Universidad Pedagogica Nacional

Posgrado
Especialización en Enseñanza y Aprendizaje de Inglés como Lengua Extranjera

Proyecto Final

Interculturality as an approach to transform the teaching of the English language.

Development of intercultural competences to prioritize communicative skills.

Presenta: Zaira Moncerrat Viadero Nava

Asesor: Gernot Rudolf Potengowski

Grupo: 5

2 de Julio, 2019.

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Introduction.

English competency is known as one of the crucial skills in education contexts in Mexico.
The English courses in Mexican basic education, especially in pre-school education, do not focus only on the four language skills, but also place more emphasis on the application of the English language through communicative practices that allow students to become familiar more with English through real and meaningful situations appropriate to the teaching-learning context.

The present work has the purpose to show the effectiveness of the implementation of a teaching project based on the development of intercultural competences in preschool third-grade students to prioritize communicative skills and at the same time to innovate and transform the teaching practice from an intercultural approach through the teaching reflection of this project.

This paper also intends to show the origin of my teaching and the principles of my teaching philosophy that are the basis of the teaching act in the implementation of this project. This also presents the theoretical approaches that support the why of the activities carried out according to the four language skills that were worked on in the classroom: listening, reading, speaking and writing, and the evaluation tools used.

Subsequently, there is a review of the development of the activities carried out and the results obtained in them.

Finally, there are the conclusions and reflections on the elaboration of this project and the transcendence that it has had in my teaching thanks to its elaboration.

It is worth mentioning that this specialization has allowed me to transform and reflect on my English classes and my role as a teacher and proof of that is this project that shows the scope of my teaching intervention in the students' learning. I must admit that before this specialization, I did not know the most important and functional approaches, strategies and methods for teaching a foreign language, but with each of the modules and the theories put into practice I was able to give a new twist to my teaching and modify the way in which I

teach, what I teach, how and why I teach it, being more aware of the process that this implies. It has been an opportunity to exchange strategies and points of view with other teachers with greater experience or command of the language of which I have also learned new strategies or methods that have served them and share experiences that have also helped me to improve. The use of technology has been a fundamental tool that I have used most frequently since I started this process in teaching English and from which I can say that the results obtained in this project have left me with great satisfaction of what It implies taking new challenges that transcend not only in my professional training but also in the lives of my students. Because being a teacher is an act of love in which you assume the responsibility of continuing to learn to provide our students with an education that is more than quality, a useful education for life.

Chapter 1

Philosophy and Theory.

1. Teaching Identity and Philosophy

1.01 My teaching Biography

"I cannot be a teacher without exposing who I am."

Paulo Feire

Why study English? It was one of the questions that constantly came to my mind when I formally began studying language in secondary education. It certainly seemed irrelevant, unnecessary and very dull to learn it, because when was I going to use a foreign language? Maybe my lack of interest arose due to the classes I did not always understand or that seemed boring because during my academic training teachers spent most of their time explaining grammatical structures to consider exercises that consisted basically of completing prayers or tasks to assess how understandable the contents had been, in other occasions we made readings of scientific articles identifying the vocabulary and answering the questions.

However, I think it was not significant for my learning. So continue throughout my school career, taking English classes as a requirement to continue in other areas of knowledge, in particular, I disliked having to learn English because it seemed very difficult and I thought I could not do it. Later during my professional training which is based on teaching at the preschool level, I did not have to worry, because the teaching of a foreign language was in the second term, it was not so relevant and little was said about it, besides how difficult could it be? I had the basic and necessary knowledge to face the teaching or at least I thought so.

It was not until I began working for the SEP, as a preschool teacher in a government school, that the problems began to arise, since I was in charge of a third grade preschool group for which English is compulsory and is taught by the teacher of the group, in this case, me, because to date there are not enough English promoters to support all the educational centers for teaching the language and I am currently working with third-party groups. I started the teaching of English as a foreign language guiding me from the textbook sent by the SEP for the students, I gave them the vocabulary in English according to the topic that we would work, and I limited myself to raise and solve with the students the exercises that came in the book , the classes were given using the mother tongue, that is, Spanish.

Despite that, it was complicated for me to teach the language because how to teach something you do not know? How to teach something you do not like and what you are not familiar with? Some questions led me little by little to the reflection of my teaching. I was not happy with what I was teaching or the way I was doing it because it was causing my students to feel frustrated or bored when learning and learning were not meaningful. I realized that I was reproducing that teaching that made me feel that I could not learn a foreign language and it was not what I wanted.

After a while, I had the opportunity to participate in an English course offered by the SEP to their teachers so that we would be better prepared, which I decided to take due to my lack of experience, ability and language teaching. However, the course lasted a short time and was focused more than teaching language learning. It was until then that I decided to resume learning English as a foreign language but now with another attitude, motivated by learning and improving my language teaching. It is so that two and a half years ago I began to study in Quick learning which in the first levels uses the silent method in which we begin the study of the language through its basic components; it sounds, with a table of colors. The teacher creates situations that focus the student's attention on language structures and are a vehicle to understand their meaning. Language is used to express thoughts, ideas, perceptions, and feelings.

Little by little, I have acquired comprehensible input that allows me to continue advancing in the knowledge and use of language in different situations, now I not only like to learn it but also because It does not seem so difficult either. However I continued to feel that something was missing, it was not enough to have improved my communication skills to enrich the quality of my teaching, it was because I decided to participate in this specialization and it has been throughout these sessions that I have been able to know different methodologies of the teaching and learning of a second language that previously was completely unknown, since previously I gave English classes using the same communicative strategies and methodologies of our mother tongue.

1.02 My teaching Experience

I started as a preschool teacher four years ago, and I currently work in a Children's Garden in Cuautitlán, State of Mexico. The children I attend are between the ages of five and six years old. The hours allocated to the English classes vary according to the school needs, but usually, we dedicate three hours per week.

Currently the program and curriculum for preschool education is raised from the communicative approach as it is conceived as a communicative, cognitive and reflective activity through which ideas are expressed, exchanged and defended; interpersonal relationships are established and maintained; the information is accessed; participates in the construction of knowledge and reflects on the process of discursive and intellectual creation.

Specifically for preschool education, the purpose is to promote the familiarization and contact with English as a foreign language in students; that students become sensitized and familiar with the language, and that they can react and respond to basic and personal communication needs in defined routine contexts.

Over time, I have been modifying my teaching due to the results I get, which at the beginning were not entirely favorable because my strategies, techniques, and methods were the same as I used to teach other areas of knowledge as in Spanish.

It has been a challenge for me to give the class completely in English because previously I did not do it this way and some children seemed confused or frustrated by not understanding through oral language, so I had to make use of other resources such as the exemplification of concrete actions.

However, with the process that we have been doing until now, I realize that I can use different methods and techniques using the communicative approach that can be useful and meaningful for my students.

I can come to the reflection that it is important to bring students to the knowledge of language through concrete and real situations that are interesting for them, It is not enough with the exercises proposed by the book, it is necessary to go further and motivate them to

communicate little a little with phrases or words that they understand and make their own, but to achieve it is important that they can listen and try to understand the activities in English so I intend to continue improving my own communication skills to provide classes better prepared and that are enriching for their learning.

1.03 My teaching Philosophy

Considering that beliefs and values serve as the background to much of the teachers' decision making and action, and hence constitute what has been termed the "culture of teaching" it is important to reflect on my own beliefs and perspectives of education.

When I started as an English teacher, some questions constantly came into my mind that made me think about my teaching, such as: what should I do to be a good teacher?, What I do as a teacher? , What do I teach when I teach English? And, What aspects of the language are most important to concentrate on when I teach the language?

I was not sure if the way I was teaching was the most appropriate for my students to learn or if what they taught really generated important changes in their learning.

I believe that, I like a young teacher may initially be concerned with *what-to-teach questions.* But, as I gain more experience, I should be more concerned with the principles that underline the various teaching techniques and activities that I use.

My beliefs about how a teacher should be or what a teacher should do begin with knowing my students and knowing how they learn because it depends on whether the teaching has a significant impact on them or not.

Knowledge about children´s learning is seen as central to effective teaching. Successful lessons and activities are those that are turned to the learning needs of children, rather than to the demands of the text-book unit, or to the interests of the teacher.
I distinguish a learning-centred perspective from "learner-centre" teaching. Learner-centred teaching places the child at the centre of teacher thinking and curriculum planning. While this is a great improvement on placing the subject or the curriculum at the centre, I have found

that it is not enough. In centring on the child, we risk losing sight of what it is we are trying to do in schools, and the enormous potencial that lies beyond the child.

The child, however, may not be aware of the vast possibilities on offer, and, being a child, may either be content with the first stream or field he comes across, or may rush from one new place to the next without stopping to really explore any. If a teacher´s concern is centred on the child, there is a temptation to stay in that firts place or to follow the child. The teacher has to do what the child may not be able to do: to keep in sight the longer view, and move the child towards increasingly demanding challenges, so that no learning potential is wasted. A learning-centred perspective on teaching will, I believe, help us to do that more effectively.

I take into account Vygotsky's perspective *"The child as social".* Underlying Vygotskyan theory is the central observation that development and learning take place in a social context, i.e. in a world full of other people, who interact with the child from birth onwards.
Vygotsky saw the child as first doing things in a social context, with other people and language helping in various ways, and gradually shifting away from reliance on others to independent action and thinking. This shift from thinking aloud and talking through what is being done, to thinking inside the head, is called internalisation.

Many of Vygotsky´s ideas will help in constructing a theoretical framework for teaching foreign languages to children. In deciding what a teacher can do to support learning, i can use the idea that the adult in this case the teacher tries to mediate what next it is the child can learn; this has applications in both lesson planning and in how teachers talk to children minute by minute.

Then the new language is first used maningfully by teacher and children, and later it is transformed and internalised to become part of the individual child´s language skills or knowledge.

The activities that happen in classrooms create a kind of environment for learning and, as such, offer different kinds of opportunities for language learning. So, part of the role as a teacher is to identify the particular opportunities of a task or activity, and then to develop them into learning experiences for the children.

Thinking about my teaching and the methods and strategies I use in each class make me constantly rethink my teaching approach which consists mainly of involving students in their learning, promoting thinking skills, respecting their opinions, previous knowledge, social contexts, and culture and learning styles.

My teaching philosophy has been changing as I continue to learn, I must say that participating in this specialization has allowed me to improve my teaching practice and therefore favor the communication skills of my students in higher proportion.

My philosophy evolved to include applying principles and theories that relate to *constructivism*. The constructivist approach explains that learning happens by creating meaning from experience and what the learner knows is based on his/her own experience**.** Also considering sociocultural theory in which language is learned as a result of interactions and with *Kolb's Experiential Learning Model* (Krashen,1982).

I am aware of the importance of effective teaching to disseminate knowledge and maintain interest among students. To do so, I consider three important aspects of teaching environment that I believe to be critical.

First, the student-teacher relationship must be established. This relationship is based on mutual respect. Without an environment in which the student feels their role in the classroom is important, that student will not play an active role in the learning process. It is the responsibility of the teacher to establish this two-way relationship through acknowledgment of the students and creating a space for learning. Second, the classroom environment needs to be appropriate for the teaching technique.

Whether it is a role-play, debate, etc., the students' attention needs to be focused in the appropriate direction. In short, the learners need to be in a position to listen or to participate. If the space of learning is not optimal, the teacher may have to adapt the teaching technique to the space provided.

And third, the teacher needs to create an intellectually engaging environment, where the material is not only taught but also questioned by those present. An environment of critical

thinking that has students confront, assimilate, and synthesize new information in order to apply that information practically, and effectively for decision-making and problem-solving develops the students' experience to be much more than the memorization of facts that will be forgotten or superseded in today's ever-changing world. This type of environment will bring students into the learning process, rather than keeping them on the sidelines of knowledge.

My overall goal is to re-create the positive aspects to develop students that not only recite memorized facts and figures but have an understanding of the material taught and the process in which they came to learn that knowledge. That is why in the activities developed pretended that the students were active learners at the same time that favored their communication skills.

1.04 My perspective in Language, Language Learning and Language Teaching.

The interpretation that made possible the understanding of the acquisition and learning of a second language is based mainly on the sociocultural theory of Vygotsky as I mentioned earlier, and on the Monitor Model of Krashen.

According to Krashen (1981) the acquisition of a second language will only occur if the learner is exposed to samples of the target language (input) that are a little beyond their current level of linguistic competence. Comprehensible input, which is the kind that learners should be exposed to, is given by i +1.

In other words, we acquire a language by understanding data that contains structures a little more advanced than those that we already dominate and if the data is understood and if there are enough, they will automatically provide themselves for the i + 1. We do not have to provide grammatical structures deliberately.

The idea of structures "above" the current level of competence with the formula i + 1 means that the person or in this case the student, receives the input of the i + 1 to be able to progress in the development of the language. Therefore, for a second language teacher, it is

necessary to know the current level of the student and give him an input a little above his level so that he develops his second language.

So together, equating the theory of Vygotsky's Zone of Proximate Development with Krashen's input hypothesis, the acquisition of knowledge is not merely a transmission of data from the teacher to the student. On the contrary, learning includes the whole person, their experience and their environment because this experience fosters the growth of knowledge.

That is why within the activities were considered prior learning of students according to the theme worked in each of the classes. In this way, the necessary vocabulary was presented so that students could pass over their current level of knowledge throughout the sessions.

The interaction is fundamental in the teaching of a second language. Not only is the input that one receives important, but also the significant output that the students produce. Long's hypothesis of interaction proposes that a person learns a second language by using it in interactions (Ellis, 1994).

Swain (1985) states that it is imperative that learners produce meaningful language and receive feedback so that they can refine their use of the language. Therefore, communication is necessary in both directions.

That is why teachers, from the communicative approach, we should organize students in cooperative groups to stimulate oral communication so that each one can build their knowledge of the language in an active and real way.

Benítez (2007) supports this idea when he says: The communicative task then constitutes the fundamental cell of a teaching-learning process of languages whose final objective is communicative competence. The communicative tasks constitute, in addition, a material way of incorporating the reality to the class, at the same time that they favor the protagonism of the student and give him the opportunity to use the knowledge he possesses, coming from other subjects or from the surrounding reality, for the solution, either in the personal or collective action, of the challenges that the task imposes at each moment.

Being that it is within this social process of collaboration that the students manage to build their knowledge of the second language in an active way, the students were proposed, in different activities, to work in a group and in teams in order to promote the communication between peers and therefore the exchange of experiences of the learned "input" through the communication of ideas, opinions and help between peers "output" during the process of construction of activities that involve all team members.

1.05 Summary of the chapter.

For the conclusion of this first part up to this point, the project is structured about what teaching has meant to me, analyzing where I come from and where I am going I end with the questions: Why educate? Why teach a second language?

To transcend, "as a work of art, as a creative process of individual transformation" (Zuluga, 2013, p.188) but at the same time collectively. I can not think of a better answer than to educate to expand our vision of the world, our knowledge of it, within that learning that is not achieved alone, but in collaboration.

The student must be prepared in practice to develop their abilities, skills and attitudes in real situations, challenges or problems and real recognition that should help him not waste his time in the contemplation and resolution of vain, meaningless problems. It is learning a language while being in contact with the language. That is why I believe that teaching are several paths traveled at the same time, that it is a leap of faith, a bet that the world can be transformed if we start from authentic practices. I also believe that we must work for the renovation of an education, not of quality, but of one that teaches us to think, that is a bridge and not a prey to the possible paths to travel.

I firmly believe that everyone has the right to try other ways to travel new paths towards learning a foreign language where they have the opportunity to transcend, to consolidate as extraordinary beings and to achieve communicative purposes or whatever. Being the teacher who plays an essential role in the education system, and therefore is a subject capable of questioning and transforming their own educational work with the possibility of making a reflective practice that recovers training as a creation of new realities. Therefore the philosophy of teaching is transformed from new experiences and approaches that we have to

other points of view, the important thing is not to lose the essence that allows us to be in continuous transformation.

Chapter 2

Theoretical Foundations.

2.01 Interculturality

This section focuses on showing perspectives and theoretical results of interculturality as the means to prioritize basic language skills. Reviewing these perspectives will allow you to understand the fundamentals that will guide the decision-making process to prepare the class " Travelling around the world " as well as the teaching actions.

2.01.1 Intercultural Competence

Although the communicative approach provides a large number of tools for students to be able to develop language skills that allow them to communicate is not enough. It is not enough to learn grammatical structures, neither to know the opportune moment to use certain discourse markers or to get involved in the culture of the target language.

Going beyond that led me to consider intercultural competence as a new opportunity to transform my teaching of English and at the same time to encourage my students to use their language in communicative and intercultural situations.

Based on this need, I take into account the following approaches of intercultural competence

2.01.2 Byram's Model of Communicative Intercultural Competence.

One of the most influential approaches for the teaching of culture is the one developed by Byram and his European colleagues. Intercultural competence, a part of Byram's intercultural communicative competence, entails five types of competencies, which he calls 'savoirs'. They are:
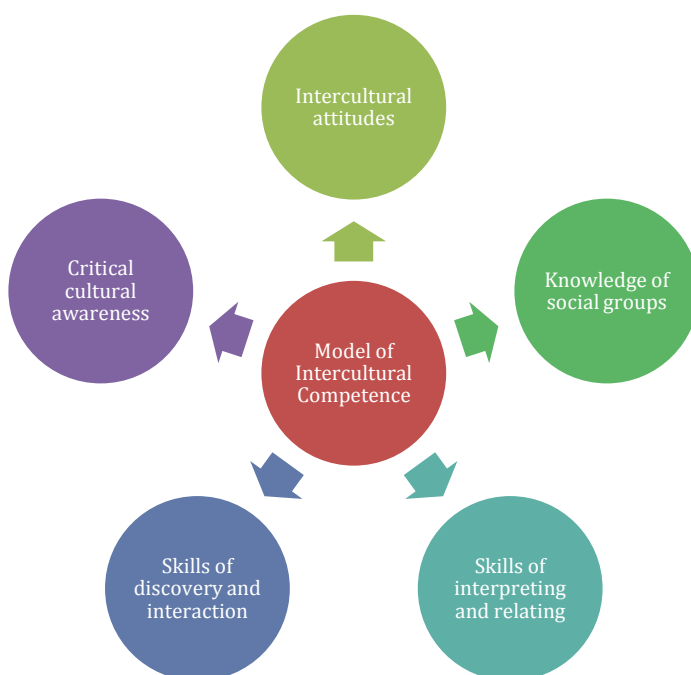
This approach was further developed in the work of Meyer (2000), who argues that intercultural competence is a combination of social and communicative skills, including: empathy, ability to deal with conflict, ability to work collaboratively, flexibility, foreign language awareness, awareness that culture causes different discussion styles, speech speeds, interpretation and thought patterns, techniques for handling interactional difficulties, reflection on one's own cultural background and tolerance of ambiguity.

Broadly, intercultural communication involves the ability to cope with one's own cultural background in interaction with others. Byram's model further stresses that Intercultural Communicative Competence (ICC) requires "certain attitudes" which include "curiosity and openness as well as readiness to see other cultures and the speaker's own without being judgmental."

And it is precisely what I want my students to achieve, that beyond being able to effectively communicate in the face of any future situation that may present themselves in real life, at the same time they are able to understand the reasons why other people act in any way. different from ours and can generate attitudes of empathy and curiosity towards other cultures, beliefs and values.

If foreign language and culture teaching intends to prepare learners for the future, it needs to contribute to promoting learners' acquisition of the attitudes and skills required for interacting with people from differing cultural and linguistic backgrounds. It needs to present learners with opportunities to acquire plurilingual and multicultural competence.

2.01. 3 Experiential learning approach.

It considers that it is necessary to be confronted with new and unknown situations, to experience insecurity, fear, security, trust, sympathy and empathy.

That is why the activities designed start from the unknown for the students, but at the same time it generates curiosity to discover and know situations different from those we live in our daily life. To get students involved in concrete experiences and from these can be generated in them intercultural competence through curiosity, openness and empathy.

2.02 Assessment approaches

First of all, I would like to start by making the distinction between testing and assessment because, although both are evaluation tools, they work in different ways. In this way, they will allow us to better understand the type of evaluation that was carried out for the purposes of this project.

According to Spolsky (1995) "Assessment is an ongoing pedagogical process that includes a number of evaluative acts on the part of the teacher".

In other words, assessment refers to the systematic use of different types of tests to gather information about our students' abilities and performance over time, and the inferences we derive through interpretation of that information.

As Norris (2000) mentions, "Language assessment, then, is much more than simply giving a language test; it is the entire process of test use. Indeed, the ultimate goal of language assessment is to use tests to better inform us on the decisions we make and the actions we take in language education."

On the other hand, "tests are simply instruments or procedures for gathering particular kinds of information, typically information having to do with students´ language abilities." (Spolsky, 1995).

In addition, the tests are part of the traditional and standardized tests that were commonly developed to know what the student knows or does not know in quantitative terms.

This distinction allows to have a clearer reference of the tools that can be most useful to evaluate my students. In addition, it is important to take into account the evaluation approach for preschool education. . "Our tests should be based on the classroom experience in terms of syllabus, activities, and criteria of assessment… The more our tests resemble the classroom, the more valid they will be" (Pérez, 1995).

In recent years, there has been a growing interest in the application of assessment procedures that are radically different from traditional forms of assessment. More authentic forms of assessment, such as portfolios, interviews, journals, Project work, and self- or peer assessment have become increasingly common in the ESL classroom. These forms of assessment are more student-centered in that, in addition to being an assessment tool, they provide students with a tool to be involved in their learning, and give them a better sense of control for their own learning. Also, alternative assessment provides teachers with useful information that can form the basis for improving their instructional plans and practices.

In other words, by providing planned opportunities for various types of performance on the part of the learner, the goal of alternative-formative assessment is to allow for "the delivery (by the teacher) and internalization (by the student) of appropriate feedback on performance, *with an eye towards the future continuation (or formation) of learning.*"(Brown, 2004).

This transformation of evaluation has had a great impact on pre-school education, because through the training approach it is intended that students obtain the necessary information about their learning process to create with the help of the teacher the strategies that allow them to learn more and more. and in a better way.

For this, different evaluation strategies and instruments are required in order, on the one hand, to obtain evidence of diverse nature and to know with greater precision the learning and the needs of the students and, on the other, so that the evaluation process is fair. This implies considering the learning to be evaluated on the basis that there is no instrument that values, at the same time, knowledge, skills, attitudes and values, since the strategy or instrument must be adapted to the object of learning in order to obtain information on the progress made. achieved by students (SEP, 2017).

That is why to evaluate the students in the designed activities, different evaluation instruments were considered that would allow gathering the necessary and pertinent information according to the communicative abilities that were intended to favor.

Also considering that … It is true that "evaluation of productive (speaking and writing) and receptive (listening and reading) language skills often involves the use of different assessment procedures." Moreover, "testing one particular language skill usually involves another." (Ramírez, 1995).

Other important aspects to take into account are micro and macro skills.
In this case, I consider that my students are in the process of developing micro skills because they could produce chunks of language of different lengths, produce reduced forms of words and phrases, and use an adequate number of lexical units (words) in order to accomplish pragmatic purposes, mainly.

2.02.1 Five principles to take into account for a testing or assessment

An important decision that teachers should make when evaluating students is the type of tools and methods that we will use. That is why to choose the most appropriate resources is considered relevant to make a good choice from the five principles of testing that can help as a guide to make good decisions when evaluating.

Practicality
Brown (2004) argues that tests should not be too expensive, be created to meet time constraints, be easy to administer, and follow an appropriate and accurate scoring procedure.

Reliability
When considering the reliability of a test, teachers should ask themselves whether the tool is consistent and dependable. A test that provides consistent evaluations of student performance and that is dependable is considered to be a reliable test.

Validity
The third principle is test validity. Validity can be defined as "the extent to which the inferences made from assessment results are appropriate, meaningful, and useful in terms of

the purpose of the assessment" (Brown, 2004). In simpler terms, a valid test should be measuring what it is set out to measure.

Authenticity

Brown argues that authenticity of a test is met if the test includes natural language, present items in a contextualized manner (as opposed to isolated test items), includes relevant interesting topics that will meet the learners' needs, and try to emulate real world tasks.

Washback

The fifth principle is washback. When implementing a test in a classroom, it is important for the teacher to think about the impact of the test on teaching practices and on student learning. Before moving on, we want to highlight that washback can be a positive outcome of testing but it can also be a negative one. While washback can have positive impact on learning and teaching, tests can also be the cause of negative washback and consequently have negative impact on learning and teaching.

So for the purposes of this project the most important principle to consider is *validity* because it will allow me to be aware of assessment what I want to evaluate in the appropriate way and with the correct instruments.

2.02.2 Portfolio

It is important to analyze the use of portfolios as a tool to assess student language learning progress because this was one of the main resources that was used for this project.

A portfolio is defined as "a purposeful collection of student works that exhibits to the student (and/ or others) the student's efforts, progress or achievement in a given area".

Although portfolios can be designed for education in general… "If the portfolio is intended to show language growth, planners need to decide if it will focus on overall growth, and/or discrete aspects of language, e.g., grammar, pronunciation, reading, writing, listening, or speaking, or all (or parts) of the above" (Kuhlman, 2008).

When using portfolios, four steps are suggested: the planning stage, the information gathering stage, the analyzing and interpreting stage and the decision reporting stage.

In the planning stage, teachers and students should decide on specific goals for portfolios. That is, if the portfolios will be used either by the language teacher, parents, the institution, administrative authorities, or all of them. Deciding on what pieces of information should be selected and included in a portfolio is essential. We should keep in mind that not every piece of students´ work must be in the portfolio. Another aspect to decide is whether the portfolio is for only one quadrant or if the four of them will be considered. A final decision to be made refers to the pieces of information to be collected, their characteristics, and the frequency of collection.

Another key point is to evaluate the relevance of using portfolios as tools for assessment purposes. Kuhlman's documentation, comparison, and integration.

Documentation. Here, students have to provide an explanation of why they have included such pieces of information in the portfolio. Such explanation can be written or oral, but the point is that they should be prepared to doing it.

Comparison. Here, the students select a piece of information and compare it with previous samples. The student compares the final product with previous and identifies the difficulties they found during the process.

Integration.This aspect is focused on students´ self-reflection and evaluation about their language progress. By developing the integration process, the student will become aware of the fact that language learning takes time and requires practice.

Finally, feedback is an importan part during the process of using students´ portfolios. Students may also replicate learning strategies from their peers on specific aspects of language. They can also reflect on their own language errors and mistakes. Also teacher´s feedback is relevant for students and it can be formal or informal.

2.02.3 Rubrics

Rubrics allow teacher assess specific aspects of the specific skill or domain.

O'Malley and Valdez (1996) present some aspects that we could take into account to use this tool.

- The rubric might be adapted to the specific language level and what students are able to produce in the skill domain at a given point.

- Teachers do the proper adaptations according to their particular context.

- Assessment are more accurate if rubrics are used, whether holistic or analytic scales.

2.02.4 Test

According to Brown (2004) tests are intended to measure the learners' ability. These abilities can be very specific or very general. For example, compare an essay-type test (measures multiple competencies) versus a quiz testing accurate use of past tense markers. The former tests general abilities while the latter tests more specific abilities. Finally, the term performance refers to the learners' ability to use the target language: speaking, writing, listening, and reading.

Chapter 3

Methodology and practice.

3.01 Setting of my teaching

The Kindergarten "José Luis Álamo Jardon" with CCT: 15DJN0821N belonging to Education Sector 15, Zone 27, is located in Margaritas S / N, Colonia Cristal, Cuautitlán, State of Mexico. It is fully organized, morning shift with a schedule of 8:00 a.m. to 12:30 a.m., with an enrollment of 160 students distributed in 6 groups. In the current school year 2018-2019 the third grade group "A" is made up of 31 students, 15 women and 16 men, their age ranges between 5 and 6 years of age, which are located in the preoperational stage of agreement to Piaget's psychogenetic theory, they use a representational thought, numerical concepts and intuitive theories, likewise their cognitive development according to Vygotsky is carried out as they internalize the results of their social interactions. With respect to the formative field of language and communication "English" students can recognize when a language different from their mother tongue is used and little by little they have become more familiar with expressions and words used in English, nevertheless the need of strengthen their basic communication skills and intercultural competence in the acquisition of a foreign language, so activities were implemented that can meet this need.

Adding that for the implementation of the lesson plan was considered as one of the main approaches Experiential learning approach which considers that it is necessary to be confronted with new and unknown situations, to experience insecurity, fear, security, trust, sympathy, and empathy.

That is why the activities designed to start from the unknown for the students, but at the same time, it generates curiosity to discover and know situations different from those we live in our daily life. To get students involved in real experiences and from these can be generated in them intercultural competence through curiosity, openness, and empathy.

The lesson plan that can be reviewed in greater detail below is made up of a general introduction of the activities to be carried out throughout the project and three practical sessions. The first "Exploring Australia" in which listening and writing exercises are retaken through the knowledge and exploration of marine animals. The second "Chefs to the Swiss kitchen" which was designed to favor listening and speaking skills through knowing other cultures and ways in which chocolate is prepared.

The third "Artists and Inventors: England (Shakespeare)" in which students were asked to practice their reading and writing abilities in the recreation of the story "Romeo and Juliet".

Culminating with the evaluation of the activities by means of a portfolio of evidences presenting the products elaborated in each session.

3.02 A practical and useful lesson plan.

1. Lesson plan identification cell.

Author	Zaira Moncerrat Viadero Nava
Educational stage	3rd. Grade Preschool
Title of your Lesson plan	Travelling around the world
Learning Objective of the plan/ Competency	Acquire motivation to understand the English language and a positive attitude towards it. Establish elementary links between the information received in different learning situations of the foreign language.
Communicative skill considered	Listening/ Reading/ Writing/ Speaking
Functions	Recognizes information about Mexico and other countries.
Brief description of the plan	It was chosen to visit different countries to learn more about some customs, traditions and outstanding characteristics that are similar or related to the mexican culture in order to favor intercultural competence in the students.
Hours of the plan implementation	4-5 hours
Number of sessions	05 sessions
Link of the content	https://www.youtube.com/watch?v=GsbfzXepbT8&feature=youtu.be&fbclid=IwAR0A25agGwFrqHetdMgwRQExIWZTBVIIovoW_m0EF_TwjTfBFTg1f33GQUY
Contents required for the lesson	Websites and google classroom

2. Introduction to the Lesson

Step of the lesson	Teacher activities	Students activities	Session number
Activation Before the lesson	Welcome the group and explain that we are going to visit different countries to know different characteristics of several countries where we will see important aspects of their cultures and traditions.	Using a map locate and mark the countries that we will visit identifying each country with colors and flags.	01
During the lesson	Indicate the route of the trip that we will show on a map Mention the materials that we will need to carry.	Identify the route on their map.	01
Set the objective or competencies of the lesson [Describe how you will present the objective or competencies of the lesson]	Explain the purpose of the session to the students	Assess whether the objective was achieved or what was needed with the activities carried out.	

3. Communicative skills development.

Exploring Australia.					Listening and Writing
Sequence of activities	Teacher activities	Students activities	Materials	Session Number	Evaluation
Initial	Mention that in this session we will work with marine animals. Ask who knows what marine animals are? Ask, who gives me an example of a marine animal and in which animated film does it appear? Show the images of marine animals and the vocabulary and ask them if they belong to their country or not.	Using a Venn diagram, one circle will be called M and the other circle A (M = Mexico, A = Australia) as the example that I will put Using the flashcards of the animals, the students will classify the animals in the diagram	Colors or paintings to paint the animals of the aquarium Flashcards Bond paper and marker (to make a Venn diagram),	02	Products for the evidence portfolio
Development	Organize the group into two teams and provide crystal paint and rubber. Indicate that each team will prepare an aquarium	A team will elaborate the aquarium of Mexico and another of Australia. Make aquarium comparisons and revise the vocabulary. Place a stamp of the visited country to the passport as identification of the visited country.		02	Products for the evidence portfolio

Chefs to the Swiss kitchen				Listening and	Speaking
Sequence of activities	Teacher activities	Students activities	Materials	Session Number	Evaluation
Initial

Development | Welcome the students and mention that we will explore some characteristics of Switzerland and information about chocolate. Mention that also in Switzerland children also play to say tongue twisters. Show the flashcards and corresponding vocabulary of this session. Mention and show the following tongue twister "Fly, ugly fly, fly! And the ugly fly flew. " Ask what is the tongue twister about? Remember that the Swiss eat a lot of chocolate and sometimes have to scare the flies from it. Request a volunteer to say the tongue twister, then, ask another volunteer who wants to say the tongue twister but faster.

Project the following video: https://www.youtube.com/watch?v=D1dersOYWM8 and introduce the song to be sung by the children. | Brainstorm the characteristics of Switzerland. The students will try to say the tongue twister. At the end, the children will make a chocolate cake with plasticine. While doing this activity, the video will be shown https://www.youtube.com/watch?v=ibjUpk9Iagk and the song as many times as necessary.

When the students finish their pancakes they will be placed on the tables so that everyone can watch the dishes. In pairs offer the pancakes using the phrase "Do you want a chocolate muffin? To conclude the students will place the stamp of the visited country in their passports. | Flashcards

Videos | 03 | products for the evidence portfolio |

Artists and inventors: England (Shakespeare)				**Reading and Writing**	
Sequence of activities	Teacher activities	Students activities	Materials	Session Number	Evaluation
Initial	Welcome the group and mention that we will travel to England Show lesson vocabulary Ask if they know William Shakespeare Who was it? what did you do? Project the video http://learnenglishkids.britishcouncil.org/short-stories/william-shakespeare Make a video feedback, asking what they liked best? Did you know that about Shakespeare?	Children will complete the exercises according to what was included in the story.	Video	04	Products for the evidence portfolio
Development	Read the story of Romeo and Juliet	They will reconstruct the story based on the original. Perform the Shakespeare online game to reinforce what has been learned At the end, the children will place the stamp corresponding to the visited country in their passports.	Story Colors Paper Game	04	Products for the evidence portfolio

Postal Gallery					Speaking
Sequence of activities	Teacher activities	Students activities	Materials	Session Number	Evaluation
Closing	Welcome the students and mention that today is the day to return to Mexico City. Organize the group in a circle and indicate that they are going to play "the capsule of answers at full speed", in the circle, I will throw a plastic ball to a student, which must name a country visited during the course, this student returns to throw the ball and the next partner will name the product made in the country named, continue the activity to name most of the activities performed.	They will make a postal gallery of all the countries they visited during the trip. Each student will choose a postcard that may be the one he likes the most or call his attention and place important characteristics of that country and what we learned. The postcards will be shared for exhibition by the students. Share their products in google Classroom so that parents and students can observe the work done as a group during the sessions.	Products made during the previous sessions	05	Products for the evidence portfolio

4.Intercultural component.

In all the activities designed interculturality is included based on cultural differences and similarities, traditions and language that exist in different countries

5.Evaluation.

Taking into account that the modality of the activities is project based, it will be evaluated with the products or work evidences made by the students integrated in a portfolio of evidences. Other tools such as rubrics and test are also included.

6.Conclusion.

Based on the activities carried out, students can communicate what they learned using the four language skills and apply what they have learned in the interpersonal relationships they establish with their classmates and other people.

7.Follow up activities.

Feedback will be made to the children based on the products they have prepared, highlighting aspects that can be improved, what is learned with the activities and how we can put it into practice in everyday life.

3.03 Tools to assess/test the progress of students.

Portfolio Assessment

I used the portfolio as a combination envelope where students´ works (exercises, test, compositions, drafts, photographs, and so on) are kept.

This portfolio contains the student´s total output to represent his or her overall performance, but it also contain only a selection of works, which the student and teacher has chosen for the teacher to evaluate..

I decided to use this tool because portfolios provide a sound basis on which to document individual student progress because they incorporate a range of assessment strategies over an extended period of time.

I used "Observation of Process" where the teacher should collect evidences of student language achievement or performance during a certain period of time. That is, the teacher should look at the longer process that students follow to learn the language, instead of only looking at the final result.

It could be used for listening, reading, speaking and writing. This shows that portfolios may be used as a holistic process for evaluating course work and for promoting learner autonomy.

Rubrics for assessing speaking and writing

I decide to use rubric for assessing speaking because it is possible to assess speaking in both formal and informal situations and it´s more an observable skill.

Rubric of speaking			
Student´s Name:			
Criteria	EXCELLENT TO VERY GOOD	GOOD TO AVERAGE:	FAIR TO POOR:
Pronunciation/ diction	Student is easy to understand and makes few errors.	Student makes many errors in pronunciation but can be understood.	Speech is very difficult to understand or student responds in L1.
Fluency	Student can effectively communicate in different contexts.	Student can generally communicate in most situations.	Student cannot communicate effectively in any situation.
Word choice	Student uses appropriate words to express meaning.	Student uses words or phrases to express simple meanings.	Student speaks using unrelated words.
Usage	Student makes minor errors in grammar and structure and can be understood.	Student makes major or frequent mistakes in grammar and structure but it is possible to understand.	Student makes major or frequent mistakes in grammar and structure making speech difficult to understand.

On the other hand, as an assessment instrument of specific writing (Romeo and Juliet story), I use the rubric proposed by (Jenkins, 2009) as a guide which presents the following components

- Content
- Organization
- Vocabulary
- Language use
- Mechanics

Of which only consider Vocabulary without giving a quantitative value, rather qualitative by the level at which my students are.

Rubric of Writing				
Student´s Name	***ASPECT: VOCABULARY***			
	EXCELLENT TO VERY GOOD: sophisticated range; effective word/ idiom choice and usage; word form mastery; appropriate register	GOOD TO AVERAGE: adequate range; occasional errors of word/ idiom form, choice, usage *but meaning not obscured*	FAIR TO POOR: limited range; frequent errors of word/idiom form, choice, usage; *meaning confused or obscured*	VERY POOR: essentially translation; little knowledge of English vocabulary, Idioms, word form; OR not enough to evaluate
Comments:				

Standardized Testing: Selective listening and Reading → Recording specific information

This instrument could involve listening and reading for selected bits of information in a passage.

I decided to use this instrument because It allows me to gather specific information about what students can understand from the "Romeo and Juliet" story while being part of a work product for the evidence portfolio

1. What's the word?

Write the word under the pictures.

family	fight	love	angry	get married	drink
sleep	wake up	letter	dead	poison	knife

	family				

2. Match them up!

Watch the story. Draw a line to match the character and their name.

Prince of Verona	Romeo	Mercutio	Juliet
Tybalt	Friar Lawrence	Mr Capulet	Mrs Montague

3.04 Analysis the outcomes

In order to carry out this lesson plan, I had first to analyze my teaching context and the multiculturalism that exists in the group due to the diversity of students and their backgrounds. Some students have never been in contact with other cultures and begin to know their own, and some students know or manifest behaviors of theirs and a student whose origins come from the United States.

I decided to work on this project as a proposal to encourage the development of intercultural skills in my students during the rest of the school year. Due to the great variety of cultures

that students can know and explore in a way that generates curiosity and empathy when they understand how human interactions are carried out in different parts of the world.

Also for these activities to motivate their interest in learning English from the perspective of using it as a communicative need when interacting with people from other cultures at some time when they have the opportunity to do so.

3.04.1 Lesson 1

Communicative skills development.

Lesson 1	Skills
Exploring Australia.	Listening and Writing

I can realize that since I started this specialization and began to plan lessons having more theoretical foundations and being more aware about my teaching, my way of carrying out the activities with my students has been changing and improving little by little and I can see it reflected in the learning of my students.

With the activities carried out in "exploring Australia" the students knew and appropriated new vocabulary, from the one that for them was significant.

They put into practice their listening skills at all times and in the elaboration of the ocean and the marine animals were able to understand that there is diversity, not only among humans, but also among animals. They managed to write the vocabulary seen previously recognizing the importance of placing it with communicative motives, for when it was observed by other students from other groups. I believe that the activity was very dynamic and significant for them because they managed to recognize important differences and similarities between Mexico and Australia as their fauna is.
Also students could use authentic materials such as magazines, their passports, animals and so on. The students were excited to begin the experience.

3.04.2 Lesson 2

Lesson 2	Skills
Chefs to the Swiss kitchen	Speaking

In this class we were able to explore a little more about chocolate and its origins. The students were able to understand the way this food is used in Switzerland and those who consume it.

By presenting a tongue twister in English and understanding the vocabulary, the children made similarities between the people of Switzerland and us by comparing that there are also many flies here. Some students managed to express the tongue twister in a clear and understandable way and some others are still in that process.

Although my students still cannot elaborate messages or complete ideas using another language, they are in that process, with simple phrases that we use every day. This activity achieved the objective of using the language to communicate in this case a language game "the tongue twister".

3.04.3 Lesson 3

Lesson 3	Skills
Artists and inventors: England (Shakespeare)	Listening, Reading and Writing

Moreover, in the class: Artists and inventors: England (Shakespeare), for the students, it was easier to understand the story through the images, making associations about what they saw, heard and understood about the vocabulary. They openly expressed the assumptions that were generated as the story developed, which allowed them to help each other better understand the plot and reorder the story.

3.04.4 Recording script

Time mark	Stages	Methodological remark
00:00	Introduction	
Lesson 1: Exploring Australia		
00:06	Introduction to the topic	Activating prior knowledge
00:34	Vocabulary of animals	Identify vocabulary
1:00	Australia vs Mexico Students elaborate the Venn diagram classifying the animals	Listening practice about the vocabulary
Doing the sea		
2:28	Teacher sets the writing task to be performed	Writing activity
3:17	Students elaborate the sea using their previous knowledge	Teacher activates student´s schemata to make connections between the activity to be performed and the vocabulary seen
3:23	Students put into practice their writing when they were creating animal productions	Writing activity of animals
5:29	Some students participate in the exposition of their knowledge at the end of the elaborated sea.	Speaking activity
Lesson 2: Chefs to the Swiss kitchen		
7:11	Exploring information about chocolate	Listening activity
8:02	Some students participate in the presentation of a tongue twister	Speaking activity

Chapter 4

Experience Report.

For this chapter I have decided to divide it into two important parts that allow me to reflect on the implementation of this project and what I learned in this specialization.

What students have learned.

I consider that the activities allowed the students to expand their experiences in the acquisition of the English language, to express themselves and communicate using their micro skills and above all that there were students who managed to understand that although people are different, there are things that we have in common and it is important to respect and to feel empathy towards others, for what I consider to be a good process of development of intercultural competence.

I also think that the students have progressively become familiar with the language. However, the results could be better in terms of speaking abilities if activities focused on the active communication of the students had been carried out since the beginning of the school year.

Teacher reflections that this project and this specialization have changed in my English language teaching.

To elaborate this project and all that it entails has not been an easy task because to achieve it has been necessary to develop and strengthen my teaching skills when planning, organizing, putting into practice and evaluating the proposed activities. However, I realize that doing this specialization has given me more tools so that my teaching gradually improves. It has helped me to test my own language skills, I have realized that I have a lot to improve but I am in the process of doing it.

I consider that as a teacher I had focused more on my students achieve the educational purposes through solving the textbook exercises or with strategies that would allow them to improve their communication skills to the best without some sense of the whole communicative leaving aside the interculturality.

With this exercise I realize and I can reflect that intercultural competence is like the other very important language competences because it will allow the students at some point to

communicate with others effectively understanding the context in which the communication is developed.

I am aware that there is a lot to work on and improve in this sense within my teaching and that is why I have decided to continue doing activities related to developing intercultural competence in English as a foreign language classes.

Another challenge that I could face and which I must continue working with is the use of technology in the classroom and professionally. Nowadays, technological resources are a great support for learning and we must use them to improve the education that we as teachers provide.

Chapter 5

Conclusions.

I can mention that the teacher plays a key role in the success or failure of the learning in the language classroom. It is the teacher who select the appropiate activities to students needs, promotes active viewing, and integrates, in this case, the intercultural competence with other areas of the language curriculum.

Any authentic activity chances of achieving the important goals of motivating students´ interest, providing realistic practice of the language, stimulating language use, and heightening students´awareness of particular language point, like interculturality or other aspects of communication can be improved by the way in which the teacher introduces relevant contents and resources.

Reflecting on my personal journey to professional growth, I highlights three important areas during this especialization. First, to be a true professional, thinking in my teaching philosophy. As teachers we must constantly upgrade our knowledge and understanding of language and language learning. But this is not enough. We should also develop our skills in translating this newly acquired knowledge in our teaching.

Second, teachers´professional interests and needs should change over time. As we progress in our careers, we should also seek out different professional development activities like this. For example, I may initially be concerned with *what to teach* questions. But, as I gain more experience, I be more concerned with the principles that underline the various teaching techniques and activities that I use.

Finally, professional development requires a personal and ongoing commitment, and during this especialization I have been able to star with a small, achievable project with the most relevant classroom issues, such as how to increase student participation in class, or how they can develop intercultural awareness.

So when i will begin another school year and my students return to our classroom in hopeful anticipation of a dynamic and effective year, I will make new changes, new techniques and methods. I will try out approaches about ESL education regularly and make a personal commitment to the continuing development of my professional competence.

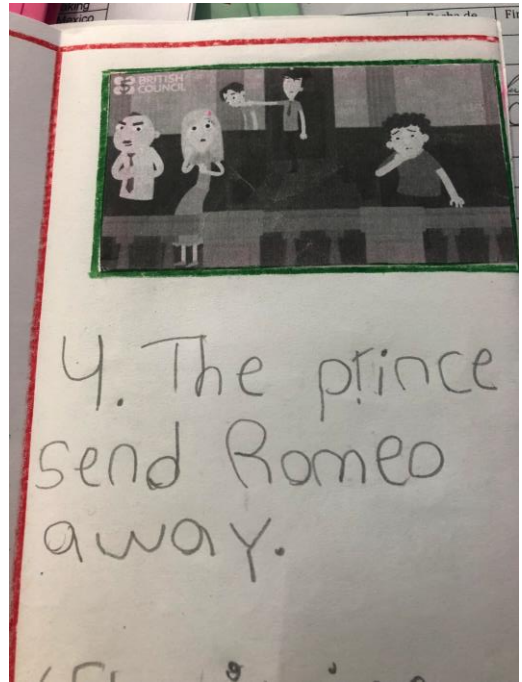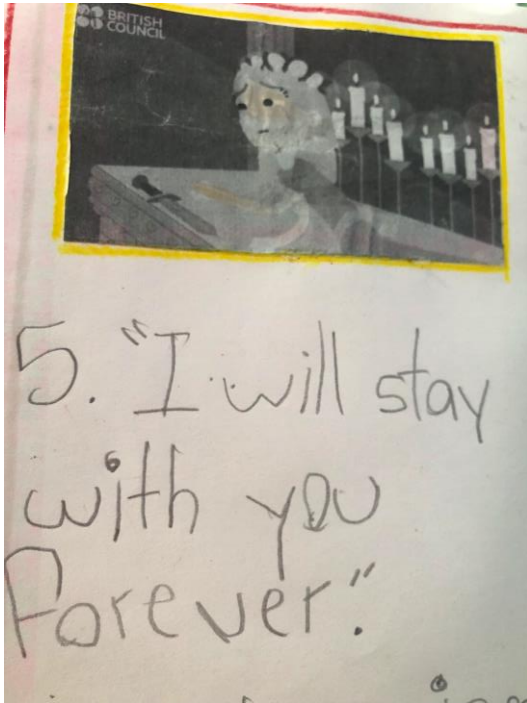# Chapter 6

Appendixes and References.

Lesson 1

Lesson 2

Lesson 3

5. "I will stay with you Forever."

4. The prince send Romeo away.

hleen

's the word?

he word under the pictures.

| mily | fight | love | angry | get married |
| eep | wake up | letter | dead | poison |

| on | family | Knife | letter | fight |
| | married | wake | sleep | drink |

them up!

story. Draw a line to match the character and their name.

Verona   Romeo   Mercutio
att   Friar Lawrence   Mr Capulet

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UNIVERSIDAD PEDAGÓGICA NACIONAL

Especialización en la Enseñanza y Aprendizaje de Inglés como Lengua Extranjera

DECLARATION

I **Zaira Moncerrat Viadero Nava**, declare that the following **Final Version of the Project** (*Interculturality as an approach to transform the teaching of the English language.*) is entirely my own work and that it is written in my own words and not those copied directly from any source, except for those properly acknowledged.

Signature: Final project of Module 3

Date of the submission: July 2, 2019.