



UNIVERSIDAD PEDAGÓGICA NACIONAL

UNIDAD AJUSCO

PROPUESTA DE INTERVENCIÓN EDUCATIVA

**Desarrollo de la Competencia Intercultural en una
Propuesta con Enfoque Comunicativo que integra la
Voz Pasiva como Contenido Lingüístico.**

TRABAJO RECEPCIONAL

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

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Purpose

The purpose of this paper is to present a proposal for developing the intercultural competence in a sequence of activities framed by the Communicative Approach, to work with passive voice in present and past.

Nowadays the importance of learning English as a foreign language is out of question, due to its relevance not only as a lingua franca, but as a tool for people to perform in different context such academic, social or professional. But, it must be considered that the teaching - learning process of a language to communicate implies more than the linking of lexical and linguistic items that expresses messages. Thus, it is important to take into account the development of competencies that will let the learners to interact properly according to the context and its demands.

For this reason, here it is presented the planning of activities to develop according to the Common European Framework which supports the academic program for high school students. The order on which they are presented are considered as followed, receptive skills (listening and reading) and productive skills (speaking and writing) for A2 level.

The linguistic point to be worked is Passive Voice and the Intercultural Competence is led at first instance with information they know about landmarks, but through the sessions they will work with lexis and language structures to communicate what they are learning about the landmarks. The descriptions provided by the students in a progressive form will allow them to incorporate new linguistic units to communicate facts, but besides that they will have a view of different representations of art and culture that will provide opportunities to build up the communicative competence as well as the comprehension of culture as a mean of communicative interaction.

Introduction

This lesson is proposed to be worked in a four hour class, with a group of 38 students of the fourth semester of high school in the Instituto Politécnico Nacional (IPN) CECyT no. 7 Cuauhtémoc. The main aim is to link the linguistic content to the development of sociocultural competence in a sequence of communicative activities to develop the four language skills that will be led in a systemic series of exercises and tasks to provide a holistic development of communicative competence and performance.

The content to work with is Passive Voice in present and past, topic which is considered to be covered in unit 4 of the fourth semester, described in the syllabus. As the particular competence of the unit is: *Use of passive voice to talk about outstanding events in the history such as inventions and discoveries*. The result of learning 1: *to exchange information about inventions and discoveries in the world*.

In order to address the grammar content and link it to a sequence of activities directed to an intercultural frame, it was considered to introduce the linguistic point to the description of the landmarks worldwide known. The description will include information such as where they are located, what they are made of, when they were built and who they were designed by. Afterwards, students will look up and contribute with a search to widen the description with more facts about the country, where the landmarks are located, such as currency, food, music, production, etc.

There is a task that students will have to do. They will post on a blog their writings about the description of the country. All this will be done after the process of feedback in the classroom. The post will be published on <https://wordpress.com/view/landmarks489962533.wordpress.com> and then, they will comment individually their classmates' posts.

The final task will consolidate what the students would practice during the lesson, with the activities proposed to develop the four communicative skills, but integrating facts that they have learned about other cultures to understand and be aware of the richness they can find when interacting socially and communicatively with others.

Chapter 1: Philosophy and theory

1.01 Teaching identity and philosophy

Nowadays the role of the teacher is not limited to what happens in the classroom, it has to deal with all what happens out of it and the way it influences the development of the students. After all, the teacher's role is to guide the process and to manage the resources that are necessary to achieve the learning aims, and students' role is to be responsible of their learning by implementing strategies. Therefore, the importance of working in a way to foster metacognitive strategies to promote the independent and active role of the students. Reflexive thinking for teachers and

students must be involved in the pedagogical process, therefore the importance of critical thinking to address efficiently all the elements that should be part of this process.

The beliefs and conceptions that the teacher has should be constantly updated according to the real context demands, otherwise what would be proposed in class will be obsolete and a consequence of this, students will see the learning of English as a bunch of decontextualized contents with useless fragments of information. For the target students, according to what they say, three years learning English in junior high school with other three years in high school are not enough for them to provide abilities to interact efficiently with a native speaker, and that is hard to understand.

Learning is a process that implies not only learners but also teachers. So, as teachers, it is important to keep the attitude to learn and to change the praxis, because learning must go beyond the conceptual facts. Learning must be reflected on practice and attitude. It is important to keep the awareness that the praxis brings a lot of challenges to face.

Nowadays, the teacher role is to guide and manage resources that could foster in the students' knowledge to direct it to practices on which attitudes and performance provide evidence of a systemic evolution for learners, all this achieved on the basis of interactive learning in a community on which respect is an essential feature to develop sociolinguistic competence.

It is relevant not to assume that being a guide in teaching is to tell only instructions to follow, the real challenge is to develop critical thinking and promote creativity to motivate students in order to provide opportunities to grow in different context, personal, social and academic context. It is relevant to keep in mind that learning a language implies many other issues to develop a wide range of competencies that has to deal in different fields.

1.02 Theory underlying your teaching practice and identity

It is not followed a single approach or theory to guide the teaching – learning process in this proposal because in a group of about 40 students each of them bring a set of assets and necessities to fulfill their expectations. So, it is important to consider that no matter how updated a theory is, if there are not the conditions to work with it and to fit learner's needs it must be questioned to

implement it. In this case, it will be needed to have into account the features that different approaches and theories provide and take what is helpful for the students. The eclecticism is the result of the combinations of different aspects which provide the most suitable elements to address resources to what the students need according to their learning context.

It has been considered aspects from different theories, for instance from the constructivism the cognitive theories contribute to different stages of the language class. “Constructivism is in the mind of knowers where they construct a reality, or interpret it, relying on their experiences, and how they deal with how they are constructed (Brooks & Brooks, 1999; Jonassen, 1992)” quoted by Aljohani, M. (2017:98) from the importance of providing a meaningful planning to address the contents of the curriculum. This because of some experiences of having a syllabus which is not suitable to the real context. The teachers need to have the capacity to lead those academic handicaps to more meaningful practice for the students, so that it would not discourage them from learning or developing their communicative skills in a meaningful form.

The way students are exposed to the input will determine part of the success in achieving the goal. Aljohani, M. (2017:99) determines that students’ own ideas about how things work, play a relevant role in the constructivism. The conception of considering the students as a “tabula rasa” is not functional for the new teacher role conceived as a guide. It is relevant for considering the students’ assets to encourage them to discover new knowledge regarding to incorporate to their background. Ausubel’s quoted by Aljohani, M. (2017:100) determines that the organizational strength of cognitive structures should be influenced by meaningful new contents that will match to the previous ones. Thus, he recommends the use of advanced organizers to prepare students to receive what they will be given by instructors. This represented by the monitor model $i+1$. The input should be with an accurate level of complexity in the management of resources, students will be unmotivated for the easy or difficult level of the input.

But the learning of a language is not just the connection of linguistic items. There should be an organization to make the lesson flow in a natural way to provide well sequenced resources to manage the suitable strategies to lead to learning. Thus, in this paper the progress of the lesson is determined by working with receptive skills, reading and listening, at first instance, and then

productive skills such as speaking and writing. All this with the aim of providing the lexical, structural and functional aspects of the language to foster interactional communication.

In the target group, students do not have a homogeneous level of performance and competence in English. It is very common to have students with a higher level than most of the students, the conflict of this is that these students with a higher level feel bored when it is considered to work with very basic content. Even though those students are granted a previous knowledge exam to pass the subject, not all of them apply for it. In those cases, it is important to implement the collaborative learning and consider the advanced students as a tutor student in the group with those students who find difficulties with learning the language. The tutor students can perform in the class but at the same time helps students with a low level to learn if they participate guiding their partners, so that they will not feel bored and unmotivated working with basic knowledge. Concerning this, Vygotsky's (1978) formulation quoted by Herrera (2016:10) determines it as the ideal learning condition, the Zone of Proximal Development (ZPD) which is the distance between the actual developmental level and the level of potential development under the guidance or in collaboration with more capable peers. The lack of homogenous level can have this advantage to promote learning communities in the classroom.

Johnson and Johnson quoted by Reed, Z. A. (2014) consider positive interdependence as a component to successful collaboration in the classroom, it strives a built-in incentive to help, accept help, and root for others. Concerning to this, the sense of belonging to a community built up of respect might considerably decrease the affective filter, something that will provide positive effects to students' performance.

Referring to this, the active role that advanced students have providing help to their peers will contribute to strengthen their affective issues and will feel empathy for those students who may not learn either for their high affective filter or for other problems. Therefore, it could increase confidence and make them feel more comfortable interacting with their classmates.

Regarding this, there will be other aspects developed such as social skills that will allow how effectively they are working with others. For advanced students who are part of the class which does not provide satisfactory or suitable content for their level, they may feel stiff and frustrated.

Thus, in collaborative learning, they share what they know and may learn something from their mates. The formation of nets of work will develop an environment where the feeling of adherence will impact positively in all the members of the group. Providing confidence in what students do in class will definitely throw positive outcomes.

Task-based approach is on which the axis of education should be because it is the stage where all that is learned is taken to practice in a meaningful way for students. Willis, J. (1996) determines conditions for language in task-based learning, such as focus and provide conditions or situations for real use of language, because learners have the chance to experiment and test hypotheses. An advantage of this is that students can take to different circumstances what they are learning and match meaning to function. In language classes, it is relevant to match the grammar knowledge with the practice all the communicative skills (productive and receptive skills) in a homogeneous form to keep the balance among each other and make the communicative process effective.

Task-based learning implies the development of different social abilities besides the academic ones, to achieve the task there are different aptitudes and attitudes involved. Ellis, R. (2002:88) mentions opportunities to negotiate meaning when communication problems, students must be able to control topic development, among others interactions facts. But also, the collaborative work is there. So the way to integrate a diversity of elements in a holistic form will develop social, emotional and communicative competences.

But the design of the task does not work by itself, the process that the teacher manages in the three phases (pre-task, during task and post-task), as they are presented in this paper, will be relevant to lead it to the successful aim.

This proposal has the aim to cover the linguistic content of passive voice through the performance of the communicative skills. This process will be led under the frame of the intercultural competence to achieve the development of awareness to know more about other culture that will influence not only in the learning of a target language but in having a holistic view of the global context the students live. Agudelo, J. (2007:189) determines that culture and language are interrelated, so the process of teaching and learning a language must be considered in

integrative management of resources to develop in a parallelism form different skills that will be put in an equilibrated way to achieve suitable communicative performance.

The intercultural competence is based on the principle that the behavior must be appropriate in an intercultural context, something that is more evident nowadays with the globalization. This competence also deals with the capacity to establish an intercultural relationship on emotional and cognitive levels according to Jensen (1995:41) quoted by Agudelo, J. (2007:190). Hence the importance to learn how to interact in different cultural context without being in conflict with oneself, through communicative and attitudinal interaction with respect.

The grammar topic of passive voice is linked to the description of landmarks and countries with part of their touristic issues as representation of historical heritage, something that will be addressed in a formative process to develop linguistic, social and cognitive issues in a reflexive form.

This proposal is designed to treat the linguistic competences as any other language session, through a series of activities that will contribute to the development of the four communicative skills, listening and reading, speaking and writing. The axis of this sequence is to match the development of the language content based on the communicative approach, and the intercultural aspects that are considered to be related to the teaching process of language learning, due to the following foundations.

The learning of a language and the process of teaching must be focused on three competences the linguistic competence, that Chomsky defines as knowledge of language; not rules. The communicative competence, that Hymes determines as the knowledge of the social language besides linguistic knowledge (Stroebe, L. 1920). And, the intercultural competence that Byram determines as the integration of skills of interaction, attitudes and knowledge. (Spencer-Oatey, H. & Franklin, P. 2009). These three competences together will provide a well-balanced development of students' performance in a real context interaction, and the development is described as follow.

To begin with, it is important to state that there may not be any intention of developing intercultural communication skills in language learning if we, as teachers, do not consider the differences that each individual has and take into account those particular aspects that determine students' personality and identity as the genesis of any learning experience. Only then, students will

feel respected as part of a community to belong not only to share what they know but also to be more perceptive to the new learning experiences. Hence, the importance of considering individual differences and background as inclusive issues to build up learning communities. If so, the teacher will be developing the role of an agent of change that according to Kelly (2002) teachers with this role foster awareness to then understand new cultures and perspectives by building a nice respectful learning community.

Since considering and valuing students' assets, it will be easier to encourage them to understand that cultural backgrounds provide opportunities to learn from in the social interaction not only with their classmates but also with the rest of people that they will have the possibility to interact with in either academic, social or working field. Clouet (2012:313) quotes what the Council of Europe (2001) states that learning a language is not only acquiring communicative competence, it involves to act linguistically, socially and pragmatically appropriate ways.

Meyer (2000) according to Clouet (2012:314) argues that the intercultural competence is a combination of social and communicative skills, including some aspects such as empathy, ability to deal with the conflict, awareness about language and culture, and reflection on one's own cultural background, among other aspects.

The teacher role is not static and can move and offer different issues according to the context and the needs. Garrido (2006) determines that a language teacher needs to be able to adapt the role as a teacher according to the requirements and the context. In this proposal the role of the teacher is based on the principles of the teacher as a manager who administers the resources to lead the teaching and learning process in a suitable sequence to fulfill the students' needs to recover backgrounds from the diversity presented in the classroom.

Now, it will be explained the way on which the content of this lesson will develop the intercultural competences. According to Meyer's argument, the proposal leads to awareness of the diversity of culture through what it is considered as the identity of different countries. The working of language with culture will let the students not only to identify, learn and communicate facts but also to understand the relevance and the role of those landmarks for each country as part of their culture.

It is expected to develop awareness and promote respect for the diversity that each nation has as part of its tourist attraction. Imagine a person traveling abroad, and she or he is not aware of the historical value of the sites visited, the lack of consciousness could provide misbehaving and doing something that is not allowed to preserve and respect the surrounding. For instance, in Germany, the Holocaust Memorial, in Berlin, is a group of 2,711 concrete blocks, all of them with different measures and level of inclination. Each of them represents a victim of Holocaust and it is common to see how tourists do not respect what they represent sitting and standing on them to take selfies or photos, something that is not allowed to do.

Another example, in México when national or international tourists visit archeological ruins, tourist guides ask people not to touch walls and other items, but people omit the request and their visits represent a sign of damage for the national heritage. Here the importance to use these icons to encourage the learning of the language but also the awareness of the different cultural representations that different nations have and should be understood, admired but respected.

The aim of this proposal is to plan a session to address the process since the intercultural frame. The linguistic point to develop is Passive Voice in present and past to describe famous landmarks from different countries. Firstly, it is necessary to work with a warm-up to incorporate what the students know previously about general culture with a brain storming strategy. As part of the activation stage, students will answer a question about their own cultural references. After that, the students will have a reading activity about the Colosseum.

Secondly, to provide resources to link the topic to the activities, the teacher will provide visual input with photos from different parts of the world and landmarks, students will match the photo to the name of the country.

Then, the listening activity will be related with a description about a famous place in China, the students will answer statements as true or false. This exercise will assess the listening comprehension.

For an oral activity, the teacher will provide cards with facts that describe the photos of the different landmarks presented previously, and in a matching game, students in pairs will match photo to information facts (locations, year of been built, material, designer, etc.).

Once they have matched the photos to facts, the teacher will give an example of the use of the structure with one of the photos worked, and students will be elicited to provide another example.

The speaking activity will continue in pairs, and students will choose landmarks to describe, but they will search on their phone or computer more information to incorporate more facts about the landmark and the country they are describing; such as currency, material, food, products produced, etc.

The writing will be part of the final task. The students will keep on working in pairs and they will post one of their description on a blog <https://landmarks489962533.wordpress.com/> their writing will be posted in the entrance with the name of the country where the landmark is located.

Finally, each student individually will comment a post written by their classmates. Students will have as a main resource the computer, on which they will post and share with the classroom community what they have done. This moment will represent an opportunity to have written interaction. The activity will consolidate what they have practiced in class and will be an evidence to assess what they have done and the way they have incorporated the linguistic point to their social interaction, but at the same time it will be an experience to broaden their knowledge about other cultures and the meaning of their landmark in representation of historical value and tourist attraction.

Nowadays it takes a great relevance to build abilities that may allow the students to perform successfully not only in the classroom but also in any space of socialization where they might interact. The use of technology impacts widely to the way human beings interact and due to this the way of learning a language has modified its principles and the aims. As a reason of this, it is necessary to integrate the use of technology to interact in a communicative form through it in the classroom, but also to take what they learn and make it become useful written interaction with people out of the academic environment, so that a blog is the resource to work with.

In the past, the learning of languages might not impact immediately and directly on community interactions, because it was not used to be moving as constantly as technology let us do it now. Hence the importance to maintain proposals of learning with a well-balanced sequence

of activities that provide opportunities to manage the communicative resources in a suitable way. Only then, students will develop skills to face a diversity of communicative situations to success on, and with a systemic proposal and with the appropriate management of linguistic, communicative and intercultural competences students will develop the maturity to face any communicative situation without cultural prejudice and conflict, and above all, not to be panic of experimenting any unexpected setting in language interaction, something that is not easy to do but necessary to cope with.

Chapter 2: Methodology and practice

2.01 A practical and useful lesson plan.

1. Lesson plan identification cell.	
Author	Estela Gutiérrez Soriano
Educational stage	High School, 4 th semester
Title of your Lesson plan	Famous Landmarks all around the world.
Learning Objective of the plan/Competency	<ul style="list-style-type: none"> • Students will describe aspects of different countries in passive voice, in present and past tenses, as well as vocabulary related to the topic. • Students will identify elements as part of different countries identity and describe historical aspects of them as parts of their tourist attraction. • Students will post on a blog all the issues they can describe about the country and the landmark they are committed using the structure and pertinent vocabulary.
Communicative skill considered	Listening, speaking, reading, writing.
State of the following options	Recycling topic
Functions	Describing tourist features of a country.
Main Grammar structure	Passive voice in Present and Past.
Other Grammar structures	None
Brief description of the plan	A sequence of activities directed to an intercultural frame, these activities introduce and consolidate the linguistic point, passive voice, to the description of the landmarks worldwide known.
Hours of the plan implementation	4 hours.

Number of sessions	2
Contents required for the lesson	Reading text, audio, blog, printed handouts, flashcards.
Link of the content	https://landmarks489962533.wordpress.com/
EEAILE tutor on line	Norma Susana Rivera Herrera

Introduction to the lesson

Step of the lesson	Teacher activities	Students activities	Session number
Activation Brainstorming strategy	<p>The teacher will elicit students to answer the questions:</p> <ul style="list-style-type: none"> • What is the most famous landmark of your country? • Do you know any other from other countries? <p>The teacher will write on the board information that students will provide.</p> <p>The teacher will provide some photos from different famous landmarks with a card that contains the name of each one and the students will match photo to name on the board.</p>	<p>Students will answer in a whole group activity the questions.</p> <p>Students will match the landmark to its name.</p> <p>In a whole group activity, the students will tell the teacher the country where each landmark is located.</p>	1
Set the objective or competencies of the lesson	The teacher will tell the students that they will know and recall		1

	information from different countries and their landmarks to know more about their culture.		
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Reading					
Step of the lesson	Teacher activities	Students activities	Materials	Session number	Evaluation
Information processing activity. Pre-reading activity	The teacher will lead the pre-reading activity to activate schemata and link the content of the reading to previous knowledge in order to prepare the students for the reading. The activation questions is Where is the Colosseum located? Do you know what it was used for in the past?	To promote the reflection, students will answer the questions that introduce the topic for the reading with information they already know. In a whole group activity, the students will provide what they know about the topic.	Reading material	1	Diagnostic.
Vocabulary introduction	The teacher will manage the information from the text,	The students will read and find vocabulary	Reading material.	1	

	such as historical facts, verbs in past participle and numbers.	known and unknown. Students will use reading strategies such as meaning through context to grasp meaning of unknown words.			
1st practice During the reading.	<p>The teacher will guide the students through the reading process and will provide help if necessary.</p> <p>The teacher will ask to read the text aloud to volunteers and to underline words that they do not understand.</p> <p>The teacher will elicit that in group the rest of the class provide the meaning of the words that are asked.</p>	<p>Students will be volunteers to read aloud the text for the whole group.</p> <p>They will underline unknown words that may be difficult for them to understand.</p> <p>After reading the text, in a whole class activity, the students will say the words they need to know meaning and the rest of the group will provide information to build the meaning of the unknown words.</p> <p>Classmates will give the meaning of the unknown words to</p>	Reading material	1	Formative evaluation: Open questions in a self-evaluation of reading comprehension while the feedback with the whole class is done.

		<p>Students will work individually reading the text to grasp information to answer some open questions related to the text.</p> <p>The students will provide their answer to feedback the exercise and evaluate their activity.</p>			
<p>2nd practice or Social interaction</p> <p>Post-reading activity</p>	<p>The teacher will guide the students to summarize what the information most important they found in the text.</p>	<p>The students will work individually to write in a brief set of sentences what they found important in order to retell parts of description they read.</p>	Summary	1	<p>Formative evaluation:</p> <p>Sharing in group the information they summarize.</p>
<p>Grammar Focus</p> <p>Grammar in context</p>	<p>The teacher will ask the students to identify sentences in passive voice.</p> <p>The grammar will be worked on context.</p>	<p>The students will underline sentences to identify information that is expressed with the structure of passive.</p> <p>They will reflect on them and will analyze the structure in context.</p>	Reading material	1	

Summary	The presentation of the grammar point in context with a text on which students can learn vocabulary related to the topic in a coherent structured text.				
Listening					
Step of the lesson	Teacher activities	Students activities	Materials	Session number	Evaluation
Information processing activity Pre-listening activity	The teacher will write on the board the title of the listening material. A Peking Paradise and using the brainstorming strategy will elicit information to get general ideas about what the students know about Peking.	The students will be asked to say the information they predict from the listening title to anticipate the content.	CD Speaker Handout Markers	2	Diagnostic
Vocabulary introduction	The teacher will write on the board the information provided and will feedback meaning by asking the use of	Students will provide some sentences using some of the words provided in context.		2	

	some of the words in sentences.				
1st practice During the listening	The teacher will ask the students to read the sentences previously to the listening. Once it is checked that there are no questions about the meaning of information, the teacher will play the recording twice.	Students will listen to the recording carefully and with the information comprehended they will answer if the sentences provided are true or false.	CD Speaker Handout Markers	2	Formative evaluation. Group feedback to check the answers. True – false sentences.
2nd practice or Social interaction Post-listening activity	The teacher will organize the work in pairs.	Students will comment in pairs what was the most attractive issues they found in the description.		2	Formative assessment: The interaction of students about the content by teacher's monitoring.
Grammar Focus Grammar in context	Information provided in passive voice to highlight the structure.			2	
Summary	The presentation of the grammar point with a stimulus format of audio on which students receive as input information				

	related to the grammar point and lexis, providing a well-structured narrative audio for listening comprehension.				
Speaking					
Step of the lesson	Teacher activities	Students activities	Materials	Session number	Evaluation
Information processing Pre-activity	The teacher will present the photos of the landmark to recall information such as (year it was built, material and designer). It will be provided the structure of passive voice exemplifying with a description of the landmark. The teacher will elicit students to describe the example.	The students will tell facts that describe the landmarks presented.	Flashcards Markers Board	2	Diagnostic evaluation.
Vocabulary introduction	The teacher will provide or clarify meaning of information given such as numbers,	Students will incorporate in the description the vocabulary	Flashcards	2	

	material, and name of cities or countries, verbs in past participle.	provided on each card.			
1st practice During activity	<p>The teacher will provide instruction to form pairs of work and each student will be given a card with facts about the landmarks illustrated.</p> <p>The cards will include: name of the landmark, year it was built, material and designer.</p>	<p>The students will form pairs and each of them will choose a land mark.</p> <p>Each student will have a card with information from a landmark.</p> <p>Students A will ask information:</p> <p>Where is it located?</p> <p>When was it built?</p> <p>What material is it made of?</p> <p>Who was it designed by?</p> <p>Student B will answer the questions with the information in the card and will guess the name of the landmark.</p> <p>Then the role will change viceversa.</p>			Formative assessment monitoring student's interaction.

2nd practice or Social interaction	The teacher will organize the group in teams of four people and will ask to describe their landmarks in front of the group.	The students will share in groups of four people their description with their mates.		3	Summative evaluation: The presentation evaluated with a rubric.
Post-activity					
Grammar Focus	The teacher will provide examples using passive voice in present and past.	The students will use the structure to perform the activity, first in pairs and then in group of four.		3	
Summary	The integration of the grammar point and lexis in oral interaction among students to talk about the cultural issues and landmarks of different countries.			3	
Writing					
Step of the lesson	Teacher activities	Students activities	Materials	Session number	Evaluation
Information processing activity. Pre-writing	The teacher will recover information from the previous activity to link the content to the writing task.	In pairs, students will recover the information that they have communicated with the description of the landmarks and will use it as		4	Diagnostic assessment

		base of their writing task.			
Vocabulary introduction	The teacher will present the items: country, city. material, year when it was built, designer or builders, currency, music, food, production celebration	They will find out information about the items that they did not include in the previous description to incorporate that information to their writing.	Internet Computer Blog	4	
1st practice During the writing	The teacher will ask the students to broaden their description of the three landmarks and the countries they are.	Draft of their writing: Students will write their description of the countries and the three landmarks to publish their writing on the blog. For homework, they will post their description in a blog.	Blog Computer Internet	4	Summative assessment Rubric to verify the integration of the content worked.
2nd practice or Social interaction Post-writing	The teacher will ask the students to comment their mates' description.	Students will write individually comments in one of their mates' publications.	Blog Computer Internet	4	Summative assessment Rubric to verify the integration of the content worked.
Grammar Focus		They will use structure of passive voice to		4	

		describe countries and landmarks.			
Summary	<p>The integration of the grammar point and lexis in written form to talk about the cultural issues and landmarks of different countries.</p> <p>The final task to be published in the blog to receive feedback from the classmates.</p>			4	

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

First of all, it is important to mention that the proposal is based on planning of a series of activities that consider the development of intercultural competence in a sequence to develop the four different communicative skills. This lesson plan follows steps to work with the Communicative Language Teaching Approach.

Grammar evaluation is not considered in a specific form due to it should be considered just as an access point to trigger meaningful language use in both oral and written communication according to Pan, Y. C. (2013: 40). So, grammar is only the code to create cognitive patterns to link lexical, morphological, syntactic and phonological features that all together are put into practice to carry on the communicative interaction.

For the Communicative Language Teaching, the aim is to develop students' communicative competence. Brown (2007) quoted by Pan Y.C. (2013:41) determines the characteristics of the Communicative Approach:

- Emphasizes functional uses of language in different social settings.

- Advocates the use of authentic, real-world materials.
- Focuses on fluency.
- Creates a secure and non-threatening learning environment.
- The teacher is a facilitator and guide, and students are active participants in their own learning processes.

All these characteristics must be considered to be worked and achieved according to student's level in order not to overwhelm the student in their learning process.

In this part is presented a set of different assessment tools is to evaluate the productive (speaking and writing) and receptive (listening and reading) skills that in some moments are used in isolation and other they are interrelated.

The assessment should have a continuum according to Herrera (2016: 126) who determines the formative assessment as a guide to make decisions about instruction to modify if it is necessary while the learning is in process. The formative assessment provides not only to the teacher but also to the students' feedback to assume if they need to make any changes in their metacognitive process to manage their own learning experiences.

The continuum that Herrera describes is in the process that ongoing through the lesson and it consists on:

- Before the lesson: Formative in Nature (Diagnostic assessment)
- During the lesson: Formative in Nature
- After the lesson: Formative Becomes Summative in Nature.

Formative and summative assessment will be considered to manage during the development of the lesson plan presented and these assessment tools will be described in the following part.

The diagnostic assessment for both receptive and productive skills only follows the purpose to recover or activate information to link the topic or activity to work with, during the rest of the class. In that case, it is an informal assessment on which there are questions to elicit students' answers in the whole class group for ice breaking. All of them are carried out on the phase of the pre-activity.

- Listening: Using the brainstorming strategy will be elicited information to get general ideas about what the students know about Peking.
- Reading: The teacher will lead the pre-reading activity to activate schemata and link the content of the reading to previous knowledge in order to prepare the students for the reading. The activation questions are: Where is the Colosseum located? Do you know what it was used for in the past?
- Writing: The teacher will recover information from the previous activity to link the content to the writing task.
- Speaking: The teacher will present the photos of the landmark to recall information such as (the year it was built, material and designer). It will be provided the structure of passive voice exemplifying with a description of the landmark. The teacher will elicit students to describe the example.

The formative assessment is presented in all the skills, it is developed mainly in the during activity phase and in the case of the listening and reading in the post-activity phase.

- Listening: During the listening, the assessment is formative and the level of learning that it is evaluating is comprehension in an activity of whole group feedback to verify the development reached with true – false sentences in group feedback.

After the listening, the assessment is formative, it evaluates identification of information to retell facts that they found interesting, this activity matched the listening comprehension to the social interaction because they interchange the content and the teacher monitors the activity.

- Reading: During the reading, the assessment is formative to evaluate the comprehension of written information with an instrument of open questions in a self-evaluation, because the feedback is provided in a whole group activity, in this way the students will self-evaluate their activity.

After the reading, the assessment is formative and it will be performed by sharing in the group the most important information they found to summarize fact form the content.

- Writing: During and after the activity, the assessment is summative and it will be developed with a rubric to verify the integration of the content worked. The level of learning assessed is applied due to the fact that students will use the language to communicate.
- Speaking: During the activity, the assessment is formative and it will be done by monitoring student's interaction in a controlled speaking activity on which students will put into practice grammatical structure and lexis.

After the activity, the assessment is summative. It consists of the oral presentation of the description to broaden the content of their description with the aim to include more information and it will be evaluated with a rubric.

2.03 Attached evidences of (graphics, photos, images)

The following photos represent some moments of the lesson developed.



Figure 1. Organizing the visual input, the different landmarks



Figure 2. The landmarks matched with specifications such as name, country, etc.



Figure 3. Exemplification of the use of the structure in an inductive way.

Taken from: <https://landmarks489962533.wordpress.com/2019/03/30/egypt/#comments>

2 comentarios sobre "Egypt"



Yesca Ponce Gustavo Andrés

21 mayo, 2019 de 3:40 am

The Great Pyramid of Giza was built in the year 2570 BC. It was created with limestone blocks in Egypt, the construction was made by pharaoh Keops.
Egypt has the Egyptian pound as its currency, its typical food is the Baba ganoush, Crude Oil is produced there and one of its traditional festivals is the "Anniversary of the Birth of the Prophet Muhammad".

★ Me gusta

➦ Responder



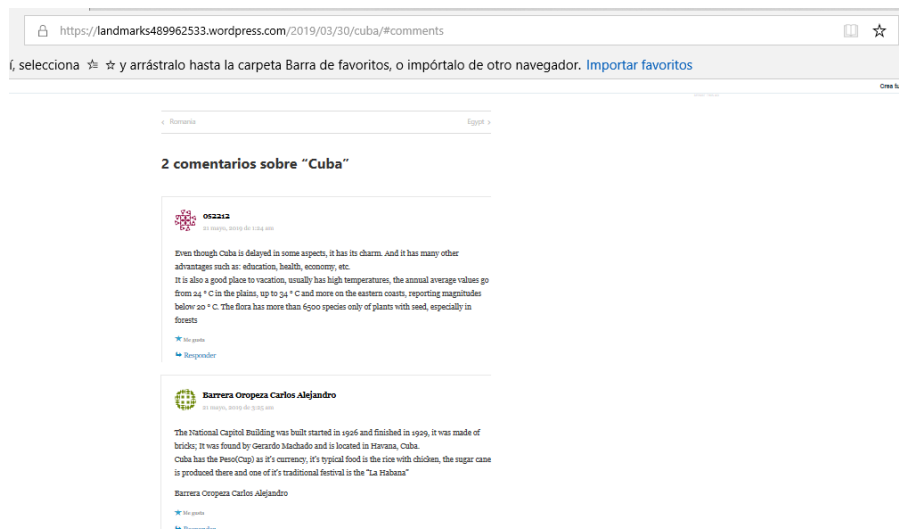
Edgar Guadalupe Cruz

22 mayo, 2019 de 4:49 am

country with beautiful pyramids, good tourist center, reminds me of a series where they persecuted a vampire

★ Me gusta

Taken from: <https://landmarks489962533.wordpress.com/2019/03/30/cuba/#comments>



Figures 4 and 5. Samples of the written work and interaction of students in the blog.

2.04 Show evidences of your designed tool to assess your students.

Something important to mention is that the material adapted for the reading and listening activity are part of the formative assessment, so they can be taken as part of the assessment tools proposed. Both of them are added in the appendixes section.

The tools that were designed to evaluate students for the summative assessment are two rubrics. One for the speaking part and the other one for the writing task. As it could be referred, the summative assessment is presented in the post-activity phase for the writing and speaking skills. Hence, both rubrics for the productive skills are as they were designed I the following form:

Student: _____ **Group:** _____

Term: _____ **Date:** _____

Teacher's name: Estela Gutiérrez Soriano **Morning shift**

Score: _____/12= _____ (10 % writing skill)

Writing Rubric			
	0	1	2
1. Punctuation	Not used in the writing.	Slight errors of using punctuation in the writing	Correctly used in the writing
2. Content	Description of the landmark but does not include descriptive facts of the country.	Description of the landmark but two aspects are missing in the description.	Description of the landmark that includes every facts requested: location, year, designer, material, and information about the country: currency, national production, tradition or festival and food.
3. Vocabulary	Do not include any vocabulary recently learned from the	Do not include enough vocabulary learned from the	Include vocabulary learned from the

	reading about the topic.	reading about the topic.	reading about the topic.
4. Structure	There is no organization of ideas to communicate.	There is enough organization of ideas to communicate.	There is a well-organized text to communicate the ideas.
5. Grammar	There are many grammar mistakes to communicate ideas.	There are not many grammar mistakes to communicate ideas.	There are not any grammar mistakes to communicate ideas.
6. Wiring interaction	There is no interaction commenting about other classmate description.	The interaction commenting a classmate's description is not relevant to the content of the post.	There is a real interaction in the commenting post to the classmate description.

Name: _____

Group: _____

Term: _____

Date: _____

Teacher's name: Estela Gutiérrez Soriano

Morning shift

Score: _____/105= _____ (10 % writing skill)

Speaking and Presentation Rubric				
Criteria	Excellent	Good	Average	Fail
Pronunciation	15	10	5	0
Volume	15	10	5	0
Vocabulary	15	10	5	0
Accuracy	15	10	5	0

Interaction	15	10	5	0
Communication	15	10	5	0
Fluency	15	10	5	0

Pronunciation	Volume	Vocabulary	Accuracy	Interaction	Communication	Fluency
Clearly articulated words and appropriate pronunciation considering stress and intonation as well.	Level of the voice to be listened by all the mates that are in class in order to catch their attention.	Level of vocabulary the students must use according to the context of the topic that he is presenting.	The sentences used are grammatically correct in structure, tense and word order.	The communication of ideas is not plain, there is eye contact. There is not only repetition of information that seems to be far from their comprehension.	The student makes their point understanding and being able to express clearly what they are communicating.	The student does not make many pauses when speaking.

Chapter 3: Experience Report

The evidence that shows that this proposal was taken to praxis

The process was not carried out as the way it was thought since the beginning, there was necessary to make some changes not only in the activities as they were designed but also in the material to make some corrections. Another fact that was also modified was the time due to the rate of the student's interaction, it was needed to let the students work parts of the reading at home.

The evaluation of some activities was done through the feedback, in this case, students could have a self-assessment by reviewing their answers in a whole group activity, and in this way they could realize their mistakes and reflect on them.

Regarding the use of technology, it was not possible to develop the writing activity in the language lab and it was part of the activity out of the classroom for homework.

The evaluation on each activity let know the way the lesson must have been addressed, and this because it was considered that when the students would see the visual aids it would be easier to elicit more complete sentences and it was not like that. Students were afraid of making mistakes and at the beginning; they were just emitting chunks of vocabulary and phrases. That might be because they noticed that the class was being recorded. But even though in the daily activities in the process of teaching it is needed to be more attentive to have the timing rationale to make the necessary adjustments to redirect the content according to the classroom environment.

For the speaking activity it was considered a lection of three landmarks to describe for the students, but there was not enough time to perform the activity with a lot of information, so the adjustment was that the students selected only one to describe. Other adjustment was that it was programmed that they would have search for additional information on the computer to extend their description, unfortunately it was not possible to include the use of technology in the classroom and the extra information searching, with issues such currency, material, food, national production, etc., must have been done as homework. This activity was necessary not to be omitted because it would incorporate more facts about the landmark and the country it represents.

For the writing activity it was considered at the beginning to interchange about the experience they had in posting facts about other countries which represents part of their culture and the way they could communicate in written form with their mates, but the proposal was carried out the last week of classes and there was not time to have the face to face feedback in the classroom.

Chapter 4: Conclusions

As it has been described, there are aims to be reached to develop communicative performance in a level of A2. So that, in the listening activity, students could understand enough information of a concrete speech in a clearly and slowly articulated form. In the reading, the activity provided information to assess the level of understanding a text with familiar matters, but it is necessary to say that even the extension of the text might seem that it is a little above the level required from the students, the material proposed did not cause any problem of understanding that might put in risk the activity.

Regarding to the productive activities, the speaking activity allowed the students to perform a description in a presentation using the lexis and the grammar items as evidence of understanding and use of the language. The writing activity provided elements to assess the written text production posted in a blog, thus it was possible to have evidence of writing and interaction through this mean. The purpose to write a series of simple sentences using lexis and grammar in practice in a controlled activity was reached in some students. Unfortunately, there is evidence that some students did not follow the structure worked in class, passive voice, to describe the landmark and country, and because of the information that they included it seemed that they downloaded information from the net, something that often happens with writing activities that are left for homework.

Because of the time, this lesson plan was carried out at the end of the semester, and there was not a possibility to spend a class with a face to face feedback to interchange reflexive comments from the students about their performance in the written activity.

Related to the intercultural content, it was interesting for students to know some facts that they did not know about countries and landmarks. They considered and felt motivated because they could know more about other cultures through learning a foreign language.

Even the activities resulted attractive and useful to develop the lesson, and the proposal worked out well for understanding the grammar content and the integration of lexis in the performance of the four language skills, it is needed to consider the adjustment of the time in order to manage the technology resources in class and have the writing activity started and finished in a session. In that way it will allow the teacher to monitor and feedback the activity in class and make it more productive.

To conclude, it is found that this lesson plan can be improved during the process and the time. The material was suitable as the appropriate input to activate schemata and follow the activity up to the end.

The teacher discourse during the lesson can also become better if it is not use pet words as okay to confirm that students have understood the message. In the video, it is evident to listen the constantly repetition of the word and it is not nice to see how that word is presented in all the process. The recording of the activity was a very valuable experience because as an external subject

when observing the class, the teacher could analyze in a critical way the performance to modify what is necessary and make it better in future lessons.

The teacher should not be prepared only in the academic profile, there are many other elements that are important to consider, such as body language as well as discursive issues to avoid pet words. If the teacher is scrupulous in the management of those resources the class will be better and more motivating for the learning process.

Chapter 5: Appendixes

Reading material

Text taken and adapted from <https://www.rome.net/colosseum>

Read the following text and answer the questions.

Colosseum



Known as the Flavian Amphitheatre, the Roman Colosseum is one of the capital's most remarkable monuments. Every year over 6 million people visit it.

The Colosseum is the main symbol of Rome. It is an imposing construction that, with almost 2,000 years of history, will bring you back in time to discover the way of life in the Roman Empire.

The construction of the Colosseum began in the year 72 under the empire of Vespasian and was finished in the year 80 during the rule of the emperor Titus. After completion, the Colosseum became the greatest Roman amphitheatre, measuring 188 meters in length, 156 meters in width and 57 meters in height.

The Colosseum in Ancient Times

During the Roman Empire and under the motto of "Bread and Circuses" the Roman Colosseum (known then as Flavian Amphitheatre) allowed more than 50,000 people to enjoy its finest

spectacles. The exhibitions of exotic animals, executions of prisoners, recreations of battles and gladiator fights kept the Roman people entertained for years.

The Colosseum remained active for over 500 years. The last recorded games in history were celebrated in the 6th century.

Since the 6th century the Colosseum has suffered lootings, earthquakes and even bombings during World War Two. Demonstrating a great survival instinct, the Colosseum was used for decades as a storehouse, church, cemetery and even a castle for nobility.

The Colosseum in the present day

At present the Colosseum is Rome's greatest tourist attraction. Each year 6 million tourists visit it. On 7 July 2007 the Colosseum became one of the Seven Wonders of the Modern World.

The original name "Flavian Amphitheatre" was changed to the Colosseum due to the great statue of Nero that was located at the entrance of the Domus Aurea, "The Colossus of Nero". The Domus Aurea was a great palace built under the orders of Nero after the Fire of Rome.

The emperor Titus inaugurated the Colosseum with 100 days of games, which took the life of more than 2,000 gladiators.

The Colosseum had a canvas ceiling to protect people from the sun. The machinery and cages were located beneath the arena.

There are some theories that the Colosseum was filled with water for naval battle recreations, although for the moment there have not been conclusive investigations.

Answer with complete sentences the following questions.

1. Where is the Colosseum located?

2. When was the Colosseum built?

3. How big is it?

4. What was it used for during the Roman Empire?

5. How is it considered in the Modern World?

6. What was its name before "The Colosseum"?

7. What was located at the entrance of the Colosseum?

8. How was it inaugurated?

Listening material

This activity is taken from Double Click 2, Student Book (Evans, V. and O'Sullivan, N. 2016:109) CD3, track 10.

A Peking Paradise

Listen to the information and write T if the information is true, and F if it is false.

1. _____ The Summer Palace is in China.
2. _____ It covers an area of more than 800 acres.
3. _____ It includes a huge river.
4. _____ There are pavilions, pagodas, towers, and bridges.
5. _____ The Summer Palace is not well-preserved.
6. _____ The palace itself is a museum.
7. _____ There is a rich collection of precious antiques in the palace.

Speaking and Writing material

Vocabulary and visual items recovered from different sites that will show famous landmarks.

Russia	Guatemala	India	Italy	England
Argentina	Romania	France	Cuba	Mexico
Egypt	China	Greece	The United States	

Items that will be included in the cards to describe them are:

Country, City.

Material

Year when it was built

Designer or builders

Currency

Music

Food

Production

Celebration

Visual input (landmarks photos recovered from internet)



The blog to post their writings and receive feedback from their mates. The site that students will use to open an account and write a blog about the country is

<https://wordpress.com/view/landmarks489962533.wordpress.com>

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