UNIVERSIDAD PEDAGÓGICA NACIONAL

ESPECIALIZACIÓN EN LA ENSEÑANZA Y APRENDIZAJE DEL INGLÉS COMO LENAGUA EXTRANJERA

PROYECTO

"SER INTERCULTURAL: REFLEXIONES DE LOS ESTUDIANTES DESDE SUS EXPERIENCIAS DE VIDA"

PRESENTA: VICTOR MANUEL MORA TORRES

TUTORA: ALMA DANIELA OTERO SOSA

CIUDAD DE MÉXICO, 21 DE JUNIO DE 2020

UNIVERSIDAD PEDAGÓGICA NACIONAL

SPECIALIZATION IN TEACHING AND LEARNING ENGLISH AS A FOREIGN LANGUAGE

FINAL PROJECT:

"BEING INTERCULTURAL: STUDENT'S REFLECTIONS FROM THEIR LIFE EXPERIENCES"

PRESENTED BY: VICTOR MANUEL MORA TORRES

TUTOR'S NAME: ALMA DANIELA OTERO SOSA

MEXICO CITY, 21 JUNE 2020

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INTRODUCTION

Language Learning and Teaching has been studied for many years from different perspectives. A shift from the theories based on behaviorism to those who foster the development of communicative skills has been observed in the literature. Furthermore, teachers face a reality where all the individuals have the possibility to interact in globalized contexts, which means that people may be in touch with others from different parts of the world and use English as "a bridge" of communication. Considering that situation, learners have to develop communicative skills in the second language but also to learn how to interpret and produce information in the framework of diverse cultural manifestations and ways of life.

The aim of this project is to design, implement and assess a lesson plan for students of four semester of Mid-Superior level, in order to develop the four English language skills (reading, listening, writing and speaking) and also reflect about the interculturality in micro and macro contexts. In addition, the results derived from implementation and assessment are analyzed in the light of theoretical references, which lead to a shift of paradigm in the author's teaching philosophy. This project is a research product elaborated as part of the Specialization in Teaching and Learning English as a Foreign Language of the Universidad Pedagógica Nacional, as a final paper to obtain the degree.

The assignment is organized in five chapters. In the first chapter, the theoretical foundation of the lesson plan is presented, regarding language approaches, language skills, assessment and the Intercultural competence. The author's Teaching philosophy is also explained in this first chapter. The second one contains the description of the lesson plan, the rationale behind the implemented activities (according to the theories of the first chapter), evidences of the activities that were carried out during the plan (in terms of didactic resources), the instrument's description to assess and some considerations for the assessment part, and finally, a link to consult a video with the main outcomes of the project. The third chapter recounts the main results of lesson plan's implementation and some aspects are analyzed in the light of the theories explained in the previous parts. The fourth chapter is a conclusion of the project, where the author reflects about concepts, methodology, actions and reflections derived from the activities performed during the Specialization. To close the project, a list of reference in APA style are presented in the chapter five.

CHAPTER 1. PHILOSPHY AND THEORY

1.1 THEORETICAL FOUNDATIONS

The present chapter is divided in two parts. Firstly, some theoretical and conceptual references are presented, in order to sustained the design of the activities comprised in the lesson plan and explained the results derived of their application. Secondly, the Teaching Philosophy of the author is explained, considering five components from Chism's (1998) theoretical framework and other references about language teaching.

1.1.1 Theories, principles and approaches regarding learning and language acquisition

To start this section, it is necessary to remember the differences between an approach, a method and a technique. Approach is referred to theories about language or language learning, while methods are plans to present language material in specific order; an approach is axiomatic, a method is procedural (Anthony, 1963). On the other hand, a technique is a strategy to reach certain objective in a classroom (Anthony, 1963).

In the following scheme, a review of some approaches and methods is presented:
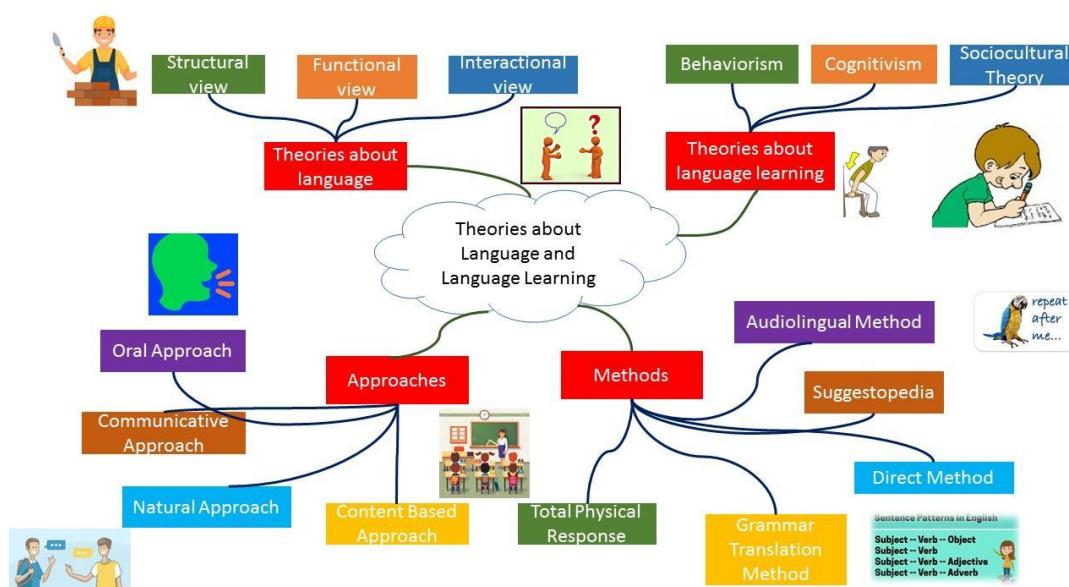
Own elaboration based on Richard & Rogers (1986) and Spratt, Pulverness &Williams (2011)

Theories about language refer to the way that languages work or are constituted. According to Richard & Rogers (1986) there are three main theoretical views about the nature of language. The first is the *Structural view*, that considers language as a system of structurally related elements for the coding of meaning. The second is *functional view,* that views language like a vehicle for the expression of functional meaning, emphasizing communicative dimension. The third one is the *interactional view*, considering language as a vehicle for the realization of interpersonal relations and the performance of social transactions between individuals.

On the other hand, theories about language learning focus on necessary conditions to learning process can be activated. Three main perspectives in language learning have been recognized. The first one is called *Behaviorism*, which sets that language mastery is represented as acquiring a set of appropriate language stimulus-response chain (Richard & Rogers, 1986). The second, *Generative Linguistics and Cognitivism*, considers that Sentences are generated by a subconscious set of procedures, which are parts of human minds; to encourage learning is necessary to model the procedures. Finally, Sociocultural Theory states that learning is the result of internalization of culturally constructed mediating artifacts including language, so language is a social construction (Bankovic, n.d.).

Different approaches or methods are based on different theories, both of language and language learning. We can distinguish a set of methods, popular during the last century, that were closely related with the structuralism. That is the case of the Audiolingual Method, Grammar-Translation Method, Suggestopedia and the Total Physical Response (TPR). Some of them also have Behaviorism basis, emphasizing learning through different stimulus and responses (oral in the case of Audiolingual Method and physical in the case of TPR). Others seems to have cognitive basis, like Grammar-Translation Method and Suggestopedia, as they encouraged the use of memory, but without losing the sense of structure in the process of learning.

1.1.1.1 Cognitive perspective in language learning

For the case of this project, it is important to make reference to some cognitive theories that have contributed greatly to the understanding of the language learning. The five hypothesis of Krashen (1982) is one of this referents: the Acquisition-Learning hypothesis, the Natural Order hypothesis, the Monitor hypothesis, the Input Hypothesis and the Affective Filter hypothesis In first hypothesis, Krashen makes a distinction between acquisition, as a an

subconscious process very similar to the process children undergo when they acquire their first language, and learning, a product of formal instruction which comprises a conscious process. The Natural Order hypothesis sets that the acquisition of grammatical structures in English proceeds in a predictable order. The order of acquisition for the first language is not the same for the second language but there are some similarities. The average order of acquisition poses, firstly the ing progressive, plural forms and verb to be; then, auxiliary verbs and articles; after that, irregular past, and finally, regular past, "s" in third person and possessive (Krashen, 1982).

The Monitor hypothesis (Krashen, 1982) claims that acquisition and learning are used in very specific ways: the first initiates the utterances and is responsible of fluency, otherwise, learning has a function of Monitor or editor. Conscious learning is available only as a "Monitor", which can alter the message before or after this is actually spoken or written. To use the grammar rules consciously, it is important that three conditions (time, focus on form and know the rule) meet. On the other hand, the Input hypothesis relates specifically to acquisition. Language is acquired by understanding language that contain structures it beyond the current level of competence (i + 1). This is interpreted with the help of context or extra-linguistic information. According to this perspective, speaking fluency emerges over time on its own, the best way to teach speaking is to provide comprehensible output (Krashen, 1982).

Finally, the Affective Filter hypothesis states that a variety of affective variables relate to success in second language acquisition. These effects can be classified in three categories: motivation, self-confidence and anxiety. This hypothesis points out the relationship between affective variables and the process of second language acquisition by positing that acquired knowledge vary with respect to the strength or level of their Affective Filters. While input is still the main source of Second Language Acquisition, affective variables can impede or facilitate the delivery of input (Krashen, 1982).

Another relevant referent is the Types of motivation. Skehan (1991) proposes four hypotheses to understand motivation in Second Language Learning. In the Intrinsic Hypothesis, motivation comes from an inherent interest in the learning tasks while in the Resultative Hypothesis learners who do well in LA activities will persevere, learners that do not do well tend to be discouraged and try less hard. Instrumental Hypothesis (Carrot and Stick) implies that external influences and incentives will affect the strength of learner's

motivation (Skehan, 1991). In contrast, Integrative motivation involves an interest in L2 because of an interest in the people and culture represented by the other language group (Gardner&Lambert, 1972).

1.1.1.2 Interactional perspective

Regarding Sociocultural Theory, Vygotsky arises as its main representative. His concept of Zone of Proximal Development (ZPD) has a relevant impact on applied linguistics. It is understood as "the distance between the actual development level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers" (Vygotsky, 1978, p. 86). The conception of ZPD has been used to analyze the relationship between corrective feedback and language learning within learner-tutor interactions in a course. Development of language skills occurs in the interaction among individuals as they collaborate in ZPD activity (Lantolf, et al, 2015). ZPD shows how an apprentice can have a better performance with guidance than alone, with the purpose to make him/her more independent in future situations

In that second group, we can find approaches that view language from an interactional perspective, such as Natural and Communicative Approach. Language is important because is useful to communicate in everyday life, so its learning is connected with social practices or situations. For this reason, these approaches have certain coincidence with the Sociocultural view in language learning, as being inserted in a society provides the necessary input to be internalized and then be use it to interact with the others. For Communicative Approach, the best way to learn a language is to use it in interaction, so it focuses on tasks, functions and topic areas based on communicative needs (Spratt, Pulverness & Williams, 2011). Among the main characteristics of this communicative view of language it is possible to mention language as a system for expressing meaning, interaction and communication as primary functions of language, structure of language reflects its functional and communicative uses and the primary functions of language are categories of functional and communicative meanings (Richard & Rogers, 1986).

According to Finocchiaro&Brumfit (1983) some features that distinguishes the Communicative Approach are that contextualization is a basic premise, attempts to communicative may be encouraged from the very beginning, reading and writing can start from

the first day if desired, communicative competences is the desired goal and fluency and accepted language is the primary goal while accuracy is judged not in the abstract but in the context. Materials are viewed as a way of influencing the quality of classroom interactions and language use (Richard & Rogers, 1986).

A Learner-Centered Approach in English is considered to be related with the Communicative Approach. This last is based on the idea that learners can learn better when they are aware of their own goals. Student's needs and learning styles are analyzed and used for selecting course content and teaching methodologies. Two characteristics of this approach are: first, give more responsibility to students to manage their own learning, and second, teachers take roles as facilitators of knowledge rather than being the source of knowledge. The student's autonomy is fostered by creating and maintaining a learning environment through communicative tasks (Nonkukhetkhong, Baldauf & Moni, 2006).

Task Based Approach also emphasizes the notion of language as a tool to interact in society. Willis (1996) considers a task as a communicative activity with a specific aim and outcome whose importance relies on exchanging meaning rather than producing language forms. She proposes a methodological framework to analyze tasks compounded by three stages: Pres-task, Task cycle and Language focus. In the Pre-task there is an introduction to the topic and nature of the task, in the Task cycle students carry out the assignment, plan (organize the task to be presented in front of the class), report (make the presentation in front of an audience) and hear a task recording or read the text (depending on the outcome). Finally, in the Language focus stage, students analyze the language that arises naturally out of the task cycle and its accompanying materials. The Task cycle may include different types of tasks, like listing, ordering and sorting, comparing, problem solving, sharing experiences and creative tasks. The success of its implementation depends on parameters of exposure, use of language, motivation and instruction (Willis, 1996).

Other types of task, as those proposed by Nunan (1999), comprises Rehearsal Tasks, Activation Tasks and Enabling skills. The first ones are part of the classroom and students practice what they will do in real life. The second ones imply communicative interaction but its aim is to activate the acquisition process. Enabling skills focus on mastering some aspects of the language system, like the grammar, vocabulary and pronunciation. In general, a task is considered as a more integral activity that show the development of

languages skills in communicative situations, and not unarticulated activities related to the teaching of a specific topic of the language.

In this logic, another theoretical reference that worth to take into account is Kolb's model of Experiential Learning, as it responds to the need of introduce social practices in language teaching. Social practices are forms in which people interact, that have a specific communicative purpose, involving not only the production and interpretation of written or spoken texts, also many complementary activities related with cultural situations (SEP, 2011). To reach this purpose the Experiential Learning was thought as a cycle with four stages: Concrete experience, Reflective observation, Abstract conceptualization and Active experimentation (Kolb, 1984). Following the ideas of Kolb (1984) in the first stage, a new situation is encountered, the second one implies mental process to understand the new experience using what we know. In the third stage new ideas appear, students use logic to extract general rules and, finally, they apply their ideas in communicative situations in the Active Experimentation stage (Kolb, 1984). From this perspective, learning is not seen as a linear process, as the last stage may lead to a new beginning of the cycle.

The model suggest that mind is in constant seek of equilibration. When it faces with new situations the equilibration is broken and a cognitive conflict arises. So another important dimensions of the model are prehension and transformation, they represent two things that we can do with information (SEP, 2006): in the Concrete Experience and Abstract conceptualization information are grasped in similar processes (Apprehension and Comprehension). On the other hand, the experience is transformed where the dialectics lies between an external process (Active Experimentation) and an internal process (Reflective Observation).

1.1.1.3 Student's and teacher's role

To close this section, it is important to mention what are the main roles that teachers and students may assume in diverse moments of teaching process. In general, a role is considered as the part taken by a participant in any act of communication (Ellis & McClintock, 1990). According to Richards and Lockhart (1996), some of the main roles that teachers may assume in a school are:

Role	Function
Planner	Plan and structure learning activities
Manager	Organize and manage the classroom environment and student behavior
Quality controller	Maintain the quality of language use in the classroom
Group organizer	Develop an environment in which students work cooperatively
Facilitator	Help students to discover their own ways of learning and work independently
Motivator	Improve student's confidence and interest in learning
Empowerer	Let the students make decisions about they want to learn and how
Team member	Interact with the students as a member of a team

It is important to point out that the role of a teacher may be influenced by the approach or methodology followed. For example, in the Active Teaching the teacher must manage and monitor learning, in the Audiolingualism the role is active, modelling, controlling and correcting the target language. In Communicate Language Teaching, teacher has two main roles: facilitate the communication process between the class members and act as an independent participant within the learning-teaching group. The first role may include another roles, like organize resources, guide activities and be a continuous researcher and learner (Richards & Lockhart, 1996).

In addition, students may assume different roles in the classroom. Good and Power (1976) describe six patterns of learner interactional patterns that are useful to understand student's roles:

Role	Function
Task-oriented	Enter into learning tasks actively and generally complete tasks with a high degree of accuracy.
Phantom	May not often be noticed or heard in the classroom, although they are generally good students who work steadily on classroom tasks.
Social	Although they are competent in accomplishing classroom tasks, they tend to value socializing with friends more than completing class assignments.
Dependent	Need the teacher's support and guidance to complete class tasks and tend not to maintain engagement on tasks without frequent reinforcement and support. T
Isolated	May avoid learning situations by turning away from activities such as peer or group work.
Alienated	React against teaching and learning and are often hostile and aggressive.

1.1.2 Approaches for the four language skills

In this section, some key concepts about the four language skills (reading, listening, writing and speaking) are tackled in order to justify the proposed activities of the lesson plan.

1.1.2.1 Reading and Vocabulary

First of all, it is necessary to point out that there are three main reading models, in other words, processes to understand something written or printed: the bottom-up, the top-down and the interactive reading model. The last one is which it is concerned in this task, but for understand it, it is crucial to first explain the other two models. The bottom-up model emphasizes that texts are constructed from the smallest to the largest units of letters, words, phrases, clauses, sentences, texts in collaboration with grammatical knowledge (Bilokcuoglu, 2012). This model claims that meaning is the result of a process in which reading proceeds from part to whole (Liu, 2010). Among the advantages of bottom-up, it is possible to mention that it may be applied by learners with low proficiency in reading, helps to understand a text intensively and is useful to be concentrated on vocabulary development and word recognition (Tran-Thanh, 2014).

On the other hand, the top-down reading model highlights what the reader has already known about the topic of the text and may bring to it as a process proceeding from whole to part (Tran-Thanh, 2014). Language is not what the reader knows linguistically but contextually, because reader focus on the context and manage to construct meaning on the text. Some points in favor of this model are the use of prior knowledge to comprehend the text, is a way of reading closer to the reality and it means an active model where reader have the opportunity to interact with the text through their experience and expectation. The interactive reading model emerges as a combination of the previous models, a way in which the process of both data-driven sensory information and non-sensory information happen simultaneously (Rumelhart, 1977).

Another important contribution to analyze is schema theory. In general, the word schema comes from the cognitive science and is used to describe how people process, organize and store information in their heads (Al-Issa, 2006). In the reading comprehension field, the term refers, in general to previous knowledge that comes into play to interpret what

we read. As Brown (2001) states, the hallmark of schema theory is that a text does not carry meaning by itself. The reader brings information, knowledge, emotion and culture (schemata) to the world. There is a general consensus that when a student is familiar with the topic he/she is reading and recognizes the structure, genre, discourse level and words in a sentence, he or she is in a better position to comprehend that text (Al-Issa, 2006).

Consequently, failure in reading comprehension may be attributed to a lack of an appropriate schema that relates with the context of the text. Schema can be content, formal o linguistic. According to Al-Issa, (2006), content schema refers to the familiarity of the subject matter of the text, including not only an understanding of the topic of the text, but the cultural specific elements to understand it. Perhaps that is a reason why most of students do not comprehend in a properly way some pieces of writing that come from English speaking countries, as schema could be culturally specific and not part of particular reader's cultural background (Carrel&Eisterhold, 1983).

Formal schema refers to the knowledge of the ways in which different genres are presented, the rhetorical organizational structures of different types of text. In contrast, Linguistic Schema is centered in vocabulary and grammar, which plays a basic role in a comprehensive understanding of a text (Carrel&Eisterhold, 1983).

What it is a fact is that not all the words present in a text would be recognizable for the intended reader, so teachers must develop in their students some strategies to understand vocabulary. Vocabulary is vital in language learning process as words are the building blocks in a language. Interiorizing vocabulary could be a great challenge even for those people with a certain grade of proficiency. Substantial emphasis on vocabulary learning strategies helps students to become independent language learners inside and outside class. A general recommendation is to reduce "decontextualized" vocabulary learning activities in class (like wordlists and flashcards) and implementing more "partially contextualized" (word association, semantic mapping) or "fully contextualized" activities, like reading or writing (Latanza, 2005).

Schimtt (1997) proposes a classification of Vocabulary Learning Strategies (VLS). Strategies may be divided into two groups: those for the discovery for a new word's meaning and those for consolidating a word once it has been encountered. Among the Discovery strategies it is possible to mention guessing from context, guessing from a L1 cognate, using reference materials (mainly a dictionary) or asking someone else. On the other hand, some

types of consolidation strategies can be Memorization Strategies (pictorial representations, semantic maps), Cognitive (repetition, taking notes, making recordings) or Metacognitive (using spaced word practice, self-testing).

1.1.2.2 Writing

Regarding writing skill, there are six approaches that teachers must take into account according to Hyland (2003):

1. Focus on language structures. Writing is seen as a coherent arrangement of words, clauses and sentences, structured according to a system of rules. Four stages are considered: familiarization (grammar and vocabulary are taught), controlled writing (manipulation of fixed patterns), guided writing (imitation of model texts) and free writing (usage of the learnt patterns to develop new pieces of writing).

2. Focus on text functions. Its aim is to develop effective paragraphs to the creation of topic sentences, supporting sentences and transitions, and to develop different type of paragraphs. Introduction-Body-Conclusion, and particular organizational patterns such as narration, description and exposition are issues taught from this approach.

3. Focus on creative expression. Writing is a way of sharing personal meanings and writing courses emphasize the power of the individual to construct his or her own views on a topic. From this perspective, writing is learnt but not taught, so instruction is nondirective and personal.

4. Focus on the writing process. In this approach, the teacher's role is to guide students through the writing process and develop their students' metacognitive awareness of the process. The process includes the following steps: selection, prewriting, composing, response to draft, revising, response to revisions, proofreading and editing, evaluation, publishing and follow-up tasks.

5. Focus on content. It is centered in what students are required to write about. Usually it involves a set of themes or topics of interest. Themes and topics form the basis of the courses, where activities are often organized around social issues.

6. Genre and context of writing. Certain conventions are followed to organize messages because the intended readers are supposed to recognize the text purpose. The are many genres depending of different purposes of communication.

1.1.2.3 Listening

The use of this skills contribute to capitalize the input received by the students and become the teaching process easier. According to McDonough and Shown (1993), listening skills must be classified into two major categories: processing sound and processing meaning. Among the processing sound skills, it is possible to find segment the stream of sounds and recognize word boundaries, recognize sentence and clause boundaries in speech, recognize significance of language-related features (intonation) and recognize pitch, tone and speed of delivery. On the other hand, processing meaning skills involve organize the incoming speech into meaningful sections, identify redundant material, use language data to identify what speakers are going to say and store information in memory and know how to retrieve it later, by organizing meaning as efficiently as possible and avoiding attention to some details.

Some authors have contributed with diverse ideas to the listening pedagogy. Underwood (1989) describe listening activities in terms of three stages: pre-listening, while-listening and post-listening. Pre-listening is a preliminar phase where information about the context, purposes and roles concerning the listening activity is given. Teacher may give background information and students may read something relevant (instructions). While-listening are all the activities that students have to do during the listening of the text. There many activities that can be encompassed in this phase, like filling in gaps, detecting differences or mistakes, information transfer, among others. Post-listening stage refers to all the activities done after listening to the text, these activities allow to reflect on the language from the passage. Some common post-listening activities are discussing about the content, ask students to encourage discussion and create dialogues based on the listening.

Another important contribution is Brown's typology of classroom listening performance. For him, there are six general kind of listening activities (Brown, 2001): reactive (something is listened in order to be repeated back to you), intensive (techniques whose only purpose is to focus on component of discourse, like words, intonation and discourse markers), responsive (short stretches of teacher language designed to elicit immediate response), selective (scan the material selectively for certain information), extensive (aims to develop a top-down global understanding of spoken language) and interactive (includes all five of the other types).

It is desirable that students get familiarized with real oral productions through exposition to authentic materials. As Ross (2007) states, authentic materials help students comprehend real-life, everyday language, make allowances for performance errors by other speakers, deal with interruptions and others. It is important that teachers do not limit their listening activities to those which are contained in the textbook, they should provide anothers based on material taken from real contexts if possible. Even if students are beginners, they may be capable to comprehend small pieces of aural input that help them to deal with rate, intonation, slangs and other characteristics of real spoken language.

1.1.2.4 Speaking

It is advisable that speaking emphasize accuracy (Richards, 1990), not only understood as the control of grammar and pronunciation in the message, but as a key component of fluency (all message have to be clear formulated and structure despite of the rate of delivery). For the case of this project, the concept of is Quasi-communicative activity is prevalent, because they retake some semi-fixed phrases to make the exchange of ideas (Bygate, 1987). In terms of the control exerted by the teacher and students over the activities, the activities could be classified as a manipulative technique, as the teacher have too much control in the conversation, only a few words are change to adapt the message. In a more precise way, activities are regarded as cued narrative and is a semi-controlled (Brown, 2001).

1.1.3 Intercultural competence

English language learners currently are not limited to be in touch with speakers of the target language and the country where it is spoken. It is most frequent that learners have the opportunity of being mediations between different languages and cultures, when people use language as a Lingua Franca. That is the main respond why other researchers paid attention in a new concept that allow people perform this function: Intercultural Competence.

Byram and other researches has contributed significantly to the development to this concept. The aim of the interaction is not only to interchange successfully information, but as Byram (1997, 42) points out "to decenter and take up the other's perspective on their own culture, anticipating and where possible, resolving dysfunctions in communication and behavior". In early stages of the development of the concept, it was enough for the speaker to have the ability to see how different cultures relate to each other in terms of similarities and

look at themselves from an "external" perspective when interacting with representatives of other cultures. More recent perspectives include aspects like the affective dimension and the recognition of "the others" (Bickley, Rossiter &Abbot, 2014).

Develop Intercultural Competences means accustom learners to be interculturally sensitive, in other words, visualizing them as cultural mediators that can see the world through the other's eyes and consciously use cultural learning skills (Sen Gupta, 2002). For that purpose, the speakers have to relate what they perceive as exterior to their culture to those things that are common to them. In words of Kramsch&McConell-Ginet (1992), the intercultural competence implies a comparison between the learner's own country and the target country.

The Intercultural Competence, as Byram (1997) proposes in his model, consists om five components:

1. Attitude (*savior être*): openness and curiosity, it means willingness to engage with otherness in a relationship of equality.
2. Knowledge (*saviors*): about social groups in the one's own country and the interlocutor's country, knowledge about how to interact individually and in social contexts.
3. Skills of interpreting and relating (*savoir comprendre*): explain the events in terms of one's own knowledge and interlocutor´s knowledge.
4. Skill of discovery and interaction (*savoir apprendre/faire*): discovery is a skill of acquiring knowledge and understanding of cultural elements present in interactions. Interaction means interpreting and relating which need to be operated in real time when we encounter with others.
5. Critical cultural awareness (*savior s'engager*): identify and evaluate explicit and implicit values during the encounter with different cultures.

To contribute to the development of Intercultural Competence, teachers must assume different roles. The role of teacher is crucial to make students aware about the importance of respecting the other cultural manifestation without judging them from their own paradigms. From the perspective of Byram, foreign language teachers must be prepared to create an environment of curiosity in the classroom, to guide learners towards intercultural competence. The teacher should not provide specific questions and answers to the students, instead of he/she should

pose some open-ended questions to guide learners towards independent discovery of different views based on authentic material.

According to the same author, teachers must lead students through activities in which attitudes about the "others" are considered. The objective is that students question their ideas before entering into a process of discovery about other cultures. It is advisable that teachers encourage firstly the exploration of home culture in relation to history, geography and social institutions, so students can compare the new information with these referents (Byram, 1997).

Once learners have discovered the differences and between their culture and target culture, teacher must develop activities that prepare students to build relationships with people of diverse backgrounds and languages (Byram, 1997). With reference to the kind of activities teacher carry out Byram (1997) suggest avoiding traditional methods, like those focus on grammar and vocabulary. Language teachers should guide students toward using language that structures new discoveries about the "other" and about themselves, despite the fact that the messages are produced following the conventions.

1.2 TEACHING IDENTITY AND PHILOSOPHY

According to Chism (1998), teaching philosophy is a description of how the teachers think learning occurs, how they can intervene in this process, what chief goals they have for students and what actions they take to implement their intentions. In her article entitled "Developing a Philosophy of Teaching Statement," she states five components, which are retaken to write thisTeaching Philosophy: conceptualization of learning, conceptualization of teaching, goals for students, implementation of the philosophy and professional growth plan.

Conceptualization of learning refers to what the teachers understand by learning and what happens in learning situations (Chism, 1998). To explain this part, it is necessary to define which theories about language learning guide the author's teaching practice. Language is considered from an interactional view, to say as a vehicle for the realization of interpersonal relations and the performance of social transactions between individuals (Richard & Rogers, 1986). Referring specifically to language learning, it is assumed that learning is the result of internalization of culturally constructed mediating artifacts including language, so language is a social construction, as the Sociocultural Theory states (Bankovic, n.d.). It is believed that individuals internalize what is said during the communication process, so they gain control

through this activity. It is also considered that students have the possibility of coping with more demanding cognitive challenges if they are supported by an adult or peer, which is exactly what Vygotsky suggest with this Zone of Proximal Development (ZPD) concept (Lantolf, et al, 2015).

There are other concepts that guide the author' conceptualization of learning. As Krashen (1998) points out, it is considered that second languages cannot be taught through the natural process of mother tongues, as the first are learnt and the seconds, acquired. Also the author works under the assumption that speaking fluency emerges over time, so the best way to teach speaking is to provide students with comprehensible input (Input hypothesis). And perhaps the most obvious and significant idea by Krashen is that affective variables can impede or facilitate the delivery of input (Affective Filter hypothesis), which is very common in adolescents.

The second component is Conceptualization of Teaching (Chism,1998), which implies to define what is teaching for me and how I can facilitate this process as teacher. Considering that learning a language is part of a sociocultural process, Communicative Approach represents for me the way in which language can be taught. For Communicative Approach, the best way to learn a language is to use it in interaction, so it focuses on tasks, functions and topic areas based on communicative needs (Spratt, Pulverness & Williams, 2011). Therefore, teaching English implies to present to students communicative situations, very close to ones in real life, in order to motivate them to solve it through the development of a written or spoken product. From this perspective, teaching must consider to encourage communication since the beginner's level, materials have to influence language interaction in the classroom and fluency must be prioritized instead of accuracy in the first attempts to communicate in English.

Particularly, there are two methodologies that are found really useful to organize the process of teaching, considering the principles of Communicative Approach: Task Based Approach from Willis (1996) and Kolb's models of Experiential Learning (1984). Some important points in common of these methodologies to facilitate the teaching process in the classes are the following. Firstly, both start the teaching process with conflicts that mean an impossibility to understand or express ideas in certain cases. Secondly, both suggest to provide examples in the target language (written or oral texts), that awakes interest in students

for the communicative need presented. Thirdly, both consider a stage where students retake structures and patterns of communication from the previous examples, to construct their own productions. Finally, productions are presented and teacher is able to make suggestions to improve their communicative skills.

The third component, which is Goals for students, consist on the skills that teacher expects his/her students will obtain as the result of learning (Chism,1998). In the author's case, the main skills that he wishes to develop in his students are those related with communication in a second language. I consider essential the Sociolinguistic competence (Canale & Swain, 1980), which means that his students could formulate certain propositions and use communicative functions in specific cultural contexts. Here, the ability to recognize which kind of register, style or other rules of discourse use, depending the situation, is necessary. For the author, this capacity should also entail the correct use of morphology, syntax, sentences grammar semantic and morphology, part of the Grammatical competence (Canale & Swain, 1980). In general, the author would like that his students produce accurate message that respond effectively to their communicate needs, based on comprehension of oral or written texts that they have read/listened to previously.

Skills like these are more academic, but it is recognized that it is not enough for students living in a globalized world. Nowadays, it is most frequent that learners have the opportunity of being mediators between different languages and cultures, when people use English as a Lingua Franca. For that reason, the development of Intercultural competence has become part of student's profile around the world. Being Intercultural means to see the world through the other's eyes and consciously use cultural learning skills (Sen Gupta, 2002). For that purpose, the speakers have to relate what they perceive, as exterior to their culture, to those things that are common to them. In words of Kramsch and McConell-Ginet (1992), the intercultural competence implies a comparison between the learner's own country and the target country. This is not necessarily a competence experimented only when individuals are in touch with foreign cultural manifestations, in fact, it is an attitude to recognize, respect and valorize which make each individual unique and special, in order to better live in society.

In terms of behavior and attitude, the author would like to model some characteristics in his students through example or class agreements. Talking about motivations, the author tries to foster Intrinsic and Resultative Motivation (Skehan, 1991), because he thinks a

language only can be learnt when student have a real interest in learning it by itself or when they feel encouraged to deal successfully with certain tasks. Regarding learner interactional patterns (Good&Power, 1976), he encourages his students participate in learning actively even if they do not complete it with a high level of accuracy. Also, he tries to design activities so they can regard the importance of socializing with peers to complete class assignments. He knows that teachers have to cope with different kinds of students and valorize their diversity, but when students assume some positive attitudes, they may improve their learning in such a significant way.

The fourth component is Implementation of the Philosophy. Here the concepts referred previously must be transformed into classroom activities, which means the operationalization of the teaching philosophy (Chism,1998). The starting point to all the authors' teaching activities will be the definition or recognition, in his syllabus, of Social practices to develop his lesson plans. Social practices are forms in which people interact, that have a specific communicative purpose, involving not only the production and interpretation of written or spoken texts, also many complementary activities related with cultural situations (SEP, 2011). Once the communicative need is defined, next step will be the designing of activities that recover previous knowledge of the students. This knowledge is not referred only in terms of vocabulary and grammar of English language (Linguistic schema), but also about knowledge of the subject matter of the lesson (Content schema) and the structure of the texts (Formal schema), according to Carrel and Eisterhold (1983).

Once that social practices have been defined in contextualized terms, taking into account the interest and social referents of the students, it is time to develop activities of receptive skills (reading and listening). For this purpose, is very important to select authentic materials from different sources like Internet, because they help students to comprehend real-life, everyday language (Roost, 2001), which also contribute to the improvement of Intercultural skill. When the right materials are selected, considering the complexity and topic, the author regards as necessary to make some adjustments of content and presentation, in order to make them suitable for the students. With respect to the reading exercises, Interactive Reading strategy (Rumelhart, 1977), should be used as possible, combining Top-down and Bottom-up strategies. In the case of Listening, Bottom-up strategy should be worked intensively before applying Top-down exercises. In both skills, it is important to consider a pre-activity (activation,

familiarization), a while-activity (core of the activity, challenging exercises) and a post-activity (closing, lead to reflection or short productions), as Underwood (1989) points out.

In general, the author finds suitable to close the sequence with a writing production, not only because it is part of a productive skill, but also because it entails a reflection about the subject which allows the development of Intercultural Thinking Due to the level he works, he has a preference for guided writing (Hyland, 2003), because model texts are provided in order to facilitate writing production to the students. Sometimes the model writing is the text from the Reading part, which I regard as very useful. Another point that it is considered important are the good practices in writing suggested by Brown (2001): selection, revision and publish. Regarding the speaking production, the author tends to incorporate exercises to work it along the entire lesson plan, as little talks to encourage reflections. It is prefered to implement Quasi-communicative activities, because they retake some semi-fixed phrases to make the exchange of ideas (Bygate, 1987).

The importance of technology in the learning process is pointed out, which provide support to comprehend linguistic items and encourage recall of information, as new generations show natural disposition to learn from different media (Meskill, 1996). It is a key factor for implementing this teaching philosophy, as the author needs to explore more resources that allow him to work with his students despite the lack of Internet connection or gadgets to use certain applications or visualize media resources. And in terms of assessment, he assumes the need to move from just testing (which may be useful in the Reading and Listening activities) to alternative assessment that entails all the products developed during the sequence (Brown, 2004).

The last component, Professional growth plan, requires the development of specific goals in order to transform the author's teaching practice. Apart from what have been expressed in the previous paragraphs, he considers necessary to work in this aspects, related with the teacher's role proposed by Richards and Lockhart (1996):

- Carefully plan and structure his learning activities, following the principles and practices stated previously. But also, have the ability to modify the plans when necessary, making proper adjustments based on the current situation.

- Manage the classroom environment and student behavior. For this purpose, class agreements and rules should be implemented. Also, clear instructions should be given and I need to review constantly the timing during activities' implementation.
- Give feedback in a constructive way and attend politely to all the questions students have. Explain instructions clear, monitoring that activities are being carried out properly. Help students when they face problems with the activities, but also leading them to discover their own ways of learning and work independently.
- Make students more confident and arise their interest in learning. This implies develop his interpersonal skills, show him more optimistic in class and give his best effort to design enjoyable activities.
- Be an agent of change, motivate his student to be aware about the problems of their environment and do something to improve the current conditions. Also, to valorize the different ways of life and cultural manifestations and understand that, learn from the other in a constructive way.

CHAPTER 2. METHODOLOGY AND PRACTICE

The chapter is organized in five sections. In the first part, the lesson plan is presented, specifying the activates for each of the four sessions. Then, the chosen activities are explained according to the theoretical foundation described in the first chapter. After that, pictures of the materials used in each activity are attached as evidences of its implementation. The instruments and some considerations regarding the assessment are tackled in the fourth part, while in the last section a link to consult a video, with the main outcomes of the lesson plan, is provided.

2.1 LESSON PLAN

In this section, the updated lesson plan is presented, specifying which activities will be developed per session. Four sessions of 100 minutes each are being considered to carry out the activities of all this sequence. Due to the lockdown imposed to all the school system in Mexico derived from the COVID-19 pandemic, all the planned sessions will be conducted in online learning, using the Google Classroom platform.

The lesson plan is inscribed in the subject English IV, which is part of fourth semester curricula. The group chosen to work the plan is the 2°I, as it is a group that reported a considerable percentage of students with Internet connection and electronic devices to complete the tasks. It is planned to conduct the activities in the period between 11th May to 5th June 2020. The number of students to participate in the lesson plan activities will be 20.

Here are presented the main aspects of the lesson plan:

1. Lesson plan identification cell	
Author	Víctor Manuel Mora Torres
Educational Stage	Fourth semester of High School. Beginners level
Expected Learning	Pose past experiences with effect in the present in oral and written forms using present perfect that allows the reflection on the consequences of his/her actions as a social being in context.
Competency	11. Communicate in a foreign language through logical discourse, oral or written, according to the communicative situation.
Unit	3. Life Experiences
Groups	2° I

Shift	Morning
Objective of the plan	Reflect about the importance of learning from other cultural manifestations, different from the ones we have, to our personal growth through the comprehension and production of texts in English language.
Communicate skills considered	Reading, listening, writing and speaking
Main grammar structure	Present perfect
Other grammar structures	Past simple Present simple
Brief description of the plan	Students explored some vocabulary related with intercultural activities and reflected about their own and other experiences. Then, they read a text about cultural exchanges as part of academic programs, here they recognized opinions about how studying abroad can bring greater understanding of the other life styles and personal growth. In the listening part, students learnt about some recommendations to improve their languages skills, as a key element to interact with people from different countries. Finally, in the writing-speaking part, students faced to a real task: they had to create a micro video to apply for an exchange scholarship. Content must be focused on how familiar are with intercultural experience (even in their environment) and how is beneficial an attitude of respect towards this manifestations.
Hours of the implementation	8 hours
Number of sessions	4 sessions of two hours
Technological platform for distance learning	Google Classroom
Entry code	c4qgaik
EEALE tutor online	Alma Daniela Otero Sosa

The complete lesson plan is showed as following. To further information about the material or specific instructions for the activities, please join to the online classroom using the code given above.

2.1.1 Introduction to the sequence

Step of the Lesson	Teacher activities	Students activities	Resources
Before the lesson	Teacher uploaded a picture containing a quote about travelling. He wrote three questions in the forum to know if the students had visited some places, in their country or	Students read the quote and reflected about the topic. They wrote answers for the questions in the forum, using	-Picture with a quote about travelling

	abroad, and if they wished to visit a specific destination. Once the students had left their comments, he made some grammar corrections and gave a short comment to reaffirm their ideas.	basic present perfect structures.	
During the lesson	Teacher shared a link of an exercise in "Liveworksheets" which contained important vocabulary for the lesson. He required to answer it. Once students had finished the exercises, he asked for making five questions using the expressions learnt and present perfect structures. After that, he requested students to have an oral conversation, using the Hangouts application, to share the previous questions and answer them. He explained that they had to write down their partner's answers.	Students went to the exercise in "Liveworksheets". They matched the pictures with the correct expressions and used the translator if necessary. Then, they chose five expressions from the previous exercise and wrote questions using *Have you ever….?* Once they had finished, students chose a partner and had a conversation using the Hangouts application, asking to the other their questions and writing down their responses.	-Exercise in "Liveworksheets" about life experiences. -Hangouts application
After the lesson	Teacher required the students to write a small paragraph using their and their partner's answers. He gave an example in an attached picture. Then, he asked for recording a short video where students read the paragraph. The video must have been uploaded in the "Post-activity" section of Session 1. Finally, teacher wrote some comments regarding pronunciation and fluency.	Students wrote their paragraphs taking into account the model provided by the teacher. When they finished to write, they recorded a video (individually) based on the text they had written previously. They paid attention to the pronunciation of common words and intonation. Finally, they uploaded their video in the platform.	-Picture with instructions -Application to record video

2.1.2 Development of the sequence (Sessions 2 and 3)

Step of the Lesson	Teacher activities	Students activities	Resources
Before the lesson	Teacher opened a forum in the platform. He asked the students to define the expression "do an exchange at a foreign school". He encouraged them to write their own definition according to what they believe. Then, as part of the same forum, teacher asked two questions related with living alone in a foreign country. He wrote different aspects derived from an experience like this and invited the students to tick the ones they regarded as positives. Once the students had left their opinions, he made some grammar corrections and gave a short comment to reaffirm their ideas.	Students read the instructions and wrote a definition based in their previous knowledge. They were allowed to use an online dictionary if necessary. When they finished, they read the instructions for the second part of the exercise. They reflected about the questions and ticked what they consider are positives aspects of doing an exchange at a foreign school.	-Online dictionary
During the lesson	Teacher uploaded a text and designed a quiz about it. He required the students to identify to which person in the text belongs certain sentences. Then, he requested them to answer some multiple choice questions, based on the text, and send the answers.	Students read the text attached. Then, they went to the quiz in Google Forms. They matched each sentence to one of the people referred in the text. After that, they answered the four multiple choice questions based on the text. When they finished, they sent the questions and checked their correct answers.	-PDF with a text about academic exchanges -Reading comprehension exercises in a Google form
After the lesson	In the forum, teacher aimed to the students three questions to encourage comments about 1) necessary attitudes to be involved in different cultures, 2) their own definition of the expression "open your mind" and 3) if they consider as independent people.	Students read the questions and reflected about the issues posted. Then, they wrote answers according to their own beliefs about the topic and what they learnt from the reading.	-Online dictionary

	Once the students had left their comments, he made some grammar corrections and gave a short comment to reaffirm their ideas.		

Step of the Lesson	Teacher activities	Students activities	Resources
Before the lesson	Teacher opened a forum in the platform. He wrote different practices to improve language skills and requires students to tick the one they considered more effective to this purpose.	Students read the instructions and ticked the option they consider the best to improve their English language skills according to their experience.	
During the lesson	Teacher uploaded a video where different students give suggestions about how to improve your language skills. He requested the students to watch the video and complement a Google Forms quiz. First, he indicated students to complete the script of the recording with words from a box. Then, he proposed students to determine if a set of sentences were true or false, according to the content of the video.	Students played the video the times they considered necessary, in order to complete the gaps in the first exercise. Then, they focused more on the content, so they could distinguish if the sentences in the second part were true or false. At the end, they sent the answers and received feedback from the application.	-Video about tips to improve language skills -Oral comprehension exercises in a Google form
After the lesson	Teacher required the students to write five sentences expressing things they had done to improve their language skills. Then, he requested them to record a short audio saying the sentences and share it in the platform. Once the students had uploaded their files, he made some corrections about pronunciation and gave a short comment to reaffirm their ideas.	Students reflected about their practices to improve their language skills and wrote the sentences required by the teacher. Using these sentences, they recorded themselves saying the sentences and uploaded their audio file in the platform.	-Application for recording voice

2.1.3 Closing of the sequence (Sessions 4)

Step of the Lesson	Teacher activities	Students activities	Resources
Before the lesson	Teacher uploaded a picture with an announcement for gaining a scholarship for an exchange program. He asked students for reading and answer some questions about the text.	Students read the announcement for the grant and answered the questions in the forum, based on what they understood from the text.	-Picture with the announcement
During the lesson	Teacher requested students to participate in the contest to gain the scholarship. So he explained that they had to develop a draft for what they would say in the video. He attached a picture containing recommendations to write the draft. At the end, he required that students could upload their document. Teacher checked the drafts and made suggestions to improve the text before the students record their video.	Students read the instructions and recommendations for developing the text contained in the attached picture. Then, they started to write their text, taking into account their own experiences and opinions about interculturality. They had to reflect in their intercultural experiences and thought in which ways an intercultural attitude could benefit them. When they finished, they shared their draft in the space designated for this purpose.	-Picture with recommendations for developing the message -A text editor program or application
After the lesson	Once that the teacher had resent the text with observations, he requested students to record their video individually and to share in the space designated for this purpose. After that, teacher checked the videos and made some corrections about pronunciation. He also valorized the ideas expressed in terms of understanding and respecting different cultural manifestations to live harmonically in society.	Students revised the observations to improve their text and, when they had finished the corrections, they started to record their video. They considered aspects related with the speech but also with the creativity of the presentation (as the video is part of a contest). They used programs to edit the video or applications to practice pronunciation. At the end, they shared their video in the platform.	-Application for recording video -Other considered by student to record the video

2.2 APPLICATIONS

This lesson plan and the tools to assess its outcomes are developed from a Communicative approach, which sets that English language is learnt in interaction, emphasizing tasks, functions and topic areas based on communicative needs (Spratt, Pulverness & Williams, 2011). Specifically, the plan was designed under the concept of "social practices of language" (SEP, 2011). The teacher recreates a communicative situation, very similar to ones in real life, in order to motivate the students to solve it through the development of a written or spoken product. The plan combines moments of individual and teamwork, regarding the last as key component as students have the possibility of coping with more demanding cognitive challenges if they are supported by a peer, which is exactly what Vygotsky suggest with this Zone of Proximal Development (ZPD) concept (Lantolf, et al, 2015). In order to incorporate the intercultural competence, language is visualized as a vehicle for the realization of interpersonal relations and the performance of social transactions between individuals (Richard & Rogers, 1986).

Some principles of Kolb's model of Experiential Learning (Kolb, 1984), related with the idea of tasks as complex outcomes that arises as a response from a communicative need (in a written or oral form), are retaken. This need is presented and detected (by the students) at the beginning of the sequences as an impossibility to understand or express ideas in certain case. The logic of this lesson plan is firstly, work in acquisition of vocabulary; then, move on to the comprehension of oral and written messages about the topic that mean authentic expressions of the language, to finally develop a product, putting into practice what students have learnt during the complete lesson. That correspond to a general path described, with some differences, not only in Kolb's model but also in Task Based Approach of Willis (1996).

Session 1 has two purposes. The first is to set the communicative need, as in Concrete experience's phase (Kolb, 1984), and in consequence awake the student's interest for the topic. The second is to present useful words related with the material in the coming activities, following the idea of Read (2000) that vocabulary is required to build blocks of language. In a first moment, students have to match words with a visual representation, in order to motivate students, contextualizing the language they are using, and giving them a reference (Wright, 1997). In a second moment, a speaking activity is proposed, with the aim of use the learnt vocabulary in context, asking questions to partners about what they have

lived or not. This is important because vocabulary should not be taught in isolation, it is necessary to assess it in the context of a language-use task (Read, 2000).

Session 2 is centered on reading skill. Both the planning and the rubric consider certain important premises for the comprehension of written messages. The lesson is divided in three sections, according to Brown's (2001) proposal: pre-reading (introducing a topic and activating schemata), while-reading (reading with a specific purpose) and post-reading activities (evaluating the text). Activating content schemata in the pre-reading respond to the need of familiarizing the students with the subject matter to reduce failure in comprehension (Carrel&Eisterhold, 1983). Also, during the reading, the bottom-up and top-down models (Tran-Thanh, 2014) are used to, firstly, identify specific information, and then, construct meaning on the text.

Session 3 has the aim of developing listening skill. As well as reading, certain theoretical assumptions were considered in planning and assessment. As session 2, it is organized in three main sections (Underwood, 1989): pre-listening (background information is provided), while-listening (activities like filling gaps and information transfer, in this case) and post-listening (activities to reflect on the language from the passage). The listening phase includes activities of processing sounds and processing meaning (McDonough&Shown,1993), to recognize words boundaries and discriminate information, respectively. The recording is presented as part of a video, as new generations respond positively to the combination of different perceptual modalities (Meskill, 1996). As well as in the reading session, authentic materials are retaken, as they help students comprehend real-life, everyday language, and in the case of listening, make allowances for performance errors by other speakers and deal with interruptions (Ross, 2007).

Session 4 proposes activities for working with productive skills: writing and speaking. The product is the same but each skill is tackled in different moments of the session. At the beginning of session 4, a short reading exercise is set as a pre-writing, in order to give the instructions for the task. Some approaches from Hyland (2003) are regarded in the activity: focus in language structure, because it was thought as a guided writing (use model texts/structures); focus in text functions, as it follows the structure Introduction, Body and Conclusion; focus on content, related with which is demanded by the instructions; and finally, focus on writing process, considering at least a previous revision by the teacher.

With reference to speaking skill. The activity has the intention to emphasize accuracy (Richards, 1990), not only understood as the control of grammar and pronunciation in the message, but as a wider concept that includes the right use of language and appropriate rate in speech. The fact of preparing previously the speech fosters metacognitive strategies through planning ahead and self-monitoring (Burns, 2017) in students of this level. Referring to the types of speaking activities, this activity is a Quasi-communicative one, because it retakes some semi-fixed phrases to make the exchange of ideas (Bygate, 1987). In a more precise way, this activity is a cued narrative and is a semi-controlled activity (Brown, 2001). The type of speaking activity was chosen due to the short student's experience with conversational task and the current situation of lockdown.

In the case of productive skills, short exercises to develop these skills were incorporated along the sequence, mainly through the use of technological tools, as audio recordings, video recordings, videocalls and forums in the platform. The use of CALL (Computer-Assisted Appliance) technologies was prioritized not only because of the pandemic situation, but also because they can support learning in a variety of ways, provide feedback, enable pair work, provide access to authentic materials, facilitate greater interaction, individualize instruction and motivate learners (Warschauer&Healey,1998).

Apart from focusing on the main four communicative skills, this plan includes, implicitly, activities to develop the Intercultural Competence, in other words, visualize learners as cultural mediators that can see the world through the other's eyes and consciously use cultural learning skills (Sen Gupta, 2002). The importance of this competences in Language Teaching comes from the idea that English language learners currently, are not limited to be in touch with speakers of the target language and the country where it is spoken. It is most frequent that learners have the opportunity of being mediations between different languages and cultures, when people use language as a Lingua Franca.

2.3 EVIDENCES

In this section, the material used in the Google Classroom platform, concerning to the instructions and didactic resources, is showed. In this section are not included the evidences of student's work, as these are shown in the video of section 2.5. Evidences are presented in chronological order according to the lesson plan

SESSION 1

Fecha de entrega: 17 may.

I. PRE-ACTIVITY

3 puntos

VICTOR MANUEL MORA TORRES   2 may. (Última modificación: 11 may.)

Read the quote in the picture and think about the following questions. Comment your answers in the forum.

Have you ever visited or lived in another city of Mexico? In which one(s)?
Have you ever visited or lived in another country? In which one(s)?
Would you like to visit a specific place in the world) Which?

Fecha de entrega: 17 may.

II. ACTIVITY

10 puntos

VICTOR MANUEL MORA TORRES   2 may. (Última modificación: 11 may.)

1. Answer the attached exercise about Life experiences.

2. Choose five activities of the previous exercise. Using the present perfect tense, make questions using the structure "Have you ever...?"
Example: Have you ever tasted exotic dishes?

3. Work with a partner. Using the Hangouts application, talk with your partner. Take turns to ask and answer the five questions of the previous activities. Write your partner's answers (Yes, I have, No, I haven't).

Guía de evaluación: 3 criterios • 10 ptos.

Life experiences - Ficha inte...
https://es.liveworksheets.com/e...

LIFE EXPERIENCES

Instructions: Look at the pictures and match them with the correct expressions.

be afraid of failing an exam	choose courses in your school	do an exchange at a foreign school	do whale watching	forget your friend's birthday
gain experience in a job	make a terrible mistake	meet people from different parts of the world	make life-long friends	put your phone in English
study abroad	talk a lot with unknown people	turning off the subtitles in a film in English	taste exotic dishes	

Fecha de entrega: 18 may. 11:00

III. POST-ACTIVITY

7 puntos ⋮

VICTOR MANUEL MORA TORRES   2 may. (Última modificación: 18 may.)

1. Using yours and your partner's answers, write two short paragraphs about what you have done during your life. Look at the example attached.

2. When you finish to write, record your talk in a short video and share in this section.

⊞ Guía de evaluación: 3 criterios • 7 ptos.

2.png
Imagen

My name is Kevin. I have made a terrible mistake and also I have forgotten my friend's birthday. I have tasted exotic dishes but I haven't talked a lot with unknown people. Neither I haven't done whale watching.

My friend is Adriana. She has done whale watching and also she has talked a lot with unknown people. She has tasted exotic dishes but she hasn't forgotten her friend's party. Neither she has made a terrible mistake.

SESSION 2

Fecha de entrega: 3 jun.

I. PRE-ACTIVITY (1)

1 punto ⋮

VICTOR MANUEL MORA TORRES   2 may. (Última modificación: 1 jun.)

1. In the last session, one of the expression we learned was "do an exchange at a foreign school". But what is the meaning of an exchange? Write in the comments a definition of exchange (in terms of the academic life).

Fecha de entrega: 22 may.

I. PRE-ACTIVITY (2)

1 punto ⋮

VICTOR MANUEL MORA TORRES   2 may. (Última modificación: 26 may.)

2. Have you imagined yourself living alone in a foreign country? What advantages or disadvantages could this situation bring? Tick the aspects that you consider positive of an experience like this.

○ a) Be more independent

○ b) Miss the food and music of your country

○ c) Do not contact your friends and family everyday

○ d) Learn a language by using it in the school

○ e) Have problems with your expenses

○ f) Visit beautiful places

○ g) Learn more about the culture of other countries

Fecha de entrega: 26 may.

II. ACTIVITY

12 puntos ⋮

👤 **VICTOR MANUEL MORA TORRES**   3 may. (Última modificación: 26 may.)

Read the following text carefully and answer the exercise.

▦ Guía de evaluación: 1 criterio • 12 ptos.

Studying abroad: an experie...	Studying abroad.pdf
Formularios de Google	PDF

Fecha de entrega: 29 may.

III. POST-ACTIVITY

6 puntos ⋮

👤 **VICTOR MANUEL MORA TORRES**   3 may. (Última modificación: 26 may.)

Answer the following questions about living in a difference country as a comment.

1.   Which attitudes do you think are necessary to be involved in a different culture?
2.   What does the expression "open your mind" means?
3.   Do you consider yourself an independent person (to make your own decisions and manage your time)? Why?

STUDYING ABROAD: AN EXPERIENCE OF A LIFETIME

The value of studying abroad cannot be minimized. In addition to making life-long friends and lasting memories, studying abroad can help you gain foreign language skills and cross-cultural competence, and demonstrate initiative and adaptability, giving you a career advantage! Here we present you some testimonials about how significant werere these experiences to some students.

AIXIU, KAPIOLANI CC
SUMMER, HAINAN UNIVERSITY, CHINA

I feel as if I have grown phenomenally just living there and being involved in Chinese culture and Chinese people everywhere. With my studies of Chinese language, I have made much progress thanks to this experience. It had been hard because we have studied at a fast pace, so I worried that I would forget the material quickly too, but using Chinese every day has helped me retain what I have learned and become more fluent.

CATERINA TRIOLO
UNIVERSITY OF WUPPERTAL GERMANY

Studying at the University of Lima has been an interesting experience. I loved the Sports Psychology course because of the heory and practical applications. People in Peru have been very kind to me. I also loved Peruvian cuisine, I have tasted a variety of traditional dishes. Living in another culture opens your mind and makes you more flexible. I will recommend my friends to live this exchange experience at the University of Lima.

CARLOS SANTA GADEA PASCO
UNIVERSITY OF LIMA

I like to have a global vision of everything. That is why at the University of Ottawa in Canada I chose courses, that have given me a vision of how economic agents act. We have learned about the challenges faced by our countries. Apart from the academic aspect, the experience had been incredible: Canada is a country full of opportunities and adventures. For example, I arrived in summer and went to a river to do whale watching, a sort of photograph "safari".

ANAHÍ PAZOS
UNIVERSITY OF CHILE

I wanted to improve my fluencyin French, a language that I have learnt since I was at school. That is why I decided to do the exchange at the University in France. It was a great experience. Classes were taught in French. This experience has also been enriching because I have met people from different parts of the world. Furthermore, when you are far away from your country, you grow as a person since you have to make decisions and properly manage your time.

Based on http://www.ulima.edu Source: World Health Organizations /student testimonials and https://uhcc.hawaii.edu/studyabroad/testimonials.php

Studying abroad: an experience of a lifetime

INSTRUCTIONS: Read the text carefully and choose the correct student for each statement.

Which student....?

1. has liked a lot one of the subjects in the school?   1 punto

Elige ▾

2. has learned about the problems of some countries?   1 punto

Elige ▾

3. has felt connected with the culture and people of the country?   1 punto

Elige ▾

4. has been interested in the local food of the country?   2 puntos

Elige ▾

5. is studying Economy at university?   1 punto

Elige ▾

6. has studied the language very quickly?   1 punto

Elige ▾

7. decided to study in a country to better speak the language?   1 punto

Elige ▾

8. thinks that people have been very friendly?   1 punto

Elige ▾

9. has used what he has learned in daily situations?   1 punto

Elige ▾

10. has encountered people from different countries?   1 punto

Elige ▾

11. has watched enormous animals in the sea?   1 punto

Elige ▾

12. has had personal development thanks to the exchange?   1 punto

Elige ▾

INSTRUCTUCTIONS: Choose the correct option according to the text

13. How does Aixiu feel about being in China?   1 punto

○ a) He thinks that culture is amazing but is not important for him

○ b) He considers living in China as very hard.

○ c) He has developed personally thanks to the people and culture

14. Which is a great benefit of living in another culture according to Caterina?   1 punto

○ a) You have the opportunity to learn different kind of food

○ b) It makes you to consider new ideas or change them.

○ c) People is very kind when you are a foreigner.

15. The experience of Carlos teach us that...   1 punto

○ a) It is necessary to concentrate us only in the school and subjects.

○ b) All the problems have to be understood globally

○ c) The countries where we study may offer different opportunities apart from the school

16. In Anahí's opinion, why do you grow personally when you are far from your country?   1 punto

○ a) Because you have to organize your time and be in charge of your decisions

○ b) Because you meet people from different nationalities

○ c) Because you could improve your language skills

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SESSION 3

I. PRE-ACTIVITY

1 punto ⋮

👤 **VICTOR MANUEL MORA TORRES**　3 may. (Última modificación: 26 may.)

One of the most important things to consider studying abroad is to speak a very well-known language, like English. Here we have some practices to improve your language skills. Tick the one that you consider most effective.

- ◯ Learn by memory songs that you like
- ◯ Make lists of vocabulary
- ◯ Put your mobile's applications in English
- ◯ Reading small articles or stories
- ◯ Talk with a native speaker
- ◯ Translate complete texts
- ◯ Watch TV programs in English

Comentarios de la clase

Fecha de entrega: 29 may.

II. ACTIVITY

20 puntos ⋮

👤 **VICTOR MANUEL MORA TORRES**　3 may. (Última modificación: 26 may.)

Listen to the video about some tips to improve your English. Complete the dialogues exercises.

📋 Guía de evaluación: 1 criterio • 20 ptos.

STUDENT'S TIPS: LIFE IN EN... Formularios de Google	STUDENTS TIPS LIFE IN ENG... Vídeo

Fecha de entrega: 3 jun.

II. POST-ACTIVITY

5 puntos ⋮

👤 **VICTOR MANUEL MORA TORRES**　3 may. (Última modificación: 1 jun.)

What have you done to improve your English skills? Write at least 5 sentences using the present perfect tense and share an audio saying your sentences.
Example:

"To improve my English skills, I have practiced conversation with my best friend and I have played Duolingo for six months"

STUDENT'S TIPS: LIFE IN ENGLISH

PART 1
Listen to the video about some tips to improve your English. Complete the dialogues with the correct words from the box.

devices	exchange	experiences	forget	language
medias	mistakes	movies	noises	subtitles

P: One of the most exciting parts about going in an (1) _____ is how much your English improve. There are so many ways you can prepare before you go.
S1: I started watching TV in English and I started watching (2) _____

1.   1 punto

Tu respuesta _____

2.   1 punto

Tu respuesta _____

S2: Which was at the beginning quite hard because there were some many background (3) _____, some of the voices were really loud. So I started turning on the (4) _____, which helps a lot, and also solo reading.
S3: Changing our (5) _____ into English is a good way to improve your language.

3.   1 punto

Tu respuesta _____

4.   1 punto

Tu respuesta _____

5.   1 punto

Tu respuesta _____

S4: I put my phone in English and all the social (6) _____ started doing in English as well.
S5: Talk as much as you can, using the new (7) _____ and have the confidence to talk to people and... (8) _____ about your friends for a moment at home and just make new friends, make new (9) _____. Talk to people and really use the language.

6.   1 punto

Tu respuesta _____

7.   1 punto

Tu respuesta _____

8.   1 punto

Tu respuesta _____

9.   1 punto

Tu respuesta _____

S4: Don't forget the one of the reasons to go for an exchange year is to improve your English, so don't be afraid of to make (10) _____.

10.   1 punto

Tu respuesta _____

PART II
Listen again and decide if the following sentences are True or False according to the recording.

11. It isn't necessary to use the English language when you go to an exchange.   1 punto

☐ True
☐ False

12. It is easy to understand the dialogues in a film when you start to learn English   1 punto

☐ True
☐ False

13. The mobile phone is a great tool to improve your language skills   1 punto

☐ True
☐ False

14. Being sociable and talkative helps a lot to use the language.   1 punto

☐ True
☐ False

15. It isn't normal to make mistake while learning   1 punto

☐ True
☐ False

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SESSION 4

Fecha de entrega: 3 jun.

I. PRE-ACTIVITY

4 puntos ⋮

👤 **VICTOR MANUEL MORA TORRES**   3 may. (Última modificación: 10 jun.)

Read the following text and answer the questions.
1. What's the purpose of the text?
2. Who can participate?
3. What is the product that you need to develop if you want to participate?

Fecha de entrega: 7 jun.

II. ACTIVITY

15 puntos ⋮

👤 **VICTOR MANUEL MORA TORRES**   3 may. (Última modificación: 10 jun.)

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1. You have to create a video to participate in the contest for gaining the two-weeks exchange. In this section, you have to develop the written version of your message. Check the guide to write it in the attached picture.

2. When you finish to write your draft in a Word document, upload it, so your teacher can check it and make it corrections. Only until your teacher have corrected your draft, you could record your video.

GAIN A SCHOLARSHIP TO PARTICIPATE IN A TWO-WEEKS EXCHANGE

If you study the 4th semester in the Official High School 71 and enjoy meeting and working with people of different cultures, this is your opportunity!

You only have to share with us a video of at least 3 minutes, where you explain why do you are the best option to gain the scholarship. Talk about the following aspects:

1) Presentation, your name, age, occupation, place you live, two characteristics of your personality, two favorite hobbies and favorite subject (explain why is your favorite).

2) Personal experiences, to show that you are an "intercultural" person". Include how you have been in contact with different cultural manifestations, they can be from your town or from places (festivities, dances, cuisine, costumes, movies, chat with people, and others).

3) An explanation about why do you consider important to be in touch with other cultures (different from the one we have)and which values are necessary to learn more about others.

It is advisable to include some of the structure or ideas todevelop your writing.

Presentation
- To start, say "Hello"
- Use complete sentences like:
  -My name is
  -I am — years old
  -I live in….
  -I consider myself as — and——
  -My favorite hobbies are — and ----
  -My favorite subject is--- because---

Personal experiences
- Use present perfect and other structures that you already know.
- Retake vocabulary from the previous activities.
- Think in situations when you have been in touch with cultural manifestations from others, not yours. Remember that you can find culture in every aspect of life.
- Explain how do you feel or what do you think is interesting of that situation.
- Examples:
  -I have participated in different pilgrimages in my town or to another states. I think it is amazing to know people from other communities
  -I have tasted many drinks prepared with pulque in a festival. I like to know about the process for preparing these traditional drinks.
  -I have a friend who is a member of an Aztec dance and I have gone with him to their rehearsals. I have learned a lot about the meaning of the costumes.

Explanation (opinion)
- Use expressions like I think, for me, I consider, In my opinion, to start your sentences.
- Explain your sentences using because.
- Examples:
  -I consider important to be in touch with other cultures because we can learn a lot of other lifestyles.
  -In think the most important values to learn more about others are respect and tolerance, because we need to understand the others perspective and reasons to act in a certain way.

Fecha de entrega: 7 jun.

II. POST-ACTIVITY

15 puntos ⋮

👤 **VICTOR MANUEL MORA TORRES**   3 may. (Última modificación: 10 jun.)

Record your video and upload it in this section. Consider the suggestions given in the attached picture.

2.4 ASSESMENT TOOLS

Referring to the types of assessment, this lesson plan considered both formative and summative assessment. The first is understood as evaluating students in the process of "forming" their competences, and the second, as to summarize what the students has achieved at the end of the sequence (Brown, 2004). Formative assessment in carried out along the four sessions and the summative one, in session 4, with the video production. As writing and speaking skills are worked intensively along the session, two tracking charts (one for each skill) were designed to concentrate detailed information of student's progress in certain skills.

The other instruments used for assessing the products of each session and skills were analytic rubrics. Analytic rubrics (Brown, 2017) include language categories labeled on the left for each of the rows and that possible scores are labeled across the top of each column (for a better illustration please check the next section of this assignment). The criteria of each rubric was constructed considering the theatrical foundations described before for each skill. In addition, the Intercultural competences was incorporated in each rubric because is a transversal competence, developed along all the sequence. In fact, the matter subject of the sequences is closely related with the Intercultural competence.

Considering the social practices of language, this lesson plans tends to use an approach closely to what is called Alternative Assessment, but also retake some tests than can be considered part of Traditional Assessment (Brown, 2004). In this logic, tests are used in less proportion, only to check specific or general understanding of written or oral texts. But in essence, assessment along the sequence gives preferences to practices like free-response formats, contextualized communicative tasks, criterion-referenced scores and open and creative answers.

In this sections, the four rubrics are presented (one per each skill), as well as the tracking charts for monitoring writing and speaking. The rubrics were uploaded in the platform section designated for assessment tools, so students can check criteria for each of their activities and they regulate their process, make it feedback easier. There is also a section of comments, where teacher will write some notes to complement the assessment. The rubrics were designated to be used in hetero-evaluation mainly. The tracking charts, which are manipulated by the students, are instruments of self-evaluation.

Rubric to assess Reading Comprehension

	Good	Fair	Poor
Schema activation (15%)	Express, in an appropriate form, their own definition of exchange according to their previous knowledge. Express, in a clearly way, the advantages and disadvantages that an exchange could bring. **(15)**	Express, with some mistakes, their own definition of exchange with no reference to their previous knowledge. Express, with some mistakes, the advantages and disadvantages that an exchange could bring. **(10)**	Express a definition of an exchange that is not related with their previous knowledge or experiences. Express, with difficulty, advantages and disadvantages that an exchange could bring. **(5)**
Bottom-up skills (50%)	Identify and comprehend most of the specific information from the text. Relate specific information to different subtopics in an accurate way. **(50)**	Identify and comprehend partially the specific information from the text. Relate specific information to different subtopics with some mistakes. **(35)**	Difficulties to comprehend specific information from the text are observed. Relate specific information to different subtopics with difficulty. **(15)**
Top-down skills (20%)	Use a variety of ideas from the text to define the expression "open your mind" and explain why they considered themselves as an independent person or not. The message is clear and follow language conventions. **(20)**	Use a few ideas from the text to define the expression "open your mind" and explain why they considered themselves as an independent person or not. The message is clear but with some mistakes of language conventions. **(13)**	Do not retake ideas from the text to define the expression "open your mind" and explain why they considered themselves as an independent person or not. The message is unclear and contains some mistakes of language conventions. **(6)**
Intercultural awareness (15%)	Show awareness about the importance of some attitudes to interact with people from different backgrounds. Recognizes an exchange as a valuable experience for personal growth. **(15)**	Show awareness about the importance of some attitudes to interact with people from different backgrounds. Do not recognizes an exchange as a valuable experience linked to intercultural sharing. **(10)**	Show little awareness about the importance of some attitudes to interact with people from different backgrounds. Do not recognizes an exchange as a valuable experience linked to intercultural sharing. **(5)**
Total			

Rubric to assess Listening Comprehension

	Good	Fair	Poor
Schema activation (15%)	Express the practices considered the most effective to learn English and the rationale behind them. The message is clear and follow the conventions of the language. **(15)**	Express the practices considered the most effective to learn English but not the rationale behind them. The message is clear and follow the conventions of the language in its majority. **(10)**	Express the practices considered the most effective to learn English but not the rationale behind them. The message contain some mistakes related with the conventions of the language. **(5)**
Processing sound skills (40%)	Identify the majority of words in the dialogue to complete the script, based on their phonetic sound. **(40)**	Identify more than a half of words in the dialogue to complete the script, based on their phonetic sound. **(26)**	Identify less than a half of words in the dialogue to complete the script, based on their phonetic sound. **(12)**
Processing meaning skills (30%)	Discriminate most of the ideas in a properly way, based on the content of the oral text, showing understanding. **(30)**	Discriminate more than a half of ideas in a properly way, based on the content of the oral text, showing understanding. **(20)**	Discriminate less than a half of ideas in a properly way, based on the content of the oral text, showing understanding. **(10)**
Intercultural awareness (15%)	Express their opinion about how language could be considered as a "bridge" between different cultures based on the content of the listening. The message is well-pronounced, fluid and follow the conventions of the language. **(15)**	Express their opinion about how language could be considered as a "bridge" between different cultures with no reference to the content of the listening. The message has little mistakes of pronunciation, fluency, grammar and vocabulary. **(10)**	Express their opinion about how language could be considered as a "bridge" between different cultures with no reference to the content of the listening. The message has considerable mistakes of pronunciation, fluency, grammar and vocabulary. **(5)**
Total			

Rubric to assess Writing production

	Good	Fair	Poor
Comprehension of the task (10%)	Read the text carefully and determine appropriately the	Read the text carefully and determine appropriately the purpose, participants,	Read the text carefully and determine appropriately the purpose and

	purpose, participants, intended reader and type of text to develop. **(10)**	intended reader but not the type of text to develop. **(6)**	participants, but not the intended reader or the type of text to develop. **(3)**
Content (30%)	The text includes personal information of the writers, refers cultural manifestations that they have been in touch with and their opinion about learning from other cultures. **(30)**	The text includes personal information of the writers, refers cultural manifestations that they have been in touch with but not their opinion about learning from other cultures. **(20)**	The text includes personal information of the writers but do not refer cultural manifestations that they have been in touch with or their opinion and their opinion about learning from other cultures. **(15)**
Conventions of the language (30%)	All the sentences in the text follow the structure of the present perfect or other tenses. It contains a maximum of 5 words written incorrectly. **(30)**	At least half of the sentences in the text follow the structure of the present perfect or other tenses. It contains a maximum of 10 words written incorrectly. **(20)**	Less than a half of the sentences in the text follow the structure of the present perfect or other tenses. It contains more than 10 words written incorrectly. **(15)**
Structure (30%))	The text contains an interesting title, an introduction, body and conclusion. in at least 3 paragraphs and with a range of 80-100 words. **(30)**	The text contains a title, an introduction, body and conclusion. in at least 3 paragraphs and with a range of 60-80 words. **(20)**	The text contains an introduction, body and conclusion. in at least 2 paragraphs and with a range of 60-80 words. Do not include an interesting title. **(15)**
Total			

Rubric to assess Speaking production

	Good	Fair	Poor
Fluency (20%)	Speak smoothly with little hesitation that does not interfere with communication. **(20)**	Speak with some hesitation, but it does not interfere with communication. **(13)**	Hesitate too often when speaking which often interferes with communication. **(6)**
Pronunciation (20%)	Pronunciation and intonation are almost clear and accurate according to language conventions.	Pronunciation and intonation are usually clear and accurate with a few mistakes. **(13)**	Pronunciation and intonation mistakes make difficult to understand the student.

	(20)		(6)
Video production (30%)	Use different visual and aural resources to make the video more interesting according to its purpose. The video is edited and adapted according to the tasks needs. **(30)**	Use different visual resources to make the video more interesting according to its purpose. The video is not edited and adapted according to the tasks needs. **(20)**	Do not use different visual resources to make the video more interesting according to its purpose. The video is not edited and adapted according to the tasks needs. **(10)**
Intercultural awareness (30%)	Give a sustained explanation about the importance to be in touch with other cultures and the needed values to learn more about others. **(30)**	Give a sustained explanation about the importance to be in touch with other cultures, but do not explain the needed values to learn more about others. **(20)**	Do not give a sustained explanation about the importance to be in touch with other cultures or explain the needed values to learn more about others. **(10)**
Total			

Tracking chart of speaking production

	Session 1	Session 2	Session 3
Fluency Speak smoothly with little hesitation that does not interfere with communication.			
Pronunciation Pronounce words in a clear and accurate way according to language conventions.			
Intonation Show rises and following in speech, according to different types of expressions.			

Tracking chart of writing production

	Session 1	Session 2	Session 3
Grammar Follow the rules of different grammar structures and tenses.			

Vocabulary Write words appropriately, without mistakes and following the language conventions.			
Content Fulfill the requirements demanded by the task, ideas are sustained and explained properly.			

2.5 RECORDING ACTIVITIES

In this section, the link for consulting the recorded video is presented. The video includes some evidence of the products developed by students in the Google Classroom platform. Evidences are shown in the form of images and videos. The video does not contain comments about the activities as they are analyzed in deep in the Chapter 3.

https://drive.google.com/file/d/1_ghT12bXYo4qWJWAuMaiSgmzEtCDPYrE/view?usp=sharing

CHAPTER 3. EXPERIENCE REPORT

This chapter has the aim to analyze the lesson plan in the light of the concepts described in the first part, in order to determine, in which grade the students perform the expected outcomes and find aspects to improve for future lesson plans. This analysis is organized according to planned sessions and at the end some comments of the lesson plan as a hole are presented.

3.1 SESSION 1

The Pre-activity reached its purpose of activating content schema (Al-Issa, 2006), related with student's previous experiences about the places they have visited, using the present perfect structures. The total of students wrote the answers following the language conventions but at least a half of them expanded their answers in a short paragraph. In this last case, a reduction of accuracy in the grammar rules was observed but it did not affect the comprehension.

In the Activity, students used technological tools to search the unknown words. As most students of this group are visuals (in terms of their learning styles), the strategy to learn vocabulary resulted effective. A plus here was the possibility to receive self-correction due to the application employed (Live worksheets). That encouraged students to enhance their metacognitive skills and made the exercise more interactive. The exercise followed the recommendation of Latanza (2005) in terms of presenting the vocabulary "partially or fully contextualized". As part of an introductory session, this activity set a precedent to make possible that students recognize these word meanings when they encounter them in the reading or listening part. That worked effectively and reduced the gap between the complete message and what students may perceive with their current knowledge.

To complete the put in practice of the vocabulary, apart from this Discovery Activity, it was proposed a Cognitive one (Schimtt, 1997), in which students formulated questions using the new expressions, reinforcing their use. In terms of accuracy, this dialogue followed the conventions of the present perfect structure. Students had the opportunity to interact through an application they chose (Hangouts or WhatsApp). Apparently, the fact of having an online conversation, not being in a face-to-face encounter, contributed to reduce the anxiety and stress when speaking, making possible a better delivery of messages, as Krashen (1998)

states in the Affective Filter Hypothesis. That was evident in the answers registered by each participant in the conversation. In the majority of cases, some mistakes of pronunciation and intonation were observed.

To close the session, students wrote a short text using their partner's answers. An example on how to write the composition was provided, so the activity was controlled (Brown, 2001) through these recommendations and the use of present perfect structure. The students found this task easy to follow and produced texts with small differences, only in the complement of sentences. Then, they recorded a video based on the text. As the speech was controlled and recorded, using a digital devise, students showed disposition to ask for clarification about some questions related with intonation and pronunciation. In this aspect, an improvement with respect to the previous activity was noticed.

Self-assessment was prioritized in this session. The teacher contributed with some comments to improve the written and spoken products in the pre-activity and post-activity, but the students had the opportunity to reflect about their outcomes and grade their performances in the tracking charts of these two skills. With regard to the intercultural competence, an exploration of the previous experiences related with the topic prepared the students to understand others ways of life in terms of their own background, as McConell-Ginet (1992) states. Also Byram (1997) points out, in his Knowledge dimension (*saviors*), the importance of being aware about the one's own country as an important factor to interact individually and in social contexts. Referring information about these experiences seemed appealing to the students, because they are regarded as non-usual, events that are memorable to refer or remember in a conversation.

This lesson was specially praised in terms of technological resources. It combined the use of visual resources with quick response, typical forums and applications for video calls and videos. For the case of the interview, technology made possible the work under the Zone of Proximal Development (Vygotsky, 1978), as some students could raise their potential development thanks to the support of teacher or more capable peers. This session, that take into account Activation tasks (Nunan, 1999), enhanced productive skill with the main goal of activating the acquisition process. For that reason, productive skill was assessed in terms of their effectivity to communicate, not in their accuracy.

3.2 SESSION 2

This session was dedicated to reading skill. The Pre-Activity had the intention to encourage writing production through the constructions of student's own definition of "an exchange at a foreign school". Here, the students used their own ideas, in terms of content schema, to write the definition. The conventions of the language were respected in general, with some mistakes that did not impede comprehension. Also in this part, students determined which positive aspects could bring an international exchange to their life. This short reflection allowed student to bring not only information to their memory, but also emotions and experiences about culture in their life (Brown, 2011), which assured a better comprehension of the text. They highlighted to be more independent, learn more about the culture of other countries and learn a language by using it in the school.

Then, students read an authentic text about four people who have experienced an international exchange. The material was retaken for a university forum, where students gave testimony about their stay in another country. Use this authentic material brought some positive effects, as students were able to perceive the excitement, positive feelings and realistic information from the passage. Also it contributed with contextualized vocabulary used in real life, as Ross (2007) points out. Students had to read careful three times on average, as the texts represents a message which contains structures beyond their current level of competence (Krashen, 1982). It resulted more challenging for the learners compared to materials from the text books, but they could deal with the activity using online tools to search the meaning of unknown words.

Regarding the reading strategies, in the activity two kinds of activities were proposed. In the first part, students had to match specific facts with one of the four students that give testimony of their exchange experience. Here, students work with bottom-up strategies (Bilokcuoglu, 2012), because they read the text paying attention to the verbs and sentences, in order to identify the specific information required. The students achieved to identify the information by looking for key words from the questions in the text. As the details required were clear and without misunderstanding, there were no problems to select and match the information. However, students found challenging to discriminate content that was not explicitly expressed in the text. For that task, they had to read focusing on the context and managing to construct meaning on the text (Tran-Thanh, 2014). The labor of searching meanings of the

unknown words was not enough in this case, so the majority of learners got correct a half of the total answers of this part. It is assumed that students are in a transition process towards the understand of more general ideas about the texts, that allow them make inferences.

To evaluate this exercise, a more traditional test was chosen, in the form of a Google form format. It resulted convenient as it provided immediate feedback to the students. After finishing the exercise, they checked why they have got some mistakes and compare their answers with the information from the text. This practice helped them to be aware of their mistakes in depth, it is said, to enhance their metacognitive skills. The test had another purpose to the teacher, it was used as a reference to assess the general performance of the session in a reading rubric. The test was not an aim in itself, it is only an instrument of formative assessment.

In the Post-activity part, students worked more in the top-down strategy, from the perspective to link what they read to their life's perspectives at least in terms of hypothetical situations. In this part, students wrote about the attitudinal dimension of the Intercultural Competence, which according to Byram (1997) comprises openness and curiosity. The activity accomplished its purpose, because students reflected in their comments some willingness to engage with others in intercultural contexts. Among the answers, they regarded curiosity, optimism, adaptability, courage, respect and disposition as essential attitudes to be involved in a different culture. It is interesting to notice that in the majority of the cases, students consider themselves as independent people, so it is probable that in the coming future they will be suitable candidates to apply for an academic exchange.

That was the advantage to pose open questions, in a writing exercise that also encourage the recovery of information from the text. Due to this openness, some mistakes about language conventions were observed, but in contrast, all the students reached the expected levels of reflection for the Intercultural aspect in the rubric. Comments were enriched by other classmates in terms of content, as the exercise was posted in a forum. Also it worked as a space to give feedback in terms of accuracy. The session was assessed with a rubric, that was not only focused on the results of the test, but in the general process of reading (pre-reading, reading and post-reading). Self-evaluation and hetero-evaluation were both considered. Self-evaluation was the core of the session; learners had the opportunity to check their own progress through their teacher and partner's comments and the feedback given by

the Google form exercise. They registered their advances in the tracking chart for the writing skills. On the other hand, the teacher evaluated the entire session based on the students comment and the outcomes of the activities, following the rubric criteria.

3.3 SESSION 3

Session 3, focused mainly in listening skill, moves from the main topic, in a certain extent, to the importance of mastering a foreign language when encountering with people from different cultural backgrounds in international contexts. In the Pre-Activity, students made a choice about which practice, from a list, they regard as the most effective to improve their language skills. This activity was complemented with a post in the forum to justify their choice, commenting their previous experiences with these practices. According to its nature of Pre-listening activity (Underwood, 1989), the students got familiar with common terms from the listening part, in addition they were aware about the communicative context in which the message was produced. Undoubtedly, this introduction contributed significantly to reduce the branch between the student's knowledge about the topic (in terms of vocabulary) and the one expected to assimilate the message.

In the listening part, students watched a video retaken from a Youtube channel dedicated to share tips for students in international contexts. An authentic material like this brought both benefits and shortcomings. Among the benefits, it is worth to mention the possibility of comparing different accents and how the speakers could manage to express their messages in a properly way, despite the fact they are not native speakers. Students expressed positive responses to this fact, as they realized that it is possible to communicate in English with a fair balance between fluency and accuracy. They also learnt useful expressions to give opinions or make contrast when speaking, which they used later in the final lesson. Among the difficulties, students found difficult to understand some of the accents from the recording and cope with the speed of the speech. That is attributed to the fact that they had been barely exposed to authentic materials, they are accustomed to the audio recordings from textbooks. Another reason was the language level of the oral text, which was regarded as beyond the current level of competence, in terms of the Input hypothesis (Krashen, 1982).

The idea of using a video instead of and audio recording was conceived to favor comprehension through visual support, as images may encourage a great understanding of the message. However, the visual support did not contribute greatly in this sense, as pictures

in the video were not closely related with the content of the message. Activities in the While-Listening part were organized in two parts. Firstly, intensive listening (Brown, 2001) was carried out by the students, as they must to complete gaps with the missing words in extracts from the recording. In this part students demonstrated high proficiency (considering their level). The process to solve this exercise was finding the meaning and pronunciation of the missing words in Google Translator and then listening to then recording and paying attention to complete the extracts. They needed on average to listen the recording three times in order to fill all the gaps.

In contrast, in the second part of the exercise students faced challenges related with selective listening (Brown, 2001), it is said, while scanning the material selectively for certain information. Most of the students were not capable to understand the general meaning all the interventions in the audio, so on average they got correct less than half of the answers in this section. In general, students just perceived the meaning of well-known words or expressions, but the majority did not show ability to comprehend general ideas or discriminate one piece of information from another. Which at the end facilitated this exercise were the extracts of the recording from the previous part, that were read by students. In this sense, there is a great opportunity to continue working with responsive and selective listening techniques.

As well as in the reading section, a test was employed to measure the listening comprehension activity, but only provided information to assess the complete session with a rubric which also takes into account the pre and post-listening parts. Immediate feedback and the option of listening to the video unlimited times encourage self-regulation and correction. These were common practices in this session according to what the students reported. The tracking charts for writing and speaking production were also retaken in this session with positive results. The rubric for the listening skill was used by the teacher to assess learners' performances for the entire session.

The Post-Activity left positive outcomes referred to the application of content from the video in a writing and speaking productions about student's previous experience in improving their language skills. That was only in terms of specific expressions and not in general ideas from the passage. Perhaps the most significant outcome was the imitation of structure and intonation from the video to produce their own recording. Considering that the message required in the post-activity, was very similar to the interventions in the video, students retook

mainly vocabulary and expressions to emphasize or connect their ideas. About grammar rules, they tried to follow present perfect structures with very few mistakes. This authentic listening fulfilled their commitment while providing language of the real life, that served as model for student's utterances. Among the main practices mentioned by the students are watching movies or series with subtitles, putting their mobile's applications in English and listening to different genres of music.

About the Intercultural competence in this session, the activities intended to make explicit the relationship between learning a foreign language as a Lingua Franca and interact in international contexts with individuals from different backgrounds. Language may be considered as part of the skills of discovery and interaction (Byram, 1997), as it functions as a "bridge" to discover cultural elements present in interactions and interpret which need to be operated when we encounter with others. Another point to consider is that students could realize that the process of learning English may be challenging for many learners depending of multiples cultural factors, so they need to be perseverant to reach the communicative goals. In addition, it was observed a shift of paradigm in them, as now they valorized most the capacity of communicating their messages effectively instead of producing neat utterances without considering contextual factors.

3.4 SESSION 4

In order to close successfully the lesson plan, an expected product that respond to a specific communicative need must be developed by the students. Writing and speaking skills are both tackled in this session, as both are productive skills and both were required to fulfill the task. The essence of this lesson is based on the concept of task proposed by Willis (1996). The session was organized in 3 parts, using as theoretical references the Task cycle (Willis, 1996) and the model of Experiential Learning (Kolb, 1984).

In the Pre-Activity, the students read the general instructions of the task, which were in the form of an announcement to participate in a contest in order to gain a scholarship for an international exchange. Two aims were achieved with this activity. Firstly, students were capable to recognize the nature of the proposed communicative situation, which demanded an answer by the students. That aim correspond to the Pre-task stage of Willis (1996) and the Concrete experience of Kolb (1984). Learners found the fictional situation (because it was designed by the teacher as part of the materials) as close to their reality, so they felt motivated

to participat developing the product required in the announcement. Secondly, the announcement worked as a semi-authentic text to improve their top-down skills. Considering that comprehend the general points of the text was vital to produce the video, students felt a great commitment that foster the connection between the text and their real live. The three questions in the exercise were answered rightly due to this fact.

In the Activity, the writing production was developed. It was conceived as a guided writing, so the teacher provided a guide to facilitate the task. This guide had a positive impact regarding text organization. Before this activity, students have not written compositions, only sentences without introduction or conclusion. The guide provided a general structure suggesting to tackled certain topics or aspects in the introduction, body or conclusion. In addition, ideas about the general content were specified, so the students could have a clear view of what was expected to find in the text. Vocabulary of the previous sessions, as well as present perfect structures were also incorporated. The idea was that students could apply all they learnt along the lesson plan in this final product, as a unique thematic line was worked. This phase corresponds in part to the Task cycle (Willis, 1996) and to the Reflective observation and Abstract conceptualization stages (Kolb,1984).

During this part, communication between the teacher and students acquired an important role in reason to the feedback given during the writing process. Student first made a plan to organized the information and then started to write the paragraphs. They sent to the teacher each paragraph and the teacher gave them back with suggestions. These were not only focused in conventions of the language, but also in ideas in order to expand the paragraph. Teacher made emphasis in bearing always in mind the purpose of the text and the intended readers or listeners, so students would reach the communicative goal. Students finished to fill their tracking charts considering the teacher suggestions, their own progress and, in some cases, the comments of their classmates. Most of them decided to ask for help to other partners, because they are accustomed to work in teams and wanted to improve their texts before handing it to the teacher. In this sense, Google Classroom offered the necessary tools to give feedback from different actors. All these aspects impacted in a text that fulfilled all the requirements demanded in the rubric, both in content and form. The final grade for the writing production was provided by the teacher based on all the process of writing.

The last part of the session was the recording of the video for the contest. Perhaps a great inconvenient of this speaking activity is the fact that is not an interactional exercise or conversation. But it is necessary to point out that a speech of this nature is very popular in announcements or contests of this type, and also, in the social media. Videos with oral messages aimed to a massive public or a specific receptor respond to the communicative needs of the Internet era, so they are pertinent and realistic. Content (related with the Intercultural competence) and linguistics are undoubtedly of cardinal importance, but in this task the format of the video was highlighted, because means to communicate constitute a key factor that most of time is underestimated, especially in the digital era. So students were allowed to put all their creativity in the video elaboration, using their available resources, which range from paper and markers to video editors.

This stage corresponded to the Active Experimentation stage (Kolb,1984), where the ideas are applied in the communicative situation. In this sense, there are remarkable points that students mentioned in their videos and that constituted valuable evidence to prove development of the Intercultural Competence.

1. They considered that certain characteristics of personality are necessary to be intercultural, as being sociable, determined, self-confident, kind, open-minded and respectful.
2. Some students prefer to do activities related with culture as hobbies, like cooking dishes, participating in traditional dances, reading, visiting museums or expositions, speaking with indigenous people or visiting different places.
3. Travel is strongly associated with being intercultural. The majority of them have visited other states in the Mexican Republic and regard these experiences as valuable. In addition, they expressed their desire to travel abroad as part of their future plans.
4. A few students have lived other intercultural experiences, like encounter with foreign people while working during their vacations (mainly in service industry) and been in touch with relatives who lived in the United States.
5. Among the cultural manifestations which students have encountered and been involved in, despite the fact they are different to their cultural background, it is worth to mention participating in religious ceremonies, preparing dishes and drinks with pulque (like curados and sauces), appreciating traditional dances and

learning about the meaning of their customs and knowing the story of certain buildings or traditions.

6. In general, students regarded language (not only English) as vehicle for understanding people around the world. Most of them expressed their intention of learning other languages.

7. Regarding the importance of being in touch with other cultures different the one they have, students pointed out the understanding of other's way of live and thinking, broadening their perspective about lifestyles, comparing other ways of life with their own and growing mentally and spiritually.

8. About the values and attitudes necessary to learn more about others, students mentioned confidence, resilience, respect, attention, tolerance, empathy, among others.

In the writing and speaking production, the skills of discovery and interaction, as well as the critical cultural awareness are prioritized to obtain a reflection that demonstrate improvement in the Intercultural competence. Students visualized how culture is present in everyday life, that these manifestations may seem familiar or totally uncommon to their context, but also that they reserve respect as they entail certain meanings for those who practice or assume them. Furthermore, students realized that interactions with people from different cultural backgrounds represent a great opportunity to learn and expand their horizons, and for this purpose they have to assume certain attitudes or values which facilitate the interaction. The perspective retook in this lesson plan was to comprehend interculturality from a local context to extrapolate it to international contexts (at least in hypothetical situations).

To conclude this part, it is worth to mention that the speaking rubric assessed all the technological resources, conventions of the language (fluency, pronunciation and intonation) and the content that, altogether, made possible a reflection about interculturality. Students continued assessing their speaking skill until this lesson, based on teacher's feedback and their own perception. Comments about the video were sent through the platform and the rubric was filled by the teacher. The formative evaluation of this lesson plan comprised all the products developed along the four sessions, which were traduced in a numeric grade. In this sense, students handed all the activities and received feedback before activities were graded, so they all accomplished the aims of the lesson plan.

CHAPTER 4. CONCLUSIONS

In general, it is considered that the implementation of the lesson plan was successful, because its general aim was achieved by the students in two aspects. First of all, they strengthened their language skills in greater or fewer extent, but in all cases improvements were appreciated. Secondly, they reflected about the importance of English language as a vehicle for communicating with people from different cultural backgrounds and the need of certain values or attitudes to get involved in multicultural contexts. Despite the fact that it was the first time students work totally in an online environment, the roles assumed by them and the teacher were proactive. The majority of the students worked under a task-oriented approach, participating actively in the learning tasks and asking for support by their teacher and classmates. This characteristic is very important, due to the fact that online learning demands a high grade of commitment and independence.

From the perspective of Skehan (1991), students must be motivated mainly by Intrinsic and Integrative reasons. This last type of motivation was encouraged through the Intercultural activities, as language was taught in the framework of communicative situations within multicultural contexts. Regarding the role of the teacher, the planer and facilitator functions were enhanced. In online learning, planning and structuring learning activities in a properly way is necessary because well-designed and explained activities encourages independent learning and reduces intervention of the teacher along the process. While assuming the role of facilitator, teacher have the opportunity to help students to take advantage of technology for resolving problems, related with their learning process. During the four session, the teacher maintained constant communication with students to resolve questions not only linked with the nature of the activities, but also about technological issues, referred to the use of the platform and other applications.

To conclude this project, there are a few comments to do about what have been learning during the process of the specialization. Language learning cannot be separated from the social nature of language. Acquisition without sense or practices that lead to memorization and conditioned behavior without reflection are destined to fail. It is undeniable the importance of memorization in early stages of learning, but language learning cannot be circumscribed to this process. If language is not used to communicate or understand something, there is no point in learn it. Thus, from the very beginning apprentices must be encouraged to interact.

It is considered that teaching a second language is a process in which teacher implement contextualized activities to motive students to produce oral or written messages that respond to specific communicative situations, using the target language. Teacher is not at all the main source of information or the main figure in the process, his/her labor is close related to a monitor that accompany students to develop their language skills through the activities he/she designed for this purpose, giving feedback when necessary and fostering to construct an environment of respect and creativity. The goal assumed by the author respect to his students would be that the majority of them could communicate successfully in certain situations in an oral or written form, taking into consideration the conventions of language, the meaning and the context.

Regarding the four communicative skills, a shift of paradigm has been experimented. Currently, the author is aware about the importance of working in equally proportion activities to strengthen the reading and listening, in a first moment, and writing and speaking lately. Writing and speaking outcomes should respond to the communicative need, set as a problem at the beginning of the sequence, and written and oral texts in the productive skills should provide vocabulary and examples of structures to produce the own messages. In order to retake language of the everyday life, authentic materials must be prioritized. During the learning process, technology is a great ally, not only for making material more attractive and interactive, but also because represents a huge source of information. Considering the products developed for each skill, it is hard to think in a way to assess that consider just a moment of the process or an instrument. That is why formative evaluation, oriented to products, is considered the authentic form of assessment, as it takes into account what learners have elaborated during all the process.

Finally, the more significant change that the specialization operated in the author's criteria was the necessity to incorporate the Intercultural competence in English-language lesson plans. Cultural diversity is something present in micro and macro contexts, from the local to international ones. Respecting diversity, through the understanding of meanings entailed in those manifestations, would bring significant experiences and personal growth for learners. Teacher must assume a prominent role in promoting English language as vehicle for peace, understanding and solidarity for all the people around the world.

CHAPTER 5. APPENDIXES AND APA STYLE REFERENCES

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