

**UNIVERSIDAD PEDAGÓGICA NACIONAL
UNIDAD AJUSCO**

**PROPUESTA DE INTERVENCIÓN EDUCATIVA
“ENSEÑANZA-APRENDIZAJE DEL LENGUAJE INGLÉS
AYUDADO CON TECNOLOGÍA EN UN MUNDO
INTERCULTURAL”**

TRABAJO RECEPCIONAL

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

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**UNIVERSIDAD PEDAGÓGICA NACIONAL
UNIDAD AJUSCO**

EDUCATIONAL INTERVENTION PROPOSAL



**“TEACHING-LEARNING ENGLISH LANGUAGE AIDED
WITH TECHNOLOGY IN AN INTERCULTURAL WORLD”**

DISSERTATION WORK

TO OBTAIN THE **Specialization** DIPLOMA IN **in English Language
Teaching and Learning as a Foreign Language**, ONLINE

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GENERATION: **2020 - 2021**



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Introduction

“Knowing is not enough; we must apply. Willing is not enough; we must do”

Johann Wolfgang von

This educational written project is intended to analyse and develop a meaningful intercultural activity assisted with the use of Information and Communication Technology (ICT) which will be carried out in an English as a Foreign Language (EFL) two-month course. It will be both assessed formally and informally in an effort not only to obtain qualitative and quantitative data about the competence, performance and development of my English language learners (ELLs), hone their skills and enhance their knowledge but also afford them positive and constructive feedback.

The above-mentioned within the framework of the online programme in the Centro de Lenguas Extranjeras Unidad Santo Tomas (CELEX UST) of Instituto Politécnico Nacional (IPN), considering the particular teaching-learning context, the students' ethnic and cultural diversity as well as their general needs and interests as far as possible.

The intercultural learning activity presented in this project is aimed at triggering thoughtful reflection among English language learners. The activity is suitable for students over the age of 16. It has been selected because it supports the curriculum and helps ELLs foster, raise and develop cultural awareness and intercultural competence.

Education in Mexico has been struggling for a long time, a range of issues have greatly weakened and retarded the progress of the entire Mexican educational system. Additionally, paradigms in Mexico have hindered significant development in education and consequently have prevented students from being part of the present educational context. Hence, it is crucial to swiftly adjust to the new real-world settings.

In the current era, language learning is considered core because it strengthens communication skills in globalization and promoting linguistic diversity. In addition, it may even provide better career opportunities. Therefore, the demand for language learning and teaching increases as time goes on.

Now more than ever, we are living in a worldwide community and we cannot isolate ourselves from other cultures along with their differences and similarities since, one way or another, we interact with people not only from different regions but also from different cultural backgrounds. Owing to this lack of awareness and understanding, this cultural component is frequently ignored in the English as a foreign language classroom.

Intercultural competence is a valuable asset in an increasingly globalised world shaped by different values, beliefs, and experiences. It must be considered in order to make English language learners communicate competently. Intercultural competence includes acknowledgement and appreciation of our own and others' assortments and how they come into play in different situations.

Culture is a dynamic, multidimensional, and complex entity. It is manifested in different components of this context, and students bring it to the classroom, as do teachers. Every interpersonal situation is potentially an intercultural situation. That is to say, when we encounter other people, we respond to them as individuals who have a range of attributes distinguishing them from other people.

Intercultural competence focuses on preparing for the unexpected and dealing with uncertainty. It requires openness and readiness to deal with different beliefs, values, and behaviours of others from broader perspectives in order to avoid ethnocentrism as well as any kind of language barriers such as stereotypes and prejudice.

The aforesaid, demands cutting-edge institutions, up-to-date programs that include interculturality, and multirole teachers ready to undertake the development of intercultural communication in the language classroom. Likewise, the teaching-learning process must evolve according to the current requirements and innovate to ensure its success.

Since some years ago and even more today due to the current worldwide situation, the use of the latest technologies and multimedia application for education, which enable both asynchronous and synchronous classes, has risen. The foregoing has impacted greatly upon the whole education system, institutions, teachers and students.

Hence, a smart combination of various approaches, the design and implementation of effective strategies, authentic material, innovative activities along with qualified, competent,

experienced, and committed EFL teachers who support their praxis with the help of new technology are core to succeed in reaching our teaching-learning goal during these challenging times yet more.

Last but not least, it is always worthwhile considering the four pillars of education, *learning to know*, *learning to do*, *learning to be* and *learning to live together* according to the proposals contained in the report “Learning: The treasure within” established by UNESCO in 1996 so as to meet the challenges of the 21st century.



Chapter 1: Philosophy and theory

1.01 Teaching identity and philosophy

The basis of my praxis has always rotated around the firm idea that my students are the core of the teaching-learning process. Thus, the guiding precept behind my teaching philosophy is to assist my students by making them exploit their strengths, use their experience and demonstrate their capabilities in the English as a Foreign Language (EFL) classroom.

Teaching has always been my passion, and I may boldly say that I am an EFL teacher for conviction and that being a teacher has been a fulfilling way of life. I am a teacher who loves sharing my enthusiasm for this noble profession.

It took me years to recognise that teaching empirically, just based on my experiences was not enough. So, I decided to step outside my comfort zone and study a specialization. It was the starting point to support and foster my teaching-learning concept as well as reflect on my educational philosophy.

Suffice it to say that I understand the importance of establishing a close rapport with my students. It is a proven fact that having a friendly teacher-student relationship may students feel engaged with their learning process and yield good results.

It is my fervent belief that as a teacher, constant educational updating is vital since it is my responsibility towards my students to keep up to date. Being industrious, empathic, and committed are also part of my philosophy.

Likewise, I consider important to nurture my students not only with knowledge but also with positive attitudes and values within my classes so as to create a positive teaching-learning environment.

Since the very beginning, this specialization has espoused the theoretical support for my teaching identity and educational philosophy.

I started to value the importance of conceiving how language is articulated as form, meaning and use as well as understand the need to seek meaningful learning (Larsen-Freeman,1991). It also made me identify the differences between text and discourse, and recognize language as a social practice. Similarly, this module made me be able to identify the different theories of learning a second language and analyse them according to the teaching approaches that each one implies. Now, I know different teaching and learning methodological currents of a second language and analyse them in relation to my current teaching practice.

The aforementioned has made me understand and identify how the curricular contents relate to the classroom and to the selection of material in order to make decisions that modify my didactic planning by incorporating significant situations for my students. In general, it has also made me better plan activities that encourage participation and reflection around the social practices of the language.

Furthermore, along this specialization I have not only understood the importance of conceiving language skills in an integrated way but also, I have become familiar with and handled some strategies for learning language skills that have allowed me to identify strengths and weaknesses in each language skill.

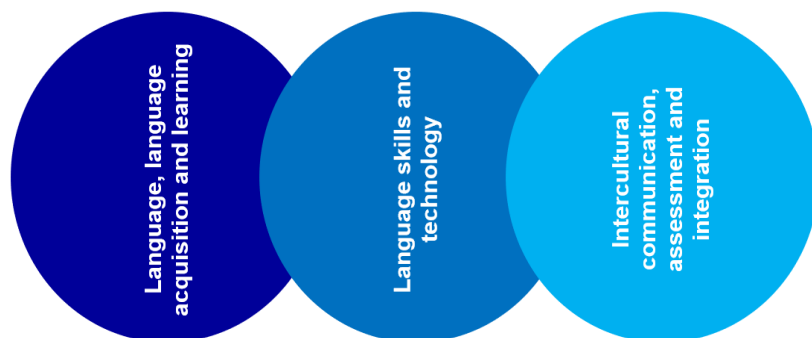
What is more, I have begun to take advantage of the use of Information and Communication Technologies (ICT) to integrate language skills in my teaching practice.



Besides, I can say that I have improved my performance in the four skills from the interaction with numerous elements of the virtual classroom. I have started to generate learning strategies considering the specific needs of my students.

Apart from this, I reflect continuously on the knowledge acquired and on my educational practice to innovate it. I have not only understood that evaluation is as a core element that modifies practices in the classroom but also, that it focuses on processes and not only on products. I have also appreciated that evaluation itself might be an element to learn about my own practice.

This specialization has also made me constantly analyze theories and practices of teaching and learning English to achieve a critical and reflective approach to my teaching practice. Moreover, as part of my teaching identity and educational philosophy I have valued the use technological resources to carry out academic and pedagogical activities. Additionally, it has made me reflect on my philosophy of teaching, my practices, the ways to promote respect for diversity.

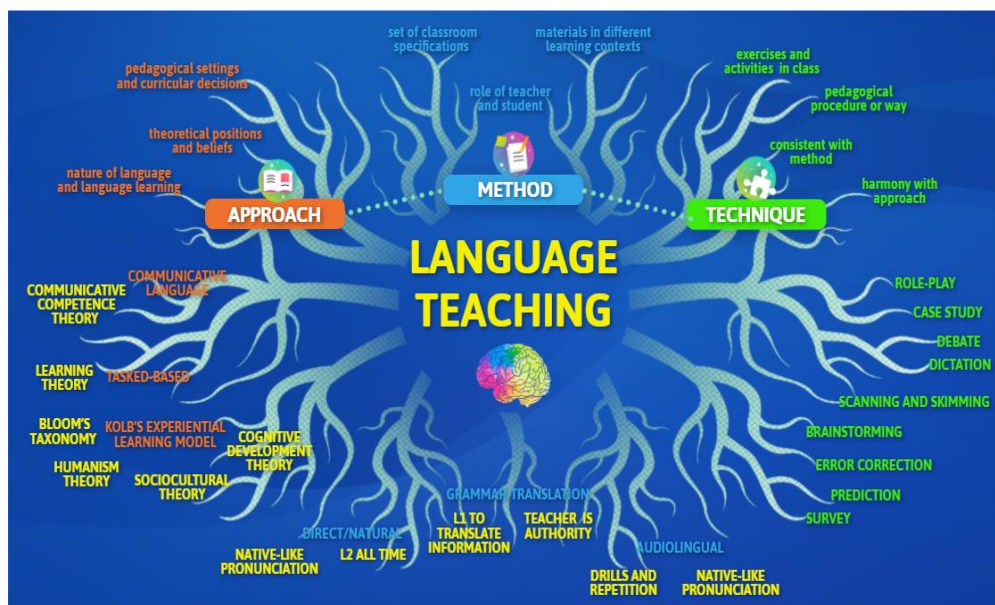


Today, despite some constraints such as the syllabus and time, to mention only a couple, my teaching philosophy endeavours to focus on my students' learning needs and interests, insofar as possible, so as to make their learning relevant, useful, and meaningful.

Correspondingly, promoting language as social practice is core since I consider that I cannot see language and society as separate entities (SEP, 2006). Learning is influenced by social relationships inside and outside the EFL classroom. For this, learners must know about linguistic and non-linguistic language conventions. For the foregoing, I am attempting to have novelty lessons that hone my students' skills as well as enable them to acquire effectively the L2 without let or hindrance.

Rather than imposing, I am struggling to instil not only into my learners' minds but also into their hearts the idea of being partakers of their learning process, which also includes their assessment. Simply put, to afford them the chance to embrace their own learning to become autonomous and independent learners.

Teaching an L2 is a complex and dynamic process that is shaped by a range of factors and it involves multiple levels of planning, development and implementation. At the same time, effective approaches in addition to appropriate teaching methods and techniques may facilitate the process of second language acquisition (SLA) and enhance as well as consolidate its outcomes.

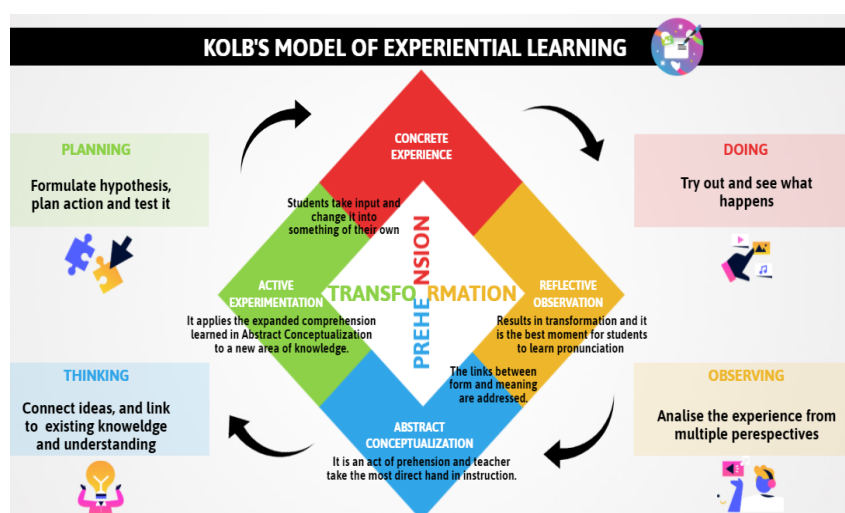


Currently, I have established that my role as an EFL teacher must be closely linked to my L2 students' goals. Based on different theoretical perspectives, I recognize that I must assume multiple roles inside and outside the EFL schoolroom (Richards and Lockhart, 1996).

First, within the schoolroom, I understand that I must be a manager of activities in which my main responsibility is to establish situations likely to promote communication in a favourable learning environment and real setting.

Second, I must be an advisor who answers my students' questions and monitors their performance. In turn, my students' role is to communicate, using the L2, in meaningful ways about meaningful topics. That is to say, acquire communicative competence. For that, I must give my students more responsibility and the opportunity to convey their ideas and opinions through the target language in order for them to actively create their own learning.

Other roles that I must take on, are of a motivator and facilitator as in Kolb's Experiential Learning Model and Task-based Language Teaching. Motivator because according to the Experiential Learning Model, motivation leads to cognition and intake so, it is important to instil confidence in my students (Kolb, 1984). Meanwhile, my students' role is to grasp and transform experience to create and direct their own learning (Gardner, 1985).



I also must play the role of a facilitator to help my students learn how to learn as well as prudently guide them to attain their goals. In turn, my students' active role is to manage their own learning through interaction.

Third, outside the classroom they are diverse roles I can play as an EFL teacher such as a curriculum developer, a material developer and a counsellor (Richards and Lockhart, 1996).

In summary, there are many more roles for both teachers and students. The importance lies in the adaptability and flexibility of roles.

Over the span of these months studying this Specialization in English Language and Teaching as a Foreign Language, my teaching philosophy has been renovated. This thanks to the new and vast knowledge that I have acquired and the better and invaluable insight that I have gained from beginning to end.

Ultimately, I have gained a more elaborate understanding of what it is that I teach when I teach English as lingua franca; how people learn a second or foreign language; and how I teach it.

That is to say, I have become aware in depth of the principles behind the methodological approaches that have as base, ideas about language in use, different perspectives on language learning and also my role as teacher in helping students learn to use the target language. The aforementioned has enriched and reshaped my posture towards education.

On the whole, my teaching identity and educational philosophy have adopted five axes of Competencies of this specialization which are Contents and Concepts axis, Teaching Competencies axis, Language Skills Development axis, Attitudes and values towards language education axis and last but not least the Digital Competencies transversal axis (UPN, 2012).

1.02 Theory underlying your teaching practice and identity

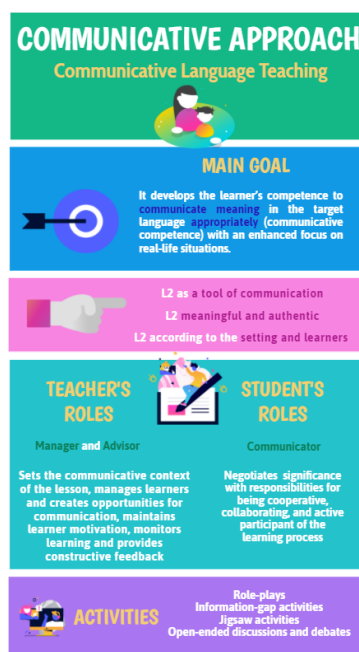
This specialization has made me evolve significantly as EFL teacher. In the first place, it has provided me the bases of language, language acquisition and teaching. These are some of the ways in which language has been conceived and studied over the years, and how these ideas have been used in the language programs and methodologies within the classrooms.

The aforementioned includes some of the theoretical perspectives, approaches concepts developed by different scholars such as sign, signifier and signified as part of the arbitrary nature of language according to Saussure's understanding of linguistic; Chomsky's generative linguistics, Halliday's functional linguistics, and Hymes with his communicative competence.

Also, I became aware of different features of language, communication models such as Jakobson's model (Jakobson, 1960) and Hymes' model (Hymes, 1974), language variations and components as well as different types of competence established by Canale and Swain (Canale and Swain, 1980).

Furthermore, I have adopted, as part of my English language teaching (EFL), and concur with some interesting ideas such as the ones included in the input and the affective filter hypotheses (Krashen, 1988) as part of Krashen's theory for second language acquisition (SLA) or ideas from Long's interaction hypothesis and Swain's output hypothesis, for instance, negotiation of meaning and comprehensible output, as an opportunity for students to think and reflect, respectively (Long, 1996).

Likewise, I inclined to agree with the idea of learner-centred instruction and of creating communicative opportunities to use the L2 as a tool of communication as stated in the Communicative Language Teaching (Richards, 2006).



Finally, something in which I couldn't agree more, and plays an important part in my teaching philosophy is the idea of providing motivation to my students since it may affect positively my students' language development because without it, there can be no progress or advancement as established in Kolb's experiential learning model (Kolb, 1984).

Additionally, to enhance my students' language skills, my teaching philosophy now has theoretical bases.

In my experience, it is vital to pay careful attention to numerous, general and individual, characteristics of my students so as to hone these skills. I am convinced that if I yearn to manage successfully with these skills, reading and writing, it is important that I consider our Mexican educational context. Simply put, I cannot shut my eyes to the bad habit of reading and writing in Mexican culture by and large. Additionally, it is also important that I consider the institution in which I teach since sometimes there are constraints imposed by it, such as textbooks, tasks and examinations.

It is said that the more you read the better you write. However, in my experience, not many students are accustomed to reading and writing, and a very few of them can do it well.

Concerning reading receptive skill, I have introduced to my teaching praxis ideas of the schema theory and I have adopted some approaches such as the top-down approach to activate my students' background knowledge about the topic. Also, some learning strategies such as scanning and skimming (Brown, 2007).

There are some strategies and techniques that I have learnt and others that I have refined. I have tried to put more effort into my students to analyse these strategies and techniques and help them improve them. I have noticed that it is advisable to ask them comprehension questions and conduct activities to practice them.

Regarding writing productive skill, I have incorporated to my teaching philosophy some Brown's underlying principles such as connect reading and writing and sensitively apply methods to respond to and correct my students' writing (Brown, 2007). This also includes my students' development of micro and macro-skills. Furthermore, I have also incorporated some Ferris' suggestions for feedback such as peer revision and oral feedback.

Personally, to teach this skill, I have adopted, combined, and employed some of them, for instance, with my intermediated students, the guided and free writing stages taken from the Language structures approach. I was familiar with them, but I did not know their theoretical support, much less their names.

Besides, I have realised that it is useful to embrace some of Brown's underlying principles to teach this skill. Also, within my EFL virtual classroom, I have encouraged the use of some micro-skills and macro-skills for writing, such as learn and use the habits of good writers, connect reading and writing, and conventions of written discourse. Furthermore, I have tried to plan writing based on my students' context and language level despite the book constraints and the tightness of time. Last but not least, I have noticed the good outcomes of providing my students with positive and helpful feedback. I am aware that the aforementioned is essential for ongoing success in this regard. I must recognise that I must put more effort into the use of rubrics (Jacobs, 1981) and technological tools to develop this skill, such as blogs. Additionally, I want to afford my students the opportunity to put peer correction and feedback into practice.

Based on my experience, I think it is important to identify my students' reading and writing weaknesses so as to find suitable approaches and strategies to minimize them and even overcome them. Besides using learner-related contexts and authentic written texts, will probably motivate my students to read and they will probably enjoy it too.

It is not easy to keep my students engaged in these skills, reading and writing. However, I am swayed that, I must make every effort to foster and hone them.

As to listening receptive skill, I have incorporated to my teaching philosophy not only some listening strategies such as bottom-up and top-down processing to build aural comprehension but also the use of authentic materials as much as possible (Dechant, 1991).

Developing listening comprehension in my non-native speakers (NNS) may take years of practice to become successful at it. By and large, the major problem English language learners encounter, is that they have little or no experience in real listening nor social experiences.

In my experience as a non-native speaker (NNS) teacher who teaches English as a foreign language (EFL) students, this aural skill may be difficult and may become a headache for the latter.

This, due to the fact that, when my students hear a listening comprehension activity with non-authentic material, they have difficulty in recognising what they are listening to so as to accomplish what they want, require and/or need, this is because there are many unfamiliar words that are spoken quickly, let alone listening comprehension with authentic material when they have to listen to an English native speaker, this may be frustrating and demotivating.

I had never thought about activating my students' schemata. I just used to play the audio and check the answers. Nowadays, I have reflected on the way I used to teach this skill and its effectiveness. That is to say, on the methodologies and techniques to prepare my students to be successful when they listen to English in the classroom as well as in the real world.

Presently, I am aware that it is not only the quantity of listening that goes on in my classroom what matters but also the quality of my methodologies and techniques which make my students improve this skill.

Recently, I have tried to use pre-listening, bottom-up and top-down activities. Also, I have tried to find a balance between interactive and non-interactive listening situations for my students to enhance and achieve successful listening comprehension.

As for speaking productive skill, I have decided to adopt as part of my teaching philosophy techniques such as the message-oriented and the language-oriented techniques which emphasise use and usage respectively. I have also underpinned intelligibility as a desirable goal to achieve for my students (Bygate, 1987).

In my praxis, I have found it useful to take into consideration some of the general characteristics of speaking, such as that speaking may be planned or unplanned, and that it involves reciprocity. In my experience, depending on my students' level of competency and the purpose of the speaking activity, I foster either accuracy, fluency, or both.

With regard to teaching pronunciation, it is my firm belief that achieving a native-like one must not be the focus of my lessons. As a matter of fact, without previously being aware of it, I have emphasized intelligibility as well as features, such as stress, rhythm, and intonation within my EFL class. By and large, I think that the most important is the intelligibility of my students. Simply put, that they are able to make themselves understood.

It has not been easy, however, I have tried not only to employ message-oriented and language-oriented techniques but also to afford my students' compensatory strategies, such as achievement and reduction strategies to cope with speaking and avoid communication breakdowns.

My teaching philosophy has adopted increasing and better use of the latest technologies and courseware applications so as to sharpen my students' language active and passive skills, for instance, by using multimedia technology which allows skills integration.

Likewise, I have assumed the importance of cultural awareness and interculturality within my EFL classes for my students to effectively engage, interact, collaborate and relate with people from different cultures.

Finally, using intelligibility charts, rubrics and portfolios is becoming part of my praxis as instruments to assess this skill. This, because I have been able to understand the wide-ranging implications of assessment for the teaching-learning process.

Taking everything into account, this specialization has provoked me deep and constant reflections particularly upon the teaching-learning process and my beliefs in this regard.

That is to say, it has reinforced and polished some of my beliefs, made me shake and abandon others, redefined my mindset, invited me to overhaul my day-to-day teaching, and last of all, shaped my identity as an EFL teacher that now is grounded in firmer theoretical approaches, methods and techniques that with the help of suitable technology support and enhance my new teaching style.

Chapter 2: Methodology and practice

2.01 A practical and useful lesson plan

Lesson plan identification cell	
Author:	Jaime Valdez Velazquez
Educational stage:	Intermediate 3 (A2+)
Title of your Lesson plan:	A new human colony
Learning Objective of the plan/Competency:	Develop intercultural awareness and intercultural competence.
Communicative skill considered:	<ul style="list-style-type: none"> ▪ Reading (R) ▪ Writing (W) ▪ Listening (L) ▪ Speaking (S)
Functions:	<ul style="list-style-type: none"> ▪ Identify stereotypes and their origins ▪ Understand differences ▪ Break stereotypes ▪ Eradicate prejudices
Assessment tools:	<ul style="list-style-type: none"> ▪ Range of skills chart ▪ Evidence portfolio ▪ Intelligibility chart ▪ Analytic rubric
Main Grammar structure:	Conditional type 2
Brief description of the plan:	<ul style="list-style-type: none"> ▪ I ask my students some questions and they share briefly their ideas. (S) ▪ Students read an article. (R) ▪ Students watch a video (1). (L) ▪ Students are given the activity instructions (2). ▪ Students are divided randomly into two groups (3). ▪ Students discuss and select the ten people from ten different countries either man or woman (4) (5). (S) ▪ Students discuss and decide important facts (6). (S) ▪ Students watch some videos and reflect upon them (7). (L) ▪ Students get ready for a debate (8).

	<ul style="list-style-type: none"> ▪ Students debate and explain the reason(s) behind their selection. (S) ▪ In teams, students write a collaborative reflection about intercultural awareness, stereotypes and prejudice. (W) ▪ Students take an online quiz (9).
Hours of the plan implementation:	200 minutes
Number of sessions:	4 synchronous (50 minutes each)
Aid(s) for the lesson:	<ul style="list-style-type: none"> ▪ Computer ▪ Speakers ▪ Internet ▪ Digital material
Links of the content:	<ol style="list-style-type: none"> 1. Activation video: How you'd look living on different planets https://www.youtube.com/watch?v=GwM4Jg9ChvM 2. Activity instructions: A new human colony https://prezi.com/v/sx0-idb18ive/ 3. Spin wheel https://wordwall.net/resource/4244845 4. Interactive world map https://geology.com/world/world-map.shtml 5. Venn diagram: Ten people from different countries https://view.genial.ly/60a9a3d9f314f40d479fec43/horizontal-infographic-diagrams-copia-evidence-a-new-human-colony 6. Diagram: Important facts https://prezi.com/view/Wy0Jm08rfaCr7wTRkoeD/ 7. Reflection videos https://www.youtube.com/watch?v=sg_YlqqprB4 https://www.youtube.com/watch?v=FTYMSulvnyw https://www.youtube.com/watch?v=Ulh0DnFUGsk https://www.youtube.com/watch?v=e_Qsl0hU_g 8. Poster for the debate https://view.genial.ly/606f9d1ea838df0d7dd2ff26/interactive-content-debate-a-new-human-colony 9. Quiz show https://wordwall.net/play/14144/127/473
EEAILE tutor online:	Rocio Salgado Perea

Integrated Skills (Listening/Reading/Writing/Speaking)					
Step of the lesson	Teacher activities	Students activities	Materials	Session number	Evaluation
Speaking (activation) 20 to 25 minutes	Asks ELLs the following questions “Do you think it would be possible to live on another planet?” “What do you imagine it would be like?” “Would you like to?” “Why”?	Share briefly their ideas about the questions to help them activate their schemata	Set of questions	1	Observation (identify strengths and weaknesses as future intervention areas)
Listening (activation) 10 minutes	Plays the video “How you'd look living on different planets” .	Reflect how would be living on a different planet and activate their schemata (Listen to debate)	Video (Digital material 1)	1	None
Reading 15 minutes	Corrects pronunciation only if it affects the idea and comprehension of the text.	Read the article “Is there life on other planets?” as an introduction to the coming activity (Read to debate).	Article (authentic material) (Digital material 2)	1	Range of skill chart (Appendix 1)
Instructions 5 minutes	Opens the link to display the information about the activity “A new human colony” , and if necessary clears up doubts.	Read the instructions for the activity, and if necessary ask questions.	Activity instructions (Digital material 3)	2	None
Teams 5 minutes	Opens the link to a spin wheel to divide randomly students into two teams.	Spin a digital wheel to be given a team randomly.	(Digital material 4)	2	None
Speaking 30 to 40 minutes	Shares the link to the interactive world map. Opens the link to both the Venn diagram and the diagram for the important facts in the new human colony. Monitors activity.	In teams, discuss what ten people from ten different countries either man or woman would select to establish a new human colony on a different planet. Present and compare their	Interactive world map (Digital material 5) Digital Venn	2	Observation (analyse strengths and weaknesses)

	Jots down notes.	<p>choices in a Venn diagram.</p> <p>Discuss and decide important facts for the new colony such as the name of the colony, government, language, religion, etc.</p> <p>Present their choices in a digital template.</p>	<p>Diagram (Digital material 6)</p> <p>Digital template (Digital material 7)</p>		Evidence portfolio (Appendix x 3)
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Integrated Skills (Listening/Reading/Writing/Speaking)					
Step of the lesson	Teacher activities	Students activities	Materials	Session number	Evaluation
Listening	Shares links to videos.	Students watch some videos and reflect upon them to participate in a debate	Videos (Digital material 8)	Homework	None
Speaking 50 minutes	Holds, hosts, moderates and monitors the debate for the evidence portfolio.	Take part in the debate and discuss	Poster (Digital material 9)	3	Intelligibility chart (Appendix x 2) Evidence portfolio (Appendix x 3)
Writing 35 minutes	Provides asynchronous oral feedback by WhatsApp.	In teams, students open a Google Docs to write a collaborative one-page reflection about intercultural awareness, stereotypes and prejudice.	Collaborative Google Docs	4	Rubric (Appendix x 4) Evidence portfolio (Appendix x 3)
Reinforcement 15 minutes	Shares link to a quiz.	Take a quiz	Quiz (Digital material 10)	4	Auto-scorable

For this activity, the teacher mainly underplays the roles of **teacher as ethnographer and researcher** when s/he becomes a participant, an observer, and fosters active research to create activities, tasks, and materials for the class; **teacher as an agent of change** when s/he facilitates student learning by giving input to understand the world and to communicate across linguistic and cultural boundaries; and **teacher as learner** by using new educational trends and different approaches and realizing how students develop cultural awareness.

As for the approach employ, an **eclectic approach** was chosen, mainly both the **Intercultural Approach** to shift from trying to become a member of the target culture, to understand that we all can create culture, and the **Emic and Etic dual Approach** to study culture and behaviour from the inside, as the members of the cultures understand them as well as examine many cultures, comparing and contrasting them from the outside.

The EFL teacher will start the **lesson 1** by asking students some warm-up questions with the aim of activating their curiosity according to the **Schema Theory** and they will share briefly their ideas about those questions.

Next, the teacher will play a **YouTube** video ([Digital material 1](#)). This to make students reflect and continue awakening their curiosity. With this multimedia material, students are intended to become aware of important facts and lexis that they are going to use later on. This is based on the **top-down approach** to decode the information.

For these activities, the EFL teacher mainly expects students to **feel enquiring and attracted** as well as **be conscious** of different relevant facts about how life in another planet would be. The teacher also expects them to have **wait-and-see attitude** so as to be patient and wait to find out something later.

The EFL teacher browsed on the Internet for authentic reading material ([Digital material 2](#)), this article is a written text which is not designed for educational purposes but that the teacher carefully selected it taking into consideration the level of students, and determine the difficulty and length of the text itself according to **Flesch-Kincaid grade level**.

The teacher formatted the text to be displayed in **PowerPoint** and additionally the teacher included a glossary with words s/he considers are likely to be unknown for students. This is to help learners have a better comprehension of the written text.

The rationale behind this activity is to broaden students' understanding of the language, expand their knowledge and increase their vocabulary by using their **formal schema** according to the **Schema Theory**.

In **lesson 2**, the EFL teacher will present the intercultural activity "A new human colony". For this, the teacher will open a **Prezi** link to display the information about the activity ([Digital material 3](#)). Students will read the instructions for the activity and in case of doubts, the teacher will clear them up. The activity will be done in two teams randomly made by using an interactive **Wordwall** spin wheel ([Digital material 4](#)).

First, ELLs will discuss and select ten people from different countries either man or woman to establish a new human colony on another planet. The EFL teacher will share with the two teams a link to an interactive world map ([Digital material 5](#)). This to help them search people from all over the world.

The teacher will also open a link to a **Genially** digital Venn diagram ([Digital material 6](#)) to be filled in with the two teams' choices. Later, these choices will be compared to see if the two teams have something in common. The teacher will help them jot down their choices in the digital Venn diagram.

Additionally, they students discuss and decide important facts for the new colony such as the name of the colony, flag, system of government, language, religion, etc. Also, the teacher will help them jot down their notes in a **Genially** digital template ([Digital material 7](#)).

Afterwards, the EFL teacher will share some links with **YouTube** and **TEDTalks** videos ([Digital material 8](#)) about intercultural awareness, stereotypes and prejudice. ELLs will watch them for homework as many times they want, **non-interactive activity**. This, to make them reflect and be prepared for the upcoming debate ([Digital material 9](#)). The rationale behind is afford them information to take interest in cross-cultural contexts in accordance with the **Intercultural Approach**.

For these activities, students are mostly expected to gradually **become cultural aware** and learn how to **make intelligent and crucial decisions by consensus**.

In **lesson 3**, the EFL teacher will hold, host, moderate and video record the debate “A new human colony”. For this, the teacher will schedule a meeting in **Zoom**.

The rationale is **based on** the **prior activities** and on **reading and listening to debate**. The teacher will explain the goal of the activity, to voice, in teams, their reason(s) behind their selections while they try to make themselves understood.

For this activity, students are largely expected firstly to **repair the communication breakdown**, in other words, **modify their input and negotiate for the meaning** that they are trying to communicate. Secondly to **be cognizant of stereotypes** and in the not-too-distant future to **break them**.

In **lesson 4**, both teams will open a **Google Docs** to write a collaborative one-page reflection about intercultural awareness, stereotypes and prejudice. They will share the link with their EFL teacher. S/he will provide **asynchronous oral feedback** by **WhatsApp**.

For this activity, students are basically expected to **reflect upon everything that would involve establishing a new human colony on another planet**.

Finally, the EFL teacher will share with students a **Wordwall** link for a **post-stage activity**, an **auto-scorable** quiz ([Digital material 10](#)). For this activity, students are principally expected to **review and strengthen all they learnt previously**.

2.02 Designing of necessary tools to assess/test the progress of students

Assessing and testing may serve for different purposes in educational settings such as assign students marks and rank them in terms of abilities. In order for students to be successful, they will need to have confidence in their ability to learn and they will need to become a lifelong learner. Simply put, assessment plays a key role in developing confidence in students’ ability to learn, as well as in developing their lifelong learning skills.

For the activity in **lesson 1**, the EFL teacher will carry out **formative diagnostic assessment** by observation. For this, s/he will use a **range of skill chart** ([Appendix 1](#)).

The rationale behind this kind of assessment is **constructed response** to reply open-ended questions, as one of the characteristics of the **performance-based assessment (PBA)** and **identify students' both listening and speaking strengths and weaknesses for future intervention areas**.

During the activities in **lesson 2**, the EFL teacher will carry out **formative informal assessment**, s/he will closely monitor students in order to continue analysing their strengths and weaknesses. The teacher will also use an **evidence portfolio** ([Appendix 3](#)).

The rationale behind is both the **Intercultural Approach** to develop cultural sensitivity and awareness of cultural difference and on the **Emic and Etic dual Approach** to see cultures from inside and outside perspectives, subjectively and objectively, respectively.

The rationale behind this kind of assessment is **higher order thinking** to solve problems, as one of the characteristics of the **performance-based assessment (PBA)** which is **based on more receptive aspects of language** and the **cooperative work-based assessment**.

For the debate in **lesson 3**, the EFL teacher will carry out **summative assessment** to provide a final mark for the speaking ability as part of the course evaluation. For this, s/he will use an **intelligibility chart** ([Appendix 2](#)). The teacher will also use an **evidence portfolio** ([Appendix 3](#)).

The rationale behind this activity is **make students aware of stereotypes** since they operate unconsciously in order to **get rid of them and overcome them**.

The rationale behind this kind of assessment is **integrative assessment** to discuss an issue, as one of the characteristics of the **performance-based assessment (PBA)** which is **based on more receptive aspects of language**.

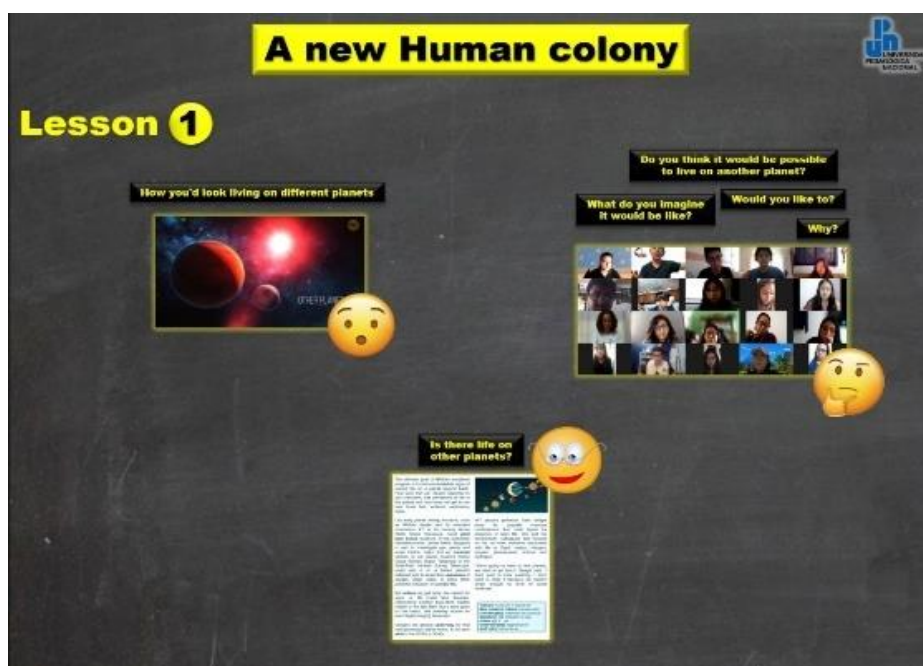
For the activity in **lesson 4**, the EFL teacher will carry out **summative assessment** to provide a final mark for the writing ability as part of the course evaluation. This, by means of an **analytic rubric** ([Appendix 3](#)) that focuses on two specific aspects, **organization and composition**. S/he will also use an **evidence portfolio** ([Appendix 2](#)).

The rationale behind this kind of assessment is **integrative assessment** to discuss an issue, as one of the characteristics of the **performance-based assessment (PBA)** which is **based on more receptive aspects of language**.

2.03 Attached evidence

To clearly demonstrate how the activities were conducted and their procedures during the EFL virtual classroom, a notice board is used.

In **Lesson 1** as showed, firstly, the name of the activity was introduced and a video was played as warm-up which awaken students' interest. Then, open-ended and closed-ended questions were asked ([Appendix 9](#)) which activated students' schemata. Finally, authentic material was read ([Appendix 10](#)) which also activated students' schemata and prepared them for the following activities.



In **Lesson 2**, the information about the activity was presented in an interactive way. Then, two teams were randomly made ([Appendix 11](#)). Afterwards, teams discussed to make decisions and selections. Their decisions and selections were displayed in two digital diagrams ([Appendix 12](#)) ([Appendix 13](#)).

A new Human colony



Lesson 2

Imagine you are in charge of a mission to establish a new human colony on another planet...

Whom would you choose?

Why?

10 FACTS

You must also decide other important facts such as government, language, religion, education...

You must select the people from ten different countries either men or women

A new human colony

A new human colony: important facts

A new human colony: important facts



As **homework**, links to videos were shared for students to reflect and be ready for the following activity, a debate.

A new Human colony



Homework

Reflect on intercultural awareness, gender roles and stereotypes, threat of stereotypes and prejudices














In **Lesson 3**, a debate took place ([Appendix 14](#)) where students discuss, explained the reasons behind their decisions and selections about the activities in the previous lesson.



A new Human colony


Lesson 3

Discussion






In **Lesson 4**, in the same two teams, students wrote a consensual reflection about intercultural awareness, stereotypes and prejudice taking into consideration all the previous activities. Finally, students answered a interactive quizz




A new Human colony

Lesson 4

Consensual reflections



Review



2.04 Show evidence of your designed tool to assess your students

For the activity in **lesson 1**, the **range of skill chart** ([Appendix 5](#)) used was a very useful assessment tool to identify students' both listening and speaking strengths and weaknesses. This **formative diagnostic assessment tool** offered a quick overview (poor, basic and good) of students' competence.

For the activities in **lesson 2**, the **evidence portfolio** ([Appendix 6](#)) used was a very practical assessment tool to keep track of students' progress. This **formative informal assessment**, provided both teacher and students with a complete overview of their progress throughout the course.

For the debate in **lesson 3**, the **intelligibility chart** ([Appendix 7](#)) used was an effective assessment tool to evaluate students' speaking skill. They did not feel too anxious nor stressed because they were told that accuracy was not expected from them but to make themselves understood. This helped them lower their affective filter. Largely, they could repair some communication breakdowns, modify their input and negotiate for the meaning that they were trying to communicate. Also, the video recording was integrated into the **evidence portfolio** ([Appendix 6](#)) to keep track of students' progress. This was very useful again since students were sent the video of the debate to self-evaluation.

For the activity in **lesson 4**, the **analytic rubric** ([Appendix 8](#)) used was handy since it only focused on two specific aspects, **organization and composition**. This **summative assessment** provided a final mark for the writing ability as part of the course evaluation. Here the **evidence portfolio** ([Appendix 6](#)) was also used to keep track of students' progress.

2.05 Video



<https://drive.google.com/file/d/1Ahn-4Ud8TjVE8Kh6K5Lxd19ckTyv3h/view?usp=sharing>

Chapter 3: Experience Report

By and large, the results of most of the activities were satisfactory both the qualitative and quantitative ones.

The use of different technological tools such as *Prezi*, *Wordwall* and *Genially* made the activities more enjoyable. Also, students were most of the time willing to participate, to listen and to accept different ideas.

For the first activation activities, students' interest was awakened and more they watched the videos as well as when they read the authentic written material. This also provoked them to reflect. Furthermore, intercultural awareness was gradually raised in students as the activities progressed.

Concerning the activities in lesson 2, students were able to make decision together and agreed critically and respectfully.

Regarding the homework that was to watch four *YouTube* videos, this had the purpose to inform them and make them much aware about interculturality, stereotypes and prejudices. The aforementioned to prepare them for the debate. However, I noticed that most of them didn't watch them. Therefore, it is necessary to watch at least two videos during the class.

During the debate even when I encouraged them to speak up, most of them didn't do it. I think that I have to organized better the roles in order to contribute to it. As moderator I must find the way to foster speaking. Also, I think that maybe my expectations in this regard were high or not very realistic. I must try to lower even more their affective filter.

For the written activity as part of lesson 4, in which they had to write in teams a consensual one-page reflection, not all the student participated. Therefore, an individual piece of writing is required instead.

Finally, in general most students were able to become aware of the origin of some common stereotypes and start to break them as well as overcome prejudice.

Chapter 4: Conclusions

Nowadays, globalization and new technologies have shifted our way of life and, in the case of EFL teachers and students, the way of teaching and learning. Globalization and new technologies have also increased intercultural contact and communication since it has become a necessity to engage with people from other cultures. At the same time, English has become a lingua franca since people from different countries and cultures, non-native speakers, use it mainly for communication purposes. Here is where intelligibility plays a very important role.

Hence, it is vital for our students to develop intercultural skills or intercultural competence so as to effectively engage, interact, collaborate and relate with people from different cultures.

By means of English language classes, it is possible to demonstrate the importance of culture and how aware both teachers and students are of their own. When interacting with people from another culture, one becomes more aware of their own cultural values and beliefs. However, before we EFL teachers can guide our students through this process of developing cultural awareness and competence, we first need the opportunity to reflect on their importance.

The aforesaid cannot be achieved overnight, it requires an ongoing process that includes self-reflection, openness, curiosity, and readiness. As EFL teachers we may help our students reflect on their identity and culture, encourage them to enhance tolerance, foster acceptance of other people's beliefs, values, and behaviours. In this way, they will be able to interact efficiently and communicate competently.

For traditional approaches to language teaching, culture is separated from language. For this reason, getting acquainted with suitable educational approaches is critical to afford learners the means to develop intercultural awareness and competence.

As EFL teachers, we must be able to adapt our roles and responsibilities to the new requirements. Thus, it is core to consider the multiple roles that we may take on and employ to foster the development of knowledge, interpretive skills, and positive attitudes towards intercultural competence. We must be globally competent teachers ready to teach in

classrooms where we know that diversity exists since they are a space of intercultural encounters and creation.

Furthermore, it is important to use properly the Information and Communication Technologies (ICT) for educational purposes as UNESCO states to bridge learning differences, support the development of teachers, and enhance the quality and relevance of learning.

As far as I am concerned, the real purpose of language must be combining practice with the different language skills. That is to say, to balance my lessons by integrating reading, writing, listening, and speaking. The aforementioned by trying to reach natural interaction among them like in everyday communication.

Similarly, it is core to wisely select and use authentic materials and activities for the development of intercultural competence, and most importantly, integrate them with other competencies such as sociolinguistic and discursive.

There are new and diverse alternatives in technology for the benefit of the teaching we may use. As EFL teachers, it is essential to be updated and aware of the importance of new tools that may assist the teaching-learning process. Mexican teachers and students must not only “think outside the box”, in other words, change their traditional modus operandi but also need to be well acquainted with these technologies in order to use them effectively.

As an EFL teacher, I have become acutely aware of the current educational needs. For that reason, I recognise that is core to adopt a greater role in the teaching-learning process. It is also important to recognise that there is no quick do-it-yourself kit. Therefore, I emphatically agree with Tudor when he says that teachers have to be familiar with a wide range of language learning approaches, teaching methods, techniques and learning materials.

Language assessment and testing are key elements in our teaching practice. Therefore, it is important to recognise the difference between them.

Assessment is an ongoing process of learning that helps students learn. In other words, when students are able to see how they are doing in a class, their performance, they are

able to determine whether or not they understand. Assessment may also help motivate students. In this regard, there are different assessment forms, for instance, informal and formal, formative and summative. There are various assessment approaches and tools such as portfolios.

On the other hand, testing is an important component of any language. Thus, it must have good reasons to be carried out. Additionally, tests must be high-quality so, teachers must devise them carefully taking into consideration key principles such as validity and reliability. Likewise, there are different testing forms, for instance, criterion-based. If testing is well developed, it may be beneficial to learning.

Currently, I understand evaluation as a core element of the syllabus and my teaching praxis within my EFL classroom. It helps me measure and evaluate not only my students' accomplishments but also learn and evaluate about my own practice.

Today, I am striving to integrate new knowledge, modify my standpoints and leave behind prejudices about the teaching of languages. I am also trying to apply aspects concerning intercultural communicative competence within my lessons. What is more, I am trying to pave the way for my students to achieve their goals by keeping a better track of their work and giving them positive and constructive feedback in a timely manner.

On the basis of a firmer theoretical footing, I recognise that it is core to expand my view on what means to be a great teacher, that involves a complete switch is required from myself.

I picture myself as a teacher that not only knows but also uses different learning approaches, innovative teaching methods and state-of-the-art techniques repertoire with the help of new technologies appropriate to my educational context so as to cope with my current teaching needs.

This specialisation has invited me not only to overhaul my praxis but also to critically reflect on the enormous impact that being a teacher has on students as well as all this beautiful profession requires of me.

In summary, I consider that the most important aspects that I have learnt is base my praxis on solid foundations. That is to say, base it on theoretical approaches, teaching

methodologies and pedagogic strategies as well as the rationale behind my activities. Besides, I have learnt how to integrate language skills with the help of new technologies. Last but not least, I have also learnt how continuous, balanced, qualitative and quantitative assessment as well as effective, positive and timely feedback are core to the teaching-learning process.

It is never easy to study a postgraduate course. Personally, I was afraid of pursuing further education. First of all, stepping outside my comfort zone to transform from a teacher who used to teach empirically to a teacher who teaches theoretically.

Furthermore, I had never read that much and consequently it was the first time that I reflected continuously and critically. I had never done so many assignments nor participated in some many forums.

Additionally, it was a time-consuming task that required a well-planned time organization. There were days that I wanted to quit because I felt overwhelmed, demotivated and stressed.

Likewise, learning in an online environment has been an incredible experience but it may also have moments of desperation, anxiety and frustration. This because of problems with Internet access, lack of knowledge of courseware applications, and unfamiliarity with some educational platforms.

Fortunately, I was able to overcome all those challenges and I will continue doing my best to do so.

***“In an effective classroom, students should not only know what they are doing.
They should also know why and how”***

Harry Wong

Chapter 5: Digital material and Appendixes

5.01 Digital material

Activation video: How you'd look living on different planets



<https://www.youtube.com/watch?v=GwM4Jg9ChvM>

Written article (authentic material)

Is there life on other planets?

The ultimate goal of NASA's exoplanet program is to find unmistakable signs of current life on a planet beyond Earth. How soon that can happen depends on two unknowns: the prevalence of life in the galaxy and how lucky we get as we take those first, tentative, exploratory steps.



Our early planet finding missions, such as NASA's Kepler and its extended incarnation, K2, or the coming James Webb Space Telescope, could **yield bare bones** evidence of the potentially habitable worlds. James Webb, designed in part to investigate gas giants and super Earths, might find an **outsized** version of our planet. NASA's Nancy Grace Roman Space Telescope or the Wide-Field Infrared Survey Telescope, could zero in on a distant planet's reflected light to detect the **signatures** of oxygen, water vapor, or some other powerful indication of possible life.

But **unless** we get lucky, the search for signs of life could take decades. Discovering another blue-white marble hidden in the star field, like a sand grain on the beach, will probably require an even larger imaging telescope.

Designs are already **underway** for that next-generation planet finder, to be sent **aloft** in the 2030s or 2040s.

MIT physics professor Sara Seager looks for possible chemical combinations that could signal the presence of alien life. She and her biochemistry colleagues first focused on the six main elements associated with life on Earth: carbon, nitrogen, oxygen, phosphorous, sulphur and hydrogen.

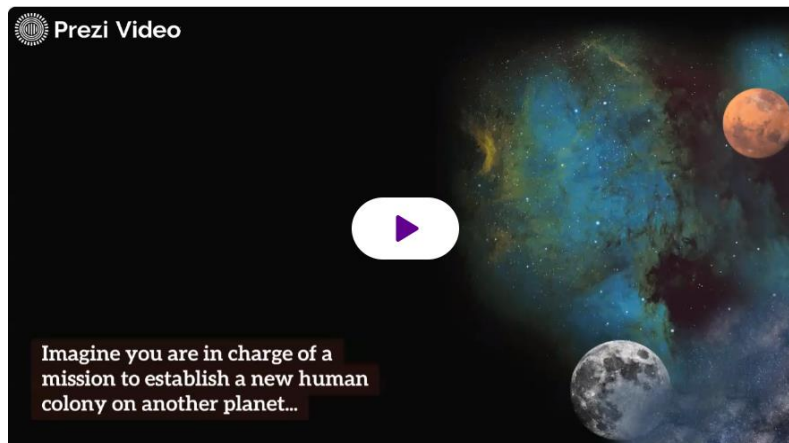
"We're going to have so few planets, we have to get lucky," Seager said. "I don't want to miss anything. I don't want to miss it because we weren't smart enough to think of some molecule."

Yield (v): to produce or provide sth
Bare bones (n) (idiom): the basic facts
Outsized (adj): larger than the usual size
Signatures (n): indication or sign
Unless (c): if... not
Underway (adj): happening now
Aloft (adv): high in the air



<https://exoplanets.nasa.gov/faq/5/is-there-life-on-other-planets/>

Instructions for the activity: A new human colony



<https://prezi.com/v/jh6cagfq4843/>

Spin wheel



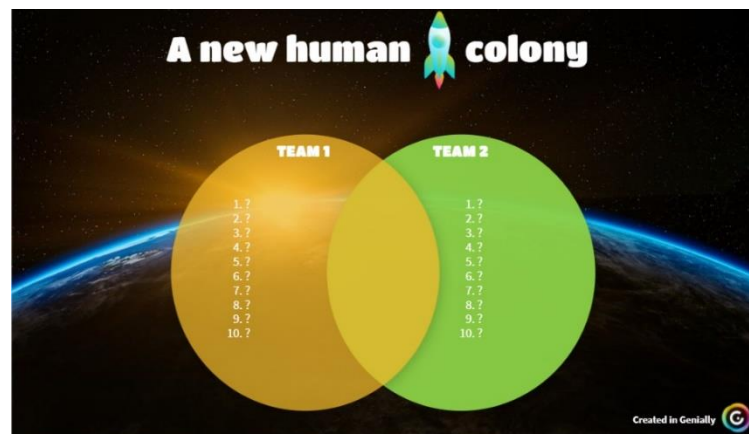
<https://wordwall.net/resource/4244845>

Interactive world map



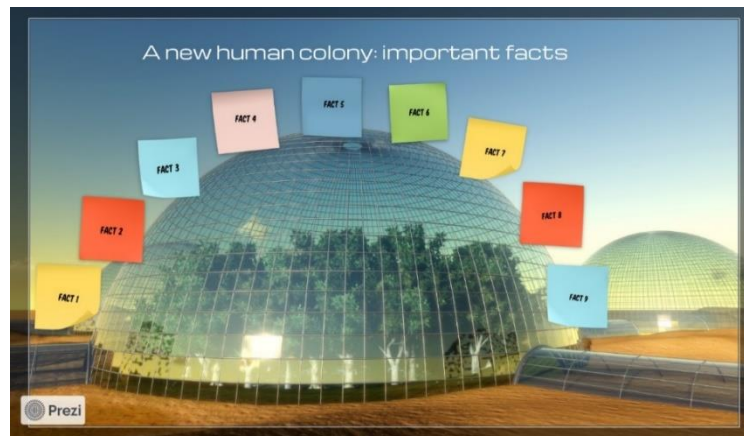
<https://geology.com/world/world-map.shtml>

Venn digital diagram: Ten people from different countries



<https://view.genial.ly/606eb0269a4e2a0d6bd7744f/horizontal-infographic-diagrams-diagrama-circulos-v>

Digital diagram: Important facts



<https://prezi.com/view/Wy0Jm08rfaCr7wTRkoeD/>

Reflection videos



https://www.youtube.com/watch?v=sg_YlqqprB4

<https://www.youtube.com/watch?v=FTYMSulvnyw>

<https://www.youtube.com/watch?v=Ulh0DnFUGsk>

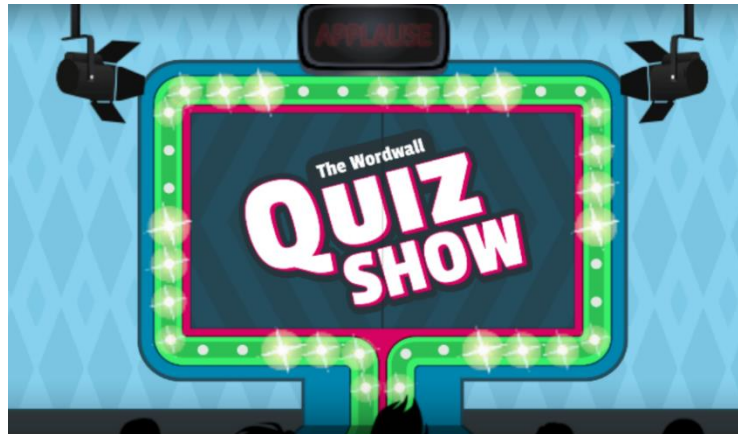
https://www.youtube.com/watch?v=e_QsI0hU_g

Debate invitation poster



<https://view.genial.ly/606f9d1ea838df0d7dd2ff26/interactive-content-debate-a-new-human-colony>

Quiz



<https://wordwall.net/play/14144/127/473>

5.02 Appendixes

Appendix 1 – Range of skill chart

Range of skill chart

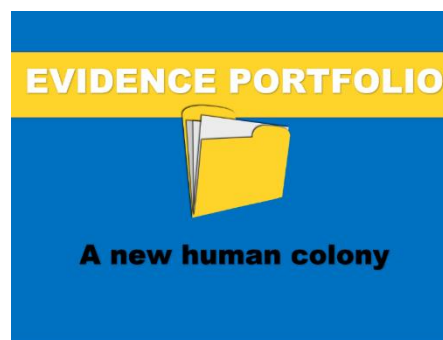
Student's name	Poor	Basic	Good
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			
13.			
14.			
15.			
16.			
17.			
18.			
19.			
20.			

Appendix 2 – Intelligibility chart

Intelligibility chart

GRADING CRITERIA	Weak	Borderline	Good	Exceptional
Intelligibility	The listener may find difficult to understand most of the speaker's speech.	The listener may require considerable effort to try to understand the speaker's speech, and some may not be fully intelligible.	The listener may require a little effort at time to understand the speaker's speech.	The speaker can be understood effortlessly.
	0 - 5 points	6 - 11 points	12 - 17 points	18 - 20 points

Appendix 3 – Evidence portfolio



Appendix 4 – Rubric

Analytic rubric				
GRADING CRITERIA (1)	Weak	Borderline	Good	Exceptional
I. Content. 50%	<ul style="list-style-type: none"> Lacks of coherence Constrains the readability Fail to achieve the purpose Target reader is not informed 	<ul style="list-style-type: none"> Generally shows purpose but contains redundant language and irrelevant content which makes understanding difficult Target reader is minimally informed 	<ul style="list-style-type: none"> Demonstrates purpose and coherence but contains redundant language which can affect the easy understanding Target reader is, on the whole, informed 	<ul style="list-style-type: none"> Establishes a clear purpose and coherence which effectively conveys meaning and is easy to understand Achieve the purpose successfully Target reader is fully informed
	0 - 1 points	2 - 3 points	4 points	5 points
II. Organization 50%	<ul style="list-style-type: none"> Does not provide cohesiveness Does not have logical sequencing Confusing ideas 	<ul style="list-style-type: none"> Main points are not very well supported Uses very limited and basic cohesive devices 	<ul style="list-style-type: none"> Demonstrates logical sequencing but is limited in cohesive devices Mostly all points are clearly supported 	<ul style="list-style-type: none"> All the aspects of the writing are unified Main points and supporting detail clearly and concisely stated
	0 - 1 points	2 - 3 points	4 points	5 points

(1) Adapted from O'Malley, J. Michael & Valdez Pierce, Lorraine (1996) . Authentic assessment for English language learners: Practical approaches for teachers. In Natalie Kuhlman (Ed.) An Introduction to Language Assessment in the K-12 Classroom. ELT Advantage modules.

Analytic rubric	
GRADING CRITERIA (1)	Description
I. Content.	<ul style="list-style-type: none"> Focus on central ideas with an organized and elaborated text. Central idea, but not as evenly elaborated and with some digressions. Not a focused idea or more than one idea, sketchy elaboration, and many digressions. No clear idea, little or no elaboration, many digressions.
II. Organization	<ul style="list-style-type: none"> Present multi-paragraph organization with clear introductions, development of ideas, and conclusion. Present multi-paragraph organization logically, though some parts may not be fully developed. Develop a logical paragraph. Begin to write a paragraph by organizing ideas. Write simple sentences/phrases. Use single words, phrases.

(1) Adapted from O'Malley, J. Michael & Valdez Pierce, Lorraine (1996) . Authentic assessment for English language learners: Practical approaches for teachers. In Natalie Kuhlman (Ed.) An Introduction to Language Assessment in the K-12 Classroom. ELT Advantage modules.

Appendix 5 – Range of skill chart (Marked)

Range of skill chart			
Student's name	Poor	Basic	Good
1. Adams Diaz Jose Alfredo			●
2. Aidama Bernal Leyra de Belen			●
3. Barrios Rojas Adriana		●	
4. Becerri Avalos Miriam Vanessa			●
5. Diaz Sanchez Marco Polo			●
6. Galvan Rodriguez Osvaldo Efron			●
7. Gamez Aguilar Giovanni			●
8. Garcia Lara Erika Nayely			●
9. Gomez Rangel Lorena		●	
10. Leon Reyes Debora Noemi			●
11. Manjarrez Del Angel Elizabeth		●	
12. Martinez Chavez Jennifer Mariana		●	
13. Ramirez De los Santos Emiliano Andres			●
14. Ramirez Benavides Ana Bibiana			●
15. Rebollo Vazquez Aura Belen			●
16. Sandin Ramirez Dora Alba		●	
17. Tapia Ramos Oscar			●
18. Trejo Gonzalez Maria Fernanda			●
19. Vergara Hernandez Jessica Angelica		●	
20. Vieyra Salinas Barbara Stefani		●	

Appendix 6 – Evidence portfolio (Integrated and Marked)

Evidence portfolio		FULL NAME	
1.	Adams Diaz Jose Alfredo		
2.	Aldama Bernal Leyra de Belen		
3.	Barrios Rojas Adriana		
4.	Becerril Avalos Miriam Vanessa		
5.	Diaz Sanchez Marco Polo		
6.	Galvan Rodriguez Oswaldo Efrén		
7.	Gamez Aguilar Giovanni		
8.	Garcia Lara Erika Nayely		
9.	Gomez Rangel Lorena		
10.	Leon Reyes Debora Noemi		
11.	Martinez Chavez Jennifer Mariana		
12.	Ramirez de los Santos Emiliano Andres		
13.	Ramirez Benavides Ana Bibiana		
14.	Rebollo Vazquez Aura Belen		
15.	Tapia Ramos Oscar		
16.	Trejo Gonzalez Maria Fernanda		
17.	Vergara Hernandez Jessica Angelica		
18.	Vieyra Salinas Barbara Stefani		
19.	Manjarrez del Angel Elizabeth		
20.	Sandin Ramirez Dora Alba		

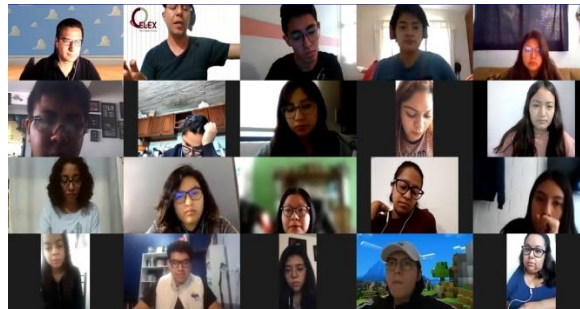
Appendix 7 – Intelligibility chart (Marked)

Intelligibility chart		Weak	Borderline	Good	Exceptional
Student's name					
1.	Adams Diaz Jose Alfredo			•	
2.	Aldama Bernal Leyra de Belen			•	
3.	Barrios Rojas Adriana			•	
4.	Becerril Avalos Miriam Vanessa			•	
5.	Diaz Sanchez Marco Polo			•	
6.	Galvan Rodriguez Oswaldo Efrén				•
7.	Gamez Aguilar Giovanni				•
8.	Garcia Lara Erika Nayely				•
9.	Gomez Rangel Lorena		•		
10.	Leon Reyes Debora Noemi				•
11.	Manjarrez Del Angel Elizabeth		•		
12.	Martinez Chavez Jennifer Mariana		•		
13.	Ramirez De los Santos Emiliano Andres			•	
14.	Ramirez Benavides Ana Bibiana			•	
15.	Rebollo Vazquez Aura Belen			•	
16.	Sandin Ramirez Dora Alba		•		
17.	Tapia Ramos Oscar				•
18.	Trejo Gonzalez Maria Fernanda			•	
19.	Vergara Hernandez Jessica Angelica		•		
20.	Vieyra Salinas Barbara Stefani		•		

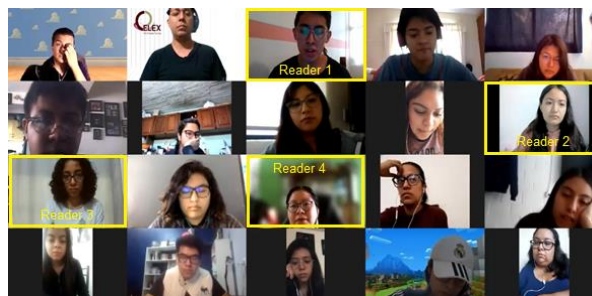
Appendix 8 – Analytic rubric (Marked)

		Content				Organization			
		Weak	Borderline	Good	Exceptional	Weak	Borderline	Good	Exceptional
Student's name									
1.	Adams Diaz Jose Alfredo			●				●	
2.	Aldama Bernal Leyra de Belen			●				●	
3.	Barrios Rojas Adriana			●				●	
4.	Becerril Avalos Miriam Vanessa				●				●
5.	Diaz Sanchez Marco Polo				●				●
6.	Galvan Rodriguez Osvaldo Efren				●				●
7.	Gamez Aguilar Giovanni				●				●
8.	Garcia Lara Erika Nayely				●				●
9.	Gomez Rangel Lorena		●				●		
10.	Leon Reyes Debora Noemi				●				●
11.	Manjarrez Del Angel Elizabeth		●				●		
12.	Martinez Chavez Jennifer Mariana		●				●		
13.	Ramirez De los Santos Emiliano Andres			●				●	
14.	Ramirez Benavides Ana Bibiana				●			●	
15.	Rebollo Vazquez Aura Belen			●				●	
16.	Sandin Ramirez Dora Alba		●				●		
17.	Tapia Ramos Oscar				●				●
18.	Trejo Gonzalez Maria Fernanda				●				●
19.	Vergara Hernandez Jessica Angelica		●				●		
20.	Vieyra Salinas Barbara Stefani		●				●		

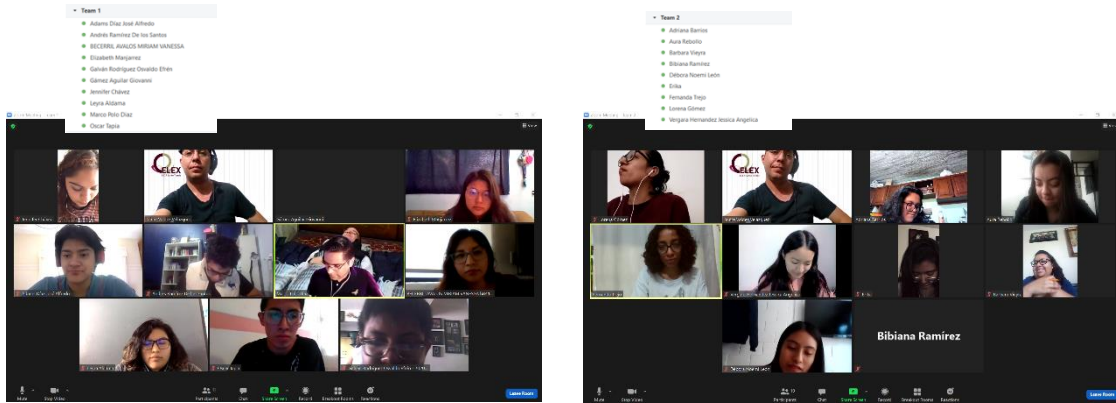
Appendix 9 – Activation speaking (open-ended and closed-ended questions)



Appendix 10 – Activation reading (authentic material)



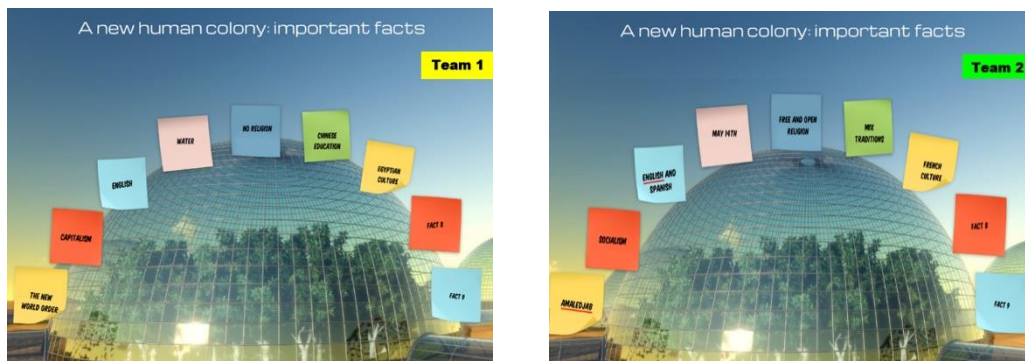
Appendix 11 – Teams



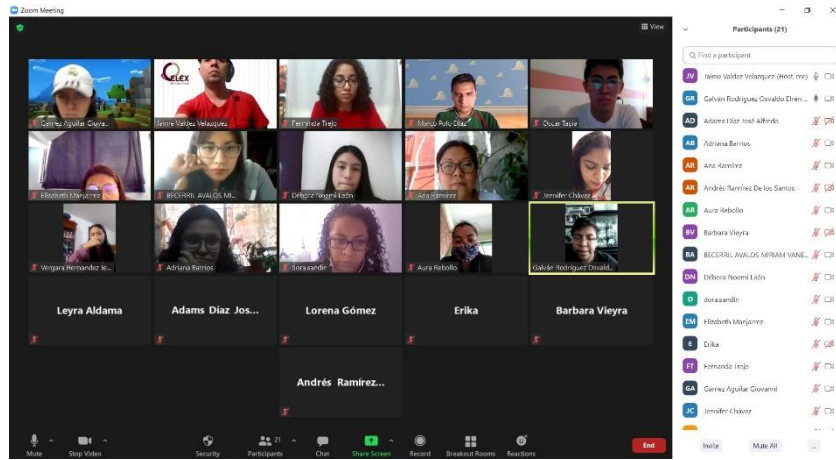
Appendix 12 – Venn diagram (finished)



Appendix 13 – Important facts diagrams (finished)



Appendix 14 – Debate discussion



Appendix 15 – Consensual reflections

Reflexion Team 1

Throughout history we have been seeing a lot of problems between people because of different interests. That's why the idea of living in a new human colony could mean an interesting challenge, imagine a new group of people with different cultures, ideas, languages, religion. But we have to focus on we're all human and everybody deserves respect. We chose ten people of specific countries based on "stereotypes", and this may be bad because some people won't have the strengths that we expected, so the people that have been chosen must know to do all the tasks that we need to survive, without discriminate.

The real problem could start when we talk about religion, politics and money. For that reason, it is good to learn about other cultures, respect them and try to avoid misunderstandings. Respect all opinions, no matter if it comes from a man or a woman, helping each other even with the smallest things and problems and without asking anything in return.

As things stand, from what can be seen, the world has become tremendously dangerous. Also, religiously, there is a tremendous separation, an economic crisis, and ecological crises. The problems seem to multiply.

So, what is the future of humanity? Well for that our new colony will try to be better having several people from different places, customs and culture to be the best race. Taking the best qualities of each one, because we have the idea that having a multicultural society can allow the people who live in that new colony to love freely, thinking about the things they want and being as they want, without having stereotypes in the new colony.

That is why our colony took the important decision to be an inclusive colony, to promote this culture, gives us progress because each of the people can bring a great benefit, ideas or opportunities for the colony to grow in asset of all people in social, political, cultural and economic areas and also to receive equal support to access all means. In this way we will create a united society regardless of their characteristics,

Reflection Team 2

Well, I think that after the talk and considering all the perspectives, we can watch that there is always good and bad people in everywhere, many of those behaviors depend on biases or not having them so if we have the opportunity to start again I think that the best thing we can do is take the people that in first place have good feelings (and of course that those people have given tangible proof of it), that love the humanity and show a good learning of our past troubles and mistakes.

I think that when we chose people for our colony we didn't take into account their religion or their skin color, we only saw the activities in which they were better, although after today's debate I think we also fell into stereotypes, it's hard but we should stop label people.

I believe is very important that our colony has a identification that's why we made the decision to make a flag with a picture and colors that representing values for example our flag has four colors black this representing value and power, the white meaning peace and purity, the energy and innovation is representing for the color orange and finally the color green representing hope and stability.

I was very surprised that we are guided a lot by stereotypes, despite living days in which we repeat that we are all the same, we still do not make it happen. I consider that we all have something valuable to contribute in the place where we are and it is a duty to make this community a better place but a place where we can live together in peace and accept ourselves as we are. The basic fundamentals that I think we all agree with is respect and peace.

There are many eating habits and lifestyles, so the traditions and customs that will exist in our community will be celebrated freely and honoring and respecting each one for the identity of the people.

We all want to start over, in a different place to free ourselves from the current social situation. With videos and after speaking in a group, we know that stereotypes are the worst way to tell people how we should be and how we should live. No one can judge us by appearance. The most important thing is what we do to change and improve things. Never stop with the change, it is something that will continue and it is up to us if it works or not.

About the topic of a new colony, we realized that we live in a world full of stereotypes, this reflection left me an important message that is not to have stereotypes of others, regardless of sex, or where you are from. We are all different, no matter what. Also, it's interesting to learn to talk with people around the world and learn from their culture, respecting them and showing them our culture as well.

My team and me chose ten people based on what people they think of each country but after watching the videos and speaking with the group, in my opinion that was a bit wrong since

Appendix 16 – Declaration letter

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Originalidad de Tesis o
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Presentado para obtener el grado de:	<input checked="" type="checkbox"/>	Especialidad	<input type="checkbox"/>	Maestría	<input type="checkbox"/>
Programa de posgrado:	Especialidad en enseñanza y Aprendizaje de Inglés como Lengua Extranjera		Tutor(a), Asesor(a) o Director(a):	Rocio Salgado Perea	
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**Atentamente,
Ciudad de México, a 13 de junio de 2021.
JAIME VALDEZ VELAZQUEZ**

CCP **Rocio Salgado Perea**

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