



UNIVERSIDAD PEDAGÓGICA NACIONAL

UNIDAD AJUSCO

PROPUESTA DE INTERVENCIÓN EDUCATIVA

HOW TO BE A CITIZEN OF THE WORLD

TRABAJO RECEPCIONAL

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

PRESENTA:

CLAUDIA ESTEFANÍA ESPINOSA DURÁN

ASESOR: EMIL EMILSSON INGVARSDÓTTIR

México, DF. a 13 de junio de 2021.



National Pedagogical University

Ajusco Unit

**Specialization in English language and teaching as a
foreign language**

How to be a citizen of the world?

Author:

Claudia Estefanía Espinosa Durán

Tutor:

Elin Emilsson Ingvarsdóttir

13th June 2021

Contents

Introduction	4
Chapter 1. Philosophy and theory	6
1.01 Teaching identity and philosophy	6
1.01.01 Teaching and my personal background.....	7
1.01.02 Language learning	8
1.01.03 Teaching: Theories, approaches, methods and principles.....	9
1.02 Theory underlying your teaching practice	11
1.02.01 Second Language Acquisition Theories	11
1.02.02 Relation between acquisition and learning.....	13
1.02.03 Discussion of some theoretical perspectives	18
Chapter 2. Methodology and practice.....	23
2.01 A practical and useful lesson plan	23
2.01.01 Background and level of the students	23
2.01.02 Lesson plan: How to be a citizen of the world?	24
2.02 Designing of necessary tools to assess the progress of your students.....	38
2.02.01 Testing vocabulary	39
2.02.02 Testing listening.....	39
2.02.03 Testing reading.....	41
2.02.04 Testing Writing	42
2.02.05 Testing Speaking	43
2.03 Attached evidence of (graphics, photos, images).....	44
2.04 Show evidence of your designed tool to assess your students.....	49
2.04.01 Vocabulary assessment.....	50
2.01.02 Writing testing.....	51
2.01.03 Speaking testing.....	52
Chapter 3: Experience Report.....	53
Chapter 4: Conclusions	55
Bibliography	58
Appendixes	60

Introduction

The purpose of this activity is to understand better the importance of cultural awareness and intercultural competence in the acquisition of English as a Second Language. The main objective is to analyze and develop a meaningful intercultural activity, including the implementation of best practices will help in the integration of language skills in the English classroom and in the acquisition of English as a Second Language. In this project I will select, create, adapt, and compile materials to be used in class, showing the ability to use technology for these purposes. As well, I will be able to reflect on how my students can learn English and improve their speaking skill, and how we as teachers can help create adequate conditions and use the best strategies for this process to take place successfully with our students, including digital resources that will be significant to the times and teaching mode we are living in, and that should be carried out in our English Language classroom. As well, we will be able to reflect on how our students can learn English through the use of technology when creating our intercultural activity, and how we as teachers can help create adequate conditions and use the best strategies for this process to take place successfully with our students.

It is quite interesting to understand how the learner feel about the acquisition of not only a “new language” but also a “new culture” through the learning of English as a Second Language and if they recognize the importance of developing intercultural competences in their process of interaction with this Second Language.

One of the most important aims of this activity is to choose adequate activities that will be suitable to the students and help them to develop adequate intercultural competences. The learning of a Second Language requires cultural as well as linguistic competence as all languages live within cultural contexts. Thus, foreign language learners must acquire not only the lexis and syntax of this language, but also concomitant abilities required to utilize these elements in culturally appropriate ways during Second Language communication

L2 learning differs from L1 learning in that most students fall by the wayside before they get to a high level. An important element in L2 success appears to be how learners are treated: the teaching method they encounter, the language they hear and the environment in which

they are learning. The purpose of language teaching in one sense is to provide optimal samples of language for the learner to profit from the best 'input' to the process of language learning. Everything the teacher does provides the learners with opportunities for encountering the language.

However, not all learners who come into contact with a foreign language learn it. They might not want to, and this can also occur with students of any age. Perhaps the language they come into contact with is, in their view, just too complex for them. Perhaps, they don't hear or see enough of it or have enough opportunities to try it out.

Second language learners are attempting to communicate through a language that is not their own, that is the principal idea we need to have in our mind. Second Language learning differs from First Language learning because mental and social development go hand in hand with language development in the First Language child's life. Hence, unlike First Language children, Second Language learners are always wanting to express things for which they do not have the means in the second language; they know there are things they cannot say, while First Language children do not. These points we will discuss them later in the development of the project.

To accomplish this aim, I start presenting a reflection about my teaching, including a concise lesson plan focuses on intercultural competence and with the develop of activities that integrate the four skills; and also reflecting on how learning processes are taking place among my students, but also how our role as teachers is relevant in the development of the Second Language with our learners, then I make a critical analysis about the activities I have planned and carried out in my class, explaining the concepts and all the knowledge acquire through the process of learning of my students, the application, the theoretical foundations behind the planning and assessment, as well I present the lessons plan about the different sessions, explaining the methods, techniques and evaluation I will use. After that I explain the results and the comparison with the expected outcomes. And finally, I draw some general conclusions about the analysis of the topics I have already reviewed.

Chapter 1. Philosophy and theory

Language is at the center of human life. We use it to express our love or our hatred, to achieve our goals and further our careers, to gain artistic satisfaction or simple pleasure, to pray or to blaspheme. Through language we plan our lives and remember our past; we exchange ideas and experiences; we form our social and individual identities. Language is the most unique thing about human beings. But what would be language with the lack of expressing our social context and our emotions, as we can see, language is evidently done, to be used for communicating with others, and when we are learning a second language, the target language needs to be seen as a social practice.

1.01 Teaching identity and philosophy

I chose to be a teacher because teaching is not just a profession, it is a mission. I think that the best way to begin this chapter will be explaining why I decide to make the difference, because that is one of my beliefs. As an engineer (that is my main profession) I was extremely criticized to decide to be a teacher, specifically an English teacher. There is always a person who asks me why I like to invest my time in trying to teach people who may not value my effort, or others tell me that teachers do not truly work. At the beginning it was difficult for me, but now I believe that there is not an adequate answer to those who have not yet understood the importance of education in any profession.

I would like to cite a quote from the popular book called *Outliers* (Gladwell, 2008): *“Those three things - autonomy, complexity, and a connection between effort and reward - are, most people agree, the three qualities that work has to have if it is to be satisfying. It is not how much money we make that ultimately makes us happy between nine and five. It's whether our work fulfills us. Being a teacher is meaningful.”* And I think this is a remarkable, idea. I could vouch that many colleagues have decided to become teachers for several and different reasons, but those who have found passion and love in their career are the ones who understand that teaching is one of the most grateful and challenging professions, and indeed, it fulfills our heart every day.

If I would like to explain people what a teacher needs to be a good professional, first, he or she must have a powerful faith in the future. Like the forester planting an oak seedling

knowing he or she will never see the tree in all its glory, I know I may never see the fruits of my labors as teacher. My calling is to plant and nurture seeds that will grow and shape tomorrow.

I aspire to make a difference in others' lives through education. And my teaching belief begins here, in a quite dreamer ideology, but where else can we fit (teachers), if our mission is to serve others, and in a wide meaning, with our job we are making the future the best possible place for all of us to live. Education is the key to make this world better.

1.01.01 Teaching and my personal background

When I was just a few years old, I already wanted very much to be a teacher, it was a dream for me to be a such important person in kids' lives. I have constantly seen my teachers with astonishment; in my child's thoughts I imagined teachers were superheroes, because there was no scientific demonstration which explains why they know so much about almost everything. You might ask: Why could a small girl know she would like to be a teacher? But I knew it, I have always thought that a teacher is a fundamental person that can help and motivate each life he or she touches. I still do not fully understand where this aspiration came from; most likely, it came from my father's lessons of life, he habitually told my siblings and me that every day you must invest time in learning a minimum of three new words and then teach them to other people you know; he said that education is the most important gift your parents can give you and he was right; unfortunately my father died when I was just 6 years old, and my life changed completely. Due to this event, I appreciate the importance of education more; my family and I have had to face unfortunate events, and there were a lot of financial problems. My only safe place was the school and trying to be the best student was supportive for me, the way my teachers shared their passion for their job through being interested in my well-being and giving me opportunities to learn more and more was incredible. I still remember their names, and I would like to thank them, because they have been an important example for me, they help me to build my character and most importantly, the beginning of my teacher's philosophy.

Time passed so quickly, that I grew up; in this process I regularly liked to explain some questions my classmates used to have. I had also identified that I really enjoyed explaining to others and it was really satisfying. I honestly don't believe my head was exceptionally big,

there were a lot of classmates that were also good at classes. But I noticed that my partners felt comfortable with the patience I transmitted to them. When I was in high school, I started thinking about my future and the path I would like to follow. Here is where I found “those teachers” that nowadays still being part of my inspiration in my teaching philosophy, because as we have seen in lesson 12 on Module 1: (EEAILE, 2020) “*like actors in a play, we often need to create and follow different roles for our students; unlike in most plays, however, we often need to shift from one role to another throughout the course of one class period*”, and these teachers marked my life.

1.01.02 Language learning

My approach with language learning is a beautiful and amazing passage in my life. Most of us can remember at least one “special” teacher who made a mark on our lives in ways that has changed us, perhaps even showing us a possible future if we pursued our passions. And in my personal experience, my language teachers were incredible and fundamental in the passion I found while learning a new language. In the process of learning languages, I found a completely new and interesting world to discover. And now, I can reflect that in many aspects our teaching beliefs come from our learner’s ideas. Yes, it is simple, when we begin our path in teaching, we use to implement strategies, methods and techniques that we observed in our teachers through our learning experience. And in my opinion, it was useful at the beginning, but it was not enough, the education must be contextualized and the context of my reality some years ago cannot be the same reality of each of my students nowadays.

From my perspective and through the years, I could identify that a good teacher knows and understands students, how they develop and learn. I know that students actively construct and transform their own knowledge based on past experiences and prior learning. I know that students do not all learn in the same way or at the same rate. I believe it is my responsibility as a teacher to be an effective diagnostician of students’ interests, abilities, and prior knowledge. I must then plan learning experiences that will both challenge and allow every student to think and grow. I know most learning happens through social interaction; therefore, I structure learning so that students productively collaborate and cooperate with each other most of the class time; something that it is quite difficult by the time we are living.

Now, social emotional learning must be an important and necessary tool, that will help us to understand what is happening with our students and comprehend how we can recognize their emotions, and in this sense be more able and opened to learn.

I still have much to learn as a teacher. Every class of students brings new lessons to learn. I try to create a unique and unusual way to teach and now than ever there are several teachers trying and creating new and best strategies for the times we are living. We need to continue working hard to still doing the difference in this world.

1.01.03 Teaching: Theories, approaches, methods and principles

In this Specialization I could make a deep reflection about my teaching philosophy and I am sure that each day I trying to become a better version; there are different approaches, methods and principles which helped me to construct my vision of teaching English as a Second Language, and I will take words from LouAnne Johnson (2011) from her book Teaching outside of the box quoting the next lines:

“When students believe that success is possible, they will try. So, my first priority in any class is to help my students believe in themselves and their ability to learn.”

During the last 6 years I have taught teenagers English-learners and I have never reflected on which approaches, theories or principles I preferred until now. The different ways in which students tackle learning also affect their success. What is happening in the class is not equally productive for all the students because their minds work in different ways. The differences between individuals do not disappear when they come through the classroom door. Students base what they do on their previous experience of learning and using language. They do not start from scratch without any background or predisposition to learn language in one way or another. For instance, SLA research predicts that, however advanced they are, students will find that their memory works less well in the new language, whether they are trying to remember a phone number or the contents of an article. In this way, I noticed that different approaches, methods and techniques help in understanding how apparently similar students react differently even when they are working with the same approach, while revealing the problems that all students share.

In this sense, I outstand three theories which I prefer the most, Universal Grammar with the Communicative and Natural Approach, Behaviorism, using principally Total Physical

Response and Socio-Cultural perspective with Task-Based Language, Content Based Instruction and Competency Bases Instruction.

The approach which I implement more in my classroom is the Communicative Approach, this is the perspective in which our syllabus is focused and I now, that I have reflected more on my teaching practice I have identified that there are other perspectives which I have implemented in my classroom.

Teaching methods usually incorporate a view of L2 learning, whether implicitly or explicitly. Grammar-translation teaching, for example, emphasizes explanations of grammatical points because this fits in with its view that L2 learning is the acquisition of conscious knowledge. Communicative teaching methods require the students to talk to each other because they see L2 learning as growing out of the give-and-take of communication. For the most part, teaching methods have developed these ideas of learning independently the context of the students you will work with. They are not based, for example, on research into how learners use grammatical explanations or how they learn by talking to each other. More information about how learners actually learn helps the teacher to make any method more effective and can put the teacher's hunches on a firmer basis.

The reasons why a teaching technique works or does not work depend on many factors. A teacher who wants to use a particular technique will benefit by knowing what it implies in terms of language learning and language processing, the type of student for whom it is most appropriate, and the ways in which it fits into the classroom situation. Suppose the teacher wants to use a task in which the students spontaneously exchange information. This implies that students are learning by communicating, that they are prepared to speak out in the classroom and that the educational context allows for learning from fellow students rather than from the teacher alone.

I would like to conclude this theme sharing that my teaching philosophy is improving constantly, I have identified some mistakes in my perspective and now, I am trying to reshape my ideas and implementing the new knowledge I have acquired along the Specialization.

1.02 Theory underlying your teaching practice

In order to have a better and deeper understanding of SLA, it is important to bear in mind some key concepts. Some of these basic terms include SLA itself, theory, methods and approaches, and finally, teaching techniques and styles. While these might seem like already known and familiar concepts, it is in fact difficult to come up with just a single, straightforward definition of these notions because authors have different views about them. For this reason, some of these definitions will be presented in order to have a more comprehensive idea about them.

1.02.01 Second Language Acquisition Theories

Several theories of SLA have been proposed in order to explain aspects of the language acquisition process. In this sense, the main objective of any SLA theory is to try to account for and explain language acquisition by learners with a variety of characteristics in diverse contexts (Lightbown & Spada, 2006). To that end, many theories have arisen under different perspectives. Some of the most important ones include: Behaviorism, which sets imitation and habit formation as the basis of language learning; the Universal Grammar which sees acquisition of language as a genetically endowed process (Chomsky, 1972); Cognitivist Theories which claim that language learning does not differ from any other sort of knowledge (Myles, 2002); and the Sociocultural perspective which assumes language learning arises from social interaction (Vygotsky, 1962). All of these theories are also related to certain teaching techniques, which are, as it was previously stated, pedagogical methods that are consistent with the theory to which they are related.

For the sake of clarity, information regarding SLA theories is displayed in the table below. The relations among the different theories, models, methods and approaches are briefly explained in the next chart.

Theory	Year	Models-Hypothesis	Methods and approaches	Authors
Behaviorism	1940-1970	Contrastive Analysis Hypothesis	Audio-lingual Method Total Physical Response	Skinner
Universal Grammar	1980	Direct Access Model	Communicative Approach	Krashen

		Indirect Access Model Monitor Model	The Nature Approach	
Cognitivism	1990 onwards	Information-Processing Model Connectionism Model Competition Model	The Silent Way Suggestopedia	McLaughlin Rumelhart and McClelland McWhinney
Socio Cultural	1985 onwards	Acculturation Socio Educational	<ul style="list-style-type: none"> • Task-Based Language • Whole Language Approach • Content-Based Instruction • Competency-Based Instruction • Community Language Learning (CLL) or Counseling-Learning Method 	Vygotsky Lantolf

Chart 1. Theories of Second Language Acquisition

The chart in the upper section provides a general account of the main SLA theories with their respective authors, models, and finally, methods and approaches.

According to Lightbown and Spada (2006), White and other linguists state that:

Second language learners may sometimes need explicit information about what is not grammatical in the second language. Otherwise, they may assume that some structures of the first language have equivalents in the second language when, in fact, they do not.

This assumption clearly has teaching implications because, if learners need some explicit grammatical information, certain teaching techniques must respond to those needs. For example, teachers should concentrate on the grammatical aspects that will not be acquired

automatically by the students; and also, they should focus on the teaching of vocabulary items with specifications on how they can occur in grammatical structures (Cook, 2008).

1.02.02 Relation between acquisition and learning

In sum, there are four main SLA theories: Behaviorism, Universal Grammar, Cognitivism, and the Sociocultural perspective, which have generated different models that account for the acquisition of a second language. At the same time, these theories are related to different methods and approaches that represent the practical materialization of the theories in the classrooms. This hierarchical process also influences the way, teachers will orientate their teaching practice and is fundamental to understand how each of the theories work on the acquisition and learning process, that is why I present the next chart.

Theory	Acquisition	Learning
<p style="text-align: center;">Behaviorism and structuralism</p>	<p style="text-align: center;">The <i>repetition of patterns</i> takes fundamental role in the acquisition of structures.</p> <p style="text-align: center;">According to CAH, learners of a second language would start the acquisition process using the habits formed in their L1 and, eventually, these habits would interfere with the new ones needed for the L2.</p> <p style="text-align: center;">Therefore, students are first taught to listen and speak, and then to read and write based on the assumption that this is the natural sequence in first language acquisition.</p>	<p style="text-align: center;">Visualizes learning under concepts of imitation, practices, reinforcement and habit formation.</p> <p style="text-align: center;">It is expected that learners would 'learn' based on mimicry and memorization.</p> <p style="text-align: center;">Another representative teaching method is audio-lingual, which is also based on the premise of learning through habit-formation.</p> <p style="text-align: center;">TPR attempts to teach languages through physical activity.</p>

<p>Universal grammar</p>	<p>UG permits all children to acquire the language of their environment during a critical period of their development.</p> <p>There are two models concerning the acquisition of an L2 through the UG theory: the <i>Direct Access Model</i> and the <i>Indirect Access Model</i>.</p> <p>The <i>Natural Hypothesis</i> argues that there are predictable sequences in which learners acquire linguistic knowledge.</p> <p>The <i>Input Hypothesis</i> argues that acquisition occurs when a learner is exposed to a comprehensible language that is a little bit beyond their proficiency level ($i + 1$).</p> <p>The <i>Affective Filter Hypothesis</i> explains that there are different emotional factors that prevent learners from effectively acquiring an L2.</p>	<p>It gives significant importance to the mind and visualizes learning as a set of parameters and principles.</p> <p>Learners eventually know more about the language than they could reasonably have learned if they had to depend entirely on the input they are exposed to.</p> <p>Learners are not able to tap the resources of the UG directly, but they can still use their UG-related knowledge of the L1.</p> <p>Learners may assume that some structures of the first language have equivalents in the second language when, in fact, they do not.</p> <p>Some features of an L2 are easier or harder to learn, regardless of their level of complexity.</p> <p>The Natural Approach emphasizes the importance of lexical items and the use of the correct input to accomplish successful</p>

		<p>communication, exchanging not only messages but also meanings.</p> <p>Communicative Language Teaching agrees on the fact that the learning process will take place in a context that offers rich and natural input.</p>
<p>Cognitivism</p>	<p>The way in which knowledge develops is fundamental: what starts as declarative knowledge becomes procedural knowledge through practice and cognitive effort.</p> <p>Adaptive Control of Thought (ACT) theory declares that there are three intertwined memory processes: declarative, procedural or long-term, and working memory.</p> <p>Learners are a central part in the acquisition process since the responsibility of practicing and learning patterns rests upon them.</p> <p>The role of interaction, feedback, and input are also very important in</p>	<p>It claims that language learning is not completely different from other activities that involve the process of learning; thus, it is the result of the creation of networks and associations that take place in the human brain.</p> <p>Language learning relies heavily on internal processes and associations.</p> <p>All learning is based on three processes: generalization, discrimination and strengthening.</p> <p>The <i>Information Processing Model</i> suggests that learning starts from controlled processes, which gradually become automatic over time.</p> <p>Learners go through <i>stepping stones</i> before achieving fluency in their</p>

	<p>this theory since they increase the speed of development of SLA.</p> <p>Considering that the amount of space the mind has is limited, the four aspects of Competition Model compete between each other for the same space.</p> <p>The role of interaction, feedback, and input are also very important.</p>	<p>speech, shifting from declarative to procedural knowledge.</p> <p>The Competition Model presupposes that language has four main components: word order, vocabulary, word forms, and intonation.</p>
<p>Sociocultural theory</p>	<p>Language learning is essentially a social mediation between the learner and someone else, where socially acquired knowledge becomes internalized.</p> <p>Internalization assumes that the source of consciousness comes from the outside world, and it is achieved through social interaction.</p> <p>It is essential for learners to interact with other individuals in order to develop L2 acquisition.</p>	<p>Learning occurs when a learner interacts with an interlocutor in the Zone of Proximal Development (ZPD).</p> <p>It exists an interface between a symbolic artifact, which is language, and thinking, some of these processes include learning, intentional attention and memory, logical thinking, and problem solving, among others.</p> <p>Learning is a cognitive and a social process, it is worth mentioning the</p>

	<p>Vygotsky visualized the human mind as a system capable of <i>higher order thinking</i>, which is culturally shaped.</p> <p><i>Private speech</i>, in which language is used to regulate mental functioning.</p> <p>It is essential for learners to interact with other individuals in order to develop L2 acquisition.</p> <p>The <i>Socio-Educational Model</i> explains how two important aspects such as motivation and ability, determine the learner's success.</p> <p>The relationship between L2 learners and the speakers of the target language arises as a crucial interplay of acquisition.</p> <p>Also, the acquisition process may be materialized through talking, or in other words, learning by talking.</p> <p>It establishes that people learn a language more successfully when they use the language as a means</p>	<p>relationship between thinking and speaking.</p> <p>Speakers co-construct knowledge together, and in this way, learning occurs through social interaction.</p> <p>Learning takes into account multilingual situations.</p> <p>Successful learning means <i>acculturation</i>, that is to say, becoming part of the target language community.</p> <p>Communicative Language Teaching (CLT) is the style where languages are learned through communication, and the activities should be focused on encouraging students to be engaged in speaking activities.</p> <p><i>Whole Language Approach</i> states that language should not be taught as a set of separate components of language, such as grammar and vocabulary, but rather as a whole.</p> <p><i>Community Language Learning</i> gives support and assistance to a learner who needs help, offer instances for</p>
--	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

	of acquiring information, rather than as a target itself.	naturalistic language learning, to develop successful and meaningful learning.
--	-----------------------------------------------------------	--------------------------------------------------------------------------------

Chart 2. Differences between acquisition and learning considering the different theorists.

1.02.03 Discussion of some theoretical perspectives

The English Language Teaching (ELT) discipline is an enormous and interesting world of discussion on how and why the profession of ELT came into existence. However, its developments are different approaches are interesting to review, specifically to enrich our teaching practice.

Communicative approach

In the Communicative Approach, real communication and interaction is not only the objective in learning, but also the means through which it takes place. This approach started in the 70s and became prominent as it proposed an alternative to the then ubiquitous systems-oriented approaches, such as the Audiolingual method. That means that, instead of focusing on the acquisition of grammar and vocabulary (grammatical/linguistic competence), the Communicative Approach aimed at developing the learner’s competence to communicate in the target language (communicative competence), with an enhanced focus on real-life situations. (Zakime, 2020)

The application that I use more is role play where my students must imagine they are someone else and pretend they are in another time, place, situation and they improvise with the tools I have given them in the Second language. Role playing is an important communicative activity. It allows your students to practice the target language in a safe environment where mistakes are no big deal. They’ll get a feel for what it’s like wielding the language in different situations and contexts.

An example could be: *Student A – You noticed your best friend’s girlfriend is dating another person, you found her with her date at a mall. Your friend thought she was sick at home that’s why she did not want to see your friend. You talk with your mother/father to know what to do. Student B is the mother/father.*

These activities are challenging because students have a support with example dialogues or grammar structures that help them to make their own speaking production, but it can be defined by the type, personality and interest of the student. Each role playing is an experiment, as a teacher I can control and manage some variables but there are others that cannot be controlled and enrich the class, I always try to be creative to the scenes my learners represent, I look for funny and day-to-day situations related to the age and interests of my students.

Another tool that I used commonly with more advanced learners is the open-ended discussions. Debates and discussions can be a useful tool for fluency practice. They enable learners to share their own views on topics and use their communicative resource to convey ideas, make points, and agree and disagree with others. Debates are usually engaging and provide a rich resource for teachers to assess their learners' communicative competence. However, preparation for debates should be done thoroughly to help students succeed.

An anecdote I had it was a debate we did about *abortion*, my students of fifth semester that were learners around 17 to 20 years old were supposed to read and watch some videos, then they were divided into two groups, in one side the group of the citizens who support abortion and the others who were against, they chose which side to uphold. Also, they chose a role to play, according to the information they had found, such as their religious ideologies, the feminisms, the right defenders, and others. I remembered that experience like one of the most incredible experiments I have lived through my short career as a teacher. My pupils participated with a lot of enthusiasm the topic was interesting for them and with the support I had given them; they were more confident to participate in English.

The Task Based approach

Task-based learning offers an alternative for language teachers. In a task-based lesson the teacher doesn't pre-determine what language will be studied, the lesson is based around the completion of a central task and the language studied is determined by what happens as the students complete it. The lesson follows certain stages.

The teacher introduces the topic and gives the students clear instructions on what they will have to do at the task stage and might help the students to recall some language that may be useful for the task. The pre-task stage can also often include playing a recording of people doing the task. This gives the students a clear model of what will be expected of them. The

students can take notes and spend time preparing for the task. Then students continue working by planning the activity, report their advances and receive a feedback, after that teacher highlights relevant parts about the task, in may be a part of the text or how they use the foreign language.

An example that I identified easily is the activity that I made with my students of third semester to improve the use of Going to-Future, I asked them to think about what they are going to do in vacations, I gave them different states of our country, they are likely more familiar with their home country than with other countries, they needed to work under the assumption the trip will be true.

At the beginning of the class, I asked them what information they must look for in order to plan the perfect trip. This might include the number of days they wish to travel, the budget and what they like to do while on the road or in their free time

Then they present the different trips they plan, and each classmate vote which trip was the better or the most interesting, they chose one and explain why they decided to make that choice.

Finally, as a homework they have to make a short writing about a country (any they want or are interested in) they would like to visit their future vacations. Depending on the level of my students is how I worked this activity, if they worked it by pairs or teams.

Kolb's model of Experiential Learning

The idea of learning by experience should not be accepted uncritically. A widely known model is Kolb's experiential learning model which describes the acquisition of knowledge as a cycle of learning of four successive phases: Concrete Experience, Reflective Observation, Abstract Conceptualization, and Feedback or Active Experimentation. Kolb holds that in the Concrete Experience phase learners must be able to involve themselves fully, openly and without bias.

Well, the first stage is *concrete experience*, where the learner encounters a new experience or reinterprets an existing experience. This could be where the learner is exposed to a new task or a new way of carrying out a project, in a way they haven't seen before.

This is followed by the next stage, *reflective observation*, where the learner reflects on the experience on a personal basis. For many people, this is where the metamorphosis from

seeing and doing to reflecting can embed the learning into real-time absorption of materials and methodology. It could be where a person is shown how to accomplish a goal and then looks at how it could be applied in differing circumstances.

Following *reflective observation* is abstract conceptualization, where learners form new ideas, or modify current abstract ideas, based on the reflections that arise from the reflective observation stage. They now have the chance to see how the ideas learned previously can be applied in their real world. The concepts they see can be altered by the results they have seen obtained in observing the ideas formulated in previous stages.

Then, there is the *active experimentation* stage. This is where the learner applies the new ideas to her surroundings to see if there are any modifications in the next appearance of the experience.

Honestly, this was an approach that I was not so familiarized with the terms, but after reading about it I recognize that I have made many teaching activities since long time ago, now I would be more conscious about the process this approach follows and I would introduce new learning activities and strategies to my classroom.

Below I leave I chart that resume the activities that I most widely use in Kolb's experiential learning cycle, there are more but I collocate those which I use frequently.

Kolb's Experiential Learning Cycle				
Stage	Concrete experience	Reflective observation	Abstract conceptualization	Active experimentation
Teaching activities	<ul style="list-style-type: none"> • ice breakers & energizers • team games • problem solving • discussion • practical exercises, • debates 	<ul style="list-style-type: none"> • ask for observation • write a short report on what took place • give feedback to other participants • quiet thinking time • tea & coffee breaks 	<ul style="list-style-type: none"> • present models • give theories • give facts 	<ul style="list-style-type: none"> • give learners time to plan • use case studies • use role play • ask learners to use real problems

		<ul style="list-style-type: none"> • completing learning logs or diaries 		
--	--	-----------------------------------------------------------------------------------------	--	--

Table 3. Kolb's Experiential Learning Cycle

Sociocultural Theory

The Sociocultural theory, originally conceived by Lev S. Vygotsky, assumes that language development emerges as a result of social interactions. This proposal tries to account for the ways in which learners can gain access to new knowledge about the language when they have support from an interlocutor. Therefore, the main tenet of this theory is that language learning is essentially a social mediation between the learner and someone else, where socially acquired knowledge becomes internalized (Cook, 2008).

According to Lantolf (2001), Vygotsky visualized the human mind as a system capable of higher order thinking, which is culturally shaped. This means that there is an interface between a symbolic artifact, which is language, and thinking, some of these processes include learning, intentional attention and memory, logical thinking, and problem solving, among others. All these activities are important in SLA because they are essential mental capacities that will lead to the successful acquisition of an L2.

Taking into account the idea that, under the Sociocultural perspective, learning is both a cognitive and a social process, it is worth mentioning the relationship between thinking and speaking. Lantolf (2001) points out that even though these concepts are neither a single unit nor completely independent, they are closely related: speaking is the public realization of what once was a private thought. Therefore, these two aspects are necessary for a complete understanding of human mental capacities, and therefore, the learning process itself.

According to the Sociocultural perspective, it is essential for learners to interact with other individuals in order to develop L2 acquisition. In this model, learning occurs when a learner interacts with an interlocutor in the Zone of Proximal Development (ZPD).

The ZPD constitutes an indicative of what learners can eventually achieve on their own with the assistance of others. In this sense, the importance of the ZPD lies on the fact that speakers co-construct knowledge together, and in this way, learning occurs through social interaction.

Chapter 2. Methodology and practice

Before you go into a lesson, it helps to be clear about what you want to do. A lot is going to happen on the spot in the class-you cannot ever completely predict how learners will respond to anything-but the better prepared you are, the more likely it is that you will be ready to cope with whatever happens. It is possible to teach without any pre-planning, but planning increases the number of your options- and in doing so, increases your chances of a successful lesson.

Planning is primordially a thinking skill. Planning is imagining the lesson before it happens. It involves prediction, anticipation, sequencing, organizing and simplifying. I sometimes wonder if the key planning skill is an ability to visualize before class how things might look, feel and sound when they are done in class.

2.01 A practical and useful lesson plan

A written plan is evidence that you have done that you have previously thought. It can also serve as a useful in-lesson reminder to you of your pre-lesson thoughts. Beyond that, however, it is not holy written. It is not set in concrete. As a general rule Scrivener (2011) mentions: *Prepare thoroughly. But in class, teach the learners, not the plan. What this means is that you should be prepared to respond to the learners and adapt what you have planned as you go, even to extent of throwing the plan away if appropriate.* A carefully worked-out plan is the end result of thinking logically through the content of the lesson before the lesson. It then informs your teaching in class, whether you follow it completely or not. Thinking through possible content and problems before class provides you with informed choices that set you free in class. But a teacher who is mainly concerned with following a lesson plan to the letter is unlikely to be responding to what is actually happening in class.

2.01.01 Background and level of the students

First, I would like to talk about the background of my students, taking account the level of my learners, the program I am working in and the needs they have; this will be quite relevant for establishing the main objective of the activities.

The activity is focused on students around 15-18 years old, they are around 50 or more fourth semester students per classroom, but in Microsoft Teams meetings they do not connect at same time, but in general I work with large classes. The class is multilevel, I can identify around 10 or less outstanding students with a high level of English, other with a comprehensible level according to the semester, and around 20 with a low-level. Another aspect important to consider is that they are students who finished junior high school in this new methodology of virtual classes, in a diagnosis exam I have applied them (last semester) I can also know that they are students who have studied in public schools, there are some of them who have studied in private schools but is a smaller average. The school I work in is a Centro de Estudios Tecnológicos, Industrial y de Servicios (CETis), it is in the center of Mexico City, the students come from different places, there are many of them that come from other states, specifically now because of the pandemic, some of them had to move from their homes to other places, they are experimenting complicated circumstances. The socio-economical context of the students is that there are some of them who partially worked and there are others who are facing difficult healthy issues. At CETis we work with a generic syllabus of basic component in the common curricular framework of higher secondary education that is proposed by Secretaria de Educación Pública (SEP), and it is focused on technological high school system.

According to the English IV Syllabus (2019) in the section of purpose of Communication subject discipline: "The learners who have developed this competence can read critically, communicate and support his/her own ideas in an effective way with clear speaking and writing. In addition to these, they will use the information and communication technologies with a critical thinking for different purposes. The competence of communication leads to analyze the nature of the language and as a tool for logical thinking."

2.01.02 Lesson plan: How to be a citizen of the world?

Main topic: How to be a citizen of the world?

Purpose:

- To introduce principles of respect other ideologies and beliefs.
- To value and respect the cultural differences and diversity.

- To confront and understand the mechanisms behind head-on stereotypes and personal prejudices.
- To create on them a critical thinking about the existence of something more than their own country/culture (decentering).
- To improve their cultural awareness and intercultural competences.
- To practice talking about themselves and about others (concordance of subject pronouns, verb conjugation and use of linking words).

Warm-up:

In this part of the lesson, I will show my students a mixtape, the mixtape is a compendium where they will find some video responses, they have previously uploaded to Flipgrid with the topic “Hello! What’s up?”, in that topic they have shared a little bit of information about them, it was a kind of ice breaker activity. But now, we will enjoy the short videos together. The aim of doing this activity is to play the game “Find someone who...”, where they will identify the similarities they have with their classmates, even now that communication breakdowns and distance are obstacles in establishing relationships. The students will watch the mixtape that I have already done on Flipgrid, it will be a way to motivate them, to know us each other better and to gives them credit from their previous job.

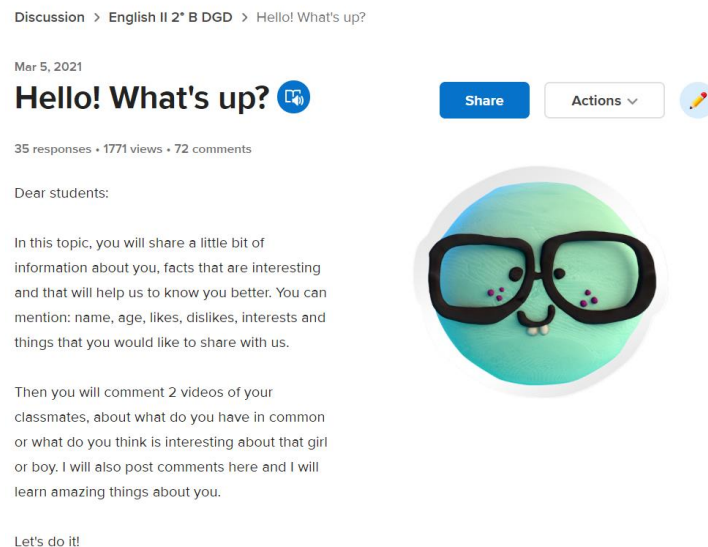


Image 1: Flipgrid, *Hello! What's up?*

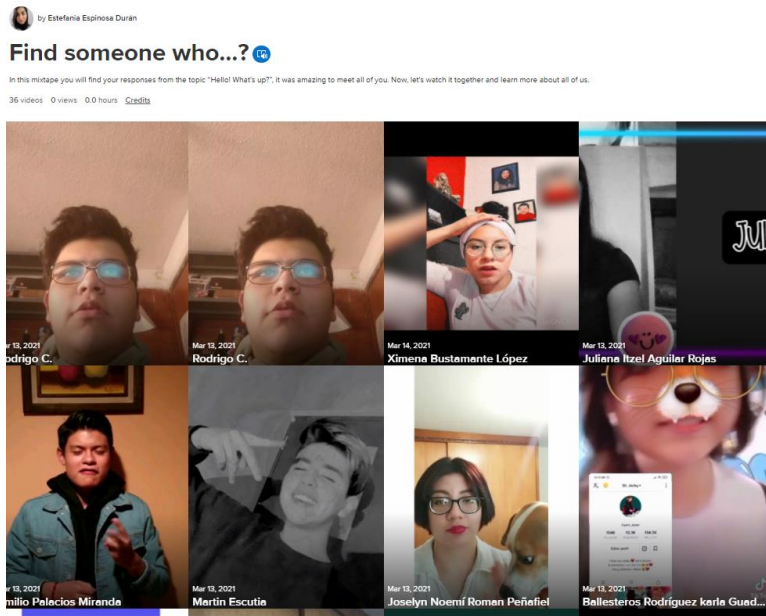


Image 2: Flipgrid, *Find someone who...*(Mixtape)

Something I would like to share that I love from this app is that students can be creative, show their personality because they can use images, filters and many other technological resources; they can edit and, in the mixtapes, you have a part with the credits, I know this may sound less important, but I noticed my students like to be taken into account, and in other activities I have a good response doing this.

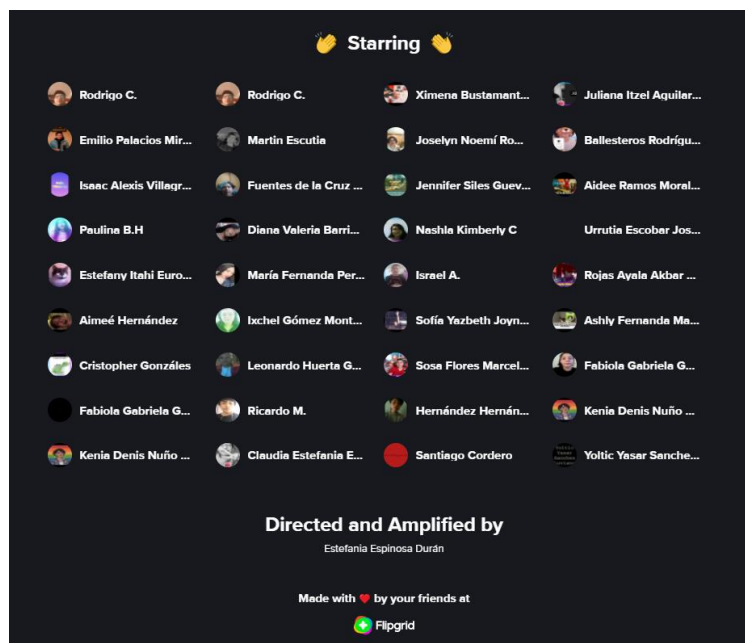


Image 3: Flipgrid, *Find someone who...*(Mixtape)

Pre-activity explanation

One of the most important, and sometimes overlooked, steps in developing intercultural competence is exploring our own cultural identity. That is why I decided to introduce the main activity, with a previous task where students will share some words that they think that describe them as Mexicans, the activity is called “Identity tag”, and with the help of the platform Slido, I will make a survey about three questions that will help me to construct word clouds, about the tags that they use to use or that some people use to think about Mexicans.

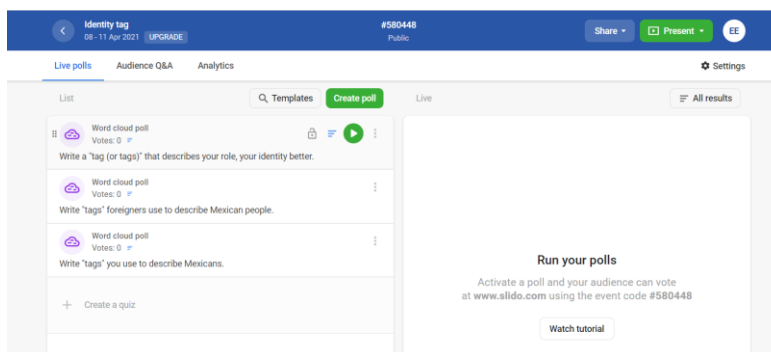


Image 4: Slido, Identity tag survey done by Claudia Estefanía Espinosa Durán

I will tell my students that they should not use adjectives to describe themselves (“black hair” “short” “thin”) or their favorite activities (“like soccer”). Instead, they should try to use nouns that show their different identities, or roles, in life.

Now, I will know that my students have probably had some experiences that have reminded them that their home culture is different than the idea of Mexican culture from foreigners. But for other of my students, that have never been immersed in another culture by travelling or knowing people from other places (even here in Mexico), it might be a little difficult to see themselves as a person who has culture. With this activity we are going to describe the “faces” of our identity, who we are, the roles that we play, the different layers of ourselves.

Vocabulary activity

The activity that follows, will be a vocabulary acquisition task, where the students will learn the words which will be helpful and fundamental in the development of the subsequent activities. The vocabulary is presented with pictures, to activate the Schema and associate the new information with previous knowledge they have already acquired. The students participate actively sharing their ideas and giving examples of the words in situations they

identify easily. The definition is in English to introduce the vocabulary in context and help them to use those new words better and easier than just memorizing them.



Image 5: Genially presentation done by Claudia Estefanía Espinosa Durán

Explanation and grammar introduction

In this stage, I will introduce some terms, definitions and information about interculturality. I will give some further explanation about the topic: How to be a citizen of the world? And I will also introduce the linguistic competence that in this time will be the topic called linking words and question tags, the use of both in different contexts and learning how to apply them in a real and authentic scenario.



Image 6: Genially presentation done by Claudia Estefanía Espinosa Durán

In this lesson plan, as it has been previously mentioned, students will learn how to use these structures in formal and informal contexts, mainly for their written assignments, as well, they will learn how to use them in oral communication.

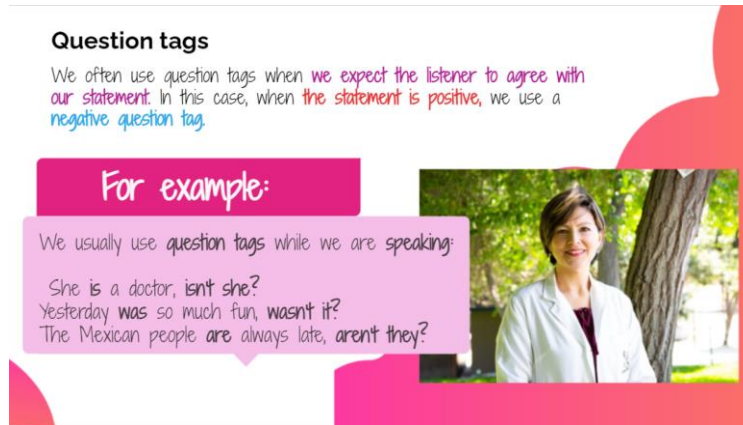


Image 7: Genially presentation done by Claudia Estefanía Espinosa Durán

Pre-reading activity

Then with the use of Quizziz, I will ask them some questions about ideas, beliefs and ideas we think all Mexican people have, this will be an introduction for talking about prejudices, and how frequently we use to think that for sharing the same nationality we need to have the access of same privileges and opportunities, or we need to think in the same way.

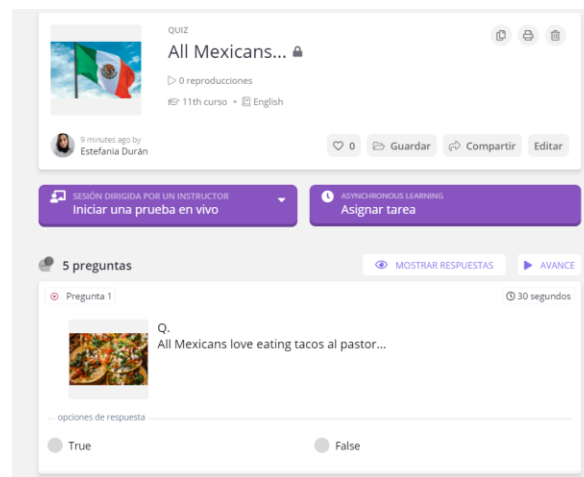


Image 8. Quizziz “All Mexicans” done by Claudia Estefanía Espinosa Durán

The game will be played in the videoconference done by Teams, the students already have an account and a class right there where I can evaluate their results and progress, and at the end of the game we will discuss why the answers were correct or incorrect, explaining the importance of being open-minded to the differences and similarities that exist in our own country thank to the richness we have through the diversity.

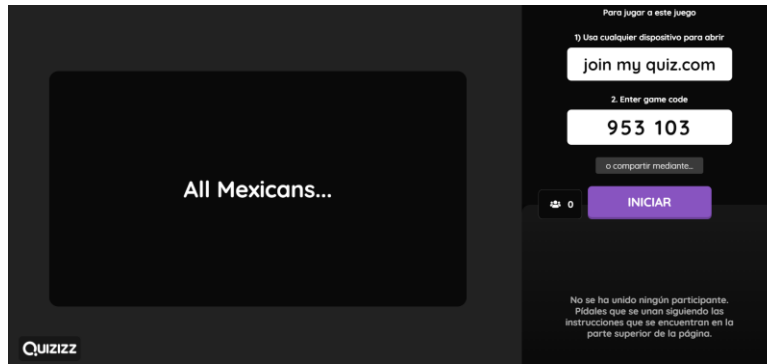


Image 9. Quizziz “All Mexicans” done by Claudia Estefanía Espinosa Durán

Reading activity

In this activity, I consider using a story passage called “How to be a citizen of the world?” that is inspired in an activity I found on the web called “A mosque in Sleepville”, the passage was adapted by me with a story where my students are situated in a scenario where they must reconstruct the world, a world unique where there are not boundaries, they need to work in teams where they will first read out the description of the problem in the handout. Explain that all participants are citizens of this new world and all are troubled by the problem of creating new rules, values, principles that help them to live in a harmonious and respectful environment for all the new citizens.

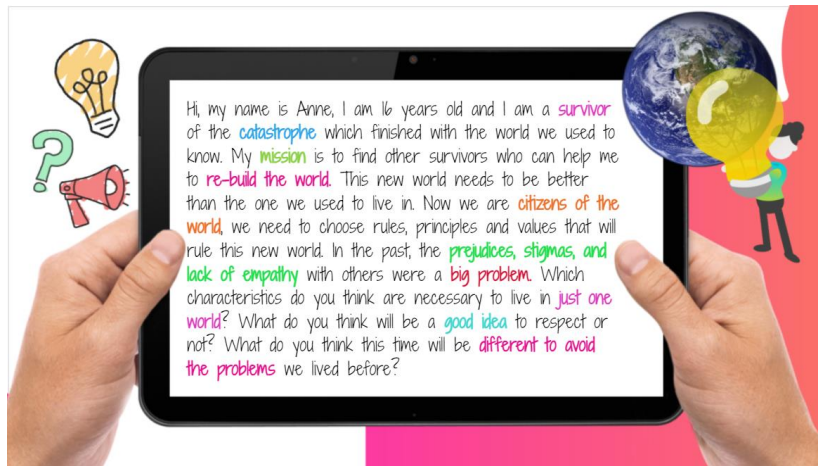


Image 10. Genially “Reading: How to be citizens of the world?” done by Claudia Estefanía Espinosa Durán

In this activity, the participants will work in teams, I will use the tool of breakout rooms of Microsoft Teams, depending on the attendants of the class I will organize teams around 6-

7 members, they will choose a leader and they will answer the three sentences Anne ask in her text. They will write in a sheet of paper or a Word document the answers that in consensus they decide are the adequate. I will give them some minutes and then they will return to the whole class, where each team will share their answers. By my side, I will write the ideas the students have, in this way we can identify if they have similar or different points of view and we can discuss why they adequate or not.

Activity: How to be a citizen of the world?

In teams you are going to write in a **Word document** (or any other app), also you can do it in a **notebook or sheet of paper** your answers for the next questions. First, you need to read the letter Anne sent and you will discuss with your team members your ideas.

Questions

1. Which characteristics do you think are necessary to live in just one world?
2. What do you think will be a good idea to respect or not?
3. What do you think this time must be different to avoid the problems we lived before?

Evidence
Team 1: Mariana, Carlos, Diana, Lucía and José

1. Respect, open-minded love, empathy, patience, think about others.
2. We think that respecting and understanding that we have different ideas.
3. We think that this time we need to be more respectful and tolerant.



Image 11. Genially “Activity: How to be citizens of the world?” done by Claudia Estefanía Espinosa Durán

Listening activity

The next activity is working a reflection while the students watch two different videos, the videos are authentic material. They are two short-films from Pixar; the first one is called “For the birds... directed by Ralph Eggleston” and the second one is called “Boundin’...directed by Bud Luckey”, both are short videos with a nice message, the input is adequate to the students and are linked to the intercultural competence the teacher is trying to develop.



Image 12. For the birds... Pixar short film directed by Ralph Eggleston



Image 13. Boundin'... Pixar short film directed by Bud Luckey

Writing activity

After working the reflection of the two short films, the students will work a semi-controlled writing activity. In this task, the students should fulfill a specific number of words and they must answer three guided questions. The activity is done in Microsoft Teams, where they can easily access to diverse auxiliary elements; the objective of implementing a writing activity as a post-listening or post-reading activity is that writing assignments permit the integration of previous abilities students have already worked and this improve their learning experience.

4.0 Writing: How to be a citizen of the world?

Points
10 points possible

Due May 22, 2021 11:59 PM


Instructions

Dear students:

According to the reading write your reflections in the Word document that is attached. In a short paragraph, write *which characteristics are important to coexist in a respectful and tolerant new world. Which values are important to you to understand that there are other cultures? Which principles must govern this new world?*

Remember to do it in English, and don't worry if you just write sentences. In the next classes, we will learn how to link them and improve your writing.

Reference materials

 citizen.PNG ...

Student work


 Writing_ How to be a citizen of the world_.docx ...

Image 14. Microsoft Teams: Writing assignment done by Claudia Estefanía Espinosa Durán

How to be a citizen of the world?

Instructions: Please according to the reading write your reflections. In a short paragraph, write which characteristics are important to coexist in a respectful and tolerant new world. Which values are important to you to understand that there are other cultures? Which principles must govern this new world?

Image 15. Microsoft Teams: Writing assignment done by Claudia Estefanía Espinosa Durán

Post-reading activity and final activity

At the end of the last activity, we will reflect on some conclusions about the importance of the different values, principles, and beliefs we may have, all of us live in different contexts, and even living in the same country and sharing “the same culture” we can have a different idea of what means to be Mexican. I have listened to a phrase that says: “Your privileges must not befog your empathy with others”. And I think it is the best way to teach our students the importance of being a suitable citizen, a person who can respect the diversity of cultures that reside in our own country.

The last activity will be done at Flipgrid, the students will upload a short video response about the reflection of being a citizen of the world, and not in a world that will disappear. The reflection will be focused on thinking about which characteristics we need to be citizens of the world, where we can live without prejudices, stigmas, and tags. Culture has a great influence in our identities and reflecting on how important is to be open-minded to learn about the others is an interesting way to understand ourselves and others. Specifically, I will love to watch the videos of my students, young generations are incredible and are breaking ideologies that we used to believe were correct.

Apr 12, 2021

How to be a citizen of the world?

Share

Actions ▾



0 responses • 0 views • 0 comments • 0 hours of engagement

Remember the activity we have done previously, being a citizen of the world is an important paper we need to fulfill. In your video response, that will have a recording time around 1:00-1:30, you will share the characteristics that are necessary to be a suitable citizen of the world.

What do you need to understand that are more cultures that home culture (yours)?

What do you think is important to have in mind when meeting people from other places?

Which characteristics will be adequate for being considered a citizen of the world?

[View as student](#) Join Code: f6d6ab0d



Image 16. Flipgrid “Activity: How to be a citizen of the world?” done by Claudia Estefanía Espinosa Durán

2.01.03 Rationale behind the lesson plan

In a lesson plan, the rationale states the main learning goal for students. It is an essential part of constructivist lesson plans. In addition to stating the rationale for the lesson plan, teachers must also outline the lesson objectives. These objectives should align with the state-mandated standards. Rationale development should be part of thoughtful planning for classroom instruction. If we have not reflected on the whys of what we teach, we will be unprepared to meet the needs and challenges of our students and to respond to potential complaints, either from parents or from others in the community who seek to influence the curriculum.

"There is no single acceptable way to go about teaching language today." This quote from Diane Larsen-Freeman's writings on language teaching methodology sums up a major trend away from unity to diversity. There has been a growing realization that people learn in different ways, and that approaches which suit one person may not suit another.

Activation activities

The activation activity is primordial, I enjoyed creating creative waiting rooms for my students, because as Judith Willis said, *“If you want students to learn you must first get their*

attention". Prior knowledge is the knowledge the learner already has before they meet new information. A learner's understanding of a text can be improved by activating their prior knowledge before dealing with the text, and developing this habit is good learner training for them. Shepherd (2012) suggests hooking students with emotion creates attentive, curious, and excited learners. Whether using humor or drama, something visual or creating a mood with storytelling, emotional engagement is key to getting students attention from the start.

The activating strategy is what inspires the learner and is key to instructional design. The hook should motivate the students and link to prior knowledge of the student or created by the teacher.

Vocabulary acquisition

The use of the communicative approach was fundamental in the rationale of this lesson plan; the communicative value of a core vocabulary is quite important. Recognition of the meaning-making potential of words meant the vocabulary became a learning objective in its own right. I decided to encourage an enthusiasm for vocabulary acquisition, and I provided learners with the strategies for self-directed learning, such as: listening drills, oral drills and others. According to Thornbury (2002): *"A drill is any repetition of short chunk of language. In this case, the teacher who does the repeating, so as to accustom the learner to the phonological features of the word. Customarily, this takes the form of a clear but natural enunciation of the word (words), usually preceded by some sort of cue, such as 'Listen...'. This is repeated two or three times."* To draw learners' attention to the syllable structure and stress of the word, this modelling process can be accompanied by some kind of visual stimulus; I tried to do it but in the virtual classes is a little bit complicated. I also taught the vocabulary in a typical context where can be used, in this sense learners can get a feel for their meaning, their register, their collocations and their syntactic environments.

Reading activities

Reading is useful for several purposes: any exposure to English (provided students understand it more or less) is a good thing for language students. When we teach the skill of writing, we will need to show students models of what we are encouraging them to do.

Reading texts also provide opportunities to study language: vocabulary, grammar, punctuation, and the way we construct sentences, paragraphs and texts. Lastly, good

reading texts can introduce interesting topics, stimulate discussion, excite imaginative responses and be the launching platform for well-rounded, fascinating lessons.

Reading is behavior which is made up a large number of component skills, sometimes referred to as micro skills. Some micro skills have to do with the aspects of the language, such as:

- Matching spoken words and sentences with their written forms
- Understanding sentence structure
- Understanding vocabulary

Listening activities

I used different elements and strategies for developing this ability, principally the students watched a video, this allow for the visibility of the speaker. In real life situations, listeners can usually see the person or people speaking, and the visual clues offered by the speaker, such as facial expressions and gestures, help the listeners understand what is being said.

The second tool was that I provided them background clues. A clue provide a framework and context for a spoken message, some of them were pictures which helped them to create a mental scenario and associated with the meaning of the words in their own language. Here we also include the strategies used on the vocabulary teaching. I just want to add that I try to limit the use of translation, because I have comprehended that the translation can become a habit.

The fact that listening is a complex multistep procedure that involves different types of processing implies that both top-down and bottom-up skills should be practiced in the classroom. Bottom-up processing helps students recognize lexical and pronunciation features to understand the text. Because of their direct focus on language forms at the word and sentence levels, bottom-up exercises are particularly beneficial for lower-level students who need to expand their language repertoire. Top-down processing relies on prior knowledge and experience to build the meaning of a listening text using the information provided by sounds and words. To arrive at a meaning of a text, the listener draws on her knowledge of the context, topic, speakers, situation, and the world, matching it to the aural input.

Writing activities

When I was learning English, I always asked myself the reasons for learning writing skill. The answer, now that I am a teacher, is easier than I think. When we are learning English as a foreign language this skill include reinforcement, language development, learning style and, most importantly, writing as a main resource for communication with others.

Some students acquire languages in a purely oral way, but most of us benefit greatly for seeing the language written down. The visual demonstration of language construction is invaluable for both our understanding of how it all fits together and as a helper for committing the new language to memory. Students often find it useful to write sentences using new language shortly after they have studied.

The activity was a semi-controlled and creative writing, because even they are sharing their points of view and their reflections, they also have a restriction, it was the number of words. And they have three questions which they should develop on their text.

Speaking activities

Working in an interactive mode means giving students the opportunity to talk about themselves in personally relevant ways. In doing this the teacher will be adding a new dimension to the language learning process. And the teacher will be moving beyond the intellectual and appealing to the emotions as well.

In the communicative approach, fluency takes some priority over accuracy. Basically, being fluent means being able to keep language coming. There may be mistakes, fillers and repetitions, but there are no unusually long pauses in the flow of talk. In interactive speaking activities, I am trying to get my students to communicate their own ideas, opinions and wishes. They are fully aware of the meaning they wish to convey, but the exact content of their message is unpredictable, and sometimes we cannot give them the exact language they need to communicate.

But in interactive activities, the confidence is something I want my students improve. A common comment from people learning a foreign language is that they feel uncomfortable making a fool of themselves. Speaking in a foreign language make us feel we are not in control, and the risk taken must be taking into account.

In the second activity I planned, I used role plays, according to the Teaching English as a Foreign or Second Language Guide: *“Role plays can be another way of building confidence, particularly if you focus on problem solving situations where students can define their own roles and use judgement to determine a course of action.”*

The use of some strategies, for example the combination of active listening, paraphrasing, borrow, gestures, asking for feedback; this can be directly done: “How do you say _____?” or “What does _____ mean?”. Ask for slower speech, reducing, among others.

2.02 Designing of necessary tools to assess the progress of your students

The only real indication that a teaching method is effective is if it achieves the program objectives and students actually learn. Students’ learning, at the level of each individual, therefore, has to be assessed and evaluated by one method or another. As McInerney and McInerney (2005) point out, assessment and evaluation are integral parts of the total teaching and learning process. Kauchak and Eggen (2007) confirm that: *The relationship between learning and assessment is clear and consistent. Students learn more in classes where assessment is a regular part of classroom routines, particularly when assessments are frequent and provide feedback to learners.*

The terms ‘assessment’ and ‘evaluation’ are often used interchangeably by teachers, but assessment really refers to the process of collecting information from learners while evaluation means looking at that information and making some decisions in relation to instruction.

The main functions of assessment are:

- to enable a teacher to evaluate the effectiveness of the teaching program and then to make any necessary modifications to method of delivery, learning activities or resources.
- to identify any students who are having difficulties mastering the course content, and thus need additional help.
- to provide information if a student is to be transferred to another school or referred for special education.

- to be accountable to parents by providing them with evidence of their child’s learning.
- to be accountable to government education authorities by providing hard evidence of achievement levels in a school.

2.02.01 Testing vocabulary

In the different lesson I have taught my students, I test vocabulary in different way; the first one was to test the vocabulary previously learned on the last session; according to Thornbury (2002): “If not, the chances of retaining the new vocabulary are greatly reduced. The principle of distributed practice argues that the spacing of these review phases should gradually be increased.” I tested in a formal way with a quiz that I have done at Quizziz, the ability that I tested students was focused also on reading, with contextualized sentences, where the students should choose the best option from the multiple choices they had below, using some possible answers as distractors.

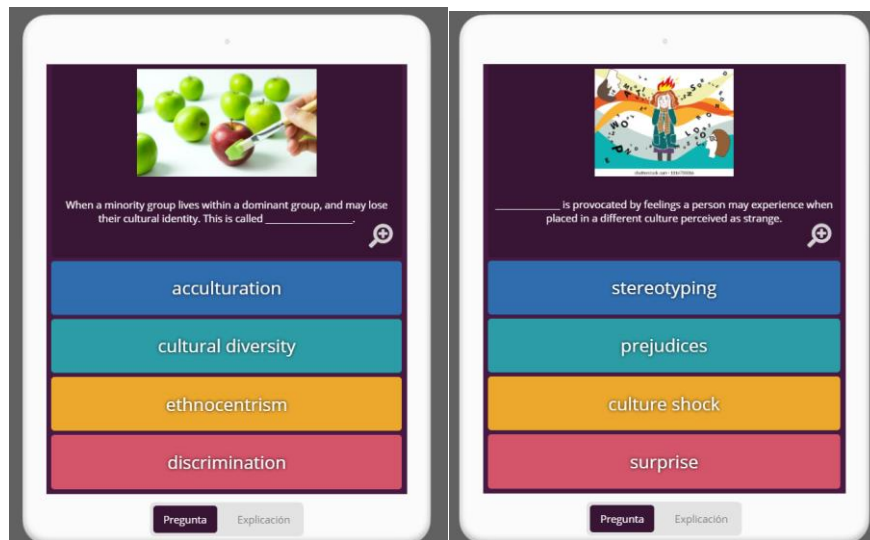


Image 17. Questions from Quiz: Vocabulary “Interculturality” done by Claudia Estefanía Espinosa Durán

2.02.02 Testing listening

When you check for comprehension, make sure that everyone understands the major events of your story and make it clear that in this instance, global listening and understanding is

what you are after. Encourage and praise those students who do not shut down as soon as they hit a detail they do not understand. Help students make intelligent guesses about what is going on and encourage a tolerance of ambiguity. An effective listening curriculum recognizes listening comprehension as an active, strategic and constructive process. Although listening is an individual mental operation, the teaching and learning of how to listen need not be so. Generally, the purpose of the listening assessment and the context of language use will guide construct definition (Buck, 2001). However, in contexts where the target language use situation is not clearly defined, Buck proposes a default listening construct that defines listening as: *“the ability to 1) process extended samples of realistic spoken language, automatically and in real time; 2) understand the linguistic information that is unequivocally included in the text; and, 3) make whatever inferences are unambiguously implicated by the content of the passage.”*

The evaluation was done by a multiple-choice quiz; these tests can be carefully targeted on particular items in the text to test the ability to listen for detail, infer likely meaning of lexemes and understand tense relationships and so on. They can also be targeted at the ability to listen for gist and identify key words and phrases.

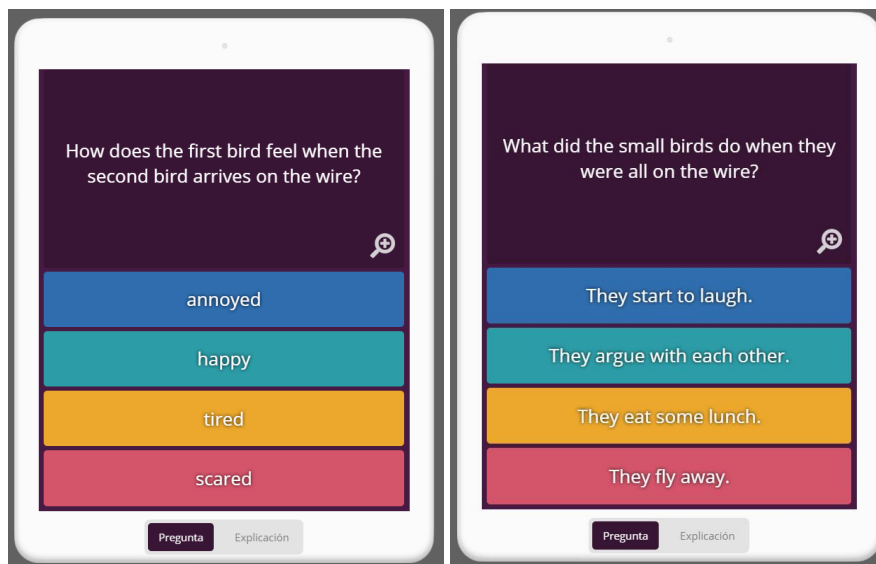


Image 18. Questions from Quiz: For the birds/Boundin' short film done by Claudia Estefanía Espinosa Durán

2.02.03 Testing reading

Some exercises are well suited as opening strategies for a reading lesson. They arouse the students' interest and activate any knowledge they may already have which is related to the content of the reading selection, as well as introducing them to the general organization of the text. At the beginning I used multiple choice and Yes/No questions in a Quizziz interactive mode, this activity was done collaborative.

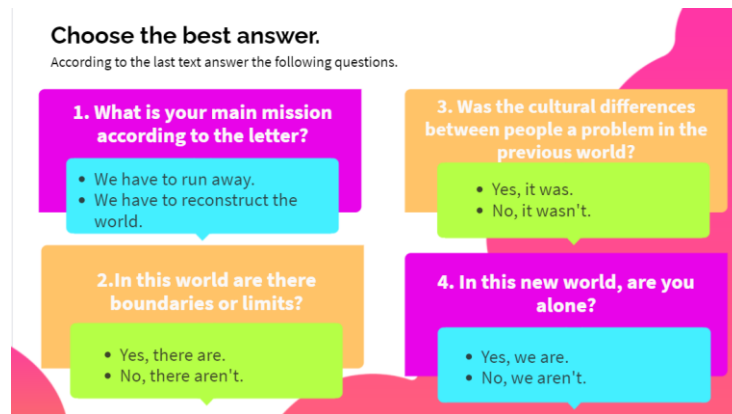


Image 19. Genially “Post-reading activity: How to be citizens of the world?” done by Claudia Estefanía Espinosa Durán

A second type of exercise aims at ensuring a better overall understanding of the text. They direct the students' attention to the main ideas or theme. The aim of this exercise is asking the students to make inferences and see implications, make a reflection of the passage and use the scene set in further activities.

Student-to-student correction works well for me in my classes, I try to create a genuinely cooperative atmosphere with my learners; the idea of the group helping all of its members is a powerful concept. I have learned that nevertheless it can go horribly wrong where the error-making individual feels belittled by the process, thinking that they are the only one who does not know grammar or vocabulary. We need to be exceptionally sensitive here, and specially with virtual classes, some students participate on the chat or others by their microphone, but I always try to control the environment of the session, showing empathy, kindness and respect to my students. The use of a checklist while they read-a-loud is another of assessment tool, this mechanism is an auto evaluation resource.



Image 20. Canva “My reading checklist: How to be citizens of the world?” done by Claudia Estefanía Espinosa Durán

2.02.04 Testing Writing

The way I propose to evaluate here is to use a rubric, where the students can auto evaluate their activity, it is helpful because they can reflect how much they have learned or how much they understand and identify about the activity in their own production. But where I do not give them just a feedback, I can also give them an adequate evaluation and score according to the criteria.

One way of considering feedback is to think of it as responding to students work rather than assessing or evaluating what they have done. When we respond, we say how the text appears to us and how successful we think it has been, and sometimes how could be improved. Such responses are vital at various stages of the writing process cycle.

Sometimes the feedback will be in the margin of the student’s work, or as you can see in the example shown in the picture, Teams, let us mark some mistakes (as much as we want and also has a chart where you can write your comments or suggestions, I think that it is more useful to mark some mistakes and make the suggestions than saturate the document or draft with several correction marks. This is more helpful when my learners will produce a new version.

Writing: How to be a citizen of the world? X

Punctuation Student uses accurate punctuation.			
Excellent 4	Good 3	Fair 2	Needs improvement 1
Capitalization Student uses capital letters to begin sentences and when it is needed.			
Excellent 4	Good 3	Fair 2	Needs improvement 1
Grammar Student uses subject/verb agreement and writes complete sentences that make sense.			
Excellent 4	Good 3	Fair 2	Needs improvement 1
Use of linking words Student uses some linking words to join his or her ideas.			
Excellent 4	Good 3	Fair 2	Needs improvement 1
Spelling Student writes most sight words correctly and applies spelling rules.			
Excellent 4	Good 3	Fair 2	Needs improvement 1

Image 21. Microsoft Teams Rubric “Writing: How to be citizens of the world?” done by Claudia Estefanía Espinosa Durán

2.02.05 Testing Speaking

Communicative language teaching, on the other hand, places more emphasis on being understood, rather than being taken for a native speaker of English. This has implications for your classroom. Your ultimate goal has a strong communicative bias, and your pronunciation teaching will be integrated with the rest of your English teaching. This can be done by presenting pronunciation through tasks that focus on meaningful interactions between students, such as role play, problem solving and game activities. Some of the abilities and characteristics that I evaluated on speaking were participation, interaction, fluency, confidence and communication strategies. I have assessed them in a formal and informal way. The video was graded with a simple rubric which can be done directly on Flipgrid.

Details	Feedback	Edit	Closed Captions
Fluency	The student respect time, pauses and an acceptable rhythm in his or her production.		0 - 100
Performance	The video is created with creativity, adequate audio, the student fulfills the minimum time and answer the questions.		0 - 100
Pronunciation	Use of words and intonation in the video, respecting the sounds of the words.		0 - 100
Vocabulary	Adequate language control; include vocabulary related to interculturality seen on the classes.		0 - 100
Voice level	The student use an adequate voice level; which permits the listening without any problem.		0 - 100

Image 22. Flipgrid Rubric “Video: How to be citizens of the world?” done by Claudia Estefanía Espinosa Durán

2.03 Attached evidence of (graphics, photos, images)

In the next section, you will find attached the evidence that was recollected in the different sessions of the project; the images are presented in order and will be separated by the kind of activity. The first image will be the presentation of the class I have worked with this project and I would like to thank my students because without them, and their active participation this project could not have been done. I appreciate your support and you will be always part of my heart.

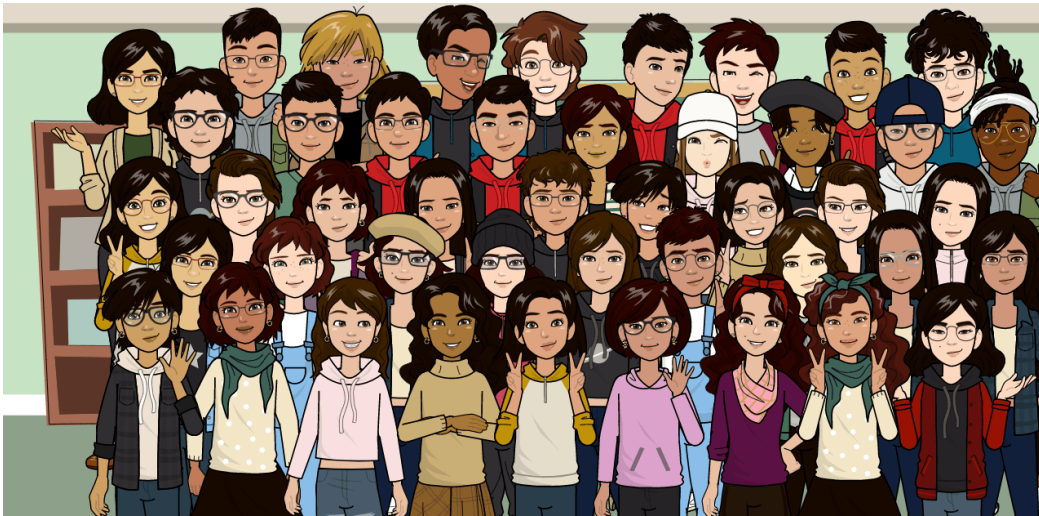


Image 23. Pixton “Virtual classroom:4º A DGD class” done by 4º A DGD students and Claudia Estefanía Espinosa Durán



Image 24. Video conference “Waiting room” done by Claudia Estefanía Espinosa Durán

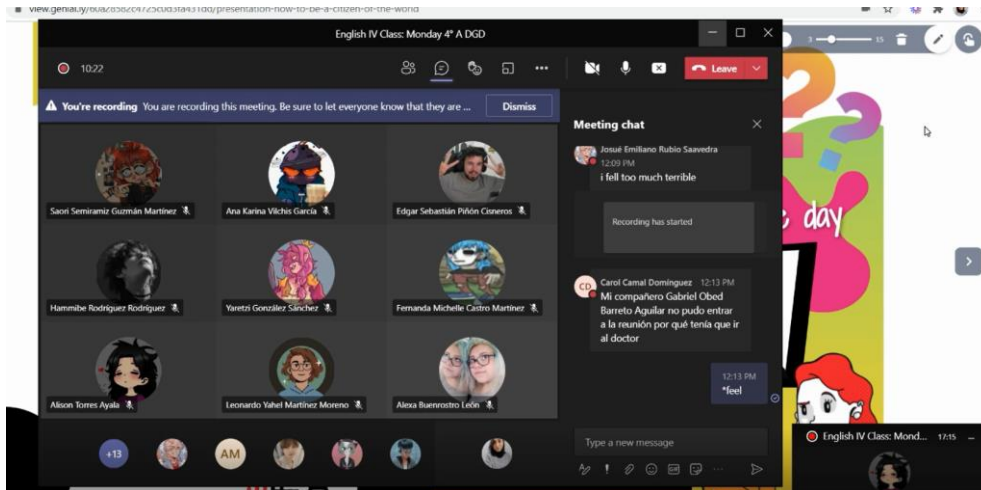


Image 25. Video conference “Teams chat box” done by Claudia Estefanía Espinosa Durán

Find someone who...?

The aim of this activity is to meet our classmates and learn more about them, identify if we have similarities or differences, if we share some interests or if we don't have anything in common. Let's do it!

33 videos · 79 views · 11 hours · [Credits](#)

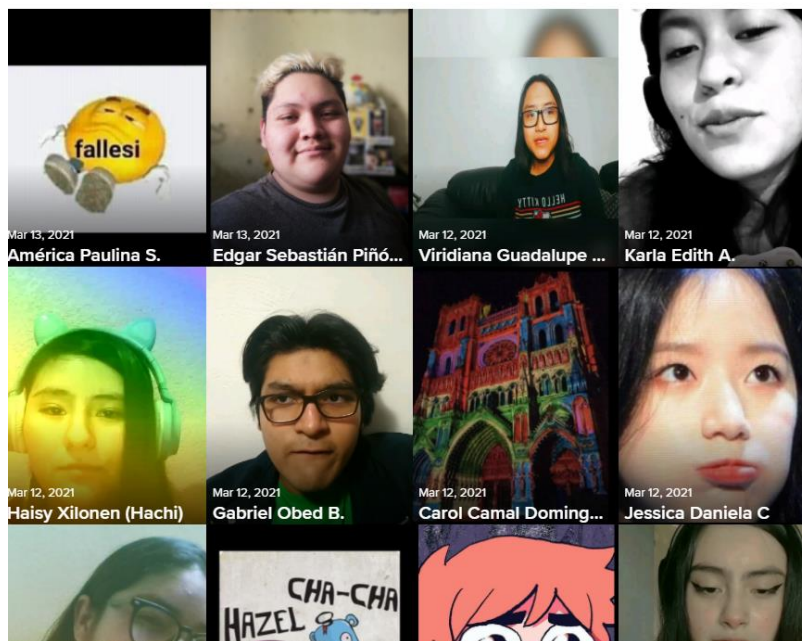


Image 26. Flipgrid mixtape “Find someone who...” done by 4º A DGD and Claudia Estefanía Espinosa Durán



Image 29. Wordwall “Vocabulary: Interculturality” done by Claudia Estefanía Espinosa Durán



Image 30. Quizziz “Vocabulary: Interculturality” done by Claudia Estefanía Espinosa Durán

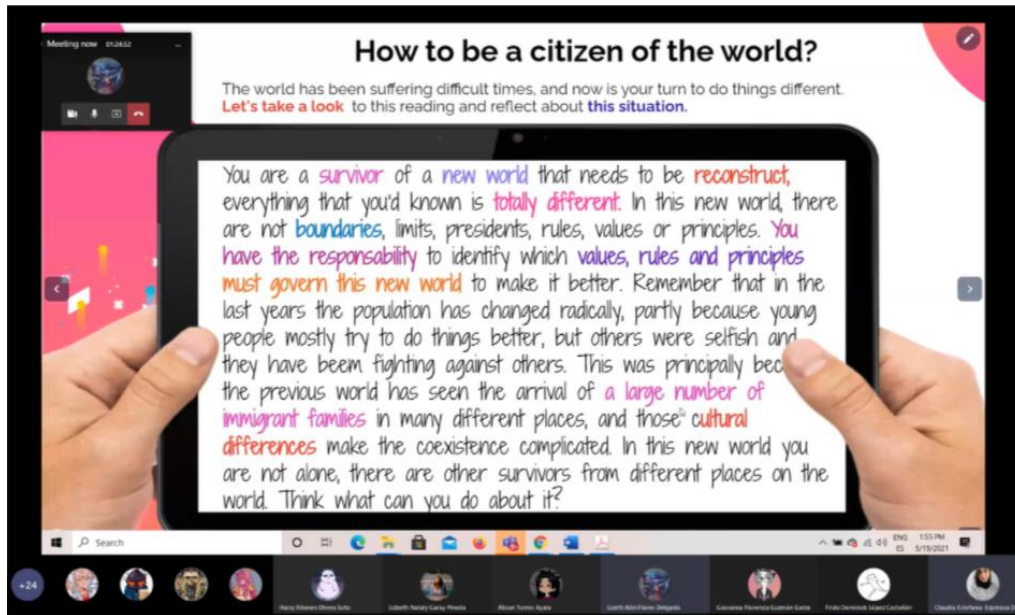


Image 31. Videoconference “Reading activity” done by Claudia Estefanía Espinosa Durán

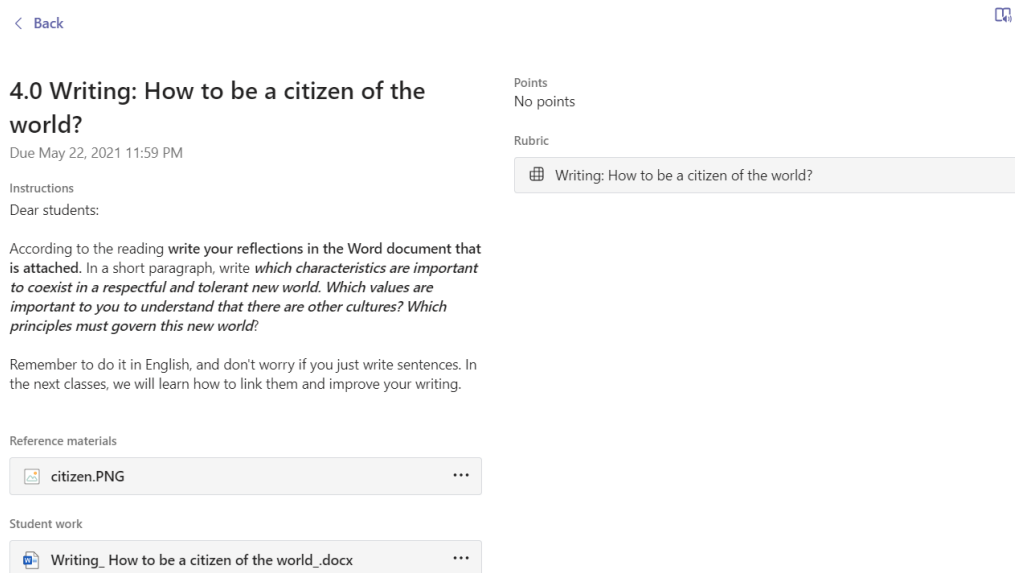


Image 31. Microsoft Teams “Writing activity” done by Claudia Estefanía Espinosa Durán

How to be a citizen of the world?

32 videos 35 views 0.7 hours [Credits](#)

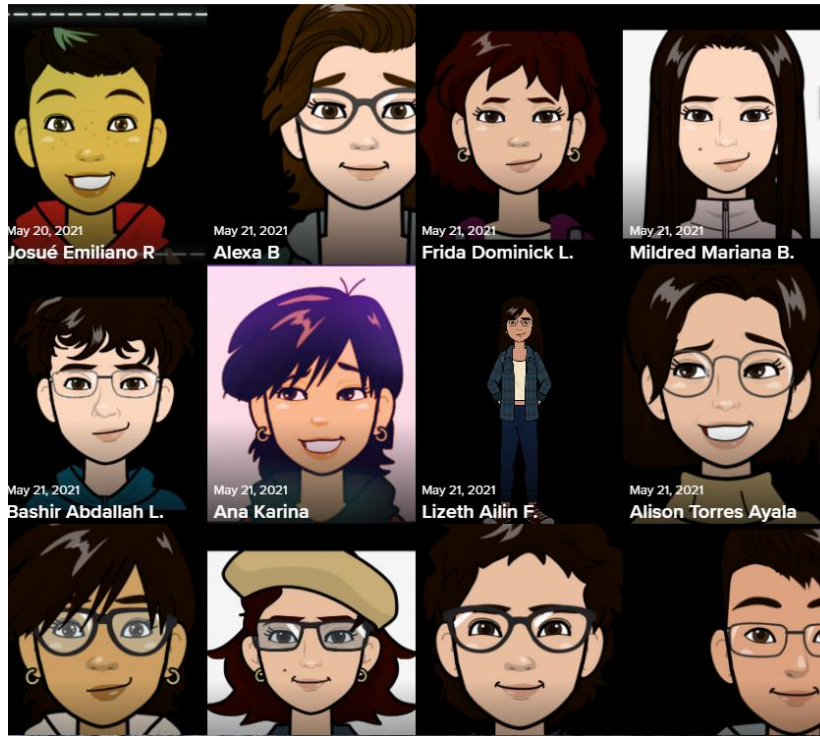


Image 32. Flipgrid mixtape “How to be a citizen of the world?” done by 4º A DGDG students and Claudia Estefanía Espinosa Durán

2.04 Show evidence of your designed tool to assess your students

In the next section, you will find attached the evidence of the assessment tools that were recollected in the different sessions of the project; the images are presented in order according to the explanation of the lesson plan, previously done in the section 2.01. The recollection of the results was an interesting stage of this project because it permits me the identification and analysis of some points.

2.04.01 Vocabulary assessment

	Giovanna Florencia Guz... 1 intento	✓ 20	100% Precisión	23400 Puntuación	✉ Correo electrónico a no responder
	Denisse Bretón Madero ... 1 intento	✓ 20	100% Precisión	22730 Puntuación	✉ Correo electrónico a no responder
	Carol Camal (Carol Cam... 6 intentos	✓ 20	100% Precisión	22380 Puntuación	✉ Correo electrónico a no responder
	Diana Mariana Ramirez ... 1 intento	✓ 20	100% Precisión	22030 Puntuación	✉ Correo electrónico a no responder
	Saori Semiramiz Guzmá... 6 intentos	✓ 20	100% Precisión	21790 Puntuación	✉ Correo electrónico a no responder
	Viridiana Gallardo (Virid... 6 intentos	✓ 20	100% Precisión	21730 Puntuación	✉ Correo electrónico a no responder
	Josue Emiliano Rubio Sa... 3 intentos	✓ 20	100% Precisión	20560 Puntuación	✉ Correo electrónico a no responder
	José Antonio Carrillo Me... 8 intentos	✓ 20	100% Precisión	20220 Puntuación	✉ Correo electrónico a no responder
	Jazmin Nayelli Arias cali... 1 intento	✓ 20	100% Precisión	20060 Puntuación	✉ Correo electrónico a no responder
	Fernanda Michelle Cast... 2 intentos	✓ 20	100% Precisión	19910 Puntuación	✉ Correo electrónico a no responder
	Kathia Morales Nuñez (... 3 intentos	✓ 20	100% Precisión	19720 Puntuación	✉ Correo electrónico a no responder

Image 33. Quizziz “Results report” done by 4^o A DGDG students and Claudia Estefanía Espinosa Durán

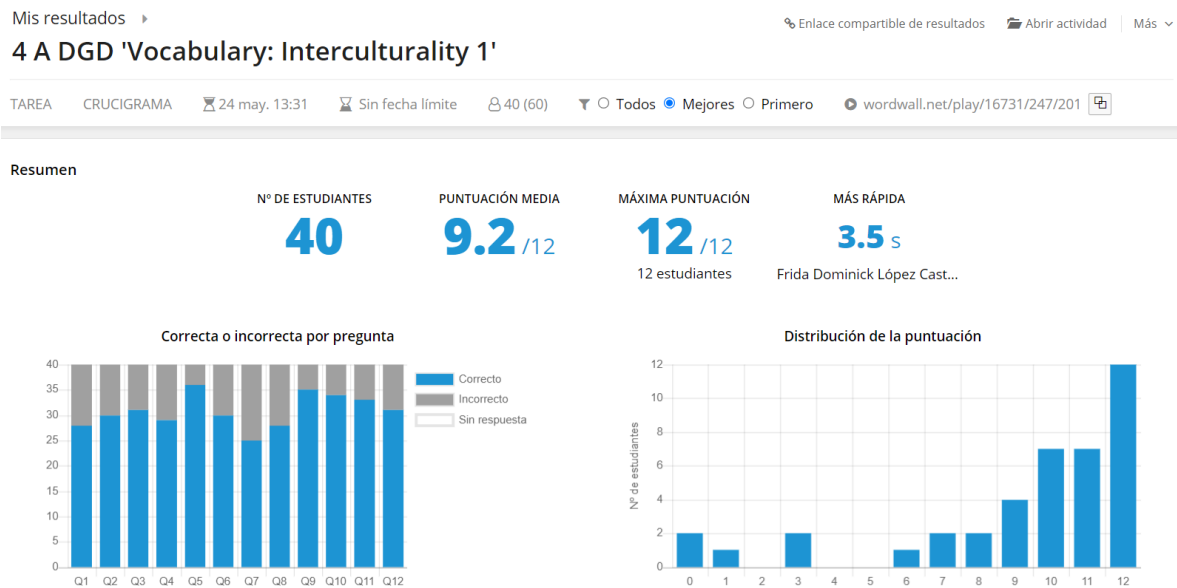


Image 34. Wordwall “Results report” done by 4^o A DGDG students and Claudia Estefanía Espinosa Durán

2.01.02 Writing testing

The image displays two screenshots of a Microsoft Word document titled "Writing_How to be a citizen of the world.docx".

Top Screenshot: The document content includes the title "How to be a citizen of the world?" in a blue, cursive font. Below it, the instructions read: "Instructions: Please according to the reading write your reflections. In a short paragraph, write which characteristics are important to coexist in a respectful and tolerant new world. Which values are important to you to understand that there are other cultures? Which principles must govern this new world?". The student's response is: "I would make a new galactic empire that promotes respect and equality among the working class, where every week we could get together and share fun facts about our cultures. For religious purposes there would be separate buildings where each group could go and perform their worship happily and safely. I would establish monthly carnivals where everyone would get together and share food, stories and music from their culture, whilst maintaining order and acceptance." The right-hand sidebar shows a "Student Work" section with a "Return" button and a "Feedback" section containing the text: "Well done, you follow strictly the rubric and I am so pleased with your reflections."

Bottom Screenshot: The document content is identical to the top screenshot. The right-hand sidebar shows a "Grammar Student u..." section with a "Done" button. Below it, a rubric is displayed with a score of 4 (Excellent) selected. The rubric categories are: Excellent (4), Good (3), Fair (2), and Needs improvement (1). The "Feedback" section contains the text: "You respect general rules and your sentences make sense."

Image 35. Microsoft Teams "Writing assessment" done by 4^o A DGDG students and Claudia Estefanía Espinosa Durán

2.01.03 Speaking testing

0:01 | 1:03

Details **Feedback** Edit Closed Captions

Pronunciation
Use of words and intonation in the video, respecting the sounds of the words. 90

Vocabulary
Adequate language control; include vocabulary related to interculturality seen on the classes. 85

Voice level
The student use an adequate voice level; which permits the listening without any problem. 100

Private Text Feedback
Add detailed feedback for Viridiana Guadalupe H.

Viry, your video fulfills strictly with each point, you use a good voice level and you have made emphasis in the ideas that were remarkable. Well done, continue like this.

172/1024

questions.

Pronunciation
Use of words and intonation in the video, respecting the sounds of the words. 85

Vocabulary
Adequate language control; include vocabulary related to interculturality seen on the classes. 75

Voice level
The student use an adequate voice level; which permits the listening without any problem. 100

Private Text Feedback
Add detailed feedback for Edgar Sebastián P.

Sebastián, as always your performance was outstanding, just try to practice more in the accuracy of your sentences. Remember the concepts we have seen at class. You are amazing using technology!

Image 36. Flipgrid “Speaking assessment” done by 4º A DGDG students and Claudia Estefanía Espinosa Durán

Chapter 3: Experience Report

First, that in discussing effective teaching, we need to be clear about what type of educational outcomes the teacher is trying to foster and how far the learning experience, set up to achieve these outcomes, takes account of the context for that experience.

Second, something we need to consider is the context of the school and the actual educational situation; the school system is totally virtual, and I can accept that it is a continuous challenge. Everyday you find a situation that requires you to be creative and to think about new strategies for your lesson planning.

Third, there are many different types of learning experiences, and there is now a recognition of the importance of making greater use of those experiences that involve pupils being more actively involved and having greater control. In part, this is a reflection of the greater emphasis being placed on those skills that are fostered in pupils when involved in more active learning experiences, such as developing communication skills, and the skills involved organizing one's own work or collaborating with others.

Fourth, despite the complexity of teaching, when one takes account of the nature of pupil learning, the different types of learning activities, and the range of pupil differences, an agenda of important teaching qualities can be drawn up. These qualities, and how they relate to the key tasks of teaching, need to be considered and discussed.

Doing so will enable us to separate out the holistic and complex nature of teaching into its constituent elements, and to consider the ways in which effective teaching can be fostered and maintained.

Effective teaching also requires teacher commitment towards being effective. All professionals who do their work well have a commitment towards doing so, and such teachers take professional pride in the quality of their work. This degree of commitment tends to call for an effort over and above that strictly required by the call of duty. To foster such commitment in schools two conditions, need to be met. First, teachers need to feel that their work is worthwhile and that it is respected, valued and appreciated by other colleagues in the school and by the community at large (parents, local and the authorities). Second, teachers need to feel part of a professional community in which the quality of their work is allied to the support necessary for professional development and enhancement. While many

teachers already possess levels of commitment above and beyond the call of duty, if these two conditions are fully met, it would make a significant contribution to fostering more effective teaching.

Some specific results that I have found in the application of this project were:

- The topic was interesting for the students; teenagers are truly involved in situations related to injustice, open-minded ideas, critical thinking, tolerance, empathy; and they really liked to be listened.
- The world we live in is globalized, and a creative method to keep interested our students (specifically teenagers) is with the construction of a 'world citizen' identity, as well as identification with the international community. With this activity, students understand that the use of English is not just learning a language, but so much more.
- A difficult part was the participation in class; it is frustrating to be in front of a screen speaking and trying to motivate teenagers that can easily get distracted with their cellphones, particularly when we work with numerous classes. But the percentage of students who participated actively (around 80 percentage) worked extraordinarily well, they enjoyed each activity and learned a lot about interculturality.

Finally, the challenges and developments involving schools make teaching a very exciting profession. Many of these changes reflect a continuing attempt to make the educational benefits to pupils of learning experiences as meaningful, relevant and worthwhile as possible. They aim at the development of autonomous learners who value and can apply their education in their lives. If all those concerned with education (pupils, teachers, parents, and local and central government) can establish a mutually supportive sense of teamwork and cooperation specifically nowadays that we are trying to migrate to hybrid and blended learning models; the learning experiences that we set up for pupils will truly live up to the name of education.

Chapter 4: Conclusions

This activity was helpful to reflect on our teaching practice as far as we think truly important in our learners and how to implement activities that will improve integrated skills in our teaching practice and to create awareness about interculturality, helping to make the aims and objectives of our lessons clear to our students so they know what they are doing, and why. Identifying better concepts that we might have an idea, but know we can deepen more and more, specifically schemata theory; planning in more suitable way our classes and using all the elements and tools possible technology can bring us to our hands. Including the importance and relationship between language and culture; that as we have already understood need to work hand by hand, and it is important to transmit this message to our students. In fact, foreign language learners are in contact with different ideas, values and beliefs associated with the target culture.

However, within the English education syllabus of Educación Medio Superior, teachers usually do not have enough time to teach each skill as it is required because they only have three hours per week considering the typical setbacks in the classroom and most of the time is used to go into grammar because it is the base of the language, a typical mistake that I notice I have. But now, I can understand that we can construct more interesting and flexible lessons which consider integrated skills.

These, then, are some of the factors that influence our choice of language. When we have our students' study the way language is used in speaking or writing, we will want to draw their attention to such issues. We may ask why speaker uses particular words or expressions; this occurs with the audio scripts. We may have our students prepare for a speaking activity by assembling the necessary topic words and phrases. We may discuss what sort of language is appropriate in an office situation when talking to a superior and whether the sex of the superior makes any difference.

Language is a social construct as much as it is a mental ability. It is important for students to be just aware of this in a foreign or second language as they in their own. Students can study in a variety of different styles: we can explain grammar, they can study language evidence to discover grammar for themselves, and they can work in groups studying a reading text or vocabulary. But whatever the style, study means any stage at which the construction of language is the main focus.

Furthermore, the student is in a social, cultural, and linguistic context where the English language is not often present and he or she does not need it to interact and survive in his or her life. In short, these are not the most suitable conditions to develop the desired or required level. For this reason, as teachers we will try to explore for the more adequate and suitable strategies, techniques, methods and activities for the students.

One of the biggest challenges for teachers and the education system is to be equipped to face the difficulties that diversity of thinking, beliefs and ideas bring to classroom, it is simple, different points of view are part of our daily life and confront obstacles in adjusting to a new cultural environment is an important characteristic we need to develop. Promoting intercultural education and training intercultural competences becomes therefore crucial to manage the encounter and possible conflicts arising from cultural differences.

Modelling empathic, critical-thinking, and open-minded vision contributes to shape welcoming school environments, where cultural diversity is promoted and celebrated, and the first step towards bringing social change and inclusive societies. Including intercultural competences in our classes will help us to learn more about our own culture; remember, diversity is found in our own country with the different subcultures and social groups. These competences help us to discuss challenges, implement best practices and strategies to facing, acknowledging and celebrating interculturality in the classroom, and to construct in a future, students that will be prepared to understand that the world is more than white and black, there are several tones of grays that enrich us every day.

This project helped me to recognize in me the lack of clarification in some points of the learning, teaching and assessment process, I identify that I have very good ideas, I can plan good lessons and use diverse elements, technological or traditional. But the real struggle for me was to determine what my students are developing, to find a real purpose and to choose the best evaluation and assessment tools. I identified that I was focusing my sessions on grammar structures, something that people in real life do not do. You are not thinking in your L1, yes, I am going to use Present Perfect Continuous; communication does not work like that, we need to have a need for speaking for and then we look for a communicative purpose, it does not work at the opposite. I think this idea helps me to improve my sessions, and to be more conscious of the assessment, and how it has a positive or negative impact on my students.

Like learning a First Language, Second Language Acquisition takes time. English Second Language students do not have five years to learn English before they enter school, as they had with their first language. They are older, cognitively more mature and, most of them with a lack of motivation due to the current circumstances we are living. They have never been involved in virtual learning model, and now we are even thinking on the hybrid education models. We are being part of an important change in education history and more than ever we need to be flexible and adapt ourselves to new models, strategies, techniques and methods.

Finally, I can conclude some points of why it is important to work with integrated skills:

- When we communicate, we often use more than a single language skill. On the telephone, for instance, we listen and speak-maybe we also write down a message and read over what we have written.
- The integrated approach helps to build new knowledge and skills on to what students already know and can do. So, if students are able to read a short story, this skill will help them to write their own story.
- Also, integrating the skills allows you to build in more variety into the lesson because the range of activities will be wider. Instead of just having listening, the students can have speaking, reading and writing practice. This can raise their motivation to learn English.
- Above all, integrating the skills means that you are working at the level of realistic communication, which provides all-round development of communicative competence in English.
- Integrating the four language skills enhances the focus on realistic communication, which is essential in developing students' competence in English.
- Two ways of integrating skills: simple integration, whereby a receptive language skill serves as a model for a productive language skill, and complex integration, which is a combination of activities involving different skills, linked thematically.
- Integrated language learning can be more motivating, because the students are using the language for a real purpose, instead of, say, just practicing the grammar.

Bibliography

Alarcón Villar, M. I., Álvarez Mendoza, J., Bautista Torres, P. E., Camacho Jiménez, C., García Martínez, M., Mendoza Moscardo, M. L., Santiago Martínez, M., Flores Tapia, O., & Velasco Argente, R. A. (2019). *Syllabus Basic Component: English II* (1st ed.). Secretaria de Educación Pública.

Aravena Ruiz, E., Bascuñán Quezada, D., Briones Cáceres, H., Jara Pino, K., Lillo Sierra, D., Morales Morales, G., Muñoz Novoa, B. and Yumha López, E., 2015. *Second Language Acquisition Theories: Their Application In The Ministry Of Education'S Curriculum And Their Expected Impact On Teacher Training Programs From Three Chilean Universities*. Universidad de Chile Facultad de Filosofía y Humanidades Departamento de Lingüística.

Bennett, M.J. & Allen, W. (2003). *Developing intercultural competence in the language classroom*. In Lange, D.L. & Paige, R.M. (eds.), *Culture as the Core: Perspectives on Culture in Second Language Learning* (237-270). Information Age Publishing.

Brown, H.D. (1994). *Principles of language, learning and teaching* (3.rd ed.). Prentice Hall Regents.

Cook, V. (2008). *Second Language Learning and Language Teaching* (Fourth ed.). Hodder Education.

David Kolb — University of Leicester. (n.d.). University of Leicester. Retrieved November 4, 2020, from <https://www2.le.ac.uk/departments/doctoralcollege/training/eresources/teaching/theories/kolb>

E.E.A.I.L.E. (n.d.). *What are Roles, and why are they important?* EEAIL: Lesson 12 M1. Unit 3. Lesson 12 Student's Guide Book. Retrieved November 2, 2020, from <http://eeail.upnvirtual.edu.mx/mod/book/tool/print/index.php?id=2877#ch6327>

Eggleston, R. (2001) *For the birds*. Short film. U.S. Disney Plus.

Espinosa Durán, C. E. (2021a, February 17). *Flipgrid - Educator Dashboard*. Flipgrid. https://auth.flipgrid.com/educator?redirect_url=https%3A%2F%2Fadmin.flipgrid.com%2Fmanage%2Ftopics%2F23939273

Espinosa Durán, C. E. (2021c, April 10). *Panel - Genial.ly*. Genially. <https://app.genial.ly/dashboard>

Harmer, J. (s. f.). *The practice of English language teaching* (3.rd ed.). Longman.

Jiang, W. (2000) *The relationship between culture and language*. *ELT Journal* Volume 54/4. Oxford University Press.

Krashen's Hypotheses. (2009, October). Best of Bilash: Best of Second Language Education. <https://bestofbilash.ualberta.ca/krashen.html>

Lantolf, J. P., & Appel, G. (1994). *Vygotskian approaches to second language research*. Ablex Publishing.

Lantolf, J., & Pavlenko, A. (1995). *Sociocultural Theory and Second Language Acquisition*. *Annual Review of Applied Linguistics*, 15, 108-124. doi:10.1017/S0267190500002646

McLeod, S. (2019, March 24). *The Zone of Proximal Development and Scaffolding*. Simply Psychology. <https://www.simplypsychology.org/Zone-of-Proximal-Development.html#:~:text=The%20zone%20of%20proximal%20development%20refer,s%20to%20the%20difference%20between,is%20%E2%80%9Cclose%E2%80%9D%20to%20mastering.>

McPheat, S. (2020, September 28). *What Are KOLB's Learning Styles And What Do They Mean?* Skillshub.Com. <https://www.skillshub.com/what-are-kolbs-learning-styles/>

Mitchell, R., & Myles, F. (2004). *Second language learning theories* (2.nd ed.). Hodder Arnold.

Nida, E. (1998) *Language, culture, and translation*. *Foreign Languages Journal*. 29-33

Richards, J. C. (2008). Teaching listening and speaking: From theory to practice.

Richards, J. C. (2008). The teaching of speaking. *Teaching listening and speaking: From theory to practice*. New York: Cambridge University Press.

Róg, T., Moros-Palys, Z., Wróbel, A. & Ksiazek-Róg, M. (s.f.) Intercultural competence and L2 Acquisitions in the Study Abroad Context. *Journal of Intercultural Communication*, 76-91.

Schütz, Ricardo E. "Stephen Krashen's Theory of Second Language Acquisition" English Made in Brazil <<https://www.sk.com.br/sk-krash-english.html>>. Online.

UK Essays. (n.d.). *Input Hypothesis And English Classroom Teaching English Language Essay*. UKEssays.Com. Retrieved October 10, 2020, from <https://www.ukessays.com/essays/english-language/input-hypothesis-and-english-classroom-teaching-english-language-essay.php>

Watkins, P. (2008). *Learning to teach English: A practical introduction for new teachers* (1.st ed.). Delta Publishing.

Zakime, A. (2018, August 24). *What is the Communicative Approach?* Whatiselt. <https://www.whatiselt.com/single-post/2018/08/23/What-is-the-Communicative-Approach>

Appendixes

- **Lesson plan: Intercultural class**

Lesson plan identification cell				
Lesson plan: Intercultural class			Author: Claudia Estefanía Espinosa Durán	
Educational stage: High school	Level: Fourth semester (intermediate)	Unit: 3	Lesson: How to be a citizen of the world?	
Lesson skill emphasized: Integrated skills		Overall time: 150-180 min	Number of sessions: 4	
Expected learning outcome: Communicate ideas and opinions giving additional information using words which indicate cause, effect or contrast.				
Guiding axis: The creation of a reasoning opinion starting with a text elaboration.				
Component: The justification of the students' opinion with an argument. The solid construction of one 's original perspective.				
Content: The argumentative writing. The original argumentative writing and speaking production.				
Specific content: Using linking words to complement ideas.				
Objectives: <ul style="list-style-type: none"> • To introduce principles of respect to other ideologies and beliefs. • To value and respect the cultural differences and diversity. • To confront and understand the mechanisms behind head-on stereotypes and personal prejudices. • To create a critical thinking about the existence of something more than their own country/culture (decentering). • To improve cultural awareness and intercultural competences. • To practice talking about themselves and about others (concordance of subject pronouns, verb conjugation and use of linking words). • To promote the use of critical thinking in the students. 				
Materials: Electronic device (laptop, smartphone or tablet), Microsoft Teams, Quizziz, Slido, Genially and Flipgrid.				
EEAILE tutor: Elin Emilsson				
Lesson outline				
Stages	Content/procedures	Techniques	Timing	Interaction
Activation			10 min	

	<p>The teacher will begin the videoconference, showing a virtual waiting room, while the class formally starts.</p> <p>The first activity in all the classes is to give a warm welcome to the learners, and then the teacher will ask students how they are and how do they feel.</p>	Social-emotional learning		<p>Teacher-Students</p> <p>Students-Teacher</p>
Warm up	<ul style="list-style-type: none"> • Find someone who... <p>The teacher introduces a Flipgrid mixtape where they will watch the videos they have previously done. After that they will identify similarities between their classmates.</p>	Response drill	20-30 min	<p>Teacher/Students</p> <p>Students/Students</p>
Pre-activity explanation	<ul style="list-style-type: none"> • Slido survey <p>The students will answer a short survey for exploring their own cultural identity. Then we will discuss the answers.</p>	Guessing	15 - 20 min	<p>Teacher/Students</p> <p>Students/Students</p>
Pre-reading activity	<ul style="list-style-type: none"> • All Mexicans... <p>After getting completely familiar with the topic, the teacher asks the students to join a Quizziz game, where they will answer some questions individually</p>	<p>Top-down</p> <p>Bottom-down</p> <p>Schemata</p>	20-25 min	<p>Teacher/Students</p> <p>Students/Students</p>

	and then we will discuss about some prejudices people and also us have around our cultural identity.			
Reading activity	<ul style="list-style-type: none"> • Passage: How to be a citizen of the world? <p>The students will read a short passage where they reflect their opinions ad perceptions about interculturality. They will work by team, answering some questions and sharing their conclusions.</p>	Critical thinking Free writing	30-40 min	Teacher/ Students Students/ Students
Post-reading activity and speaking activity	<ul style="list-style-type: none"> • Flipgrid: How to be a citizen of the world? <p>At the end of the last activities the students must understand better the importance of respecting other ideologies, beliefs, and ideas. As a homework they will record a video response that will upload to Flipgrid.</p>	Brainstorming Asking questions	20 min	Teacher/ Students Students/ Students
Pre-listening activity	<ul style="list-style-type: none"> • For the birds: Short film <p>At class, the teacher will share the screen and will play a short film from Disney plus, the video is related to tolerance, empathy and understanding.</p>			Teacher/ Students Students/ Students