

**UNIVERSIDAD PEDAGÓGICA NACIONAL
UNIDAD AJUSCO**

PROPUESTA DE INTERVENCIÓN EDUCATIVA
“Importance of Values and Anti-values Nowadays”

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

PRESENTA:

Laura Aryadna Adame Alatorre

ASESOR:

Elin Emilsson

CDMX a 15 de Junio de 2021.

TABLE OF CONTENTS

I. INTRODUCTION.....	2
II. CHAPTER 1	6
1.1 Philosophy and Theory	6
1.2 Theoretical basis about language, language learning and language teaching of your model	12
2.1 Lesson Planning: Application and Procedure	31
2.1.1 Application	40
2.1.1 Procedure.....	41
2.2 Pieces of evidence of the development of the lesson plan	42
2.3 Video of the development of the lesson plan in the classroom.....	45
3. Evaluation Model.....	46
3.1 Instruments of learning assessment (rubrics, tests and others)	49
IV. CHAPTER 3	52
3.1 Experience Report.....	52
V. CONCLUSION	55
VI. CARTA DE ORIGINALIDAD	60

I. INTRODUCTION

“To effectively communicate, we must realize that we are all different in the way that we perceive the world and use this understanding as a guide to our communication with others”.

Anthony Robbins

The world is changing every minute: technology has become a media that brings people closer and provides us with different sorts of information that can change the way of seeing life.

People often claim that the Internet arrives in their lives as an opportunity to approach different cultures and ideologies, however, most people continue having wrong ideas about other cultures despite this media and the resources it offers us.

When people have the opportunity to learn a new language, it is an excellent moment to start learning a new whole culture not only of the country where language descends from, but of all the cultures that have adopted it and of those that have contact with the aforementioned.

So, as we can see, learning a second language brings us the chance to get closer to new ideologies, cultures, traditions, habits and customs.

In a sense, this is what interculturalism is about; when people refer to interculturalism, they think that is only a part of knowing the history and some of the precedents of a specific country, for instance, if somebody is studying French,

people identify this language immediately with France, and they say that they are intercultural people in that language for knowing some aspects of the history of it. But what happens if we speak about how, they behave or why they have different living styles.

Those aspects give us the idea that interculturalism is more than the history, the food, or the traditional costumes of the country.

The precedents of a country will influence the way people develop in the daily day and why they have several ideologies about different topics.

While it is true to say that future education remarks the importance of intercultural communicative competence in all the education grades, it is a reality that at least in Mexico many social stereotypes are a huge obstacle for including it in the curriculum or it is already part of the curriculum, nonetheless, many teachers do not know how to tackle it in a lesson.

As teachers, it is our responsibility to keep up with our knowledge and be in constant learning of the new methodologies and educational parameters in order to bring in an efficient and effective teaching-learning process to our students, which gives them as many possible strengths for affording the intercultural new world.

So, this is no excuse for not developing intercultural communicative activities during our lessons, we must remember that these sorts of tasks will give our students the chance to acquire a new view of things and reflect on their ideas.

Interculturalism is part of the world so it is relevant for our teaching process, develop different sorts of activities that show ideas and habits from other countries can be a challenge to our students because they can improve their critical thinking abilities

giving them a window of opportunity in order to function in the current globalized world.

The fact is that teachers must learn new approaches and strategies for developing more challenging activities with intercultural aspects of people, that encourage them to know more about the culture and traditions. Although these sorts of knowledge and activities allow them to develop metacognitive skills that are a strength to every part in every part of their life.

According to diverse authors that have developed different approaches and enriched language learning strategies for improving L2 classes, I decided to develop an activity where students can notice their values and anti-values and raise awareness about things that are more important for improving their lives and the whole society around them.

This activity has the aim to make consciousness about the different ideas we have about values and anti-values and how they learn and apply them in their daily lives.

In my opinion, the activities that allow students to reflect on important aspects that that refers to daily coexistence, help them to internalize the aim of a human being.

This sort of activities make students create their own criterion, allowing them to open their expectations and creates the curiosity to learn more about daily aspects of people.

This activity has several stages for introducing and involving the students in the general context, with the purpose of expressing their ideas about them and society as a result of their reflection on the topic.

Interculturalism allows us to learn together with our students throughout the development of it. It is important to get involved as well as the students since this opens a new window to the world of meaningful learning in a social and formative context.

II. CHAPTER 1

1.1 Philosophy and Theory

“The best teachers are the ones that change their minds.” –Terry Heick

I start this final project with this quote because it describes my true feelings at this moment when I am ending this stage in my life, which has marked my professional field, where as a result there is a teacher before and a new teacher after having completed this specialization.

Since I started this specialization, I realised that I know many pedagogical aspects of my profession since I had studied a master’s degree in education and teaching, but I did not apply all the knowledge I had learned because I was coordinating an English program, so my objectives and aim were different: they could be focused on the teaching of a Second Language but not on my own teaching development.

Throughout this process of reinventing myself as a teacher, I realized that I have many strengths that are visualised in my classes, but also, I have many weaknesses that I must confront and then I convert them into opportunities for having continuous improvement in my profession.

I am an English teacher that all time has a commitment with each one of my students; for me, every new group that I must teach is a new challenge that I have to face and also a new opportunity to improve my work.

I love my profession: for me being an empathic teacher is very important; establishing a close relationship with my students is one of my purposes during the

course, since the first class, I learn their names to make them feel that we are a group that will work as a team that is made up of different individuals who will contribute to improving our learning process.

Every time I get into the classroom in the first class I feel as nervous as with my first group 20 years ago; I think this is because I am worried and anxious at the same time, they are my new students, I have to show them that learning English is beautiful and they can have fun during their learning process; obviously, I always comment to them that it is an effort of both parts because the teacher will be developing different sorts of activities for evolving their language knowledge and they must give the best of them; attitude and motivation are some of the clues for success.

As a teacher, I have to bear in mind that each new class implies new students with different backgrounds and ideas about how to learn the language, so, those aspects are going to influence the strategies and techniques I will use along the course.

Furthermore, we have to be aware that as well as the students are learning new aspects of the target language they are studying, we are going to learn together with them, it is a cycle of learning that is going to benefit both parts, so we will develop a correlation that will make us improve our language in a holistic way.

Likewise, I tell them that I am not an encyclopaedia or a dictionary; thus, if I do not know something, I will search for it just like them, for clearing the question they can have.

Revisiting the educational methodologies and reflect on their application when I am developing the lesson plan of my class, it is relevant for realising if my activities are developed according to the language function my students have to learn and if they are focused on the methodology or approach selected.

I plan my class every time because I believe that when you have it, you can follow it and it is an easier way to develop one's activities, but it is also important to be prepared to face questions and different scenarios that your students can ask about any topic as well as be prepared to modify them in a few minutes.

At some moments of my teaching practice, I have lost the aim of learning a language as a means for communicating with other people in different contexts of our lives, because sometimes one centred all one's class in grammar functions losing sight of the relevance of its application in real contexts; this is due to the emphasis that most of the old textbooks put on the same, leaving apart other language aspects.

Centring classes in the communicative approach gives a huge opportunity to adapt many approaches that allow the students to become aware of the usefulness that learning a second language has, in addition to the way they may employ it in any aspect of their lives.

Grasping as teachers the importance that has the negotiation for meaning to the development of the learning process of the students, we will open a new door for new opportunities that will bring us another sight of our daily hard work.

What is more important is to give the students all the tools and resources that they can use along with their conversations for understanding other people as well as to make themselves understood, such as asking for clarification, rephrasing, or confirming.

Following Jakobson's Model and Dell Hymes' Model as the central point of the development of our communicative planning, we can base ourselves on it to choose the appropriate strategies to promote communication in the target language inside and outside the classroom.

Given the aforementioned, I have learnt how to develop different sorts of activities that integrate the 5 language skills that nowadays the CEFRL establishes, and try to apply a sociolinguistic competence in each activity when we are learning a language, and since I started changing my activities, I can realise that my students have been involved in their own learning process and self-analysed their progress in the language, improving the skills they think are their weaknesses.

The Common European Framework of Reference for the Languages is one of the most relevant educational documents which is the base for developing languages programs around the world. Said proposal provides with the different communication abilities and descriptors that the students will learn and apply during their language learning process.

Furthermore, it provides to teachers the basic strategies and knowledge that we have to consider during the lesson, in addition to emphasizing the learning of a second language as a media of communication in real contexts.

Throughout the specialization, I always try to apply all the concepts I learnt, and I realize that my students have taken advantage of these changes, which can be observed in their language development. For instance, I have applied Krashen's Input Hypothesis and looked for comprehensible input material that allows my students to go beyond their current level, converting those inputs into intakes that allow them to interiorize the new knowledge and tie it to their previous one for achieving meaningful learning.

Apart from this, it is crucial to encourage the students to interact and work with their peers for promoting social interaction and cooperative learning to construct cognitive and emotional images of reality, transfer all the knowledge to the real communicative context. The foregoing will allow the students to fix the language and to be engaged in a process of internalizing it.

As a result of the concepts, skills, and attitudes I have learnt; my teaching style has been changing as well as the strategies I apply for developing language skills. For a long time, I have adopted a Task-Based Learning Approach because, in my opinion, it is an excellent way to introduce, build and reflect on the application of language in a real context, but I have modified my activities to use the four skills integrated that allow students to learn and produce the language in different ways.

I have evolved my activities integrating an intercultural aspect, in this way, my students are learning more than only a language, they are becoming aware of the importance that culture, traditions, habits and history have in all people, also they learn some aspects that heed them in such relevant aspects that are useful to know when they are communicating with other people whether it is oral or body language.

Triggering the student to delving into different cultures and seeing English beyond a simple language as a tool that opens new doors and breaks borders, has allowed them to give a new pinpoint to their learning process, causing greater motivation in the development and improvement of their skills.

Obviously, the aforesaid has brought enormous implications and advances in my work as a teacher because my commitment has grown in great dimension thanks to the progress that my students show in each class, prompting me to be better and look for better strategies and materials for them.

I always try to develop my own material or search for instructional material that support my classes, but nowadays I use more authentic materials in them, because videos, news, articles, and songs that are not made for teaching a language are helping students to realize how they can use language in real contexts, bringing about the curiosity and desire to improve their language skills.

Another thing that is important to mention is that my perspective about assessment and testing has changed a lot, now I am trying to struggle with the way I assess my students by using diverse sorts of instruments that enable me to evaluate them from a holistic and qualitative perspective not only in a quantitative manner.

I always try to make my classes dynamic and use a lot of strategies to help my students in their learning process; for instance, I use colours to point out relevant topics and I use flashcards for helping the students that have visual learning, in the case of auditive students I use different sorts of material such as audios, tv series, videos, YouTubers and songs. In the case of kinaesthesia students, I use activities that require moving in the classroom, for instance, with rallies, guess who games, or competitions.

As a teacher, I have a huge problem: when I develop my lesson plan, my activities are designed as a part of a network, each one is a complement of the other one, but my timing is incorrect, sometimes I do not measure the time of the activities correctly so, at the end of my class I realize that I miss some of them. I need to improve my strategies to rectify this problem and adapt better to my lesson plan. Currently, that weakness has become an opportunity and I have learnt how to manage better my timing during the development of an activity.

I strive to use different techniques; I am inclined to believe that using diverse techniques during my classes is useful to improve the learning process of my students.

I encourage the students to apply the language in real context situations, techniques where I develop these sorts of activities, such as the Case Method, will help students to use the target language to solve problems. Furthermore, they can analyse and expand their critical thinking abilities.

Every time I get in a new classroom and start a new course, I try to do my best and motivate my students, showing them that English is a beautiful language that will help them in many areas of their lives, not only at school.

Owing to the fact that I want to be better in each class I teach, I decided to start studying this specialization to improve the methodologies, approaches, and techniques I apply in my classes.

Moreover, professionalization is one of the most important factors that teachers have to consider, even more at this time that education is changing every day, not only because of the pandemic, since technology is a tool that is transforming the view of how to we must teach a language.

Hence, I attempt to increase my teaching knowledge to transfer what I know to my students and my colleagues.

Without a doubt, the specialisation has come to give a 360 degree turn to my development as a teacher, showing me a new panorama in favour of learning, awareness and motivation of both students and teachers.

Today, I feel more capable of developing and focusing my activities on specific purposes that confront my students with the use of the target language in a globalized world.

1.2 Theoretical basis about language, language learning and language teaching of your model

Throughout the learning process of the specialization, made me think about how I can prepare my classes using the different methodologies and approaches I had

learnt, as matter of fact, I can notice that I apply some strategies, but I add new approaches and renew my pedagogic vision for improving my planning.

With regards, to my final project, the importance of Values and Anti-values Nowadays” I use one specific methodology and approach as well as different strategies and resources that allows me to develop an intercultural four skills task that encourages students to improve their language skills in real context through the reflection on an intercultural topic.

To begin with the development of the task I decided to use the communicative approach as the main spine of the lesson planning since I apply different activities during the task where students must develop their communicative skills such as talking about the gadgets in their lives or talking about the importance of values for their lives and the Mexican society, the main aim is to encourage students to use the target language as an instrument to give their opinions or say if they agree or disagree about the topic they are managing along with the whole task.

Base classes on the communicative approach will make students aware of the importance that communication has when they are studying a language due to the fact that, languages aim is to convey in different social contexts.



The communicative approach allows teachers to develop different sorts of activities that will foster students to improve their oral production skills throughout authentic material enhancing students to contribute with their personal experiences and transfers the classroom knowledge to real context.

In order to fulfil the objectives of the intercultural tasks, I decided to use a Task-based learning approach, which will enable the opportunity to divide the task into different stages that will provide different abilities and backgrounds to students for performing the final project with success.

To develop the communicative skills of the students, as teachers we can start classes with an input activity either a vocabulary gamification activity, such as a warm-up that introduces them to the intercultural topic in this case, that they must build up along the lesson and reflect on it. In this case, this activity is part of the stage named pre-task, in which one of the main purposes is to motivate and activate previous knowledge and schemas that help students to complete the task goal.

For instance, students started their intercultural task by using gadgets as the means to link students with the main topic which are values and anti-values. In this case, I used a vocabulary activation activity and a comprehensible reading input for introducing the topic and begin with the reflection of how gadgets have come to modify people's lives, prior to fully entering into the main topic.

The pretask provides the activation of backgrounds and schemas of the students, which are useful to develop the final product of the task; in this case, the task finished with the presentation of an infographic as well as the sharing of their ideas and opinion of the topic and the internalization of it. This task aim is to realise the importance of values and anti-values in our society and how they can change us in many ways.

They must start a discussion about the topic; at this stage, sometimes they use their L1 because they start arranging their ideas and they have an A1 level based on the CEFR which is one strategy that could help students for developing the activities.

Subsequently, students started developing different activities based on authentic material that enables them to use the target language in real contexts. The use of authentic material is derived from the prevailing need to offer the student resources that provoke the analysis of the information provided as well as take them beyond their level, seeking a progressive advance in the use of the target language.

As a teacher, I have to monitor all the groups and help them with lexical, grammar doubts, or any questions or advice they need. In my virtual courses, I divided my students into different rooms, and I get in each room to monitor them. The advantage of developing this activity in a virtual course is that students have on hand different technological tools to increase their creative skills.

According to all the information they organized and the infographic they developed, students start their presentation and use the target language to express their opinions.

TASK-BASED LEARNING TEACHING



<https://view.genial.ly/5fa0f0dc8cd7690d2c41df17>

Learning a language is one of the best opportunities that a person can have in her/his life, it is not worthy to mention that any language will be worthwhile for many aspects of a person's life.

During the learning process of a language, people can face with different sorts of obstacles which sometimes become excuses or pleas for leaving the studies of a language provoking fear or mental block for acquiring the necessary skills to communicate in the target language.

As teachers, making students aware of the existence of different strategies and techniques for learning a language has become a commitment during the teaching-learning process.

Without a doubt, languages are the principal channel of communication regardless of the topic to be discussed; it could be in professional scenery or personal situation applying formal or informal expressions. Moreover, a language will provide the opening to communicate through oral or written text.

With reference to diverse learning approaches, the language will provide information to students through input skills, which means that those skills will offer them several advantages for applying the language.

The output skills, which are related to the input skills, are the means by which people express their ideas, opinions, and feelings; being the primary objective of learning when a person learns a language.

When speaking about the different language skills, it is relevant to point out some aspects of each one before verifying how inputs and outputs will be the core structure of learning any language.

Firstly, we can start talking about two skills that are linked because all the time you develop a written text has the intrinsic purpose of being read by a person. This relationship that they have, is inherent due to the very nature of both.

Reading and writing are two of the core skills of learning any language: they are co-related because what you read is something that somebody writes.

As a teacher, it is relevant to develop different sorts of activities that involve these two key skills, accordingly these, sometimes is complicated depending on the abilities and habits of the pupils.

Due to the importance of using a language as a communication media, we must realize that there are some skills in any language that would give them important

aspects of the L2 such as vocabulary or language functions to apply them and communicate with Non-native Speakers or Native Speakers using negotiation of meaning to enter into a fluent conversation.

Although reading and writing are two skills that most of the time their acquisition is based on the habits and capabilities of students, there is another input skill that is one of the most difficult a student must acquire: we are talking about listening.

As far as I have seen during my professional development, listening is one of the skills that cause enormous frustration at the moment when their listening comprehension of audio is not good in its entirety.

It is said that when we talk about the English language, we imagine that improving the listening skill is a piece of cake because we are surrounded by a lot of things that are in the target language such as movies, songs, and sitcoms.

Even though we have a lot of contact with the English language because of our inherent closeness to an English-speaking country, most of the people, regardless of their mother tongue, are not used to listening to other people and much less paying attention to people talking through a media of communication in a non-face-to-face situation.

Due to the aforementioned, it is very important as teachers to heed on listening skill and all the activities, resources, and material that we may use for improving it, we must analyse students' listening skills and abilities. Checking what their strengths are and reinforcing them are for better listening comprehension, as well as their weaknesses for being able to turn them into opportunities and advantages that allow them to develop and hone their listening skills. Moreover, getting used to listen movies, music, series and more all, will allow students to get accustomed to the

language pronunciation and intonation helping them to improve their listening skills in the target language.

Last but not least, we have the skill most used by people or at least the reason for beginning to study a language for the majority of the students, we are referring to the output of speaking.

Speaking is a skill that is considered as a universal medium for communicating any thought that we have and has lots of resources people use to reinforce the utterances they are saying using phonemes.

We may think that everybody can easily develop this skill, however, some people have different issues that interrupt the improvement of it. Up to the point, it is true that are many inner and outer factors that will affect this skill, but on the other hand, if teachers apply different techniques and strategies will assist them to overcome those.

Heed on tools and resources such as body language, paraphrasing, or circumlocution when we are striving to negotiate meaning in any conversation will help the listener and the speaker for acquiring fluency and acquisition during the communicative process.

These four skills make up any language, so we must bear in mind that developing them is the link that will make us achieve the goal established since the first beginning, communicate in various scenarios with different situations.

Developing an integrated skill activity allows you the perspective to change the vision you have when you are teaching a second language to non-native speakers.

The greatest advantage of applying an integrated skill activity is that the teacher can make the students aware of the importance of learning a language and which are the principal aims when we intend to put into practice all the previous knowledge, they had learnt along their learning process.

An integrated skills approach enables students to activate their previous schema of any topic that the learners have already acquired through their experiences. The schema will be activated when the learners face different sorts of comprehensible input based on real contexts.

When the students think about which situations they have been faced with, they start to think about what happened and how they solved it or in other circumstances they could consider the option of which resources they use to motivate them to afford the situation.

Apart from this, they will realize that they remember the general information about the topic, they make an analysis about the background information, ideas, beliefs, and values that will be related to the topic, this sort of schema is very useful to resolve ambiguities between different alternatives of interpretations students may have during the whole integrated process.

Therefore, students will acquire meaningful knowledge that will allow them the necessary information for starting their communication in the target language through the output skills.

At the beginning of the planning, I had a trouble in organizing the sequence of the activity, yet I realized of the teaching awareness, based on how I can organize the whole material and information for imbuing with meaningful knowledge to improve their communicative skills in the target language.

In the end, when I changed my perspective and modified all those exercises that have a grammar structure result, it was easier to develop my planning and use the authentic material for motivating my students and heed on in the aim of the whole task.

As teachers we must raise student's awareness of the use of the language in real context during, they are developing their task, while it is true to say that when we are learning a second language, we will be able to speak with two types of people it could be a native speaker of that second language that we are learning or on the other side a non-native speaker like us.

We have to bear in mind that English is a *lingua franca* around the world so many of the people that speak English are non-native speakers like us, so that it is an advantage that we can use to reinforce our confidence when faced with talking to a foreigner.

The fact that they are non-native speaking does not mean that they do not have their socio-linguistic norms, contradicts the belief that it is easy to communicate with all the people around the world just for the simple fact of speaking in English, because English is a *lingua franca* around the world so students will face with different foreigner people that speak the language without being native.

So, that is the main reason for knowing something about the group's culture becomes an essential aspect when we involved in a formal or informal conversation with another person, face to different habits, cultural aspects and routines will be a challenge that students most have to reach.

We have to remember that when we are learning an L2 there are different competencies that we have to acquire along the learning process such as linguistic competence, whose aim is to get hold of a linguistic knowledge possessed by a native speaker of the language, also called grammatical competence.

Another important competence that every student must develop along their L2 learning process is communicative competence, which was developed by Dell Hyme's who asserts that to be competent in a language not only includes grammar, words, and sounds rather, it goes beyond these aspects, referring to a knowledge of the social environment of the language, in other words, when and how to use it.

Nowadays, the future of Education is completely different from what it was 20 years ago, different innovations as the Internet and social media, come to open a new window for learning knowledge and approach and live with people from different parts of the world using a simple click.

The aforementioned has forced us to use a language as a global medium of communication, we are referring to English which has become a basic skill. So, we can refer to English as a Lingua Franca and many people around the world use it before their L1 to be intelligible.

While it is true to say that we all live in the same world, cultural practices and values vary from place to place that is why we can deduce that a mingle culture exists, because people are migrants that travel around to many countries.

Because this phenomenon is one of the main reasons that education today remarks the prevailing need to acquire an intercultural competence that seeks effective communication between human beings through cross-cultural contexts.

In this context, Byram developed a model which postulates the terms of intercultural competence. He asserts five stages based on the pillars of education, which were developed by UNESCO.

Summarizing these five stages Byram tries to explain the principles on which intercultural competence is based.

Students have to develop an intercultural attitude by curiosity and openness, they must acquire the ability of decentring. They must realize their own culture and leave aside prejudice and stereotypes that can cloud their judgment when they are facing a new culture.

Secondly, it is relevant to learn about the products and practices of the different social groups, starting with their own cultural patterns as well as the interlocutor's patterns, all of these with an interactional purpose.

After these two stages, people have to become interpreters of other cultural habits and tradition; if they can do this, they will relate each aspect to their own culture and ways of living, finding similarities and differences, which should not become barriers or obstacles for communicating with people from other countries.

With all the above mentioned, it is time to start acquiring new knowledge and using this information for enhancing intercultural communication and apply it in real contexts. It is the perfect moment to integrate this new knowledge with the precious knowledge everybody has for establishing several relationships and mediating them.

Last but not least, we have to be aware of our own values and how they have influenced us and analyse critically the ones from other countries.

Byram's model can be transferred to an educational context, which will have educational objectives that allow students and teacher to adopt a specific role for converting into an intercultural speaker.

When we are talking about culture, we have to bear in mind that it is not easy to define it, but it has some characteristics that are important not to forget such as

culture is shared by one's community, family or whole environment; culture is contextual; that means that it is going to be determined by the history of the country and it will influence many habits of the people of that country.

We have to remember that culture is not a static element, it will change depending on several factors such as the Internet, economy, TV, magazines, etc.

This leads us to the following two characteristics of culture, which are that culture is learned through the people that are around us in the various settings in which we develop, in addition to the fact that we learn it in most cases unconsciously through listening and seeing what surrounds us as well as to do things by repetition or habit.

As we can see, these characteristics give us a complete idea of what is culture, we can refer to it as the precedent that any country has which makes it be in a specific way nowadays.

The biggest problems that we must face when we are talking about becoming an intercultural speaker is to think that our culture and ideas are the best of the world and that it represents the truth for every statement, because this convert in the worst obstacle for interculturality, judge other by our own view.

Being an ethnocentric person gives us the idea that it is acceptable to judge the actions of other people from our point of view without analysing or reflecting on the actions of others neither their culture, causing the interaction to become null in the case of not being our way.

Awareness of these sorts of attitudes and avoiding them is what will lead us to start with a change of ideas and will guide us along a path of empathy and critical analysis when establishing a relationship with anyone.

In a sense, everybody categorizes people in one way or another, it is a cognitive process by itself that will help us to understand the world and contributes meaning to our lives, and we can avoid it since it gives an order to our lives.

The categorization is necessary for processing information and thought, nevertheless, it can build up a barrier in the intercultural process if is not flexible and modifiable.

Talking about obstacles and factors that will become barriers in the intercultural learning process we must not forget to mention the stereotypes, which can be positive or negative and are individual elements concerned with people and how they act in various situations. Stereotypes are a sort of categorization, in some cases, they are positive and make us realize about different attitudes of people, but other times are negative and make us have a wrong idea of people.

We learn stereotypes from many places such as media, negative or positive experiences, or through other people.

The relevance of believing in stereotypes without previous knowledge is that we may create unrealistic expectations or prejudices toward a cultural group. It is very difficult to get rid of them, but that is why is important to learn more about the different social groups to develop a new idea about them.

The activity that I developed is based on values and anti-values, and it aims to create an awareness of students' ideas based on different resources like the Internet, TV programs, or family experiences and reflect on to start becoming an intercultural speaker.

The cultural component is important when you are developing a language class, we must remind you that a language and culture have an intrinsic relationship, so the

lack of understanding of the language and its culture can become some weaknesses that L2 students have to afford during their learning process.

When we are speaking about a classroom or in our house, culture is in every part of them, in every place, culture it is highlighted in various physical aspects of the environment as well as in the same people who are in them.

If we centre in the classroom, we can talk about culture when we are referring to the teacher and the student's background, the media, the materials and in the space by itself.

If we are limited only to the target culture of the language the students are learning, it may be important for them, but we must decentre and work with the students' context and with other cultures in the same way in order to achieve meaningful learning.

When we are referring to teaching interculturalism in a language class, we can take on various approaches focused on its teaching, depending on the view of our lesson plan.

We have two approaches that are a dichotomy regarding intercultural communication theory. The first one is cultural criticism which will be related to a specific culture in which you will delve into the analysis of the differences and details of disagreement to isolated them, then it will research about them for being sensitized about the differences in a transcultural interaction context. As a teacher, I do not prefer this approach because I think that if you start analysing and noticing the differences between the cultures, this can cause that prejudices or ethnocentrism come to light throughout the development of the activity.

Secondly, we have cultural dialogism which is focused on cross-cultural awareness and communication skills to overcome differences. I think that this approach is excellent for making students aware of how every culture has similarities between them and how we can identify with it even though our culture is totally different.

Likewise, we have the emic and the etic approach, the first one is going to acquire the view from within their own culture, analysing its members and their actions in order to gain an understanding of it and the second one it is going to analyse the culture from outside the system as a researcher, this will allow analysing objectively for comparing and examining it.

Another approach is the dynamic process which reaffirms that culture is dynamic it is always changing, multilevel and complex. This approach has the aim of training the students to access and critically analyse cultural practices, meanings, social processes, and their outcomes. Bear in mind that culture is progressive, and it will always be in constant flux.

Last but not least, it is the experiential learning approach, which will confront the students to new and unknown situations for experiencing different sort of emotions through it.

As we have to set aside an approach for developing an intercultural activity in the classroom, we also must keep in mind, analyse and decide which is going to be our role in the activity. We must be mindful of the relevance that the role of the teacher means.

First of all, we call to mind that our work in a classroom is to promote communication skills within, through the four language skills and at this time, base this communication on various intercultural aspects that allow students to communicate with their peers regardless of their descent using English as a lingua franca.

We can distinguish six different roles that we can embrace depending on the purpose of the activity and how we want to manage it.

We may be mediators during the activity, as teachers, we are going to set the conditions for negotiating meaning, attitudes and activity interchange with the students and the context. We can also be ethnographers and researchers for encouraging students becoming a participant and an observer during the activity. This role fosters teachers to make active research for developing tasks, activities, and material.

Developing an agent of change throughout an intercultural activity aims to facilitate learning for students by giving them understandable input to communicate through linguistic and cultural boundaries for playing an active role during the whole activity. In this kind of role, the teacher will try to convey meanings to the students so that the target language functions just as a vehicle for communication, understanding their own culture and thus be able to face new cultures.

It is essential to be an agent of change at all times inside and outside the classroom since in this way you will be able to collaborate in the process of becoming an intercultural speaker.

Becoming a manager in the classroom implies that the teacher must create a comfortable learning community where students understand and respect different ideologies, cultures, and traditions.

Finally, we can develop the role of a mentor in the classroom who is going to be the person that builds up confidence and acceptance by promoting a positive and comfortable environment, we also have to provide students with several options that enhance them to cultural awareness using a variety of strategies and authentic material.

As we can see during this development of theoretical foundations, teachers must acquire new knowledge to face the new needs of students to communicate in their different sceneries.

It is essential to be cognizant of the role that we will develop and the responsibilities that we will acquire throughout this process, which shows and forces us to take a turn of three hundred and sixty degrees to become aware of the needs that our students must cover so as to achieve meaningful learning in a second language. It is essential today to go further as teachers to ensure that our students acquire the necessary strengths to face an intercultural environment.

Finally, we have to comment on the assessment models that we will use during the whole task development, and we have to pay attention to which is the type of it we are going to use.

In my opinion, a formative evaluation facilitates a better understanding of form, function and the use of the general management of the language as a mean of communication. Moreover, as a part of an instructional process, it provides the information needed to adjust teaching and learning while they are happening. This sort of assessment enables teachers to be informed about the students understanding at a point when timely adjustments can be made.

The application of the three-dimensional grammar framework allows me to assess grammar in the use of the language systems in real contexts, in this manner as a teacher will notice how students apply the grammatical studies of the language, understanding its meaning through the skills of comprehension and production of the language. In this way, grammar becomes a useful tool that will allow them to communicate in the target language.

In the case of the assessment of speaking, it is important to specify scoring procedures for a response and to achieve a high-reliability index as possible. The most important aspect is that the rubrics used as an assessment instrument it must manage clear criteria for better grading.

Developing different sort of instruments for testing the input skills must be limited by the exact characteristic which wants to be evaluated, so it is relevant for having the accurate type of standardized format for testing these two abilities.

In the specific case of the task developed for this final project and based on the level of the students, the testing tools are based on the evaluation of the main idea of the oral and written texts.

After all, the assessment of writing is based on a rubric that will apply different sort of aspects that will be evaluated, these aspects could assess the micro or the macro skills of the students. It is suitable to develop the five recommended stages for evaluating writing skills. These stages have the objective of developing a written text as a sequence that will enable students to notice their mistakes and encourages them to improve their skill.

Having a view as a teacher based on the theoretical foundations is pertinent for developing successful intercultural integrated activities, which will allot students the scope of enhancing their language abilities.

Foregoing, it is essential as teachers to be in constant training, which will acknowledge renewing the perspective about the development of the classes and as a consequence, it will bring us the opportunity of establishing a deep analysis about the necessary modifications and adaptations we have to make for the improvement of the teaching-learning process.

CHAPTER 2

The importance of the values nowadays is an important topic because society have leaved aside them to give importance to the material things that are intended to fill various gaps in the lives of human beings today.

This lesson plan has the purpose of improving the language skills of students through an intercultural topic such as values.

Students will develop various activities using gadgets as an introductory topic as a means that has caused values to decrease and anti-values to grow.

Through the various activities based on the four skills of the language, it is intended that the students become aware of the importance of values in their lives and in the society that surrounds them, as well as how they can improve them to be better people.

The following lesson plan shows the development of the task during the whole bimester.

2.1 Lesson Planning: Application and Procedure

Lesson Plan

Author: Laura Aryadna Adame Alatorre

EEAILE Tutor: Elin Emilsson

Educational Stage: Centro de Lenguas Extranjeras IPN

Title of the Lesson Plan: Values and Anti-values nowadays

Level: Basic 2 (A1)

Time: 300 min - 200 min synchronic and 100 min asynchronous (6 hours).

The number of sessions: The activity will be divided into six classes until the students deliver their final project.

Type of activity: Intercultural Communicative Activity using the four language skills.

Approaches: Project-based learning, task-based learning and communicative approach.

Communicative Skills Considered: Reading, Writing, Listening and Speaking

State of the following options: Recycling Topic

Language Functions:

- Talking about skills
- Talking about habits, values and traditions
- Descriptions

Main Grammar Topic: Present simple, Can and have

Brief description of the plan: Students will reflect on their personal values and anti-values nowadays and also; they will reflect on their importance.

Contents require values notes.

Rationale behind the activity task: To talk about different gadgets that help people to interconnect with the rest of the world, how they use them and how this is interconnected with their personal values.

Context: Values infographic.

Aims: Analyse and reflect on, how gadgets are decreasing or increasing some values and some anti-values nowadays and make a reflection on their own values.

Preparation: The teacher will:

- Develop an anagram game using the vocabulary about gadgets.
- Adapt a reading about gadgets.
- Develop a match the column for testing students' reading comprehension.
- Develop a chart where students will describe their favourite gadget.
- Search audio for introducing them into a free-gadget life. The teacher will develop a true or false exercise for testing their listening comprehension.
- Develop a presentation with a pattern paragraph.

- Adapt a text for the next reading activity.
- Develop a brainstorming pattern for fulfilling with the students.
- Search for a video about values for making a reflection on the topic.
- Develop a categorizing game of values and anti-values.
- Show students infographic models and a chart with the topics they have to include in their final project.

Procedure:

I. Activation

Students have been developing different sorts of activities that help them learn two of the language functions they will use throughout the whole Project. It is important to say that this project is going to be assessing ongoing their English class.

1. **Vocabulary introduction** - The teacher will play with the students an “Anagram Game”, for learning some vocabulary about gadgets, (Synchronic Class
2. **Reading Skill development** - The students will read a small text about gadgets, (Synchronic Class 1)
3. **Reading comprehension testing** - Then they will solve match the column exercise for testing their reading comprehension, (Synchronic Class 1)
4. **Writing Skill Development** - The students will select their favourite gadget and complete the chart that the teacher will send them, (Asynchronous Class 1)
5. **Speaking Skill Development** - The students will present their charts through a video and send them to the teacher for checking their language system used, (Asynchronous Class 1)

II. Development

6. **Listening Skill development** - The students will listen to an audio “A gadget-free life” three times, (Synchronic Class 2).
7. **Listening comprehension details of the oral text testing** - They will solve a true or false exercise for testing their listening comprehension, (Synchronic Class 2).

8. **Writing Skill development** - The students will develop a short paragraph speaking about how their lives might be without gadgets. Following the pattern that the teacher will send them in a presentation, (Asynchronous Class 2)
9. **Writing Skill assessment** - The students have to send it by email to the teacher; the teacher will use a checklist form for the assessment of the activity, (Asynchronous Class 2)
10. **Reading Skill development** - The students will read an article that talks about life with and without gadgets, (Synchronic Class 3).
11. **Speaking Skill development and Reading Main Idea of the text assessing-** Student will answer some questions that the teacher will ask them through an interactive image, (Synchronic Class 3).
12. **Reading and listening Skill development** - The students will surf the Internet to find out some examples of values and anti-values they can use articles, e-book, audios or videos, (Asynchronous Class 3).
13. **Speaking Skill development** - The teacher will ask the students which were values and anti-values they have found. Then they will fill in the brainstorming pattern together, (Synchronic Class 4).
14. **Vocabulary Values Activation** - The students will play a categorizing game about the topic. (Synchronic Class 4).
15. **Listening Skill development** - The teacher will play a video to students for reflecting on their personal values and their importance. (Synchronic Class 4).
16. **Writing Skill assessment** - The students will write at least ten full sentences expressing which values and anti-values they have and sent them to the teacher through Google Classroom, (Asynchronous Class 4).

III. Conclusion

17. **Writing and Speaking Skill development** - The teacher will divide the group into five teams and show them different models of infographics and ask them to develop their team infographic following the topics of the image, (Synchronic and Asynchronous Class 5).

18. **Speaking Skill assessment** - The students will present their infographic and deliver them to the teacher through Google Classroom. (Synchronic Class 6).

19. **Reflection moment** - The teacher will elicit the highlights of the activity and students will share their opinions following the questions of the interactive image. (Synchronic Class 6).

Skills:

- Listening - the students will practise their listening comprehension when they listen to the audio, watch the video and listen to their peers and the teacher.
- Reading –the students will practise their reading comprehension when they read the two articles and the information and charts of their peers.
- Writing – The students will practise their writing skill when they fulfil their charts, develop their paragraph, make their values list and develop their infographic.
- Speaking – The students will improve their speaking skill during the whole activity, they will work in teams of four people and individual, they will share their opinion about the topic.
- Interculturalism – Students will reflect on their values.

Aids:

1. Anagram Game

<https://wordwall.net/play/15253/210/431>

2. Reading about gadgets

The gadgets that changed our lives

3-D television
The first film in 3D was shown in the cinema in 1922. And in the year 1928, the first 3D television was made. It was made by the inventor of the normal television John Logie Baird. It was extremely expensive. In the 1950s several 3D films were made but they were considered as something unusual. The real breakthrough came with the invention of the format IMAX 3D which was introduced in 1986. Nowadays all the TV producers make 3D televisions. However, for some people, 3D doesn't exist because their eyes are bad and they cannot see it.

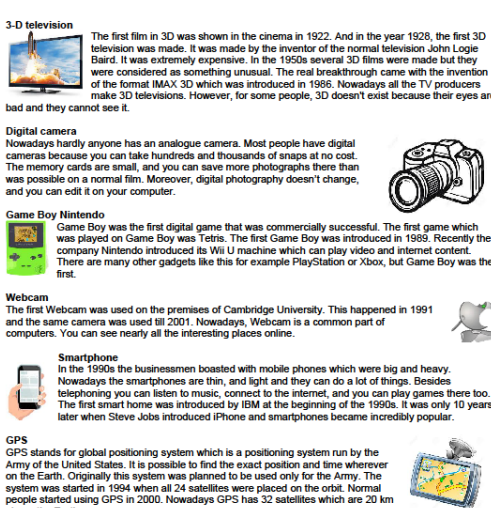
Digital camera
Nowadays hardly anyone has an analogue camera. Most people have digital cameras because you can take hundreds and thousands of snaps at no cost. The memory cards are small, and you can save more photographs there than was possible on a normal film. Moreover, digital photography doesn't change, and you can edit it on your computer.

Game Boy Nintendo
Game Boy was the first digital game that was commercially successful. The first game which was played on Game Boy was Tetris. The first Game Boy was introduced in 1989. Recently the company Nintendo introduced its Wii U machine which can play video and internet content. There are many other gadgets like this for example PlayStation or Xbox, but Game Boy was the first.

Webcam
The first Webcam was used on the premises of Cambridge University. This happened in 1991 and the same camera was used till 2001. Nowadays, Webcam is a common part of computers. You can see nearly all the interesting places online.

Smartphone
In the 1990s the businessmen boasted with mobile phones which were big and heavy. Nowadays the smartphones are thin, and light and they can do a lot of things. Besides telephoning you can listen to music, connect to the internet, and you can play games there too. The first smart home was introduced by IBM at the beginning of the 1990s. It was only 10 years later when Steve Jobs introduced iPhone and smartphones became incredibly popular.

GPS
GPS stands for global positioning system which is a positioning system run by the Army of the United States. It is possible to find the exact position and time wherever on the Earth. Originally this system was planned to be used only for the Army. The system was started in 1994 when all 24 satellites were placed on the orbit. Normal people started using GPS in 2000. Nowadays GPS has 32 satellites which are 20 km above the Earth.



3. Match the column exercise.

<https://es.educaplay.com/recursos-educativos/9101877-gadgets.html>

4. My favourite gadget chart.

What can my favourite gadget do?

1. It can...
- 2.
- 3.
- 4.
- 5.

What does my favourite gadget have?

1. It has...
- 2.
- 3.
- 4.
- 5.

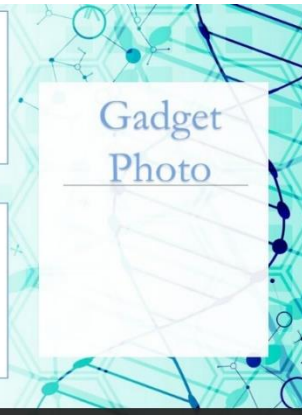
What can't my favourite gadget do?

1. It can't...
- 2.
- 3.
- 4.
- 5.

What doesn't my favourite gadget have?

1. It doesn't have...
- 2.
- 3.
- 4.
- 5.

Gadget Photo



5. A gadget-free life.



A gadget-free life.mp3

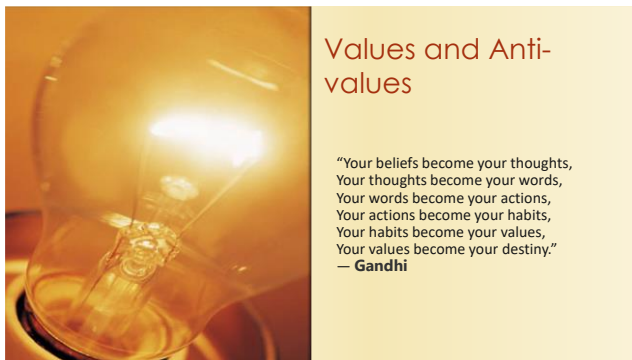
6. True and false exercise.

https://docs.google.com/forms/d/e/1FAIpQLScWVHAdp-mvChD1KnfdSek4XAnuzlixv4hcG4nvLU-hn0k1qA/viewform?usp=sf_link

7. Paragraph pattern presentation.

<https://view.genial.ly/60886a2c22bb750d444526b3>

8. Values and anti-values brainstorm



9. Life with and without gadgets reading.

Life without Gadgets

People born before the 1980s would very well relate to life before the information age when people had no access to the Internet or personal gadgets. Let's briefly walk down the memory lane to relive those moments.

- Children played together outdoors — they had a lot of physical activity.
- People talked to each other more often, and verbal communication face-to-face was at its peak.
- Chat jargon did not exist, and people knew their spellings well, as they read more books.
- People enjoyed spending more time outdoors with family and friends.
- It was commonplace to get the news from newspaper or radio.
- Entertainment came from playing board games, playing sports, going to the movies, watching VHS tapes, etc.
- Writers often used either a typewriter or a word processor on their computer.
- Computers were expensive.
- Doing research was hard; frequent visits to the library were necessary.
- Communication was slow.

Life with Gadgets

Gadgets equipped with the Internet have transformed our lives in several ways and brought about a paradigm shift in our dependence on technology to perform key tasks in our everyday routine. To highlight a few:

- An enormous amount of information at our fingertips
 - Use Google Maps to get directions, watch YouTube videos to learn to cook, sing, draw, learn science, etc.
- Health monitoring apps on the cell phone that would remind people to walk, run, bike, check Blood Pressure periodically, etc.
- Capability to share daily life or special events instantly with thousands of people and see the reaction in a matter of minutes, if not seconds.
- Expedited research with access to a large quantity of information.
- Ability to watch videos on demand from anywhere (Netflix, Amazon, etc.)
- Ability to read e-books online on-demand — no more visits to library needed.
- Use of mobile phones, tablets as pacifiers for kids.
- Improved speed of communication by orders of magnitude leading to faster decision-making.
- Existence of mobile apps for entertainment, social interaction through digital media, paying bills, accessing bank accounts, etc. (virtually for any purpose).

Retrieved from <https://scet.berkeley.edu/reports/gadgets-addiction/>
Adapted by Laura Aryadna Adame Alatorre

10. Values video



11. Questions for reflection

<https://view.genial.ly/608c5c372943f70d2a04ae98>

12. Categorizing game.

<https://wordwall.net/resource/15527813>

13. Infographic model.



14. Image of infographic requirements.

<https://view.genial.ly/608c6348c9dafc0d4283f12c>

15. How to make an infographic.



16. Reflection interactive image.

<https://view.genial.ly/608c66572943f70d2a04af34>

Predictable Problems: Students might not know some vocabulary words for developing their ideas.

Suggested Solution: Students will be asked to request help from the teacher if they need it.

Intercultural Component: The teacher will insert the intercultural component through the reflection on their values and their anti-values as an important part of their lives that they have to improve day by day.

Evaluation: The teacher will use different sorts of testing instruments and assessment instruments depending on what s/he wants to measure such as an intelligibility chart for evaluating speaking skill, listening and reading testing instruments, a rubric and a checklist for evaluating Writing skill and portfolio evidence where students will auto evaluate their progress along with the task.

Conclusion: The conclusion will be based on language & personal development, according to the purposes of the lesson (Language & formative-intercultural)., but also, they will state what they can and will apply in their own lives related to the different didactic resources.

Follow up activities: After the teacher reviews his students' infographics and gives them feedback, students make a final version of their products, which the teacher publish on the Edmodo platform of the group.

2.1.1 Application

Since the first class of the course, the students started to get involved in the topic of their task and began to develop their activities. It is interesting to see how students develop their language skills during the whole activity development.

I developed all the virtual material since the beginning of the course, in some cases the students had problems with how to use some collaborative apps and work with their peers.

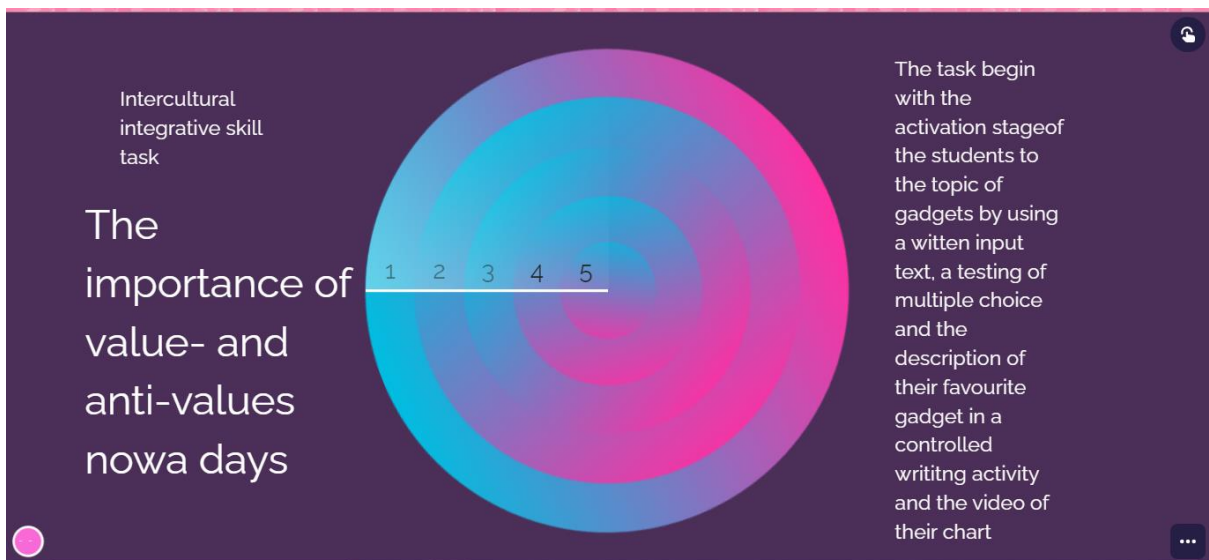
It is incredible that at the beginning some of them asked me to work individually, but it was not an option because it is relevant to collaborate with their classmates, are some abilities that they must develop and learn a Second Language is a perfect context for it.

Each weekend they developed different sorts of activities that allowed them to create their final project, at the beginning they thought it was a very difficult activity to developed because of their English level, but at this moment they realised that they can communicate in oral or written context in the target language in a very basic manner with the less knowledge they have about the language, but it is remarkable that they starter to let away the use of translations and started to search words in dictionaries, avoiding them the necessity of use Google Translation most of the time.

I think that the application of this intercultural integrated task was successful and enable students to use the English language in a real context and the most important aspect is that this sort of activities, encourage them to strive more every day in their own teaching-learning process.

2.1.1 Procedure

The following diagram shows the sequence of the task application, indicating the various activities carried out in synchronous and asynchronous sequences.



<https://view.genial.ly/60c50d53915b6b0d19b80e94>

2.2 Pieces of evidence of the development of the lesson plan

What can my favourite gadget do?

1. It can search information.
2. It can play videos.
3. It can play video games.
4. It can play music.

What does my favourite gadget have?

1. It has a webcam.
2. It has a keyboard.
3. It has a screen.
4. It has...
- 5.

What can't my favourite gadget do?

1. It can't run.
2. It can't fly.
3. It can't assemble itself.
4. It can't sing.

What doesn't my favourite gadget have?

1. It doesn't have a glass water.
2. It doesn't have a big battery.
3. It doesn't have a small screen.
4. It doesn't have an awful quality screen.

Laptop

Values & Anti-values

Do things well	Values
	<ul style="list-style-type: none"> • Honesty. • Love • Respect. • Responsibility. • Tolerance. • Friendship. • Discipline. • Equality. • Health. • Solidarity.
Do things bad	Anti-values.
	<ul style="list-style-type: none"> • Racism. • Arrogance. • Dishonesty. • Lie. • Unrespect. • Heartbreak. • Discrimination. • Violence. • Irresponsibility. • Inequality. • Injustice. • Paranoid. • Laziness.

TEAM 1

Values (Dictionary):

The principles that help you to decide what is right and wrong, and how to act in various situations (Cambridge Dictionary)

Values:

It is some ways to think that guide you to know the right things, they are a part of the ethic.

Examples:

1. Respect
2. Diversity
3. Generosity
4. Integrity
5. Finesse
6. Love
7. Openness
8. Religion
9. Loyalty
10. Forgiveness

Anti-values (Dictionary):

Anti-Values are values that have a predictably bad outcome. These include dominance, revenge, sadism, ideology, hardness, and exclusivity.

<https://buildingcriticalthinking.com/values-and-anti-values/#:~:text=Anti%2DValues%20are%20values%20that%20ideology%2C%20hardness%2C%20and%20exclusivity.&text=I%27s%20important%20to%20note%20that%20or%20deficiency%20of%20another%20value>

Anti-values:

It is a principles to don not do, it help to know what are the wrong things

Examples:

1. Indifference
2. Inequality



VALUES

There are some ways to think that guide you to know the right things, they are a part of the ethic.

WHICH ARE MY VALUES?

Collaboration
Forgiveness
Respect
Love
Autonomy



Honesty
Empathy
Solidarity
Generosity

WHICH ARE THE MOST IMPORTANT?

Collaboration: Consider the work of others.

Respect: politeness, honour, and care shown towards someone or something that is considered important

Generosity: a willingness to give help or support.

Empathy: the ability to share someone else's feelings or experiences by imagining what it would be like to be in that person's situation

Solidarity: agreement between and support for the members of a group, especially a political group

ARE VALUES IMPORTANT?



GOOD VIBES

Yes, are the base of the civilization, helps to rule the way of every person, because this attitudes are good or bad and how act to be in the good way



WHICH VALUES DO YOU LIKE TO TRANSFER?

Love

Empathy

Respect

Honesty

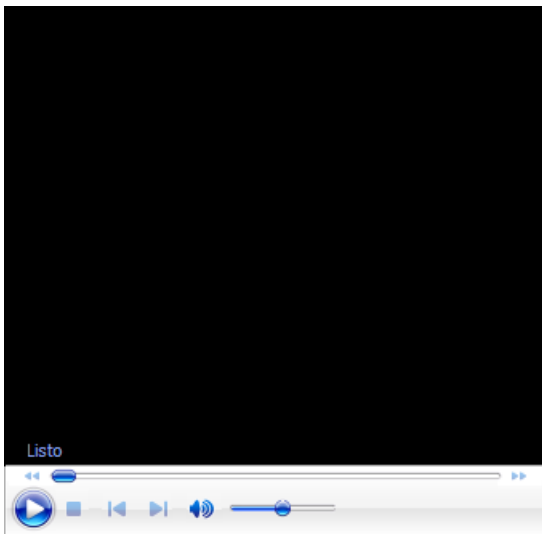
Solidarity

Family

Friends

Boyfriend/Girlfriend





2.3 Video of the development of the lesson plan in the classroom



Video.mp4



3. Evaluation Model

During this task, I decided to use a formative assessment for having a specific idea about the improvement of the language skills of the students of basic 2. It is relevant to remark that all of the evidence of the assessing instruments will be uploaded in a virtual portfolio which will be hosted on the Google Drive of the group account, this is done so that at the end of the activity, the students review their own progress and carry out a self-assessment survey and notice their progress.

The assessment of the task begins from the first stage since it is important to start checking the comprehension of the context the students will be involved along the seven weeks.

At the beginning of the task, the students begin to get involved in the topic through an article that uses the previous vocabulary seen in the general development of the class, which implies that by this time, they already have previously acquired knowledge that allows them to have a better understanding of it.

At this stage, the selected assessment instrument is a match the columns exercise which allows us to glimpse the understanding that students had of the first text given by the teacher. **3.1.1**

At this moment the input has been assessed, so it is the perfect moment for checking and showing the knowledge acquired through language production using a table, which will be reviewed through a checklist that allows verifying that the expected aims of the first stage of the task have been completed. The students have to send a video, where they have to show and explain their chart, this has the purpose to evaluate speaking and writing skill at the same time. It is important to remark that because they are students with an A1 level from de CEFRL their writing and

speaking activities must be controlled for having a better production in the target language. **3.1.2**

With the aim of engaging students in the main intercultural topic of the task, they will hear one audio about a person that has a free-life gadget and how he sees life. The students will be assessed in this stage in different ways. First of all, they will be assessed their listening comprehension through True or False testing **3.1.3**, then their writing skill through the development of a paragraph such as the model I send them; this part will assess with a second Checklist. **3.1.4**

The following stage of the task has the aim of point to the importance of values and anti-values nowadays so students will read a text that renews with the topic of free-life gadgets, where the students will read about some activities and values that people used to have in the past. Subsequently, students will produce and express their ideas about free-life gadgets using an interactive image for developing a controlled speaking activity. For this stage, I decided to use an intelligibility chart with the purpose of assessing the negotiation of meaning in the first case, because at this stage students must be foster for producing in the target language in order that they acquire the confidence of being able to speak in English without being judged.

3.1.5

From this stage until the end of the task, students will be focused on the importance of values and anti-values in our lives and in society in general, so they must develop different sort of activities that will be included in their personal portfolio because they will be important for a further self-assessment of each student.

Students will watch a video about values, and for checking their understanding they will write 10 sentences at least ten full sentences expressing which values and anti-values they have which will be part of their portfolio. ¡Error! No se encuentra el origen de la referencia.

With the students focus on the topic of values and anti-values, students will start developing their infographics into teams following the pattern that I will send them, this infographic will be assessed by using the summative rubric, which will evaluate different sort of important aspects such as the understanding of the whole intercultural topic of the activity, the correct use of the language system that they have learnt during their classes and the guideline provide them. **3.1.6**

For finishing the whole activity and with the purpose of internalizing the importance of values and anti-values nowadays students will answer in their groups different sort of reflection questions where they will exteriorize their ideas and how they feel at the end of the activity.

For assessing the closing stage, I will use again the intelligibility chart for checking their negotiation of meaning and develop a comparison chart of their improvements in their speaking skill. **3.1.5**

When they have finished the whole activity, they will have different sorts of products in their portfolio, which they will check and make a comparison of their improvement in the target language by answering a self-assessment checklist to make a reflection about their strengths and weaknesses. **3.1.8**

Last but not least, these are the activities that their portfolio will include:

1. My favourite gadget chart
2. Checklist “My favourite gadget chart”
3. Google form True or False
4. Free-life gadget paragraph
5. Checklist “Free-life gadget paragraph”
6. List of Values
7. Intelligibility chart grades

8. Infographic
9. Sumative rubric grade
10. Self-assessment

As we can see I decided to use different sort of assessment instruments for evaluating the whole task, all these instruments have the aim of taking a sequenced assessment that allows seeing the progress in the target language of the students in a staggered way, in this way they will be able to make an introspection about their progress in the four skills of the language.

Undoubtedly, the fact of using a formative evaluation method enables students to be evaluated in each step they take throughout the activity, with the main purpose of having a continuous evaluation and recording of their progress as well as their weaknesses in order to reinforce them.

3. 1 Instruments of learning assessment (rubrics, tests and others)

3.1.1 Match the column.

<https://es.educaplay.com/recursos-educativos/9101877-gadgets.html>

3.1.2 Checklist 1 – My favourite Chart.

https://docs.google.com/forms/d/e/1FAIpQLSczpOQQgpLZFMlL-SnR8WJNQe_Ah9JlqjbH208ll1iJr6wvrQ/viewform?usp=sf_link

3.1.3 True or False

https://docs.google.com/forms/d/e/1FAIpQLScWVHAdp-mvChD1KnfdSek4XAnuzlixv4hcG4nvLU-hn0k1qA/viewform?usp=sf_link

3.1.4 Checklist 2 – Free-life Gadget

https://docs.google.com/forms/d/e/1FAIpQLSfoJvxHaAXauBF3Cgbhjzcd7VQz6yyhySVtDA1ZpPTp2XmQ2Q/viewform?usp=sf_link

3.1.5 Intelligibility chart

Intelligibility chart

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

3.1.6 Rubric

Biography				
	Excellent 4 pts	Good 3 pts	Fair 2 pts	Poor 1 pts
Coherence 25 pts	Excellent - Content is comprehensive, accurate - Major points are stated clearly - Knowledge is adequate, and concepts discussed - Content and purpose of the writing are clear.	Good - Content is not comprehensive - Major points are addressed, but not well supported - Knowledge seems inadequate or does not address concepts.	Fair Content is offered but support for subject is unclear or not stated.	Poor - Content is incomplete - Major points are not clear and /or persuasive.
Language Use 25 pts	Excellent - Rules of grammar, usage, and punctuation are followed, spelling is correct. - Language is clear and precise, sentences.	Good - Paper contains no more than 7 grammatical, punctuation and spelling errors. - Language lacks clarity.	Fair Paragraph contains no more than 5 grammatical errors	Poor - Paper contains numerous grammatical, punctuation, and spelling errors.
Pattern 25 pts	Excellent - Paragraph follows designated guidelines.	Good - Paragraph follows most guidelines.	Fair - Paragraph does not follow guideline.	Poor - Paragraph lacks many elements of correct formatting.

3.1.7 Portfolio

3.1.8 Self-assessment

ASSESS YOURSELF

- I'M A NOVICE
I am just starting to learn this, and I do not really understand it yet.
- I'M AN APPRENTICE
I am starting to get it, but I still need someone to coach me through it.
- I'M A PRACTITIONER
I can mostly do it by myself, but I sometimes mess up or get stuck.
- I'M A EXPERT
I understand it well, and I could thoroughly teach it to someone else.

IV. CHAPTER 3

3. Experience Report

Working with Integrated skills allowed me as a teacher to make use of meaningful material such as authentic oral and written text for teaching in a natural way language functions and grammar structure without using a grammar exercise or listening or reading exercise that does not really improve their skills. This sort of material has allowed me to activate the linguistic schema of the students in such a way that the information that they have stored over time in their mind is a resource that permits decoding vocabulary and its meaning as well as various grammatical structures and apply them in different contexts without an actual grammar explanation.

In the beginning, when I developed my intercultural integrated skill lesson plan, I thought it was easier and advantageous for my basic level students, I tried to use different sorts of authentic material such as articles of different educational platforms that offer their opinion about the topic, videos with the purpose of reinforcing the topic we were talking about.

Needless to say, my students improve their communicative abilities by sharing all their opinions based on their experiences, acquiring new language functions such as describing things and talk about habits and abilities without any grammar explanations, let them realize the use of the modal verb can and present simple tense through the authentic material. The most impressive is that they put all this new knowledge into action combine it with their previous knowledge.

These results that I can notice with my basic levels students foster me to put into action more short activities for fulfilling the program, this with the purpose of

triggering different sorts of abilities that allow them to switch their standpoint about learning a language in order to encounter their fears and frustrations they have when they learn a second language.

Until now, with the progress in the implementation of my planning, I have been able to notice that my students despite their frustration and fear of communicating in the target language, many of them have had a significant improvement in their use of English.

Likewise, the reflection they made about the central topic of the task was taken beyond the classroom, applying what they had learned to their professional or personal contexts. The most striking thing is the interest they put in the self-analysis of their values and anti-values and in how they can become better people who contribute with something to their current environment.

Another relevant thing was that they began to realize the pronunciation mistakes they were making and some of them managed to become aware of them, achieving the self-correction of them at the time of producing the language.

Undoubtedly, even though for many of them, the activity carried out was complicated because of their English level or because of their poor knowledge about the topic, however, teamwork and collaborative activities, were two essential strategies that helped them to develop the task successfully, and that feedback between peers cooperated to solve the questions or doubts they had.

It is my firm belief that this activity made a change in my students since they can realise that they can use the target language they are learning in the different real contexts of their daily life in addition to the reflection of how they are managing their lives and how they can turnaround their way of living for becoming better people.

Becoming aware of the global situation in which they are living, where values are being put aside and the increase of anti-values have made us a less empathetic and tolerant society, is the best teaching that the students achieved during the development of this task, which is one of the main purposes of including an intercultural topic as the fundamental part of the curriculum of the classes.

4. CONCLUSION

Since I started this specialization, I thought that it would bring me the opportunity to refresh the concepts that I had learnt during my master degree, and one of my main aims for getting in was having a title that reinforces my teaching practice, however at this moment that this specialization contributes to my renew vision about my professional life, and opened me many opportunities for continuing my learning process.

It is stunning to notice that students see us more as an inspiration than just their teacher. Through their work throughout the courses, they have shown me that their learning process of English as a second language, has been made easier and more enjoyable for them while I am their teacher.

Throughout the development of all the assignments that I was developing and implementing in my groups, I was able to realize how the students are motivated throughout their courses, as currently, they see English as a challenge or a goal to reach to improve their life rather than a simple requirement that they need to deliver at their schools.

Without a doubt, being a means of motivation for each of them has renewed my way of teaching, becoming the teacher that I am today.

Along this long way, I faced many challenges and obstacles that made me grow, I had not practised my writing in English for a long time, either the development of essays not even in my mother tongue. This led me to seek to be better every day and to encounter the necessary resources to be able to evolve as a student and consequently as a teacher.

In my position as a teacher nowadays, the environment constrains my teaching philosophy, because I had never taught in a virtual method. Impressively throughout my professional life, I have had the opportunity to develop training courses using flipped classroom either in an online modality, notwithstanding I never taught in a virtual modality.

Despite all the aforementioned, I made the decision to step up and take the challenge of teaching in a virtual way, the most wonderful thing about this experience is that I learnt and discovered many resources that, when applied in my classes, allowed my students to develop their skills in the target language.

Moreover, these sorts of interactive activities using the Information and Communication Technologies encourage my students to improve their languages skill.

Another important aspect I want to remark is the using authentic material of oral or written text bolster my classes promoting my students to use the target language as a media of communication in real contexts and foster them to produce the language through oral or written texts.

What has excited me the most about this entire journey is that I was able to combine my work as a teacher and as a student through the development of various assignments that I applied in my classes. All the application of my previous knowledge and the new one I have learnt during the specialization allowed me to hang out my goals as a teacher as a professional.

I had noticed a lot of benefits when I modify my teaching philosophy, I continue with important points in my teaching as the firm concept that a language was created to be used and to transmit ideas and feelings but without a doubt developing tasks based on the four language skills together that are sequenced until the final product

of it, gave my students the opportunity to link and apply all their knowledge acquired up to that moment in real contexts.

Without a doubt, incorporating interculturalism into my daily work as a teacher gave a turn to my classes, causing my students to develop metacognition skills such as critical thinking and critical analysis of relevant topics that are associating with daily life in addition, these sorts of topics are core points in today's globalized world.

Throughout the development of this assignment, specifically the intercultural communicative activity, I have learnt a lot and made me feel different when I was planning it.

I appreciate that I can use English as a conduit for teaching more than only a language, is amazing when you make your students think about their lives and how they react or manage a situation depending on their backgrounds, feelings, and emotions.

I always try to get involved with my students and show them that learning English is beautiful and easy to find out because we have contact with it in many moments of their daily life. But beyond teaching the language system or the language skills developing this sort of activity brings you the opportunity of knowing more about your students and the most important thing is that you may learn about them.

This sort of activity opens a window of opportunity as a person and as a teacher because when you are developing it you have to rethink your ideas and ideologies and analyse them since the first person must shelve their prejudice.

Furthermore, you must listen to the opinion of your students in an objective manner despite you do not agree with them, for the reason that judging is one aspect that has not to be part of the intercultural acquire. That is one of the most difficult things

that you have to bear in mind throughout the whole activity and as human beings, it is very common to judge or make previous judgments or expectations about people.

It was wonderful to internalize the topic for improving this activity, as I wrote at the beginning of this assignment it is an activity that I have applied with my students several times with the only purpose of enhancing their speaking skill and emphasizing the importance of reach agreements through consensus.

Without a doubt, preparing these interculturality activities open new doors for you as a teacher and give you new opportunities to improve your work and thus go further so as to achieve, in addition to meaningful learning, adding that touch of interculturality for students to develop new metacognitive skills as well as covering cultural aspects that will allow them to face the globalized world that is constantly changing.

Interculturalism is part of our life, culture is an essential element of us and our society, is a factor that is inherent to every human being and it will influence every act and decision that we take despite the fact that the culture is an element that we have ingrained and is part of what makes us fit in a country, environment or social group, we must bear in mind that each head is a world and that like us, other individuals will have aspects that refer to their culture too.

However, that is not why we should fall into the error of judging without any basis or believing that our thoughts, ideas, and habits are the best because that is how we were raised.

It is a reality that so as to communicate and live with the individuals around us, we must open our minds to new horizons and develop empathy for others.

And what better time to switch our paradigms than through learning a second language, which opens the doors to an intercultural world that will teach us to live, coexist and interact with other people learning from them without prejudice, bridge barriers of what has been learned or imitated.

Beyond all the aforementioned, I appreciate the knowledge that this specialization gave me as well as the opportunity to apply everything I learnt into my classes, the supreme goal that I achieved along this journey, is that you can always be better and that the barriers you are faced with, you can create or break them by yourself and when you manage to cross your own barriers, the evolution as a professional bear the opportunities to be better in each class you teach.

‘Teaching is only demonstrating that it is possible. Learning is making it possible for yourself.’ –Paulo Coelho

5. CARTA DE ORIGINALIDAD

**DECLARACIÓN DE AUTENTICIDAD DE TESIS O TRABAJO RECEPCIONAL
PARA LA OBTENCIÓN DE GRADO ACADÉMICO ANTE LA UNIVERSIDAD PEDAGÓGICA NACIONAL**

Declaración de Originalidad
de Tesis o Trabajo Recepcional de Posgrado

**C. RECTOR(A)
DE LA UNIVERSIDAD PEDAGÓGICA NACIONAL**
PRESENTE:

Me dirijo a usted en mi carácter de autor(a) original del documento descrito al calce, mismo que presento como parte de los requisitos académicos establecidos para obtener el diploma o grado académico que me corresponde, de conformidad con el Reglamento General de Estudios de Posgrado, los Acuerdos del Consejo de Posgrado y las disposiciones del Instructivo de Operación del programa académico de posgrado en que he estado inscrito(a).

En apego al inciso d del Artículo 42, del Reglamento General para Estudios de Posgrado de la Universidad Pedagógica Nacional, que establece que la Coordinación de Posgrado —por acuerdo del Consejo de Posgrado— será competente para aplicar la sanción de baja definitiva en el caso de que el estudiante: “Presente como propios trabajos académicos que no son de su autoría entre ellos artículos, revistas, ensayos, libros, tesis profesionales o de grado, así como cualquier otro sin consentimiento expreso de su autor”, suscribo esta declaración con la finalidad de manifestar a usted —y a quien corresponda— que he redactado mi documento de tesis o trabajo recepcional de manera original en todas y cada una de sus partes.

El documento en cuestión es un trabajo original, en español, no publicado ni presentado a esta ni a otra institución como tesis o trabajo recepcional previamente. Es producto original de mi autoría exclusiva y no contiene citas ni transcripciones ni ilustraciones diversas sacadas de cualquier tesis, obra, artículo, memoria, etcétera (en versión digital o impresa), sin haber mencionado en mi documento de forma clara y exacta su origen o autor, tanto en el cuerpo del texto, figuras, cuadros, tablas u otros que tengan derechos de autor. Asimismo, manifiesto que no he cedido los derechos patrimoniales ni he otorgado autorización a otra persona física o moral que se considere con derechos sobre el trabajo en cuestión.

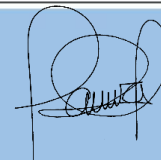
En caso de existir alguna impugnación con el contenido o la autoría de mi trabajo recepcional o tesis, toda responsabilidad será exclusivamente mía. En este sentido, soy consciente de que el hecho de no respetar los derechos de autor y cometer plagio, son objeto de sanciones universitarias y legales de acuerdo con la normativa vigente.

Datos de identificación de quien suscribe y del documento en cuestión.

Título del trabajo recepcional o tesis:	Final Project		
Tipo:	<input type="checkbox"/> Trabajo recepcional	<input checked="" type="checkbox"/> Tesis	
Presentado para obtener el grado de:	<input checked="" type="checkbox"/> Especialidad	<input type="checkbox"/> Maestría	<input type="checkbox"/> Doctorado
Programa de posgrado:	EEAILE	Tutor(a), Asesor(a) o Director(a):	Elin Emilson
Nombre completo del(la) autor(a):	Laura Aryadna Adame Alatorre		
Matrícula:	200926031		
Domicilio:	Av. Ceylán 1078 Int. 203 Col. Ferrería Alcaldía Azcapotzalco C.P.02310		
Teléfono:	5532410317		
Correo electrónico:	200926031@g.upn.mx		

Atentamente,
Ciudad de México a 13 de junio de 2021.

Laura Aryadna Adame Alatorre
Nombre completo y firma del(la) autor(a) de la tesis o trabajo recepcional



CCP Tutor(a), Director(a) o Asesor(a) de la tesis o trabajo recepcional: Elin Emilson
Coordinación de Posgrado UPN
Expediente en el Programa Educativo.

UPN/Coordinación de Posgrado

BIBLIOGRAPHY

1. Byram, (1997). *Teaching and assessing intercultural competence*, Clevedon, UK: Multilingual Matters.
2. Byram, M., Alred, G. (2002). *Becoming an Intercultural Mediator: A Longitudinal Study of Residence Abroad*. Journal of Multilingual and Multicultural Development.
3. Byram, M., Gribkova, B., & Starkey, H. (2002). *Developing the intercultural dimension in language teaching: a practical introduction for teachers*.
4. EEAILLE information on Module 1 Lesson 10.
<http://eeaille.upnvirtual.edu.mx/mod/book/view.php?id=2860&chapterid=6244>
5. EEAILLE information on Module 1 Lesson 11.
<http://eeaille.upnvirtual.edu.mx/mod/book/view.php?id=2867&chapterid=62896060>
6. EEAILLE information on Module 1 Lesson 11.
<http://eeaille.upnvirtual.edu.mx/mod/book/view.php?id=2867&chapterid=6282>
7. EEAILLE information on Module 1 Lesson 11.
<http://eeaille.upnvirtual.edu.mx/mod/book/view.php?id=2867&chapterid=6271>
8. EEAILLE information on Module 1 Lesson 12.
<http://eeaille.upnvirtual.edu.mx/mod/book/view.php?id=2877&chapterid=6306>
9. EEAILLE information on Module 1 Lesson 12.
<http://eeaille.upnvirtual.edu.mx/mod/book/view.php?id=2877&chapterid=6330>
10. EEAILLE information on Module 2 Lesson 5.
<http://eeaille.upnvirtual.edu.mx/mod/book/view.php?id=2806&chapterid=6058>
11. EEAILLE information on Module 2 Lesson 5.
<http://eeaille.upnvirtual.edu.mx/mod/book/view.php?id=2806&chapterid=6060>
12. EEAILLE information on Module 2 Lesson 6.
<http://eeaille.upnvirtual.edu.mx/mod/book/view.php?id=2819&chapterid=6096>
13. EEAILLE information on Module 2 Lesson 6.
<http://eeaille.upnvirtual.edu.mx/mod/book/view.php?id=2819&chapterid=6122>
14. EEAILLE information on Module 2 Lesson 7.
<http://eeaille.upnvirtual.edu.mx/mod/book/view.php?id=2825&chapterid=6144>
15. EEAILLE information on Module 2 Lesson 8

<http://eeaille.upnvirtual.edu.mx/mod/book/view.php?id=2837&chapterid=6171>

16. EEAILÉ information on Module 2 Lesson 8.

<http://eeaille.upnvirtual.edu.mx/mod/book/view.php?id=2837&chapterid=6174>

17. EEAILÉ information on Module 2 Lesson 8.

<http://eeaille.upnvirtual.edu.mx/mod/book/view.php?id=2837&chapterid=6177>

18. EEAILÉ information on Module 2 Lesson 8.

<http://eeaille.upnvirtual.edu.mx/mod/book/view.php?id=2837&chapterid=6178>

19. EEAILÉ information on Module 3 Lesson 1. Retrieved from:

<http://eeaille.upnvirtual.edu.mx/mod/scorm/player.php>

20. EEAILÉ information on Module 3 Lesson 2. Retrieved from:

<http://eeaille.upnvirtual.edu.mx/mod/scorm/player.php>

21. EEAILÉ information on Module 3 Lesson 3. Retrieved from:

<http://eeaille.upnvirtual.edu.mx/mod/scorm/player.php>

22. Hymes, D.H. (1971). On communicative competence. Philadelphia: University of Pennsylvania Press.

23. Retrieved from: <https://edition.cnn.com/2013/02/14/tech/social-media/online-love/index.html>

24. Retrieved from: https://teflpedia.com/Communicative_approach

25. Retrieved from: <https://www.fluentu.com/blog/educator/communicative-language-teaching-activities/>

26. Retrieved from <https://www.grin.com/document/181754>

27. Retrieved from <https://www.sk.com.br/sk-krash-english.html#:~:text=Acquisition%20requires%20meaningful%20interaction%20in,they%20are%20conveying%20and%20understanding>

28. Retrieved from <http://esl.fis.edu/teachers/support/krashen.htm>

29. Stroebe, L. (1920). *The real knowledge of a foreign country*. Modern Language Journal, 5 (2), pp. 93-101