexts for the students to link their content and to have a meaningful experience. Furthermore, these activities should always help develop skills for life, with this I mean communicative & sociocultural competencies which allow the students to effectively communicate without this being affected by the cultural backgrounds, this supports my idea of me not only being a teacher but an educator, because I also seek to provide tasks that help them develop values and attitudes like the respect of otherness, differences in mindset, to be open and must of all to create self-awareness as they get to know and appreciate the other.

In addition to what has been said, I consider another essential component is the space and environment in which the class is developed, it must be safe enough for the students to feel free to try, to perform, and to make mistakes after having an i+1 activity, as Krashen, (1982) mentions in his Input hypothesis, because after trying and making mistakes comes the time analyze the outcomes of the activities, therefore the period to adjust the experience with a new way to do, all this based on the task-based model presented Ellis, et. al. (2003).

I chose this model because this is the one that fits the best with my students' way of learn, because most of them need to plan the activities prior perform, they need to be sure what they must do and what is expected from them, it gives a feeling of control and power over the activity, in addition to that, the kids appreciate feedback, they are eager of knowing what they are doing well and what actions might be changed or enhanced, their wiliness to improve is amazing and I really appreciate it, I use tasks in which they have to perform, namely role-plays or problem-solving simulations, like renting a car or returning a broken item, I also try to use as often as possible authentic materials and platforms like Netflix, YouTube, TikTok, for the introduction of topics or class development, In my teaching practice I also appreciate feedback from my students and myself, since it gives room for me to modify, change or adapt the tasks, activities and materials which I am using to introduce the topics and more.

Over and above, I am firmly convinced that good teaching has as a component the teacher, and I believe that a good teacher tries to be conscious about his mindset, beliefs, values, and motivations and takes into account his values and attitudes to modify them whenever is necessary to be a good example for my students, furthermore, I have considered my roles as a teacher and they have changed over the time, now, I consider the most important is a guide to be with them during the development and language acquisition, facilitator because I am in charge of providing them with the specific activities and tasks that will entitle them to accurately perform, and motivator, because my kids need the right amount of encouragement to start learning and to keep on with their growth, of course, there are more and are variable within the same class, but for me, those are the most important ones. Besides, I think that I need to be open enough to change my practice, now, I am aware and convinced that I do not teach now as I did before I started to study. I have stumbled upon my deficiencies, I noticed that I wasn't following an approach, therefore I was just teaching grammar, with variable activities but even though I tried to present meaningful tasks to my students I was still failing, and I had to accept that lack of knowledge and adjust myself and mediate the way I did things before.

To close, in the last weeks I have also started to consider that including culture, sociocultural patterns, and the use of authentic material from other countries which use English as lingua franca provides plenty of room for my students to get to know other cultures and their mindset, and look for neutral ways to effectively communicate considering the other.

1.02: Underlying theory.

To adopt theory as part of the described teaching practice has not been an easy task, I have been trying, failing, trying again in order to make a conscious use of all those concepts, approaches and hypothesis, the following theories have had a great impact during my class, in my students' development, language practice and myself as a teacher.

Interculturalism.

Byram's Intercultural communicative competence model.

The one that has been included in the class since the very first days of knowing it is Byram's model because it perfectly portrays some of the values the teacher wants to arise in the students, this model says that when two or more people from different nationalities speak using a **lingua franca**, they must know what is appropriate in someone else's culture, in short words, what is polite in one culture might not be in another, therefore subjects need to take into account nationalities, sociocultural patterns & practices, to dive into the other's culture while reflecting in one's own to avoid stereotyping (Byram et al., 2002) and racism, which prevents the subject from developing intercultural competence, this has also taught me that including culture in the class should be a basic concept in the Mexican school, it provides the opportunity to truly put into practice what language is: social interactions, therefore we must be ready for them, to accurately communicate with the others, respecting them, valuing them at the same time the students get to know themselves.

An important part of this intercultural side of the class are the underlying **intercultural competences**, which is the ability to effectively communicate in the target language, as well as to be able to "manage communication and interaction between people of different cultural identities and different languages." (Aguilar, 2002). This competence takes into consideration **attitudes**, these being respect, openness, and curiosity. **Knowledge** about the target culture & self-awareness according to Ilie, (2019). **Skills** "observing, listening, analyzing, evaluating, interpreting, and relating are the key abilities used for processing the acquired knowledge & critical self-reflection." (Ilie, 2019). Let's deep into these concepts.

Now, let's reflect on the **intercultural attitudes** considered in the ICC model, this is to be able to look back and analyze our own values, behaviors, and beliefs as well as to avoid **ethnocentrism**, which is to measure everyone with our correctness eyes, believing that one's culture is the correct one. This concept of ethnocentrism was totally there while the teacher was applying the lesson plan with his students, all the activities looked for the students to reflect on that their vision of their world based on their culture is not only correct one, there are more, and therefore are worthy of respect, helping the students decenter to look around and see the world with different eyes has become a personal challenge, and has been added to my arsenal of teaching methods to be included in the techniques.

Speaking about **Knowledge** as mentioned, it means to be aware and knowledgeable about the social groups and their processes, these being the social interactions, this includes one's own. For example, at a family party, Mexicans tend to eat at a table, everyone has his own plate and share time talking after eating, all together, Pakistanis since being Muslim, women eat apart from the men, if you are a male visitor, you should be aware of it and not ask a girl to dance with you. About the **skills of interpreting and relating** they mean that the student needs to be able to "interpret an event from another culture, to explain it and relate it to documents or events from one's own." (Byram et al., 2002). **Skills of discovery and interaction**, I think this goes along with curiosity to learn from other's culture, beliefs, behaviors, values and to be able to adjust oneself to perform in social interactions taking into account this new information. (Byram et al., 2002).

Critical cultural awareness is the ability to critically evaluate one's own culture as well as others, this became so important during my classes, because it helps the student to analyze where they are standing at, it also helps them to reflect on themselves and why they do what they do.

Intercultural competence assessment (INCA).

The teacher found this assessment project so important and so worthy to take into account when it comes teaching interculturality because it helps the teacher and the students to know what to be interculturally competent is, because it puts into actions (objective) the attitudes which are totally subjective, it helps both of them to easily identify the level of doing, or how deep we the students are into the managing of those attitudes.

This is one skill that is totally needed to be developed by the students, **tolerance to ambiguity**, which means to accept their lack of clarity and ambiguity in other's speech or behavior and the appropriate reaction to it leads to the following one as well as **behavior flexibility** that is to adapt yourself and the way you act to different social interactions and to "adopt people's customs & courtesies" (Leonardo da Vinci, European Training In the UK., 2004) as well as behaviors. In addition, there is the **communicative awareness** which means to be able to link linguistic expressions and cultural content, talking about the nonverbal communication, like gestures & body language to finally accurately communicate, the following is **knowledge discovery**: this is nothing more than the ability to search for information prior the contact and use it in real-time interactions. The most important for me is **respect for otherness**: this attitude means the world to me, this is one the most important values and I apply activities that arise it as much as often as possible, because I want the students to be open and receive the other, to understand as possible, to respect as possible and to create **empathy** in them, that is the ability to put oneself in somebody else's shoes. To be aware that the other exists and feels as they do.

Approaches towards interculturalism.

Talking about the intercultural approaches used and adopted for the final project classes the teacher decided to develop the activities using the "emic" and the "etic" approach. Specifically, because of the way it approaches culture, it was firstly used the **emic** because "*it is better able to capture the details of individuals 'daily lives'*" (Kelley et al., 2001) this means that this approach focuses on extract the culture's content by understanding first a member of it, since the culture lives in one's own perspective. Then, during the second main activity which is about two cultures firstly used the **etic**, this approach focuses on understanding culture as a whole, this can compare and contrast various cultures at the time, then the emic was during the interactions between the students.

Theory towards the 4 skills.

Reading.

The teacher went through the theoretical background and adopted for my teaching practice the **both bottom-up and top-down approaches** since both have plenty of good ways to deal with the

reading activities but it was found even more interesting the **Interactive model** developed by Rumelhart (1977) due to the fact that this one deals both with **sensory and non-sensory** information at the same time, also the teacher found quite appealing the way it works in the mind, it gives the chance to start the lesson by extracting information contained in the students' brain by **activating the schema**, we know that there are three different kinds of the schema; the **content schema** which is all the information stored in the brain, it is saved by categories, then we have the **formal schema** which is the knowledge related to how a text is organized and then the last one is the **linguistic schema**, which means everything that the user knows about the language, as might be the phonetics, grammar, and vocabulary (Xiaoguang Zhao & Lei Zhu, 2012).

Listening.

As part of the teacher's arsenal of underlying theories, models and approaches towards the teaching practice he decided to adopt the **bottom-up and top-down approaches** towards listening skill, because it is for him the most natural way, there is to understand both reading and listening due to the mental processes which are included in it. **Bottom-up approach** is based on understanding the most basic part of the language, the morpheme, in this case is the phoneme, but, it might not be necessary to go all the way down to the source, (Khuziakhmetov & Porchesku, 2016) but yet it can be navigated through the understanding of certain words, as part of regular practice of listening in the classroom, when the teacher plays an audio for the kids to listen, the first 2 times is for them to focus on listen for vocabulary words or short phrases that might be linked to the title as well as the grammatical structure contained, the teacher just focused on certain sections of the audio by selectively listening to the language system. That is the way that bottom-down approach works with the listening skill.

Now moving to the **top-down approach**, it basically follows the same rule as with the reading skill, taking into account the students' previous knowledge, activation of schemata (Rumelhart, 1977) working with predictions etc. this approach looks for an overall meaning of the audio slowly moves down to the language, but of course the mix of both approaches will have as outcome a better understanding of all of the tasks, this approach is the one that the teacher uses the most during regular classes because it seems to engage the students better with the activity.

Specifically, with listening the teacher tries to use as often as possible **authentic materials**, which as stated by (Mallapiang, 2014, p. 166) is a real example of a linguistic situation generated by native speakers. This piece of audio, video, or text is named authentic also because it shows a natural way of communicating, as mentioned by Mallapiang (2014) it has a *“culture charge and a situational context”*.

The teacher is aware that textbooks come with a CD or platform which is loaded with clips of video or audio which are generated to provide this natural communication to students in a controlled and free of mistakes way, but he strongly believes that a more “real” language can be found in music, TV series or even on platforms like Youtube, Netflix or even TikTok, and it also accomplishes at times the cultural side of the language. This is one of the most important aspects of the language for me.

Speaking.

Speaking has always been his favorite skill to teach, now that he has a deeper knowledge of it, he would like to say that he has adopted the **task-based language teaching approach**. This model of teaching has been developed in order to provide the student with meaningful real-life interactions and tasks, it uses tasks basically because there is a situation that needs to be solved via real language (Hismanoglu & Hismanoglu, 2011). This approach has been developed since the '80s, there have been many linguists and researchers working on this, since Skehan and Swain, Ellis, Nunan, and more. He chose this approach because, as mentioned, the students need to have meaningful interactions, and since his role as teacher changed to guide and counselor, he can perfectly set activities in which the students interact, reflect on what has been done, return to me to reflect on what has been done and to create a new way to approach the same situation but now with more tools, planned, conscious.

Knowing that a task is an activity that needs interaction it's needed to mention that the first aim of this approach to keep meaning over the system, but the language system is not totally out of the picture. Since this is about pedagogic tasks, it must be clear that this task must have an information gap in order to create a “communicative problem that needs to be solved” (Weller, 2019), an activity

in order to be named task-based needs to be assessed with an outcome, and lastly, the task can use the four skills, speaking, listening, reading, writing, this means that is not only for speaking.

Integrated skills: reading & speaking.

Based on the fact that integrating skills will help students to get holistic practice will enable them to improve their communicative skills, is stated that listening is already part of “any true speaking activity” (Zhang, 2009), if speaking is added to a reading or writing activity it automatically turns into an integrated skills activity, as mentioned by Zhang, (2009) “it creates interactive possibilities by focusing on both productive and receptive skills”.

Writing.

As underlying theory for practicing writing in the classroom the teacher decided to adopt the **sociocultural theory of writing** which has as structure the Sociocultural theory by Vygotsky and was adapted to writing by Barnard & Campbell, (1970), this theory states that writing as any of the other skills is socially influenced, therefore all of its components and what is correct, he chose this one because most of the writings developed in the classes are about social interactions, and afterwards will be used to speak, meaning this, that writing is the core in the speaking activities which are held in my classroom, he decided to work this way the students seem to appreciate the fact they have the chance to prepare what they are going to say, it has a huge impact in their motivation, self-confidence and their performance. Most of the times to evaluate writing he used the **analytic rubric for composing** presented by O’Malley and Valdez Pierce (1996).

Technology.

A good teacher should adapt to the modern times, young students live in it, therefore are native users of technology, in the best-case scenario, most of the students have access to a cellphone, WhatsApp, to platforms like YouTube, the use of those platforms can turn into a teacher’s best allies. In recent times, since the pandemic started, the whole teaching world changed for everyone, the use of technology became the only way to have access to education, it became a challenge for

both, teachers and students, everyone had to adapt to that, but many benefits have been shown from the use of technology (Ahmadi, D., & Reza, (2018), starting with the motivational factor, as mentioned, technology is daily used by students for their social lives, that can be used as motivation, it can be used as example for homework or projects, for instance, the use of TikTok, which currently famous can be the format to deliver a video speaking in English, in addition to that, there are webpages which focus on the listening skill, the student has access to a music video and he has to fill in the blanks as the music plays, it is challenging, motivating and it puts into work two of the four skills, listening and writing, (Herrington & Kervin, 2007).

For the development of the lesson plan, technology was used almost every step, from the use of YouTube to cast ways to say hello, passing by the use of online platforms to construct the webpage for a new culture, to the use of TikTok videos, which are considered authentic material as stated by Morrow (1977), also was used a specific platform to create interactive grammar quizzes. It seems that the students appreciate the creation of material based on technology. It was intended to use a wide range of platforms to create realistic contexts which were the base to create oral interactions between the students.

To conclude this section, the implementation of these tools has to be seen as an ally of education, it potentializes the number of opportunities to connect with the students and to create more successful ways to create interaction with the students, furthermore it gives the power to students to gather information in real time, which now a days is a skill for professional activities and also helps developing thinking skills (Yunus, 2013).

Theory behind Assessing.

To start with this, let's have clear what are the differences between both words related to evaluation, on one hand we have assessing and in the other one we have testing, both words are interrelated, but they are still different, assessing might not be formal, it happens during the interaction with the students, there can be an ongoing activity and while the students perform a lot of information it's being given to the teacher about how well a student is going on a specific matter or development of a skill, it helps the teacher to create a judgment about the student, or this can also be formal, in this case, the evaluation tool used is a rubric, which can be handed to the student in order to know what is expected from him or her, this can be during an oral interaction, writing

activity, even for a project. O'Malley and Valdez Pierce (1996) proposed various rubrics based on the skill, for instance the analytic rubric for composing which has as categories, the amount of information, the quality of the information as well as the paragraph construction.

On the other hand, a test is an instrument that helps "discovering what someone knows...or can do" Cambridge dictionary, (2021). This can be both incidental or intentional, but a test is more structured, tends to be planned, in a specific time and place; oral, written; in order to be a good test, it needs to be valid, reliable, practical, authentic and needs to have an impact on both the teacher and the students, named washback and in the end provides a quantitative factor.

Now that the difference has been set it must be said that the formal test is highly prized by students, school directors, but mostly by parents, but in the ESL classroom should be taken into account the authentic assessment (Dwi, 2017) due to the fact that it evaluates in an ongoing way the "student's learning process" as stated by O'Malley and Valdez Pierce (1996), it also considers their skill, since they are evaluated through performance, that is why during the development of this final project and during the regular classes held in my ESL classroom the most commonly used rubric is holistic one to assess speech from the students, it is really suitable for improvisations, oral reports, debates, storytelling, in addition to that, it is often used the approach to alternative assessment proposed by Ghaith (2002) are an important part, because it considers the workgroup as the most important part of evaluation and since the performance considers that the subject is going to have an interaction with someone else, it perfectly fits.

Chapter 2: Methodology and practice.

2.01. A practical and useful lesson plan.

The entire sessions were designed to create cultural awareness, self-awareness, and intercultural competencies according to Byram's **Intercultural Knowledge competence model** which states that when two or more people from different nationalities speak using a lingua franca, they must know what is appropriate in someone else's culture (Byram et al., 2002), throughout the lesson plan the teacher also looked for the development of **intercultural competences** to enable the students to

effectively communicate in a target language and to develop attitudes, skills, and knowledge. During the first session he tried to activate schema according to **the interactive model presented by Rumelhart**, which states that activities that help the students recalling prior knowledge about a specific matter will help him or her to experience a better connection with the content, this is why the first lesson was opened with greetings, first in sign language, then in Romanian to follow with the students' own ways to greet according to their cultural background. He designed this session to follow the personal, local, and then global according to the **techniques for teaching interculturality** mentioned by **Reid**, (2015), which stated that while teaching intercultural communicative competence we must always start with the subject and escalate, that is why he decided to start by teaching them what culture is, he created this material which uses authentic material from all over the world all with the use of English as lingua franca. As **authentic material** as stated by **Morrow** (1977), he used TikTok videos which are divided by what to the author's my mind are the basic components of culture, these being, food, clothes, language, customs, and traditions, these sections are intended to illustrate the features of culture, such as dynamic, contextuality, in the section about customs and traditions, the aim is to analyze family traditions, like parties, the topic is one easy to relate to, he wanted them to talk about those parties but focusing on the social patterns, he wanted to go deeper in the Iceberg as stated by **T. Hall** (1976) in his **Cultural Iceberg Model**, which focuses on the values & though patterns which will effect on the way people behave and communicate, all this to teach the students that what might be polite in one culture might not be it in another, as well as how the social interactions sets use of language, the tone. He believes this will introduce the students to self-awareness as well as cultural awareness. To conclude the first session the student will have an own concept of what culture is as well as its features.

For session 2 the main activity is to set a meaningful context in which the student can **decenter** himself to put into other's shoes, for this he created a cellphone which firstly shows a WhatsApp conversation between a human and a friend, this kind of conversations are something that my students are really used to, it is part of their daily lives, he chose this activity in order to **promote empathy**, awareness of social patterns as well as **tolerance to ambiguity and intercultural behavior**, all this considering what **The INCA** project team (2009) has considered as intercultural competences, in this second session the students were divided into 2 teams, each team was provided with a version of a social interaction which included the narrator's point of view as well as

sociocultural charge. The students were reading one of the character's visions of what the social interaction meant to her and how affecter her beliefs, values, and customs were affected by the other, basically a cultural shock. After that the students talked about their vision of what had happened, they both were talking about one same moment, different views, this activity had 2 factual interactions between the students, the first task was to invest themselves with the target culture, which could be the human one or the extraterrestrial one, and interact in a welcome ceremony based on what is suitable and polite for both of them, he intended to arise intercultural communicative competence with that. To close, the students were asked to reflect on what happened between the characters and in the interaction between the classmates' interaction as human and extraterrestrial. He integrated 3 of the skills during the lesson and put into practice the 4th for homework.

For lesson 3 the students will put into practice the use of third conditional to apologize for things that cannot be changed, this has been contextualized by presenting a TikTok with social patterns as well as behavioral patterns around the world, this looks forward to developing first the skill of interpreting and relating an event from another culture and to explain it a relate it (Bryam et al., 2002). The TikTok shows a person who is telling what things are not nice to be done in other cultures, the students will perform using both **linguistic competencies** as stated by **Chomsky (2020)** and **intercultural competence** stated by **Byram (2002)**, for him is important to arise cultural awareness as well as noticing the other, he wanted the students to reflect on their ethnocentrism. The teacher used an oral presentation rubric, in which the accurate use of the topics, in both, language and use of it.

For lesson 4, he intended to create this session's activity based on the **task- based approach** proposed by Ellis due to the fact that it is the regular approach in most of my tasks because that is the best my students learn, by doing, but specifically about the intercultural side was created taking into account the **"emic" and the "etic" approach** proposed by **Kelley et.al (2001)** This activity was designed to face the students to a new culture, which looked to create **empathy and decentering**, to create knowledge and understanding about other cultures as well as **tolerance to ambiguity**, the last one valued in the INCA assessment, first the **Etic** side of the activity, it focuses on understanding

the culture as a whole; he created two cultures from scratch, for this the teacher made their own webpage which contains facts about their cultures such as vision of the world, food, clothes, customs and the social part, what they value the most about life, the groups was divided into two to make them knowledgeable about their new culture. As part of the activities a student was sent as “visitor” to the other group’s city to learn about their culture, in here the **emic** side would function, the student would analyze **regular customs**, like offering pee as part of the **social interaction** of having guests at home, which is a regular practice for the Persubian culture he created; these kinds of practices would **activate the student’s tolerance to ambiguity** and of course a cultural shock at the beginning. After the visitor returned home and as class, the students had **to role-play social** interactions like offering the pee, and **apologize and decline** the offering in a very polite way taking into account one’s own beliefs but still being respectful, all this using English as lingua franca, the students were exposed to other interactions like offering a cigarette to the kids after having a meal, which in both cultures is a custom, this instead of offering room to apologize gives the chance to reflect on how their “new” culture contrasts with their actual one and how would they say no in a very polite, respectful way taking into account their **prejudices** about this and how to put them into pause to be **interculturally competent**.

2.02. Assessing tools.

My five lessons are assessed through different activities and tools, he will talk about three of them, all rubrics. Despite the fact he added self-quizzes and a grammar test as part of the development of the lessons, he considers them as part of the practice and activities of the class, not as evaluation, he selected the rubrics to measure performance since most of my activities are integrated skills ones, furthermore, he thinks that based on the topics the most important parts are the ones in which the students have to orally interact. In addition, he had selected an **oral interaction rubric** and a **writing rubric** as well.

He decided to evaluate session number 2, about Laura and Lolalien’s (appendix 7) points of view about the same event, with the rubric based on the principles of the **Intercultural competence assessment (INCA)** (2004), at the same time, this INCA rubric (fig. 1) is based on the Bryram’s (1997)

Framework for intercultural Competence. He found this assessment really important since it gives both the assessor and the assessed a guideline to know what to **interculturally competent** is like, this rubric **evaluates attitudes**, like **tolerance to ambiguity**, which means to accept the lack of clarity in a situation as well as in other's speech, it also assesses **behavior flexibility** during the performance, it considers the ability to link the **linguistic expressions and cultural content**, including the nonverbal communication, being this the **communicative awareness**, and for my view, the most important, respect for **otherness and empathy**. Those subjective values are granted a level of competence, these being, basic, intermediate, and full, the version of the rubric shown in here helps the student to locate himself according to the description.

For session number 3, as stated on the lesson plan, since in this lesson the students have to orally interact in pairs, he decided that it would be used an oral interaction rubric (appendix 15), which evaluates specifically how the students talk to each other, the categories assess if there they collaborate in the **construction of the improvisation**, (O'Malley & Valdez Pierce, 1996) also if the students speak clear enough like to be understood, we are talking about **macro-skills**, in this specific activity also the use of vocabulary is assessed since we worked with key phrases for apologizing and accepting or declining the apology, and as of last the content, which means the level of understanding of the situation, therefore how to replay to the classmate, the use of vocabulary and so on, he assessed the **comprehensive dimension** (Read, 2000). This rubric (fig 2) has 4 levels of competency, 4 being perfect, and 1 being incapable of performance. He chose this kind of **authentic assessment** since it *"provides opportunities for students to demonstrate their knowledge and skills in a variety of ways"* (O'Malley and Valdez Pierce, 1996).

For the speaking activities which were developed in "two versions of the same event" (appendix 7) and "The Persubian & Techneligent cultures" (appendix 18 & 19) since both are **integrated skills activities**, he selected to base it not only in the activities proposed by **O'Malley & Valdez Pierce** but also considered the approach to **alternative assessment** proposed by **Ghaith** (2002) which states that workgroup is the core of the evaluation, during the development of both activities the students have to work in teams to complete the tasks, and as stated also there was a student in charge of projecting the screen, eliciting understanding from the classmates but also report important aspects

from the other culture, like in the Persubian and Techneligent cultures, these activities were based on cooperative work.

The rubric “What culture is for me: conclusion” (fig.3), assess the ability of the student to write down coherent ideas based on the activity developed in appendix 3, he set decided to use this rubric supported by the principles of the **analytic rubric for composing** presented by O’Malley and Valdez Pierce (1996), because the students are spotting their ideas about an specific matter which includes both their own experiences and explicit information from the input, so, there must be an integration of the idea of what’s culture for them considering the amount of information, referred to have information enough to explain themselves, added to that, the quality of information, this means that what it’s been said is related to main topic: culture; and that the student is able to construct a complete idea with all of the parts, as shown on the rubric an introductory sentence, explanation of the concept and conclude with an example may be, evidence of this work by students can be seen in appendix 28.

(Fig. 1). Adapted from **Intercultural competence assessment (INCA)** (2004)

Dimension.	Level 1. Basic	Level 2. Intermediate	Level 3. Full
Openness.	When cultural differences appear, the student adopts a tolerant attitude as long as the subject is not sensitive for him/her.	The student sees cultural differences from intercultural interactions interesting and react naturally.	Competences from level 2 are intuitive. Ss has plenty of strategies to deal with different values & customs. Ss can respectfully stand over issues.
Tolerance to ambiguity.	Can deal with ambiguity as it appears, might feel overwhelmed by ambiguous situations in which has to interact.	If there is an interaction which requires low-involvement, the student can deal with it in a basic way, accepts ambiguity as a challenge.	If there is an interaction, the student can easily manage it, he/she tolerates and manages ambiguous situations in a good way,
Respect for otherness.	When high-involving interaction is demanded prefers not to, but still	Is able to accept other’s culture in everyday interactions and sent	Equally treatment for people, can respectfully deal with ethical problems.

	can adopt a tolerant posture.	them as neutral as long as his own culture is safe.	
Empathy.	Might feel confused yet curious about other's culture, might act strange but tries to be respectful.	Knows what others might feel or react differently to daily basis interactions. Can see things from other's point of view in a respectful way.	Fully embraces others, decenters to change perspectives and effectively communicate based on values.

(Fig. 2). Rubric to **asses oral performance** based on activities about Laura's and Lolalien's version of the same event.

Category	4	3	2	1
Speaks clearly	speaks clear all of the time (100-95) and has no pronunciation mistakes.	speaks clear all the time but has some pronunciation mistakes.	Speaks clearly and distinctly most of the time, but mispronounces more words.	Often repeats himself, cannot be understood, and/or mispronounces words.
Collaboration with peers.	Always listens, supports, interacts with students as requested all of the time, and works well with peers.	Usually listens, supports interacts with students as requested most of the time, has some trouble working well with peers.	Often listens, lacks support but interacts with students as requested sometimes and is not a good team member.	Barely listens, supports, or interacts with students as requested, is not a good team member.
Vocabulary	Uses all of the vocabulary words appropriately, elicits the use of vocabulary from peers.	Uses most of the vocabulary words appropriately, elicits the use of vocabulary from peers.	Uses some of the vocabulary words appropriately, does not elicit the use of vocabulary from peers.	Does not use the vocabulary nor elicits the use of vocabulary from peers.
Content.	performs displaying a full and deep understanding of the underlying topic.	Performs displaying a good understanding of the underlying topic.	Performs displaying a superficial understanding of the underlying topic.	Performs but with no understanding of the underlying topic.

(fig. 3) What culture is for me: conclusion.

Category	4	3	2	1
Amount of information	The main topic is addressed and all the questions are answered with at least 2 sentences about each.	The main addressed and most questions were answered with at least 2 sentences about each.	The main topic is addressed, and most questions answered with 1 sentence about each.	Topic was not addressed.
Quality of information	Provided information is related to the topic. It includes several supporting details or examples of what culture is.	Provided Information is related to the topic, it provides some details or examples of what culture is.	Provided information is related to topic. No details or examples given.	Provided information is barely related to the main topic.
Paragraph construction.	The whole text includes introductory sentence, explanations, details or examples and conclusion. It is clear, ideas are related.	The text lacks of one but it is clear and ideas are related: introductory sentences, explanations, details, or examples and conclusions.	The text has only 2 parts of the mentioned ones. Ideas aren't	The text construction is not clear

2.03. Evidences.

Session 1, evidence of student's work from appendix 1.

LISTENING SKILLS

LEAD IN *French Speaking*

20 PAIRWORK Look at the picture and answer the questions.

- Do you recognize any of these flags? What is the capital of each country?
- Which foreign countries have you visited?
- What things were similar to your country and what things were different?

PRACTICE

31 **ICSE** Listen to five speakers expressing their personal opinions about living and studying abroad. Complete the information about them.

name	nationality	lives in (country)
1. Isabel	French	Belgium
2. Ben	British-Greek	Italy
3. Anyika	Polish	C.U.
4. Lucian	Italian	Japan
5. Elliot	Belgian	Spain

LISTENING STRATEGY

Identify multiple speakers
In this task you will hear five speakers talking about a common topic. For each speaker you have to choose the correct summary of their opinion about it.

- Read the first line of the instruction carefully. This will tell you what the topic is.
- Read the six opinions in the list. (There will be one extra opinion.) Think of ways to paraphrase them.
- As you listen, try to match the ideas and words.

ICSE

32 **ICSE** Listen again and match each speaker 1-5 to their opinion a-f. Use each opinion only once. There is one extra option.

- Experience in other countries will give me more career opportunities in my own country.
- Today's capital cities are multicultural and international.
- I feel at home everywhere in Europe because I've got relatives in many countries.
- I don't feel British because I don't have much contact with the UK or its people.
- I have everything I need in my country.
- I want to discover a country with a longer history than my own.

33 Look at the script of the first recording. Underline the parts which helped you choose your answer in exercise 32.

Isabel: I'm French but I'm living in Brussels in Belgium at the moment, of course. I say I'm French but actually I live in Europe. I speak three languages - French, English and German as do many people in Europe. We got family in four different European countries - my aunt and uncle live in Ireland so I can visit them and I've got a cousin in Spain. I can't really say I'm a global citizen. After I finish university, I'm going to look for a job anywhere in the world, not just in Europe.

34 French, English and German
2. She go to visit her family
3. He don't have much contact with the Europeans and he don't speak another language
4. He don't have enough contact
5. To get experiences
6. Travel
7.
8. Spanish and

35 Many people have strong opinions about travelling abroad.

- What are some of the opinions you've heard about these things?
 - living or studying abroad
 - foreign laws and regulations
 - freedom of movement across borders
- What do you think national identity is based on?
- What things about the place you're from are important to you? Identify 3.

Session 1, evidence of homework What is culture?

What is culture?

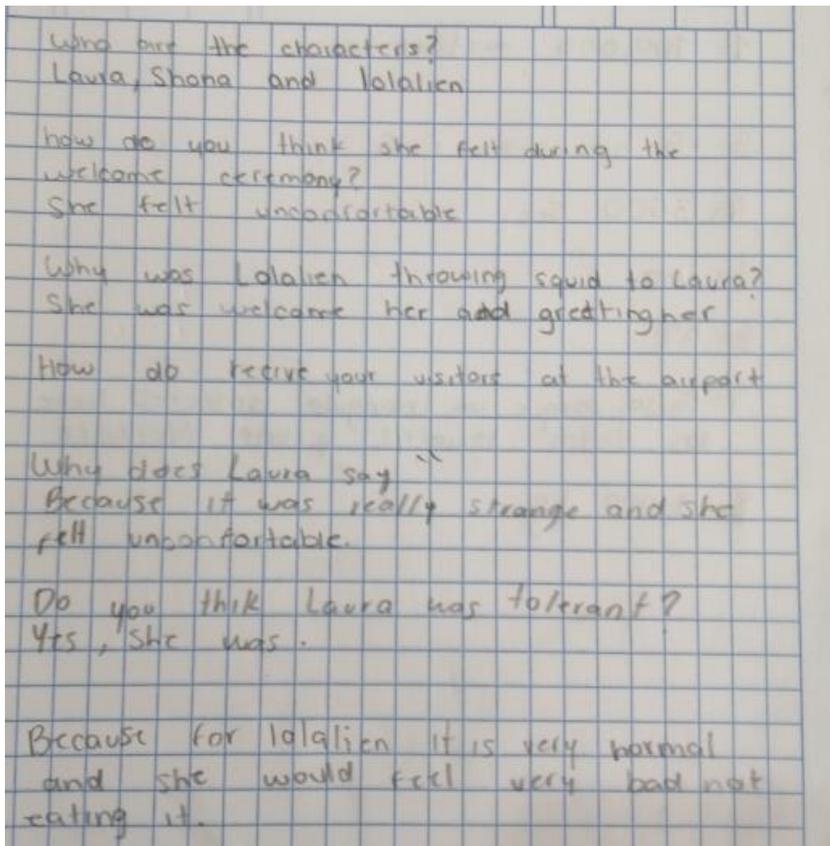
Culture is, in general or simple words a group of characteristics of a specific region or country. Maybe like the way of life in a certain place. Like their knowledge, beliefs, traditions, values, customs, cuisine, etc.

E Erick Cruz
16:22 Hoy

Resolver

Missing details or examples to illustrate the concept. Also missing closure.

Session 1, answers from questions in appendix 7 from team work:



Session 1 opinion about encounter between the 2 characters in appendix 7.

15/5/2021

EasyNotes_20210506_110356_664.png

05.06, 11:01 a. m.

CULTURE/English 🌟

🟡 conclusion :

lolaliens and Laura are complete strangers, Laura is in a different place, with people with a different way of doing things, different type of food 🍷 🍷 🍷.

They feel that one was rude to another, but it was all a misunderstanding 😞 😞. And that is why they felt assaulted. And I was very weird for both of us.

What would be the right way to receive Laura?

Lolaliens had to explain to Laura a little bit about customs, culture and especially how things work there.

If lolaliens would have done that, Laura wouldn't have offended anyone. !? 🤔

Session 2, evidence of student's work from appendix 6.

THE NO CHILDREN

In the UK 70% of the complaints people make about their neighbourhoods concern teenagers – they make a noise, hang out in gangs, drop litter, vandalise buildings and behave without respect for others. One village in Scotland, Firhall, has now decided it's better to just ban teenagers altogether!

The residents have decided to make their village child-free. If you want to buy a home there, you have to be over 45, and agree not to sell your property to a family with kids. If you've got grandchildren, they can't stay with you for more than three weeks.

The Firhall residents say the village is a more peaceful place to live, but their decision has been controversial. Critics say that discrimination based on age is as bad as racism or sexism. If the residents had shown prejudice against a group based on race or gender, it would have been illegal. A healthy society should show tolerance towards everyone, and appreciate the diversity in our society.

But what do teenagers think? Fifteen-year-old Sean says, 'The losers are the residents of the village. Their extremism has turned Firhall into a ghetto for pensioners. I wouldn't live there if you paid me – I'd be bored to death!'

16 What do you think these words mean? Find them in the text and match them to their definitions.

1 <input type="checkbox"/> d	vandalise	5 <input type="checkbox"/> f	extremism
2 <input type="checkbox"/> a	tolerance	6 <input type="checkbox"/> c	ban
3 <input type="checkbox"/> g	prejudice	7 <input type="checkbox"/> b	discrimination
4 <input type="checkbox"/> e	diversity		

a acceptance of different beliefs
 b disliking someone or something because of their race or religion
 c exclude people from a place
 d damage public property
 e variety and difference
 f very strong, exaggerated opinions
 g refusing to give some groups the same rights as others

80 Unit 8

Session 3, evidence of work from appendix 13.

THIRD CONDITIONAL - NO POSSIBILITY

IF	CONDITION	RESULT
I had won the Christmas lottery	PAST PERFECT	WOULD HAVE+PAST PARTICIPLE
I would have bought a big house		

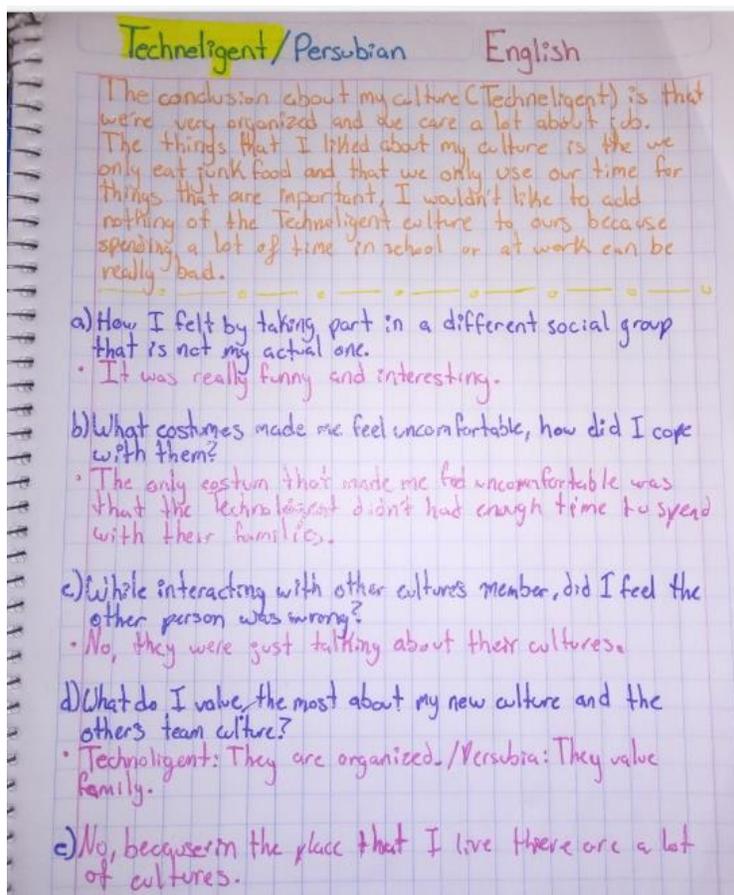
RESULT	IF	CONDITION
WOULD HAVE+PAST PARTICIPLE	IF	PAST PERFECT
I would have bought a new house	if	I had won the Christmas lottery

We use the third conditional to talk about the past. It's a dream that will never come true.

Exercise Write the verbs in brackets. Use the third conditional.

- If I hadn't lost (not lose) my wallet, I would have arrived (arrive) at the opera on time.
- Sally wouldn't have been (not be) so upset if she had passed (pass) the driving test.
- If Mary wouldn't have been (be) hungry, she would have had (have) something to eat.
- My parents wouldn't have bought (not buy) the house if they hadn't had (not have) the money.
- Peter wouldn't have remembered (forgot) her mother's birthday if I hadn't reminded (not remind) him.
- I would have phoned (phone) you if I had had (have) your telephone number.
- Tim would have got (get) a taxi if he hadn't forgotten (not forget) his wallet at home.
- If the weather would be (be) nicer, we would go (go) to the beach.
- I would have sold (sell) my golden ring if I hadn't given (not give) it to my niece.
- If Lisa wouldn't have been (not be) so tired, she would have gone (go) to the concert last night.
- I would have won (win) the contest if I had known (know) all the answers.

Andrea Fuentes 07/05/21



2.04. Evidence of designed tool.

Assessing the students has been difficult for me most of the time due to the fact that I highly value the effort they put into work as well as the level of English of each student, now I tried hard to be as objective as possible. Furthermore, I must say that applying a rubric for each activity and each student is time consuming, that is why during the first assessment which is contained in Fig. 1. I decided to evaluate the oral interactions as a team, since the students interacted a lot as a team, firstly during the recognition of all the information contained in both the WhatsApp conversation and the YouTube videos from appendix 7. As You will see in the *Applied Rubric for Fig 1.*, attitude towards intercultural competence was assessed, I noticed that at the beginning of the activities the students had a cultural shock when it comes to new attitudes and actions from others, specifically about an alien, I can tell that despite what has being mentioned I can say that they were able to see

as a challenge the fact of interacting with the other team. I also used this rubric (appendix 20) to assess the Two cultures activity (appendixes 18 & 19).

I can say that using this adapted version from the INCA rubric (INCA, 2004) was incredible to understand how to assess those attitudes and actions, yet, I consider that the description of the levels of the evaluated dimensions could be more specific, it should have more sentences that can be easier to link the behaviors with the attitudes, competences and therefore with the assessment.

Applied rubric for Fig. 1. Assessing activity about Laura and Lolalien's different points of view for a same event. Adapted from the INCA project. (INCA, 2004)

Team 1: Laura's side.

Dimension.	Level 1. Basic	Level 2. Intermediate	Level 3. Full
Openness.	When cultural differences appear, the student adopts a tolerant attitude as long as the subject is not sensitive for him/her.	The student sees cultural differences from intercultural interactions interesting and react naturally.	Competences from level 2 are intuitive. Ss has plenty of strategies to deal with different values & customs. Ss can respectfully stand over issues.
Tolerance to ambiguity.	Can deal with ambiguity as it appears, might feel overwhelmed by ambiguous situations in which has to interact.	If there is an interaction which requires low-involvement, the student can deal with it in a basic way, accepts ambiguity as a challenge.	If there is an interaction, the student can easily manage it, he/she tolerates and manages ambiguous situations in a good way.
Respect for otherness.	When high-involving interaction is demanded prefers not to, but still can adopt a tolerant posture.	Is able to accept other's culture in everyday interactions and sent them as neutral as long as his own culture is safe.	Equally treatment for people, can respectfully deal with ethical problems.
Empathy.	Might feel confused yet curious about other's culture, might act strange but tries to be respectful.	Knows what might others feel or react differently to daily basis interactions. Can see	Fully embraces others, decenters to change perspectives and effectively

		things from other's point of view in a respectful way.	communicate based on values.
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Applied rubric for Fig. 1. Assessing activity about Laura and Lolalien's different points of view for a same event. Adapted from the INCA project (INCA, 2004).

Team 2: Lolalien's side.

Dimension.	Level 1. Basic	Level 2. Intermediate	Level 3. Full
Openness.	When cultural differences appear, the student adopts a tolerant attitude as long as the subject is not sensitive for him/her.	The student sees cultural differences from intercultural interactions interesting and react naturally.	Competences from level 2 are intuitive. Ss has plenty of strategies to deal with different values & customs. Ss can respectfully stand over issues.
Tolerance to ambiguity.	Can deal with ambiguity as it appears, might feel overwhelmed by ambiguous situations in which has to interact.	If there is an interaction which requires low-involvement, the student can deal with it in a basic way, accepts ambiguity as a challenge.	If there is an interaction, the student can easily manage it, he/she tolerates and manages ambiguous situations in a good way.
Respect for otherness.	When high-involving interaction is demanded prefers not to, but still can adopt a tolerant posture.	Is able to accept other's culture in everyday interactions and sent them as neutral as long as his own culture is safe.	Equally treatment for people, can respectfully deal with ethical problems.
Empathy.	Might feel confused yet curious about other's culture, might act strange but tries to be respectful.	Knows what might others feel or react differently to daily basis interactions. Can see things from other's point of view in a respectful way.	Fully embraces others, decenters to change perspectives and effectively communicate based on values.

The application of this rubric was easier, it is really specific when it comes to oral performance and it since it has more levels, (1 to 4) and the categories are specific it is easier to find the student's level of competency in the interaction with the peers, it was also easy to find the actions related to the use of vocabulary as well as content. I could easily find if the students were able and in what

level to elicit the use of vocabulary words from his classmates. To my mind this rubric is effective and good enough to be used again.

Applied Rubric from Fig 2. to assess oral performance based on activities about Laura's and Lolalien's version of the same event.

Student: Massimo Cancino.

Category	4	3	2	1
Speaks clearly	speaks clear all of the time (100-95) and has no pronunciation mistakes.	speaks clear all the time but has some pronunciation mistakes.	Speaks clearly and distinctly most of the time, but mispronounces more words.	Often repeats himself, cannot be understood, and/or mispronounces words.
Collaboration with peers.	Always listens, supports, interacts with students as requested all of the time, and works well with peers.	Usually listens, supports interacts with students as requested most of the time, has some trouble working well with peers.	Often listens, lacks support but interacts with students as requested sometimes and is not a good team member.	Barely listens, supports, or interacts with students as requested, is not a good team member.
Vocabulary	Uses all of the vocabulary words appropriately, elicits the use of vocabulary from peers.	Uses most of the vocabulary words appropriately, elicits the use of vocabulary from peers.	Uses some of the vocabulary words appropriately, does not elicit the use of vocabulary from peers.	Does not use the vocabulary nor elicits the use of vocabulary from peers.
Content.	performs displaying a full and deep understanding of the underlying topic.	Performs displaying a good understanding of the underlying topic.	Performs displaying a superficial understanding of the underlying topic.	Performs but with no understanding of the underlying topic.

The third applied rubric was from fig. 3, to assess written conclusion (appendix 21). The application of this rubric was not good, to my mind the rubric is well constructed, it clearly mentioned what is expected from the student, therefor the requirements the conclusion had to fulfill, but the delivery work from the students lack of most of the points, therefore the evaluations for most of them had a bad outcome, despite the fact the instructions in the platform for the homework were clear, it

might be necessary to create an easier-to-understand rubric, for the students and increase the implementation of rubrics to evaluate writing so the students can get used to them.

Applied rubric from Fig. 3. To assess written conclusion.

Name: Nataly Chávez.

Category	4	3	2	1
Amount of information	The main topic is addressed and all the questions are answered with at least 2 sentences about each.	The main addressed and most questions were answered with at least 2 sentences about each.	The main topic is addressed, and most questions answered with 1 sentence about each.	Topic was not addressed.
Quality of information	Provided information is related to the topic. It includes several supporting details or examples of what culture is.	Provided Information is related to the topic, it provides some details or examples of what culture is.	Provided information is related to topic. No details or examples given.	Provided information is barely related to the main topic.
Paragraph construction.	The whole text includes introductory sentence, explanations, details or examples and conclusion. It is clear, ideas are related.	The text lacks of one but it is clear and ideas are related: introductory sentences, explanations, details, or examples and conclusions.	The text has only 2 parts of the mentioned ones. Ideas aren't	The text construction is not clear

2.05. Video-recorded classes.

<https://youtu.be/tDcKSm5KktY>

Chapter 3: Experience Report

3.01. Description of outcomes.

The lesson plan aimed to guide the student through an analysis of his or her culture and sociocultural patterns as well as compare and contrast to arise cultural awareness as well as self-awareness. I selected the second grade of secondary as well as their topics from their current book.

At first, I had some trouble having the permission granted to record the classes, the owner of the school was constantly checking my classes to verify I would not record nor teach something different from what I was supposed to. I finally managed to talk to the parents to allow me to participate and record the students during the implementation of my classes. My classes last 40 minutes, I must always give the kids around 10 minutes of tolerance before I start the class. Therefore, my lessons lasted around 30 minutes. I planned a lesson to last around 50 to 60 minutes, which was a problem I did not anticipate, all of my planned sessions were divided into 2. That was the first problem I stumbled upon; my activities were too long.

Let's talk about the first session, it started good, the students looked eager to start with the class, it was about greetings in different languages, the students talked about saying hello in German, others like they do where they are from and so on, I even brought some phrases in Spanish. Decently this section lasted for too long. Then I moved to the listening activity which should have worked also as a vocabulary review for countries and nationalities, along it was useful to arise awareness about prejudice, one student was able to say nationalities based on appearance and the concept of prejudice and racism came to the chat. I managed to validate the student's opinions about nationalities based on looks, the discussion turned out quite interesting. the listening practice also took longer than expected,

As mentioned before the activities took longer so I had to the integrated skills activity about culture to the next class. I created this material considering my student's likes about the use of TikTok, I

believed that it would help them connect with the topic, what is culture. The projection was difficult, the page took such a long time to load at first that the students got bored and I had to continue with the class without seeing the first 2 videos. The rest of the class was good, the students were participating and showed interest in the topic, I was able to create a connection between the components of the culture displayed on the material and the students' own cultural content. With each slide they were able to relate to it.

The time one more time was against me, I sent the link for appendix 4 through the chat and they solved it offline, as well, as homework the students wrote down what culture is for them (appendix 28).

For the following session, which should be session 2 according to the lesson, but it actually is session 3. I decided to start with dishes from around the world and connect them with feeling discriminated because of something you like, this was not the best way to introduce the topic, the students did not seem to connect with it, therefore my activation wasn't properly done. It was followed by the reading "The Village with no children" (appendix 6), the students seemed to understand the use of the vocabulary words presented, such as prejudice, diversity, extremist, ban, discrimination; those words were understood but somehow, they didn't seem to care too much about feeling discriminated or maybe the approach to the topic wasn't too strong for it to arise the connection.

I decided to finish the class before so the next activity which I created to create empathy and decenter the students could take place in a single shoot.

It was difficult for them to understand at the beginning what was expected of them, I explained 3 times. From all of the materials I did and activities, I planned this was the most liked, the students could report that they were able to feel part of the version they were reading, they were able to take sides. And also, during the explanation they were able to negotiate the meaning of what had actually happened between both characters was that they were analyzing the other based on their own perception, which means that the goal was accomplished, they were able to put on someone else's shoes and be tolerant and empathic during the speaking interaction. The students had to

write a small personal conclusion and tell what would have been different in the interactions they had, they used some of the vocabulary words from the beginning of the prior session, evidence in appendix 29.

Which was intended to be session 3, was basically about grammar, the students were able to perform using the material prepared; the TikTok videos used to say “ouch” in other languages was fun for the students and gave a nice introduction for the following activities. The students were able to watch a video in which 2 friends apologize (appendix 14), this gave the chance for the students to interact, at this point, I forgot about what was planned and decided to have students have oral interactions using third conditional and phrases to apologize, I would set the context and the students would apologize for one to the other for whatever had been done. This was a fruitful speaking activity which was later evaluated through appendix 15.

Which was intended to be session 4 was divided into 2 classes, the warm-up quiz I created to activate schema, gave enough material for it to last 30 minutes. It was just a 6 questions long quiz but it gave plenty of opportunities for the students to share personal information about their cultural background, this not only connected with culture but went deeper down the iceberg, we analyzed some ideas and beliefs behind their actions and customs. This also gave the chance to elicit some ways in which they could communicate with others based on their customs.

The second part of this session was the one that uses appendix 17, the crash of two different cultures I created, this looked to arise understanding of other cultures as well as creating tolerance to ambiguity, flexibility, and respect of the cultures. This was a long session which wasn't easy for me to handle since the class was divided into 2 different teams and I had to monitor them and have them interact, but the students were independent enough like accomplish the tasks, this was also an integrated skills activity, they had to listen, read, speak and write, this last for homework. The “visitor” was able to accurately report back to their culture the information related to customs, beliefs, and more. At first, the students reported experiencing a cultural shock because some of the ways their new culture was structure were different from their actual ones, but in the end, they

were able to decenter and become a member of their new culture. There was an oral interaction between some members of both cultures, based on the task model, the students were able to recreate the customs from the Persubians about welcoming the guest with fresh kid's pee and, they had the chance to reflect on their actions and how the Techneligent might have offended the Persubian culture by rejecting the pee, they had the chance to repeat the activity taking into consideration the other's customs but declining in a polite way. The students also got to negotiate the funeral of a cherished member of both cultures, they were fighting and sticking to their new beliefs so hard, but in the second practice and after reflecting and considering the others, both cultures came to a neutral solution in which both traditions were respected and the most important, both communicate efficiently. For me this was the best activity, I noticed how the students were actually decentering and feeling part of the activity, noticing the other, respecting, and well they also reported that this was a good activity for them, something new. Evidence of work in appendix 33.

For the last session, I created a listening reading activity, which is also integrated because adds speaking to it. This activity turned out very well, the story was catching and dramatic enough that the students participated enough, the students brainstormed and clarified what a value is and could tell some of their own. After watching the listening reading, the students could sort the characters based on their behavior, the students could tell which values had been broken, I asked if they believed that the outcome would be different if the characters had been the opposite sex, only one student accepted that the outcome would have been different because the society would have treated the man differently than the girl in the story. I wanted the students to decenter be empathic and change their point of view according to each of the 4 characters, I notice that some of them did according to their answers, some others not even speak during the whole session. I connected this activity with grammar and had them answer a quiz which for every correct answer takes them closer to save Karla from an island. As closure I had them analyze how would their actual mothers react if they had acted like Karla, the main character, for this only 2 students participated, they weren't able to connect. In conclusion of this session, I noticed that only girls participated, I guess that I needed to create a more neutral activity for the male students to engage with it.

To sum up, I consider that my sessions weren't planned well according to my class time, my activities were too long to fit the 30 minutes I have left. Also, I consider that my activities were mostly

successful and somehow arise self-awareness because they made my students reflect on their own ideas, beliefs, prejudices, customs, but more importantly, the activities provided the opportunity to recognize that there are different ways to think and see the life and there are as correct as their own, I also noticed that in most of the activities my students seemed to be engaged, that means that the materials, the approaches, and most of the tasks were good enough for them to participate, but, also at times, the topics were too difficult for some of my students, for at least 4 of them who never participated, and who told me off-camera that the topics and explanations had been too difficult for them to understand. That tells me I need to provide better explanations, not to assume that all of my students understand everything and that I need to various levels of difficulty during the classes.

Chapter 4: Conclusions.

The word coherent was firmly fixed into my mind, it means, according to the Dictionary of Cambridge (2021) “a set of ideas, or plans... each part of it connects or follows a natural or reasonable way”, this word was hanging around my head like a mantra during the development of all of the project, but I must confess it actually started to make noises in my heard right before I started to study the specialty since I started writing the motivation letter, I wanted to be a better teacher for my students and I also wanted to professionalize my teaching career, therefore I had to do more than just having fun classes or full of grammar, I needed to learn, to adapt, to enhance I was. I rediscover myself as a user of the language, the assignments made me reflect on why I started to study English as well as why I started to be a teacher, it had made me realize that English is part of who I am, but that teaching English was inherent to who I am, I guess that gave the hint for me to start noticing what my teaching philosophy was, and I say was because it had been mutating into what it is now, it changed in every module, I added, I edited and add again, all this based on practice, based on what is best for my students but also what is part of me, what has been arising constantly are the values I like to help my students to develop, such as respect for the others and so on, that is truly important for me and I strongly believe that the addition of interculturality has made it stronger, all this since values and attitudes are part of those communicative competences. I also reflected on the English as Lingua Franca and the huge impact it has in a person's life speak it, all of the opportunities that accompany it. I guess that searching for the correct authentic material that

is used as natural input, that can be linked with the students' likes and daily use of technology is a great way to motivate the students to use it, besides most of the students are already users of the language but do not know it yet. I would like to say that I was holding the whole truth about the English teaching before starting study but I wasn't, but I have to say that as the weeks passed and I was reading many concepts appeared and were link to aspects of my practice that I was already doing, many things started to have a name, a theory, a model, etc. for instance I was able to adopt the task-based approach as part of my arsenal, I consider this is the one that better suits to my students needs for practice, they need to do in order to be interested in the class, of course they can work in the book, we actually work with the interactive model by Rumelhart for both listening and reading, as often as possible, but my students prefer to do, I use various techniques such roleplays, fill in the blanks for both listening and speaking but the ones they like the most are the situational ones, we most of the times skip the pre-communicative activities and dive into the communicative ones, in which the students are able to focus on the production and in the transaction of information, in recent days I notice that to link sociocultural interactions as context for teaching grammar or that have it as underlying topic is a great wat for the students to make reflect on them and actually link them with their life, it somehow makes it easier to understand as well as to recall, I try to offer these kinds of activities as often as possible and follow as possible the task-based language teaching model proposed by Swain et al.

Now I would like to talk a little about what the construction and implementation of this project have meant to me. It was a hard thing to do, I tried to use as possible technology, thinking that my students would find it easier to interact with the content of interculturality and integrated skills. At first, I tried to work just with the textbook but I noticed that my lesson plan would be poor in activities but mostly in interactions between the students, that is why I decided to spend so much time building my digital and interactive activities. The creation of those activities made me reflect on the fact that I actually lacked the values and attitudes that interculturality talks about, so I was truly worried about how would I teach something I have not experienced because I have traveled out of the country but when I was young, a kid, I could not remember to experience the real interaction with the people, since I traveled with my family, the interactions I had with the other people and the culture were limited. I guess that the implementation shows that despite the fact I might not be a traveler I have actually arise many of the values myself and therefore I am able to create activities to help my students arise them as well, for instance, creating the cultures they worked with from scratch was a scored goal for me, I could notice that the kids actually were

learning and experiencing, they were being exposed to the does and don'ts of sociocultural patterns according to the target culture and still, the values and attitudes needed to develop the intercultural competences were elicited from them.

Just to sum up, I would like to say that despite all of the emotional breakdowns I faced, all the uncertainty about the quality of my assignments, as well as all of the hard things of studying a postgraduate during the pandemic times, despite all that I am truly thankful that this specialty was in my way for this time, I have learned so many things, I learned to be coherent in my mind and practice, I learned that motivation is not enough to have good students or to be a good teacher, I needed to adopt theoretical background to be efficient, to better use techniques, for better results and to understand myself and my students to link their lives to the learning of an L2, to help them find their own motivation to study, as well as to improve my evaluation methods, I already used rubrics but not with all the background of what a valid rubric is. To close, I want to get my certificate, of course, I want it, but I don't get it it's okay, I have learned so much more in knowledge about theories, models and approaches, interculturality & evaluation, those are more important.

Chapter 5: Appendixes and APA style references.

5.01. Appendixes.

Appendix 00: Lesson plan.

1. Lesson plan identification cell.	
Author	Erick Durvin Cruz Lozada
Educational stage	Secondary school
Title of your Lesson plan	Integrated lesson plan.
Learning Objective of the plan/Competency	To identify important aspects of intercultural communication throughout different cultures. Identify third conditional in context as well as apologize, accept & decline apology.
Communicative skill considered	Listening, reading, speaking and writing.
State of the following options	Introduction of the topic/Recycling topic
Functions	Personal: to express opinions or emotions.
Main Grammar structure	Third conditional.
Brief description of the plan	The planned activities' aim to guide the student through an analysis of his/her culture and sociocultural patterns and compare and contrast them with another one and to identify what aspects might prevent him/her from being interculturally competent, as well as identify and apply

	structures related to apologize after a non-changeable situation.
Hours of the plan implementation	4
Number of sessions	4
Contents required for the lesson	Access to internet, zoom, notebook, cellphone.
Link of the content	For lesson 1: https://view.genial.ly/606de912660bea0d73aebfce/presentation-whats-culture-by-erick-cruz For lesson 4. https://view.genial.ly/606ce7365683c30d8794c574/interactive-content-how-much-do-you-know-about-culture
EEAILE tutor on line	Rocio Salgado

INTEGRATED LESSON PLAN					
Step of the lesson	Teacher activities	Students' activities	Materials	Session	Evaluation
Warm up. 10 minutes <u>Greetings in their cultures and from a video.</u>	1) to start the class the teacher will greet in signal sign without saying any word. The students might start replaying or fooling around, the goal is for the students to imitate my gesture. 2) the teacher asks them to greet in as many ways as they know, the teacher models, T asks the students to greet as they are used to in their families and where they are from. 3) the teacher projects a video about greeting in Romanian. Will ask them to remember the greet because that will be the way we'll green during the day and following 2 days.	1) students greet back imitating the signal. 2) Students start greeting in their L1 or in lingua Franca. Some students might greet in Mayan, some other in Hebrew, some others in Spanish, other ones just a handshake etc. 3) students replay the greeting in Romani. Appendix 0.	Appendix 0. https://www.youtube.com/watch?v=R-5SU6VZGSY	1	

	<p>4) After doing the activities the teacher will ask students to brainstorm what the class is going to be about.</p>	<p>4) Students will brainstorm what the class will be about.</p>			
<p>Listeing</p> <p>15 minutes</p>	<p>Students will work on page 82. We'll review countries and nationalities. Teacher will project book platform (not available for appendix)</p> <p>1) The teacher will ask students to look at appendix 1 heading picture and will ask: do you recognize any of these flags? Do you know the capital?</p> <p>2) t will ask them to look at the people from the same picture and guess where they are from.</p> <p>3) The teacher will elicit why they took them to the answer in order to make them notice prejudice based on aspect.</p> <p>And teacher will ask them why they believe they are together and where they are and what language they speak.</p> <p>4) the teacher will ask the students to talk about famous people and where they are from. As example: Shakira is from Colombia, so she is Colombian.</p>	<p>1) students will look at appendix 1, the heading picture and brainstorm to what countries the flags belong to as well as the capitals.</p> <p>2) students will try to match the 3 subjects in appendix 1 heading picture with their nationality.</p> <p>3) students will tell what cultural background they subjects have as well as what language they speak and where they are.</p> <p>4) students will provide information about famous people they know and their nationalities.</p>	<p>Appendix 1.</p>	<p>1</p>	

	<p>5) teacher will play appendix 2. The teacher will ask the students to listen carefully to the audio and complete the chart in exercise 31 from appendix 1.</p> <p>6) the teacher will elicit answers from students and correct if necessary.</p> <p>7) Teacher will play the audio again so students can solve exercise 32 in appendix 1.</p> <p>Teacher will check with students the answers and will elicit understanding about each of the opinions about foreigners living in other countries.</p> <p>8) the teacher will ask the students if for them would be difficult to get use to different cultures or how have they dealt with culture of people when they have traveled abroad or even with foreigners living in Playa del Carmen and if they know what culture is.</p>	<p>5) the students will listen to appendix 2 once to try to catch as much information as possible, then they will listen to it again to sort the information, write the name of the speaker, his nationality and where he or she currently lives.</p> <p>6) students will check answers as class.</p> <p>7) The students will listen to the audio (appendix 2)</p> <p>And will match the numbers with names from previous exercise to the opinion about people living in different countries presented on exercise 32, appendix 1.</p> <p>8) students will socialize if it would be difficult for them to adapt to other countries customs and will explain how they have dealt with other cultures when traveling abroad or with local foreigners within Playa. In addition, they must explain what culture is.</p>	<p>Appendix 2. https://soundcloud.com/user-20537036/cd02-24-talent-unit8-pag84</p>		
<p>Practice listening, speaking and reading.</p>	<p>1) Teacher will present appendix 3 to the class. I wanted to start the activity to follow a sequence of personal, local and then global.</p> <p>2) The teacher explains how the activity will work & will cast the screen to look at</p>	<p>1)the students will work as class and watch appendix 3.</p>	<p>Appendix 3: https://vimeo.com/606de912660bea0d73aebf</p>	<p>1</p>	

<p>What's culture?</p> <p>25 minutes</p> <p><u>Listening & speaking</u></p> <p><u>Reading</u></p> <p><u>Reading</u></p>	<p>instructions.</p> <p>3) Teacher will present the first component of the culture, to easily connect the content with students' preferences and life.</p> <p>Teacher will ask them why they believe that clothes are part of the culture.</p> <p>Teacher will emphasize the fact that clothing as other parts of the culture is dynamic, it means that changes over the time, according to the location (contextual).</p> <p>The teacher will project the TikTok videos to exemplify.</p> <p>The teacher will ask students to explain some of the traditional clothes of their cultures and contrast them with their regular clothes.</p> <p>4) in the following screen they will see the components of culture, starting with language.</p> <p>Students will be asked to read the information about the language.</p> <p>Students will be asked to name the fan in Spanish or L1. To illustrate the different ways people, call objects in their cultures.</p> <p>Teacher will ask them if they know why they call the fan like they do, just to illustrate how language as other components are learned and shared by the society they live or lived in.</p>	<p>2) The students will review what culture is, after watching the first screen students will do a group concept of what culture is based on the video.</p> <p>3) Students will brainstorm why they believe that clothes are part of the culture. Will probably give some examples of clothes used in their specific backgrounds.</p> <p>Students will take turns to read.</p> <p>As class students will watch the TikTok videos & express opinion about the Mexican traditional clothes.</p> <p>Will discuss why they clothes are dynamic and contextual as well as culture.</p> <p>Some students will have a minute to explain traditional clothes and contrast them with their regular clothes they currently use.</p>	<p>ce/presentation-whats-culture-by-erick-cruz</p>		
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<p>Speaking:</p> <p>Student to student interaction.</p>	<p>The teacher will play the TikTok videos, which are authentic material. T will ask students to discuss them.</p> <p>5) The teacher will explain what customs & traditions are and will exemplify with one custom of his family when having family parties.</p> <p>T will elicit custom for parties in their families, being specific about actions, how to say hello, how to behave, what to wear. In here the aim is to go deeper in the iceberg, to look for sociocultural patterns, as well as self-awareness and activating listening skills.</p> <p>The teacher will ask students to take turns to read the interesting facts about different customs and traditions.</p> <p>After watching the TikTok about the Korean mom waiting for her rice bowl at the tacos, the teacher will ask the students to analyze why she was waiting for it, who told her to wait for a rice bowl? To illustrate how culture is contextual as shared since the Korean girl is adapted to eat tacos without rice, because she learnt how to eat them, also the aim is to reach the customs people have when eating and to contrast them with one's own.</p> <p>Foreign students will be asked if they had trouble to adapt to the local eating habits. Self-awareness and cross-cultural awareness are perused.</p> <p>6) Teacher will present the component of food.</p> <p>The teacher will ask the students to read the information, but making emphasis in the way people act or what they do in</p>	<p>4) Students will read the information about language being part of the culture and why.</p> <p>Students will say the word the use to name a <i>fan</i> in their culture, which can be fan, ventilador, abanico etc.</p> <p>Students will discuss why they call the object like that; they must answer who taught them to call it like that and again notice that culture is contextual.</p> <p>As class, students will see the TikTok videos about the words used to name different objects and will discuss them.</p> <p>5) Students will give examples of what their family parties are like, giving detail about behavior patterns, dress code etc.</p> <p>Students will say if their traditions are different to their classmates'</p> <p>Students will take turns to read the interesting facts about customs and traditions.</p>			
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	<p>while eating (table manners). The aim is to analyze the different social patterns related to it, how should they behave, what is polite or impolite.</p> <p>7) The teacher will elicit why is good in Japan to make noises while eating. Teacher will ask them to share their table manners according to their background culture.</p> <p>8) The teacher will ask the students to pay attention to the video about table manners in France and link compare & contrast them with their own.</p> <p>9) The teacher will ask them to explain why the grandma would tell the girl not to place her arms over the table nor under the table. And also, the teacher will ask the students to reflect on why when they go to a restaurant or family dinner, they act the way they act, why the whole family acts some sort of the same, talking about that culture is shared & unconscious as well as contextual. Also, to arise self-awareness. T will ask them if they behave like the same when they are eating at the patio with their friends or when they travel abroad, what changes.</p> <p><i>All of the slides have an icon with extra information for the students to visit the links in case they'd like to know more about it.</i></p> <p>Closure. As closure the students will solve a small quiz which aims to asses understanding of the topic. Appendix 4.</p>	<p>Students will discuss why the Korean mother was waiting for her rice bowl & contrast them with their own habits.</p> <p>The foreigner students will be asked to explain how they adapted their eating habits and customs with their own.</p> <p>6) students will take turns to read the information about food as part of the culture, the students will watch the first two TikTok videos which show a little about local cuisine and international brands and its differences around the world.</p> <p>7) Students will discuss the table manners and why in Japan is good to make noises while eating and in Mexico is taken as rude.</p> <p>8) The students will watch the TikTok video about table manners in France, they will compare & contrast with their own.</p> <p>9) The students will explain why the grandma would tell the girl not to place her arms over nor under the table and if that if it is the same in their</p>	<p>Appendix 4. https://vieu.genial</p>		
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	<p>10) The teacher will send the link through the zoom chat; the students have to send screenshot to WhatsApp with the final screen of it. It will be part of the quiz.</p> <p>11) the teacher will ask the students to write what culture is based on what they saw through the different TikToks and their own life.</p> <p>The teacher will ask them to write down their conclusion on Classroom as a public comment and illustrate it with a picture.</p>	<p>culture and if they agree with the grandma.</p> <p>Students will explain if their behavior is the same at a restaurant or family dinner and explain why they act like that.</p> <p>Students will share if all the family members act like the same while eating and why.</p> <p>Students will talk about their experiences abroad and what changes.</p> <p>10) The students will get the link through Zoom’s chat and they will have to send a screenshot of appendix 2 through WhatsApp.</p> <p>11) Ss will write their own conclusion about what culture is based on appendix 3 and their own life and they must mention the countries and nationalities presented on the appendix 3.</p>	<p>ly/606e14076f4b300d72436e97/interactive-content-quiz-culture-explanation-by-erick-cruz</p>		<p>Activity 10 will be evaluated through appendix 21</p>
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INTEGRATED LESSON PLAN					
Step of the lesson	Teacher activities	Students activities	Materials	Session	Evaluation
<p>Warm up.</p>	<p>1) the teacher will play appendix 5, which shows different dishes from different countries. The teacher will pause the video</p>	<p>1) the students will watch video (appendix 5). The students have said if they would try the dish or not and</p>	<p>Appendix 5 https://www.youtube.com/watch?v=ly/606e14076f4b300d72436e97/interactive-content-quiz-culture-explanation-by-erick-cruz</p>	<p>2</p>	

	<p>to elicit the nationality of the dishes and if they would try the dish or not and why.</p> <p>2) the teacher will elicit if there is a dish that caused them disgust and why, teacher will bring to the table the word discrimination to introduce the vocabulary from the next activity.</p> <p>3) the teacher will ask them if they have ever felt discriminated for what they eat, what they wear or their way they behave. Gives as example how People from other countries had made fun of him because eats chilaquiles torta or guajolotas.</p>	<p>why as well as say the nationality of the dishes.</p> <p>2) the students will discuss if a dish caused them disgust and why.</p> <p>3) according to the example provided by the teacher, the students must share if they have ever felt discriminated by what they eat, wear or the way they behave.</p>	<p>atch?v=OIo_vMgExr</p>		
<p>Reading practice</p>	<p>To develop this section page 80 of talent book will be used, appendix 6. Well use the interactive model present by Rumelhart, (1981).</p> <p>1) The teacher will ask the students to look at the title and predict why is it named “the village with no children” and what feeling does the pictures from the reading make them feel and why.</p> <p>2) the teacher will say the vocabulary words and will ask the students to try to remember as many as possible: vandalize, tolerance, prejudice, diversity, extremist, ban, discrimination & racism.</p> <p>After, the teacher will ask the students to repeat the words.</p> <p>3) The teacher will ask the students to work on exercise 16 of appendix 16. the teacher will ask some students to say the description of the words, the students must write the letter inside the little square.</p>	<p>1) students will predict why the name has such name and how the pictures make them feel.</p> <p>2) Students will try to memorize as many words as possible and tell them to the class.</p> <p>3) some students will read the description for the vocabulary words as the rest of the class is trying to match it with the word at the same</p>	<p>Appendix 6. Talent book page 80 activity 15 & 16.</p>	<p>2</p>	

	<p>The answers will be checked as class, the teacher will correct if necessary.</p> <p>4) the teacher will ask the students to take turns to read “the village with no children”</p> <p>5) the teacher will elicit from understanding from overall the reading. And will ask them how would they feel if according to their behavior and to and other’s prejudice about teenagers they were discriminated.</p> <p>6) the teacher will ask the students to discuss how prejudices can separate entire nations because they do not understand each other, like the village banned the teenagers because of the way they are.</p>	<p>time that they are correcting if necessary.</p> <p>4) students take turns to read “the village with no children”</p> <p>5) the students will take turns to provide overall understanding of the reading, after that they must say how would the feel if according to their behavior and other’s prejudice about teenagers they were discriminated or if they are now.</p> <p>6) the students will discuss how discuss how prejudices can separate nations due to lack of understanding of thought and behavior</p>			
<p>Interculturality activity.</p> <p>25 minutes</p>	<p>Appendix 7 is an activity designed to awake the students ‘empathy and decentering, looks for self-awareness of social patterns, as well as tolerance to ambiguity & intercultural behavior, its main goal is to have the students understand and value cultural differences.</p> <p>The activity is divided into 3 steps,</p> <ul style="list-style-type: none"> • Explanation of the activity, what’s expected from them. • group work into 2 separated teams. 			2	

<p>Listening, reading, speaking & writing.</p>	<ul style="list-style-type: none"> getting to conclusions as group and negotiate meanings of the situations. <p>This activity will show 1 event explained by 2 different subjects with different cultures.</p> <p>1) the teacher provides instructions: the group will be divided into 2 subgroups; each one will have a separated room and will be provided with a link (appendix 7) 1 member of each group will be in charge of projecting the screen to the rest of the group.</p> <p>Team 1, will read a WhatsApp conversation between Laura and her friend and how she was welcomed at the space airport.</p> <p>Team 2 will listen and watch to a story in which Lolalien (the host) tells her impression of dealing with a human.</p> <p>At the end both the WhatsApp conversation and Lolalien videos, a set of questions related to the overall experience of both subjects and how they dealt with the cultural shock of both by answering as group some questions contained at the end of each presentation of each group.</p> <p>3) now all together, the teacher will ask to 1 member of each group to tell the experience of the subject they worked with.</p> <p>Each member will be shocked when they hear to another version of the same event.</p>	<p>1) into teams the students have to work in separated rooms, they will see the version of one vent. Student's in team 1 will take turns to role-play as Laura and her friend.</p> <p>At the end of each screen students have to summarize what Laura's explaining to her friend, talk about her feelings and emotions and how she experiencing the interaction with Lolalien.</p> <p>Students in team 2</p> <p>Will have to do the same as team 1 but focusing on Lolalien's experience with the human not respecting and understanding her customs at the welcome and at the restaurant.</p> <p>2) students will socialize their experiences from their side of the story by using the conclusions they got as team 1 and team 2.</p>	<p>Appendix 7 cover.</p> <p>https://vimeo.com/genial.ly/606e1c2b9a4e2a0d6bd769f7/interactive-content-my-trip-to-epsilon-by-erick-cruz</p>		
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	<p>The teacher will ask to come to the point of what social patterns weren't understood by the other subject, what was expected of the target culture as well as why they think the cultural shock took place.</p> <p>4) The teacher will ask to 2 pairs to act the welcome ceremony according to what is polite and suitable for both sides of the story to come to a good end.</p> <p>Evaluation</p> <p>As homework the students will write their personal conclusion based on the information seen as class and what would they do or act differently to have a polite and nice experience with the others, they must consider to use at least 5 of the 8 words reviewed at the beginning of the class.</p>	<p>Both have to describe what actions were seen as impolite, or incorrect in the subject's point of view.</p> <p>As class the students will have to clarify what social patterns weren't understood and they had been in Laura's and Lolalien's positions what could they have done or solved the misunderstandings.</p> <p>3) the students will put into practice what they believe is the best way of solving situations like ones seen, taking into account empathy, value & respect of other cultures.</p>	<p>Appendix 7, Team 1 activity contained in WhatsApp icon.</p> <p>Appendix 7, team 2 activity contained in YouTube icon.</p>		<p>The whole session will be evaluated with appendix 8.</p>
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INTEGRATED LESSON PLAN					
Step of the lesson	Teacher activities	Students activities	Materials	Session	Evaluation
Warm up.	1) the teacher will show appendix 9, the teacher will ask the students to repeat how to say hello in the presented languages.	1) the students will repeat how to say hello in other languages. 2) the students will look at the second TikTok about	Appendix 9: https://vm.tiktok.c	3	

	<p>2) then the teacher will show them appendix 10, how to say ouch in different languages.</p> <p>3) the teacher will provide context for the grammar topic, which is third conditional: If I had known you would say ouch I wouldn't have thrown the flip-flop to your head. The teacher will provide the context for the sentence: the book is heavy, your head is soft, the teacher elicit one more example for the students.</p>	<p>how to say ouch in other languages.</p> <p>3) the students will try to say an example using third conditional using</p> <p>The students will try to build the following sentence using 3rd conditional: If I had known the book was too heavy, I wouldn't have hit you're in your soft head.</p>	<p>om/ZMeQkvCY4/</p> <p>Appendix 10: https://v.m.tiktok.com/ZMeQkX9UP/</p>		
<p>Grammar introduction.</p>	<p>1) the teacher will present a video (appendix 11) this is the introduction and contextualization about the grammar topic.</p> <p>The teacher will ask the students to write down the important events that changed the history of the world according to the video.</p> <p>2) the teacher will play 30 seconds of the video and will elicit first the use of the grammar topic: used for regrets & actions that happened in the past and won't be able to change, for example: what would be different if Zuckerberg wouldn't have met Eduardo Severin?</p> <p>3) The teacher will present appendix 12, it shows what things should not be done in certain countries.</p> <p>The teacher will ask the students to imagine they have done one of the forbidden things presented on the video, for instance: you</p>	<p>1) the students will watch appendix 11, the students have to write down the important events that have changed the history of the world according to the video, like the creation of Facebook, or the destruction of the Twin Towers.</p> <p>2) based on the video, the students will try to guess the use and structure for the third conditional based on the appendix 11. Also, the students have to make sentences with the events from the previous video.</p> <p>3) the students will watch appendix 12, the students will try to make a sentence using third conditional and the information about the forbidden behavior: If I had known that I would destroy the Parthenon with my</p>	<p>Appendix 11: https://youtu.be/c4hFxNy9Vh8</p> <p>Appendix 12: https://v.m.tiktok.com/ZMeQkX9UP/</p>		

	just started to climb the Parthenon using high heels. (it is forbidden). Other example: you went to turkey and did the OK sign with the thumb (it is considered an insult in that country).	shoes I would have never worn high heels; I'm sorry, if I had known you would feel insulted, I would have never made the OK sign.	om/ZMeQkv7rm/		
Grammar practice 25 minutes Listening, reading, speaking & writing.	<p>1) The teacher will project his screen and will share appendix 13. A worksheet to solve as class.</p> <p>The teacher will ask the students to complete the sentences, the teacher will ask the students to correct the mistakes the others are making.</p> <p>2) the teacher will show video about how to express regret (appendix 14). It shows how to friends are apologizing:</p> <p>The teacher will ask them to notice the phrases following phrases to apologize and accept the apology: I'm so sorry; I apologize; please forgive me; don't worry about it; apology accepted; I forgive you.</p> <p>3) The teacher will ask two students to participate in an oral interaction, the teacher will provide the context for the students to use third conditional and the apologizing phrases: she was walking and you pushed her and made her drop her \$100 coffee in her new iPad. You forgot to pay him the money you owe him, now he doesn't have money to buy food, etc.</p> <p>4) After each participation the teacher will ask the students to reflect on what was right</p>	<p>1) taking turns, the students will try to complete the sentences presented on the interactive worksheet.</p> <p>The rest of the class will correct the mistakes if necessary.</p> <p>2) the students will watch appendix 14, the students will notice and write down the key expressions.</p> <p>3) The students will have an oral interaction with one classmate: If I had known your dress was new I wouldn't have pushed you and make you spill your coffee. If I had known you didn't have money to eat I would have paid your what I owe you.</p> <p>The student who received the apology will decide if accepts or declines the apology based on the classmate's way to apologize.</p>	<p>Appendix 13: https://es.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Third_conditional/Third_conditional_fp182cd</p> <p>Appendix 14: https://www.youtube.com/watch?v=z-nuiysM3!</p>	3	This activity will be evaluated through an oral presentation performance,

	and wrong and what would be done in a different way.	The students will take turns to apologize and accept of decline it. 4) The students will have time to reflect on the way they performed, they will be able to repeat to have a better performance.			appendix 15.
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INTEGRATED LESSON PLAN

Step of the lesson	TEACHER ACTIVITIES	Students activities	Materials	Session	Evaluation
<p>Warm up.</p> <p>15 minutes</p> <p><u>Listening & reading</u></p>	<p>1) the teacher will share his screen which contain the appendix 16.</p> <p>Such activity was designed for students to activate schema about other cultures and their own. Each when clicking the on the correct answer each answer provides further information about the topic and a question to link their personal background to arise self-awareness.</p> <p>2) The teacher will ask the students to read the question and options they have there.</p> <p>Come to an answer as group.</p> <p>3) after each answer the teacher will ask the questions displayed on the “correct answer” slide for the students to provide information about their culture.</p>	<p>1) the students will pay attention and work as group in order to answer the questions.</p> <p>2) the students will read the questions and come to an answer as group.</p> <p>3) the students will answer the questions that appear in the “correct answer” slide.</p>	<p>Appendix 16:https://view.genial.ly/606ce7365683c30d8794c574/interactive-content-how-much-do-you-know-about-culture</p>	4	
<p>Two cultures</p>	<p>After finishing the warm up.</p> <p>1) the teacher will project the appendix 17. This activity was designed to face the</p>		<p>Appendix 17 https://vi</p>	4	

<p>20 minutes</p> <p><u>Reading, speaking & listening</u></p>	<p>students to a totally new culture, to create empathy and decentering, to create knowledge and understanding and other cultures as well as tolerance to ambiguity and flexibility.</p> <p>This activity will put the students into social interactions after getting to know their own “new “culture.</p> <p>1) The teacher will project appendix 6 with instructions, he’ll guide them through the process.</p> <p>The class will be divided into 2 teams, each team will have their own classroom.</p> <p>2) The teacher provides the link for the webpage which contains the information for the Techneligent (appendix 18) and Persubian culture (appendix 19).</p> <p>3) The teacher will break the classroom into 2, the students will be separated randomly.</p> <p>4) The teacher will ask the teams to select a visitor to go and visit the other culture’s village.</p> <p>5) The teacher will take the visitors back to the main classroom in Zoom with him, will give the following instructions:</p> <p>a) go back to your village, and tell them your impressions about the culture you just visited, try to use adjectives.</p> <p>b) explain what they make you feel about their beliefs & customs.</p> <p>c) don’t tell them what you have in common. (all this to create prejudices because they don’t know anything about each other)</p> <p>6) after socializing the information, the</p>	<p>1) the students will receive the instructions & will be separated into 2 groups.</p> <p>2) The students in each team must select a team leader to project the information about their culture.</p> <p>3) The students will make notes about the important information, like social patterns, customs and beliefs, especially the greetings.</p> <p>4) the students will have to analyze their information because they are citizens of their new culture and will explain it later.</p> <p>5) The team will select a visitor, who will go to the other culture’s village to know their culture. The hosts will provide further information and facts about their beliefs, customs and generally their vision of life.</p>	<p>ew.genial.ly/606f89387704a50d6d552ef1/presentation-two-cultures-by-erick-cruz</p> <p>Appendix 18 https://vimeo.com/606f6892e919fe0d74ffd547/interactive-image-techneligent-culture-by-erick-cruz</p> <p>appendix 19: https://vimeo.com/606e65c79a4e2a0d6bd770c3/personal-branding-persubian-culture-</p>	
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	<p>teacher will ask the students to go back to the main classroom.</p> <p>7) Based on the information from the webpages, the teacher will ask the students to role-play social interactions and discuss topics about their customs and beliefs. Plus, the students will have accepted or decline the offering in a respectful way.</p> <p>8) To close the activity the teacher will ask the students to find out what they have in common and what is not so nice to do in their actual culture. If the other team declined what the other team offered, they will have to apologize using third conditional and phrases such as: I'm sorry, I apologize, I'm really sorry, please forgive me.</p> <p>And the other team must accept or decline the apology based on how offended they are, they must use Don't worry about it, Apology accepted, it doesn't matter.</p> <p>As evaluation (appendix 20) the students will have to write for homework their conclusions about the activity, taking into account:</p> <p>a) how I felt as part of a different social group that is not my actual one.</p> <p>b) what customs made me feel uncomfortable, how did I cope with them?</p> <p>c) while interacting with the other culture's member, did I feel the other person was wrong?</p> <p>d) what do I value the most about my new culture and the other's team culture?</p> <p>e) Was it difficult for me to understand the other? Why?</p>	<p>6) the students will go back to the main classroom and discuss their impressions about the other culture and how different and similar are from each other.</p> <p>7) the students will simulate a visit to one member of the Persubian culture. The Persubian will offer pee as tradition, the other team has to find a way to accept or decline in an accurate and respectful.</p> <p>The same activity will happen with the Techneligent one.</p> <p>8) to close the activity, the students will have to find out what they have in common and after the interaction the students will have to apologize to the other team if they rejected their offering, they must use third conditional and key expressions: If I had known that drinking pee was part of your traditions, I would have accepted it, please forgive me.</p>	<p>by-erick-cruz</p>		<p>This activity will be evaluated through a written document and using the INCA project rubric appendix 20.</p>
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INTEGRATED LESSON PLAN

Step of the lesson	Teacher activities	Students activities	Materials	Session	Evaluation
Warm up.	<p>To start with the class and introduce the topic, the students will watch an animated short which shows the interaction between an old lady and a young man, values are part of the activity.</p> <p>1) The teacher will project the video (appendix 22). The video will be stop in minute 2:46.</p> <p>2) The teacher will ask the students to discuss what just have happened between the grandma and the young man, and then predict what will happen.</p> <p>3) the teacher will play the video for them to contrast their prediction with what actually happened in the story.</p> <p>4) the teacher will ask the students to share to the class if they have even been in such situation and what have they done when they realize they were wrong, taking as example what the grandma did.</p> <p>5) the teacher will ask students to discuss what would they've done differently and how do they think the grandma would apologize to the guy.</p>	<p>1) the students will look at the video.</p> <p>2) The students will discuss what have happened between the characters and then predict what will happen during the rest of the video.</p> <p>3) The students will compare and contrast their prediction with what actually happened in the video.</p> <p>4) The students will share if they ever been in a similar position and what they've done when realized they were wrong.</p> <p>5) the students will tell what they've done differently if they were in the grandma shoes and how would they apologize to the guy or if they would.</p>	<p>Appendix 22.</p> <p>https://www.youtube.com/watch?v=38y_1EWIE9I</p>	5	

<p>Intercultural values.</p>	<p>This lesson aims to help the students develop tolerance to unfair situations, decenter to create empathy & multiperspective since they must take position as the characters and think as them as well as understand values and how culture influences our behaviors and point of view.</p> <p>The students will be presented with appendix 23.</p> <p>1) the teacher will explain to the students that they will listen and read a story about love and values. The teacher will ask if they know what a value is, if not the teacher will give further explanation as necessary.</p> <p>2) the teacher will ask the students to brainstorm some values they know, including some examples of the values they believe to have.</p> <p>3) After that, the teacher will present appendix 23 the teacher will ask what's their opinion about love and their idea of what a love relationship should be like.</p> <p>4) Teacher plays video (appendix 24) which is a short video that contains a reading with audio.</p> <p>5) the teacher will ask students to listen to the reading 2 times. After that, the teacher will ask the students to recall the characters' names and write them down.</p> <p>After that, the teacher will ask if they think the characters valued Karla enough.</p> <p>6) the teacher will ask the students to rank the characters from 4 (being the worst) to 1 (being the better) according to their behavior.</p>	<p>1) the students will brainstorm what a value is.</p> <p>2) the students will brainstorm some values they know and will provide examples of values of their own.</p> <p>3) The students will provide their opinion about love and their idea of what a relationship is.</p> <p>4) The students will listen to the audio and read in appendix 24.</p> <p>5) the students will listen a second time and will tell the characters' names and write them down.</p> <p>The students will tell if the characters take into consideration Karla's character.</p> <p>6) The students will sort the characters from 4 to 1, 4 being the worst behaved character during the whole</p>	<p>Appendix 23: https://vimeo.com/genial/608efba56201040d498e9963/presentation-pincel-circular</p> <p>appendix 24: https://www.youtube.com/watch?v=EjQi5-0Uhl0</p>	<p>5</p>	
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	<p>After ranking the characters, the teacher will ask some students to tell their results, the teacher will ask them to discuss why their choices were made.</p> <p>7) the teacher will ask them to according to appendix 23, if they think the positions, they chose for the characters would be different if Karla was Carlos, or if Francisco was a girl and so on or if the outcome would be different if they were living in other part of the world. The students will have 2 minutes to give their opinions about it.</p> <p>8) The teacher will ask the student to name the values they believe were broken during the story.</p>	<p>story, after that, the students will tell their results, and will discuss why they choose certain character as the worst behaved and the better behaved.</p> <p>7) After doing that the students will discuss if something would've been different if the main character were a boy, of if the husband were a girl or even how different the situation would be if the characters had a different nationality.</p> <p>8) The students will select and sort the values they believe to be broken during the story.</p>			
<p>Grammar practice</p> <p>Interculturality.</p>	<p>Based on the previous activity about values and using appendix 23, the teacher will open appendix 24, which is a quiz, which aims to include third conditional and link it with Karla's story.</p> <p>1) The teacher will tell the students that they are going to answer a quiz as group based on the reading but using third conditional.</p> <p>2) The teacher will click on the correct answer as the students say. The teacher will ask a student to read the questions and some others will provide the correct answer. The possibility of a different scenario will be analyzed, for instance what would've been different if Karla hadn't been to the US?</p>	<p>1) The students will answer appendix 25 as a group.</p> <p>2) The students will take turns to read the questions and some others will say the answers. The students will discuss the different scenarios and what would have been different if Karla hadn't been in the US.</p>	<p>Appendix 25: https://view.genial.ly/608f0c7deaca1c0d04e7876a/interactive-content-save-karla-quiz-by-mr-erick-cruz</p>	5	

	<p>3) For question number 2, the teacher will ask the class to complete the sentence: What would it be a good apology from her mother? After answering, the teacher will ask the students to analyze why the mother didn't do anything and what she might feel after Karla's death.</p> <p>4) The teacher will ask the students, for question 3 to first answer the question from the quiz, but then to provide answers of their own.</p> <p>5) The teacher will ask the students to place in Karla's position and share what they've done in her place, what would their mothers would've done if they were in a similar position.</p> <p>6) The teacher will ask them to compare and contrast the values from the characters with their own, and share to the class of different or similar they are and why.</p> <p>7) As closure, the teacher will ask the students to take the position of the al of the characters and write an apology to Karla based on their actions.</p>	<p>3) For question 2, the students will complete the sentence presented on the screen, also, the students will brainstorm why the mother didn't do much to help her and why.</p> <p>4) The students will firstly choose the correct answer and then they will provide an answer of their own.</p> <p>5) The students will be put into Karla's shoes and share what they've done in her place, and what their mothers would've done for them if they were in Karla's position.</p> <p>6) The students will compare and contrast the character's values with their own and share it with the class.</p> <p>7) The students will be put into each the character's shoes and write an apology to Karla.</p>			
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Appendix 0: <https://www.youtube.com/watch?v=R-5SU6VZGSY>



Appendix 1:

Appendix 2: <https://soundcloud.com/user-20537036/cd02-24-talent-unit8-pag84>

Appendix 3: <https://view.genial.ly/606de912660bea0d73aebfce/presentation-whats-culture-by-erick-cruz>

Appendix 4: <https://view.genial.ly/606e14076f4b300d72436e97/interactive-content-quiz-culture-explanation-by-erick-cruz>

Appendix 5: https://www.youtube.com/watch?v=Olo_vMgExro



Appendix 6:

Appendix 7: <https://view.genial.ly/606e1c2b9a4e2a0d6bd769f7/interactive-content-my-trip-to-epsilon-by-erick-cruz>

Appendix 8: <https://drive.google.com/file/d/1u-1WknnXitkvBOVeUFeEtFeQ9BNjchB-/view?usp=sharing>

Appendix 9: <https://vm.tiktok.com/ZMeQkvCY4/>

Appendix 10: <https://vm.tiktok.com/ZMeQkX9UP/>

Appendix 11: <https://youtu.be/c4hFxNy9Vh8>

Appendix 12: <https://vm.tiktok.com/ZMeQkv7rm/>

Appendix 13:

[https://es.liveworksheets.com/worksheets/en/English as a Second Language \(ESL\)/Third conditional/Third conditional fp182cd](https://es.liveworksheets.com/worksheets/en/English+as+a+Second+Language+(ESL)/Third+conditional/Third+conditional+fp182cd)

Appendix 14: https://www.youtube.com/watch?v=z-nuiysM3_I

Appendix 15: <https://drive.google.com/file/d/18UiKFp-WLYm6jJGaakhhJP41eiaUwtoZ/view?usp=sharing>

Appendix 16: <https://view.genial.ly/606ce7365683c30d8794c574/interactive-content-how-much-do-you-know-about-culture>

Appendix 17: <https://view.genial.ly/606f89387704a50d6d552ef1/presentation-two-cultures-by-erick-cruz>

Appendix 18: <https://view.genial.ly/606f6892e919fe0d74ffd547/interactive-image-techneligent-culture-by-erick-cruz>

Appendix 19: <https://view.genial.ly/606e65c79a4e2a0d6bd770c3/personal-branding-persubian-culture-by-erick-cruz>

Appendix 20: <https://drive.google.com/file/d/1u-1WknnXitkvBOVeuFeEtFeQ9BNjchB-/view?usp=sharing>



Appendix 21:

Appendix 22: https://www.youtube.com/watch?v=38y_1EWIE9I

Appendix 23: <https://view.genial.ly/608efba56201040d498e9963/presentation-presentacion-pinsel-circular>

Appendix 24: <https://www.youtube.com/watch?v=EjQi5-0Uhl0>

Appendix 25: <https://view.genial.ly/608f0c7deaca1c0d04e787>

Evidences:

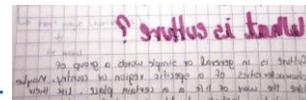
Appendix 26: [Session 1, evidence of student's work from appendix 1.](#)



Appendix 27: [Session 1, evidence of student's work from appendix 4](#)



Appendix 28: [Session 1, evidence of homework What is culture? :](#)



Appendix 29: [Session 1, answers from questions in appendix 7 from team work:](#)



[Appendix 30: Session 1 opinion about encounter between the 2 characters in appendix 7.](#)



[Appendix 31: Session 2, evidence of student's work from appendix 6.](#)



[Appendix 32: Session 3, evidence of work from appendix 13.](#)



[Appendix 33: Session 4, evidence of work from appendix 18 & 19.](#)



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Declaration letter.

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