Universidad Pedagógica Nacional

Campus Ajusco

Centro de Enseñanza y Aprendizaje de Lenguas

y

Coordinación de Posgrado

Especialización en la Enseñanza y Aprendizaje de Inglés como Lengua Extranjera (EEAILE)

Proyecto Final

Cómo promover la interculturalidad mediante el uso de redes sociales y tecnologías en estudiantes de nivel medio superior

Tutor: Gernot Rudolf Potengowski

Estudiante: Díaz González Haydee Carolina

2020, Junio

UNIVERSIDAD PEDAGÓGICA NACIONAL

Campus Ajusco

Centro de Enseñanza y Aprendizaje de Lenguas

y

Coordinación de Posgrado

Specialization in Teaching and Learning English as a Foreign Language (EEAILE)

Final Project

How to promote interculturality through the use of social media network and technologies in high school students

Tutor's name: Gernot Rudolf Potengowski

Student's name: Díaz González Haydee Carolina

2020, June

Table of contents

I.   Introduction

The National Pedagogical University (UPN) is a public institution of higher education, which was established by a presidential agreement in 1978. The UPN has the purpose of training professionals in education maters as bachelors and postgraduates in order to meet the needs of the National Educational System and of Mexican society in general. It offers besides other higher education services such as diplomas and update courses, research in educational matters and disseminates the pedagogical culture, science and the diverse artistic and cultural expressions of the country. (UPN, 2020)

The UPN also offers the Specialization in teaching and Learning English as a Foreign Language (EEAILE) in line. The Specialization has the purpose to reinforce in-service teachers' knowledge, abilities and attitudes needed to achieve an optimal use of current English teaching programs at basic education levels. To strengthen the communication teachers' skills, offering opportunities to achieve a B2 level of the Common European Framework of Reference for Languages; and to develop solid competencies in the use of ICT in teaching English. The Specialization lasts a year and consists of three modules.

During the year that the Speciality lasted the three modules were seen. In the first module there was the introduction, language and acquisition methodology in which there was review the most important authors about language learning theories. In the second module there was seen language abilities and ICT in which there was reviewed interculturality and evaluation techniques. And in the third module there was checked evaluation, intercultural communication and integration.

In the following project it will be found the most important theoretical foundations and methodological approaches, a little review of the teacher experience in language learning and teaching experience in which it is described important experiences. The teacher's teaching philosophy is a review of what kind of situation the teacher found, the context the teaching practice is done and what strategies she used in order to develop the students abilities learning the language. The students were described taking into account the students' roles and the types of motivation seen during module two.

The purpose of the following project is to show the knowledge the teacher has gotten during the Specialization, considering the different theories reviewed, the implementation of some procedures, the application of the knowledge in the development of a lesson plan which was applied to the current teacher's students to implement the learning how to use

conditional sentences to express facts or general truths through a distance video – class implemented in virtual groups using social media networking sites and some educative platform (because of the pandemic situation which is affecting worldwide), in order to evidence the use of the new knowledge acquired by the teacher, to finally report the teacher's experience.

After a year taking the Specialization the teacher must say she faced many challenges, beginning with the time designated to the Specialization, because as many English teachers she has to work in many places and time is short. Finding authentic texts and materials to develop the lessons, and think about creative activities which can be interesting to teenagers were challenges to the teacher too. Then an unexpected event which paralyzed the world (the pandemic situation) in which the teachers suddenly had to work hard to change the paradigms most of them were working with to develop new ways to work with students remotely, using what teachers had on hand.

In Chapter 1 there is explained the teacher's identity and philosophy based in the theoretical foundations seen during the specialization. The importance of communication, since language is a way of communication used for human beings. And how aspects such as mother tongue has an influence in learning a second language, and to break paradigms about the first tongue when teaching a second one. Remembering that the process of learning a second language is different from learning the first language (mother tongue).

Chapter 1 also describes the teacher experience in learning a foreign language as well as teaching a second language, how the teacher faced the fact that pronunciation and writing were different from her mother tongue, and how that difficult helped her be more conscious and sensitive to her students who had difficulties when learning.

There is also the theory underlying the teacher's teaching practice and identity in which it is reminded the theoretical foundations and a reflection of the implications of being a teacher, some of the theories that the teacher took into account during the development of the lesson such as Krashen's theory, the Zone of Proximal Development (Vygotsky) and the Behaviourism and motivation are briefly explained and it was show how some of the theories and approaches worked in different activities.

In Chapter 2 Methodology and practice there is a wide description of the context the teacher had to work with in order to develop the lesson for this final project and to work during the Speciality, aspects such as amount of students, ages and general information about the Institution the students belong to and the teacher works from are described to.

There is also an explanation about the activities developed in order to achieve the goals the teacher proposed and how they worked to reach the goals and what the expected outcomes were, including the lesson plan where it is described each of the activities too, the moment of the class applied, the times taken for each of the activities and the links in which the activities would be found.

In part 2.02 there is the description of the video recorded to show how the class was carried out and some of the activities the students did during the lesson, as well as some evidences taken from the students' Facebook wall. In testing and assessment part the teacher described what kind of evaluations she chose in order to evaluate her students' abilities performing the language, including some examples.

In Chapter 3 the teacher reported her experience through the specialization, the lesson planning, the implementation of the lesson and the outcomes. She explained how the use of technology helped her keep in touch with her students during the pandemic and how it also helped her bring the activities to the students in a simple way.

In Chapter 4 as conclusion the teacher explains how language is used for human beings in different ways, how the message can change depending on the context and social practice and what she had learned from the Specialization.

Chapter 1. Philosophy and theory

1.01 Teacher identity and philosophy

Language is "a set (finite or infinite) of sentences, each finite in length and constructed out of a finite set of elements" (Chomsky 1957:13)

Language evolved over millions of years by Darwinian processes, and its primary role is communication. Speech is the default mode by which we share our thoughts with others. The communicative role of language is apparent in that the neural structures that code a word's meaning in the brain are activated by the sound pattern of its name. (Lieberman, P 2015)

The importance of Language lies on the usage as a way of communication to say what we think, feel or want, it is the way people, and sometimes animals can understand an idea. There are different ways of communication, but the most used for human beings is the spoken language, and since we are small human beings our parents start teaching us isolated words to communicate our needs.

For instance, when a baby is thirsty parents show the baby how to pronounce "water", and before we are able to communicate properly, adults start having conversations with the new born, as thought he or she understand what is being said.

Language also include gestures and body movements which facilitate communication and understanding, but it is advisable to remember that the signs and vocabulary depends on the culture language is used, since culture is recognized as a set of ideas, behaviours, attitudes and traditions which occur in a large group of people or community.

There are investigations about language acquisition in which it is said mother tongue has a direct influence in learning process. As far as the acquisition of syntactic knowledge is concerned no process appropriately called interference takes place, if by that we mean that the mother tongue actually inhibits, prevents, or makes more difficult the acquisition of some feature of the target language. What interference is now most often used to mean is no more than the presence in the learner's performance in the target language. (Grass S., Selinker L., 19)

Teaching a language implies to break paradigms about the L1, since it is the mother tongue, a person's first language or native language, the language that was learned during

childhood, and it points toward lots of differences between mother tongue's grammar and the new language grammar, those differences even about pronunciation makes, at the beginning, get the learner to have resistance about learning.

Thinking about how teachers have to help students to learn a new language, teachers may consider they have to teach not only how to speak, but to read, to write, and to understand what it is said.

Do not forget that the process of learning a second language is different the way we learn our mother tongue, as the second process is learned little by little, at first we all are surrounded by the native language, then we are exposed to that language, and we are taught vocabulary and how to pronounce short sentences until we can talk, then after being exposed for around 5 to 6 years to language, we are taught to write and read.

Evidence suggests that each newborn baby is capable of acquiring any human language. The obvious conclusion is that the innate structures of language must be common to all languages, and these constitute what Chomsky calls Universal Grammar. However, the specific features of each language, as for instance those that distinguish Chinese from English, must be inferred from the data made available to a child in the course of first language acquisition. (Klein, W. 1989)

On the other hand, learning a second language involves to learn all the four abilities at the same time, at the time we are learning some vocabulary and pronunciation, we are learning how to give personal information for instance, and also how to write properly that personal information.

Second language acquisition is not difficult if the person has been exposed to it, since that person has an idea of some vocabulary and common phrases in the target language, which helps to understand more easily the manner the language can be used.

1.02 Language learning and teaching experience

When the teacher was a child she used to think that being a primary school teacher would be nice, working in a public school, for only four hours a day, receiving students' attention, preparing lessons for them, and all the things being a teacher might represent, she used to think it was a marvellous work. Nowadays she realises being a teacher is that marvellous, but it is difficult at the same time, yes teachers have all that attention, but they also have to do hard work, and then they as a teachers must understand the work does not end when the school closes, it goes further, they have lots of things to do, little time to finish all, and they also have to be prepare for everything and smile.

In the teacher's learning experience she could say she did not use to like English, in fact she used to avoid everything that was in or used English, she hated it because it reminded her to a bad teacher and a one who she considered was a bad person as well, so in that case she was *an alienated student*. But she was pushed to learned it because she needed it, she was young when she started and felt she was learning really slowly.

In the lessons, she had many classmates and she really felt shy of talking because she did not want everybody to notice she mispronounced words. It was difficult to her to pronounce and at the same time to listen and understand what was being said, she saw her classmates progressing but she could not do it and she did not understand why, in that point of her learning process she consider myself to be a dependent student. She wanted the teachers to play more audios so she could read and listen at the same time, she believed that way she would know how to pronounce the words, but her teachers did not do it. Although all those difficulties she managed to finish all the levels at that language center but she felt she needed to learn more, and she felt she was not able to speak fluently. Then she entered a new language centre where the groups were smaller than in the school she was studying before, there were about 12 students, and as there were less students she was encourage to participate talking, her teachers were really attentive to her, they explained to her that it was needed to participate and they would correct her when she mispronounced, they also gave her the advice to read books in English, books which had their cd to listen to. And because of those advises and teachers she started to speak more and more.

Some of the techniques used by the teachers when she was taking lessons were direct approach because the teachers used role-playing and word-picture association since they were activities proposed by the book used. There were also more approaches the teacher remembers were used by the teachers in order to help the students to learn more, for instance the audiolingual approach was used for some of the teachers when they tried the students to practice pronunciation and also to make the students learn the verbs by heart. To make a more dynamic lesson teachers used sometimes the Total Physical Response in some activities such as icebreakers.

The teacher started her career as a teacher more less seventeen years ago when she was offered a job as a workshop teacher at a public elementary school, she used to teach IT lessons to students from 4th, 5th and 6th grade, and she really enjoyed a lot working with kids, she liked to work with kids sharing all the things she knew, because she felt everything she knew had a purpose and use. There in the elementary school where she worked, she learned a little bit about planning, because she had to write what she wanted to teach and what would be the purpose of teaching each topic. When she was working as an elementary school teacher her role out of the classroom was *a curriculum developer*, because *she was asked to write what she wanted to teach and how she wanted to teach* (there was not a defined curriculum), the method used by the teacher in this stage of her career was behaviourism, because the activities were totally controlled by her and there were extra points for participating and for finishing work well. She also was *a material developer* because *she had to plan and develop the materials and activities* her students would work with. In the classroom, she used to be an advisor, because she gave the instructions and then she allowed her students to work at their own pace monitoring their advances. She tried to help students to get resultative motivation encouraging her students to work better and congratulating her students when they did it well.

When the teacher was working for the public elementary school, she started to learn English at a language center because language was needed to study a master. Then she was offered to work in a public high school as a language teacher. It was her first time working as a language teacher and she did not have any idea on how to do it, she just remembered how her English teachers did it, so she did the same. After that she realised it was needed to learn techniques to be a better teacher, so she took a Teacher Training Course and there she learned how to teach because her classmates and she shared good ideas on how to present new topics, one of the most representative method she learned was PPP (Presentation-Practice-Production) which is one of the methods widely used by language teachers. She has also taken certification exams (Cambridge). But she always thinks there is something more to learn.

She has been working for a Language Center and at a public high school for years and she can say that there are a lot of differences teaching students in each of the schools or levels she works for. In the language center her roles as a teacher are as a leader, because she has to direct and control the activities her students have to work with; and she also feels she is a facilitator because she is not the one who has to transmit the knowledge, but she is the one who helps them to learn and achieve their goals on learning. One of the methods used by the teacher at the language center is the Direct method where the teachers speak in the target language all the time during the lessons in order to promote the input (Krashen's Theory). Other of the methods used is the Task Based Language Teaching that developed from Communicative Language Teaching approach, in which students have to activate all the knowledge they have (recycling) and integrate new knowledge to create a situation such as a party organization, or planning a trip.

On the other hand, in the case of high school students the teacher is more like a lecturer and disciplinarian, because her students are really young and they have mix-abilities and she has to direct all the activities, in some cases she has to translate the texts using the Grammar - Translator Method because they are very complex for them and she becomes the authority in the classroom in most of the cases, since she has to control and direct activities and actions during lessons, using the behaviourism method when she gives a reward to students who participated during the lesson. There is also used the Structural approach, because most of the activities are taken from a text book in which everything has a sequence, building blocks and rules or grammar; another method used is the audiolingual approach because sometimes there are used drilled exercises to rehearsal role playing

dialogues (speaking practice) in a more controlled activity. The Communicative approach sometimes is used when the students present at the end of the term their "Classroom Project" (a kind of TBL which involves all the subjects) and they have to explain to an audience what they have learned during the term in all the subjects they took.

1.03 The teacher's Teaching Philosophy

The teacher currently works with around two hundred and thirty students among 14 to 20 years old, they come from different economic context, but most of them come from low economic status, most of them belong to a dysfunctional family. In that state senior highschool syllabus is based on the learner not in the teacher, and it is based in competencies too.

Communicative Competencies according to Common Curricular Framework published in The Agreement 444 are:

"Basic disciplinary communication skills refer to the ability of students to communicate effectively in Spanish and essentially in a second language in different contexts, through the use of different means and instruments".

Students who have developed these skills will be able to critically read and communicate and argue ideas effectively and clearly orally and in writing. In addition, they will use the information and communication technologies critically for various communicative purposes. Communication skills are also aimed at reflecting on the nature of the language and its use as a tool for logical thinking." (Acuerdo 444 SEP, 2008, p. 8)

The teacher believes teenagers attend school because they have a purpose, they want to become someone, and they do not believe they are someone, but I do. I believe my students are someone important, which are trying to understand life, school and social relationship, they are trying to fit in a group at the same time they are chasing their dreams.

On account of the idea the students are already someone, the teacher believes they have their own processes of learning, they have they own background knowledge, and they have inner motivation to keep on learning, since they are not just machines receiving and

reproducing information, they are able to understand and to process the information they receive in order to use it in different situations and according to their own needs. For that reason, the teacher believes a teacher needs to be able to develop techniques which can be suitable for students to get interested.

The teacher has taken courses about how to manage teenager groups, and how to understand them and those courses have helped her be more sensitive to her students' affective needs, so she always tries to get to know them, because she thinks it is important to know how they live the school and how the live their private life (when it is possible to know), sometimes she has found they have no money to go to school, or they are passing through a parents' divorce, or they have recently broken up with their partners, and in that cases she tries to stay close to supervise their learning process, since I consider they are easily distracted thinking about their problems. She also offers her help if she knows she can help.

Her role as a teacher in the classroom is more like a lecturer and disciplinarian, because her students are really young and they are mix abilities and she has to direct all the activities, in some cases she has to translate the texts using the Grammar - Translator Method because they are very complex for them and she becomes the authority in the classroom in most of the cases, since she has to control and direct activities and actions during lessons, but she always plans her lessons thinking in her students' needs and interests, she always thinks what topics would be motivating and significant to their interests.

She believes teaching is an activity which involves most of the methods and techniques in order to help students to learn, in the case of English teachers, every time the teachers revise their students' needs they think about the best way to explain a topic so that each of our students could be able to learn not only to reproduce like machines what they listened. For teachers it is always motivating to see students who did not hesitate on learning English because it was a teacher's advice.

She has been a material developer, because sometimes she thinks the course book is not enough to learn so she has to bring her own materials, and she has to design the exams to evaluate her students in the three moments of learning. From time to time she also has used motivation (giving candies) to encourage her students to participate using the instrumental motivation using incentives which affects the learners' motivation.

She uses scaffoldings to help her students to learn more, so she organizes activities in which they can share experience and knowledge, which is called the ZPD (Zone of Proximal Development, Vygotsky). "Krashen suggested that language is acquired through exposure" (EEAILE, 2019), and according to that hypothesis she always tries to expose her students as much as possible to comprehensible input, such as movie segments in English, audio files, practices among them using the language target (English), and she always try to speak in English during lessons. Krashen also believes that listening attentively to spoken language was meaningful for learners, so the teacher believes this is true.

1.03.1 Implementation of technology

Nowadays technology is all around society, there is the internet of the things, the big data, the artificial intelligence and education is not an exception. Education 4.0 a way teachers have to innovate their teaching practice to offer to the students avant-garde knowledge, tools and capabilities to be competitive in their life. In this sense it is important to use all the technology teachers have and know to use in order to make their lessons more attractive and at the same time avant-garde.

The teacher used technology since 2017 when she discovered it was important to try out different tools to help students learn and to improve her teaching practice giving the students the opportunity to practice listening with different accents and contexts, to practice grammar exercises, etc. in which students can use their computers, mobile phones or tablets to solve them and have immediate feedback, and of course it is also a tool to applied questionnaires online and save paper since they don't need to be printed.

The teacher has also practiced using different educational platforms to improve her classwork, and she is always looking for innovative ways to work with students looking for authentic materials, videos, movie segments, web pages, music lyrics and more, which must be suitable to the curricula of the institution and to the students' interests, in that way, the teacher is always implementing new activities using technology.

1.04 Describing the students

Describing the students' roles, the teacher can say that they have many different roles since all of them are different. There are *task – oriented* students because they do not need much help doing the task they are asked for and they are always aware of what to do, but this kind of students are more or less a 10 %. The teacher also has *phantoms*, they must be like one or two in each class, and they work hard but they do not often participate during lessons, the teacher thinks they are shy students. The 20 % of the teacher's students are *dependent* because they always need the teacher's support and guidance, otherwise they get lost and they do not know what to do. 50% of the teacher's students are *social* because when she asks them to do activities (such as role-play, speaking practice, etc.) they tend to speak about any other things but completing the task.

The teacher has few *isolated* students, and the ones she has are people who are older that the other students, which is the reason, in most of the cases, they do not have a close relationship with the classmates; and finally she has very few *alienated* students, they may be one or two, but the teacher considers they react hostile because they are bored and they also have personal issues, in those cases she always tries to talk to them so she can understand their behaviour.

1.05 Theory underlying the teacher's teaching practice and identity.

The teacher believes teaching is an activity which involves most of the methods and techniques in order to help students to learn, in the case of English teachers a language, and every time the teachers revise their students' needs the teachers think about the best way to explain a topic so that each of their students could be able to learn not only to reproduce like machines what they listened.

Photo taken from my image library.

Observing students to find out how the different hypothesis take place around a real class and not only about theory needs all theories to be reviewed, their differences and similarities, and the general concepts seen during the Speciality, such as different theorist and the differences between acquisition and learning, taken into account to S. Krashen, L. Vigotsky, N. Chomsky, etc. and their theories such as behaviourism, sociocultural theory and Krashen's theory.

About Krashen's theory, there is a brief review about his theory, in which it is seen the comprehensible input, the affective filter which the teacher considers to be important to know since it affects positively or negatively to students learning of a second language (in this case). It is included a diagram of the different SLA theories, such as Universal grammar, sociocultural, generative grammar, and their main characteristics and representatives. There is also a diagram on how the concept of the Zone of Proximal Development (Vygotsky) is seen, in which it is visible in the first circle what a student can do by his/herself, it means without help. Then there is the ZPD, what the student can do with some help, and finally in the centre of the diagram there is what a student can't do because it is beyond his/her abilities and even he/she can be helped.

During this Specialty it was analyzed some of the concepts, such as input, intake, interaction and output and the way they are developed during the lessons with students who are learning a second language (English). The different types of motivation were analyzed too, intrinsic motivation, resultative motivation and integrative motivation, by observing the motivation students have to learn English.

## 1.06 Main differences between acquisition and learning according to different theorist.

	Acquisition	Learning
Stephen Krashen	Implicates the unconscious and incidental acceptance of knowledge where information is stored in the brain through the use of communication.	It is the conscious acceptance of knowledge about language. Require extensive use of conscious grammatical rules, tedious drill.
Lev Vigotsky	Languages are learned as a result of interactions between social and cognitive factors.	Learning is a social activity, it is a knowledge production and reproduction activity (ZDP). The learner is a conscious and active subject.
Noam Chomsky	Language acquisition is a creative process, children build up innovative words which are clear evidence children do not learn by heart and they are not limited to repeat what they hear.	Universal grammar, the process of language acquisition only is produced if the individual deducts the regulations of language.
Watson. Frederic Skinner	When children first hear language, they are compelled to repeating or mimicking the language. Upon producing a bit of language, or an utterance, they get some type of reinforcement or feedback on their attempt by a more competent speaker.	The best way to understand behavior is to look at the causes of an action and its consequences. Operant Conditioning is a method of learning that occurs through rewards and punishments for behaviour, an individual makes an association between a particular behavior and a consequence (1938)

Information taken from EEAILE, 2019
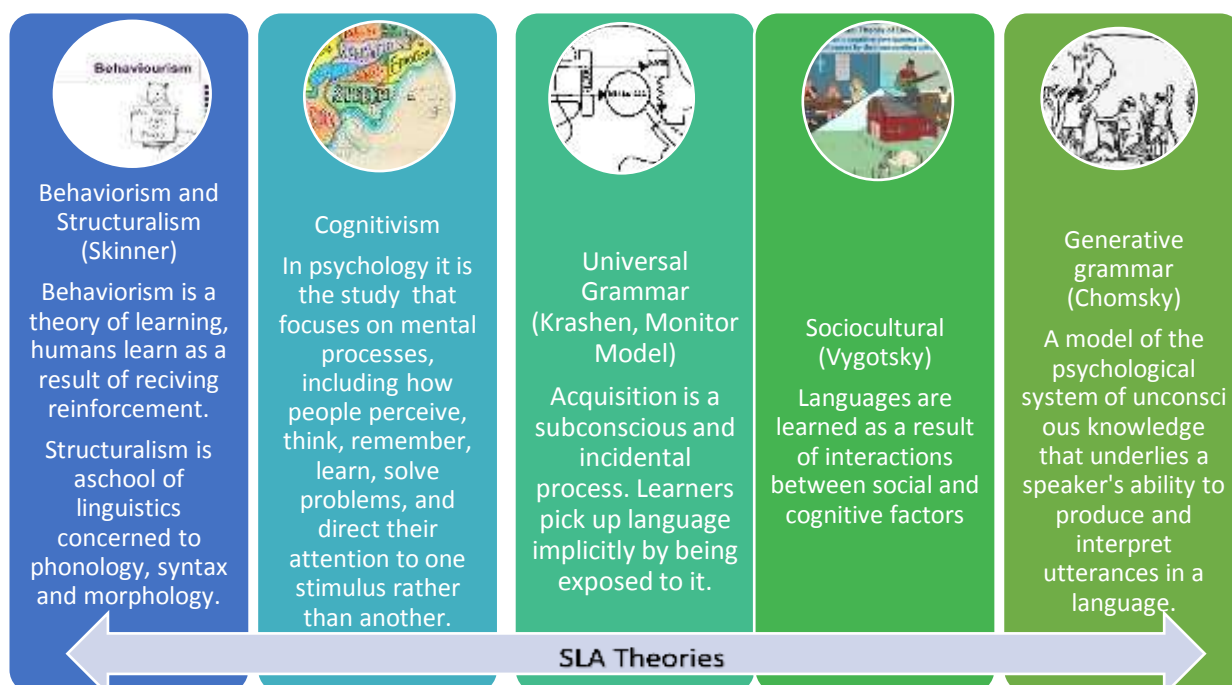
1.07 Stephen Krashen's Hypothesis SLA

According to Krashen language acquisition does not require extensive use of conscious grammatical rules nor tedious drill. Acquisition requires meaningful interaction in the target language - natural communication - in which speakers are concerned not with the form of their utterances but with the messages they are conveying and understanding. The only thing that seem to count, is getting messages you understand: **Comprehensible input** which uses as a tool realia, pictures, knowledge of the world, or anything that helps make input comprehensible, helps language acquisition (monitor model).

The monitor model is a group of five hypotheses of second-language acquisition developed by Stephen Krashen (1970s and 1980s). The hypotheses are the **input** hypothesis, the **acquisition–learning** hypothesis, the **monitor** hypothesis, the **natural order** hypothesis and the **affective filter** hypothesis.

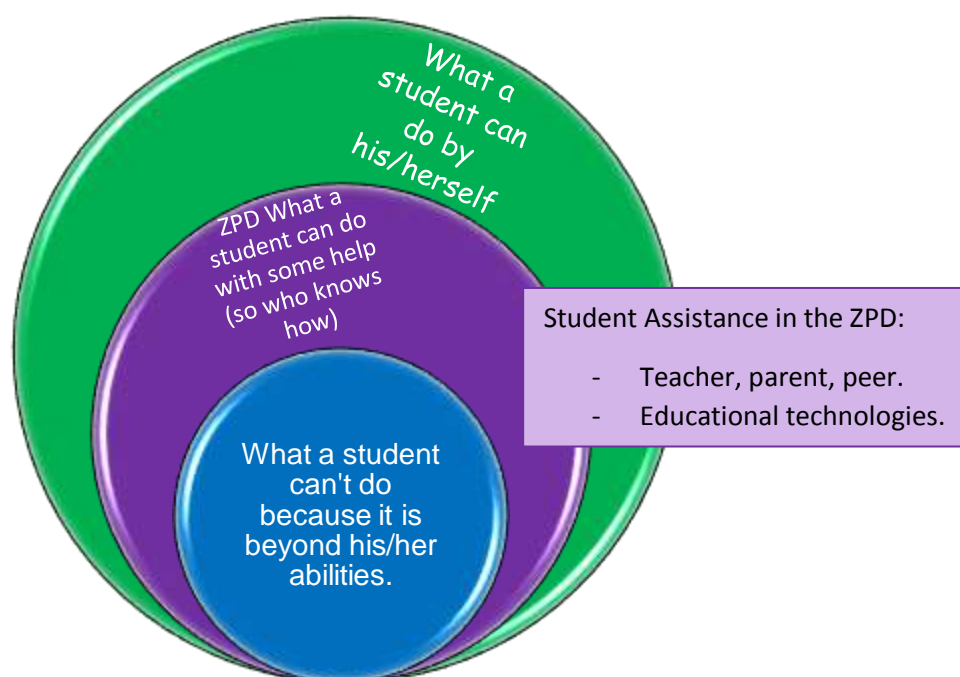Taken from http://esl.fis.edu, October 17th, 2019
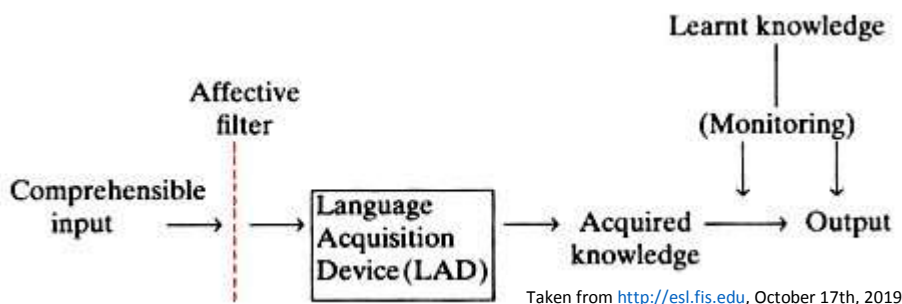
The hypotheses put primary importance on the comprehensible input (CI) that language learners are exposed to. Understanding spoken and written language input is seen as the only mechanism that results in the increase of underlying linguistic competence, and language output is not seen as having any effect on learners' ability. Krashen believes listening is comprehensible input. When someone starts to speak there is not the beginning of language acquisition it is the result of all the comprehensible input someone had gotten over a time.

1.08 Diagram of the different SLA theories

Behaviorism and Structuralism (Skinner)

Behaviorism is a theory of learning, humans learn as a result of reciving reinforcement.

Structuralism is aschool of linguistics concerned to phonology, syntax and morphology.

Cognitivism

In psychology it is the study that focuses on mental processes, including how people perceive, think, remember, learn, solve problems, and direct their attention to one stimulus rather than another.

Universal Grammar (Krashen, Monitor Model)

Acquisition is a subconscious and incidental process. Learners pick up language implicitly by being exposed to it.

Sociocultural (Vygotsky)

Languages are learned as a result of interactions between social and cognitive factors

Generative grammar (Chomsky)

A model of the psychological system of unconscious knowledge that underlies a speaker's ability to produce and interpret utterances in a language.

SLA Theories

The concept of the Zone of Proximal Development (Vygotsky)

According to Vygotsky the ZPD (Zone of Proximal Development) is "the distance between the actual developmental level as determined though problem solving under adult guidance or in collaboration with more capable peers" (Vygotsky, L. S. 1978)

1.09 Analysis and observation of processes.

It is said that *input* is the way that students are exposed to L2 (written or spoken forms), so in the case of the teacher's students she always tries to expose them in different manners, for instance during lessons she plays audios in which they can listen and also read vocabulary or dialogues, and she also plays movie segments to show them how to use language for example using present progressive and presenting a video in which they can see what people is doing by using written and spoken sentences. She also gives instructions in English and at the same time she gives them examples so that students will be able to know what to do.

In the case of *intake*, the teacher tries to prepare activities and also games in which my students can develop the vocabulary and grammatical structures she has already

explained, in some cases she notices the students have difficulties to develop the activity, she considers it is because they have problems using basic structures seen in previous courses, as a result they have problems to internalize new structures, and she also believes students are shy, they do not like making mistakes in front of their classmates.

About *interaction*, she considers the students have mix-abilities, so they help each other to solve doubts. In the case of confirmation check, the advanced learners confirm what the others want to say when they are practicing speaking, she also has seen, when she asks students to participate, advanced students make reformulations when a student is participating or giving his/her opinion is not clear on what he/she wants to say, and she also helps reformulating; sometimes helping them is useful, another times they are very nervous that they do not notice it. In this case it is also *recasts*, since advanced students help their weak classmates to correct them when they are speaking, and also when they are writing.

Talking about *output*, she personally believes students have activities that allow them to practice and at the same time learn, they are tested on the grammatical structures they have already seen, using exercises in which they have to observe and decide, the activities are done during the lesson in the classroom, and they also have laboratory lesson where they work on activities on line. Once they finish their activities, feedback is done, and it is explained why some sentences are wrong or right.

# 1.10 Analysing different types of motivation in the students in order to learn English as a foreign language.

In the case of *intrinsic motivation*, some of the teacher's students find English language interesting, they say they did not like or understand English when they enrolled to high school, but then, they realised the activities planned were nice and at the same time they learned a little bit, so that they decided to learn because it was fun and they wanted to learn English to be able to understand songs, movies, and foreign people, and also because they want (in the future) to travel to another countries (EEAILE, 2019)

There also are some students who want to learn English in order to be able to get a scholarship when they finish high school to live for a while in a foreign country such as USA, so they ask for more information to pass their language proficiency exam, and information about foreign culture, and they also try to participate in each activity during lessons. Those kind of students always learn the most they can, they look for the words they do not understand, and they get good knowledge at the end of each course, which could be considered *integrative motivation* (Gardner and Lambert, 1972).

In the case of *instrumental motivation*, there are students who want to get good grades, they repeat what they are said to repeat, they deliver the activities they are asked to deliver in order to have good grades and pass the subject, but sometimes when they are asked something in English they are not able to answer since they do not understand (Gardner and Lambert, 1972).

Talking about *resultative motivation*, the teacher has her students after evaluations, and she is able to say that students who got good results are motivated to keep on learning, most of them try harder to participate and interact during lessons to show they are really good students (EEAILE, 2019)

1.11 Diagram of different language teaching methodologies and approaches
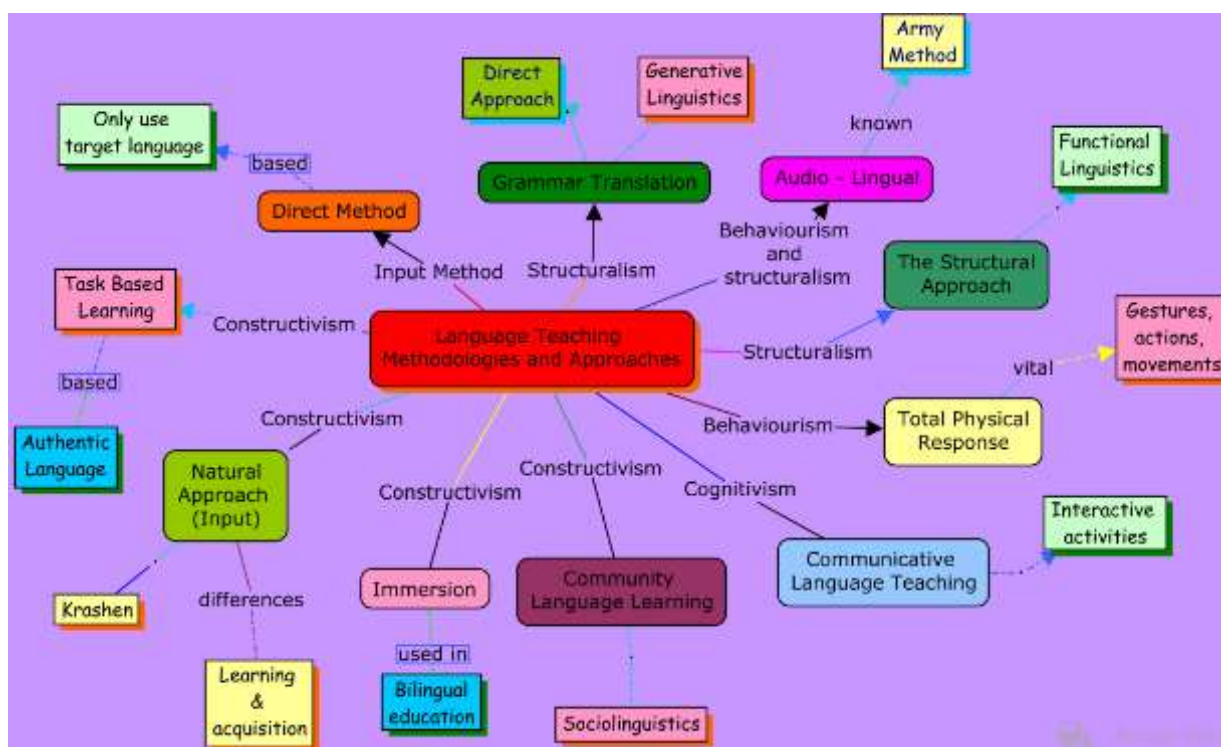
1.12 Theoretical perspectives of the Communicative approach, the Task Based approach and Kolb's model of Experiential Learning

The Communicative Language Approach is focused in language function and communication, it means, how to use the language according to the context. CLT intended to redefine what students have to learn in terms of communicative competence rather than linguistic competence; the goal is the ability to use the language appropriately rather than the grammatical knowledge. To use the CLT it is needed to have language knowledge and to know how to use language as a result an individual would have communicative competence, so learners best learn a language when they are actively using it (Hymes, 1971).

For example to offer a drink there could be many answers, answer B might be confusing for someone who does not have the language knowledge.

A	B
- **Would you like a beer?**	- **Would you like a beer?**
- **Yes, I would.**	- **I have to drive home**

1.12.1 Task Based Approach

Task Based Instruction or *Task Based Language Teaching* is away to involve students in activities which imply real life situations, in which the students have to use their knowledge to solve problems or circumstances which are based in real life events using authentic language, for example asking for directions, organizing a party, visiting to the doctor, etc.

There are phases to follow:

Pre-task (warm-up): Learners access and activate their previous knowledge (for instance brainstorming), includes the instructions for the following activities.

Task: where the pairs of students have opportunities (in plural) for spontaneous use of the language. Their attention is on the message rather than the grammar.

Planning: the teacher give input and advise (includes help with language) to prepare for the following report phase.

Report: the students are presenters. This phase combines fluency with accuracy, the students get the message and do as few errors as possible, since they have passed the planning phase.

Language Focus (analysis and practice): learners have the opportunity to focus on form and ask specific questions about the language being learnt.

1.12.2 Kolb's model of Experiential Learning

The Kolb's model of Experiential Learning has four stages - cycle of learning:

- *Concrete experience (doing),* it is a new experience. Concrete experience has to do with taking hold of an idea, which led Kolb to coin the term prehension, (from the root of words like apprehend and comprehend).
- *Reflective observation (observing),* the learner desires to dig deeper into, or expand outward from, the topic under study. Observation and reflection are the learner's principle activities.
- *Abstract conceptualization (thinking),* can involve phrases like, "Now that we have a better understanding, let's step back and…"
- *Active experimentation (planning),* the learner applies the new idea(s) to see what happens. (EEAILE, 2019)
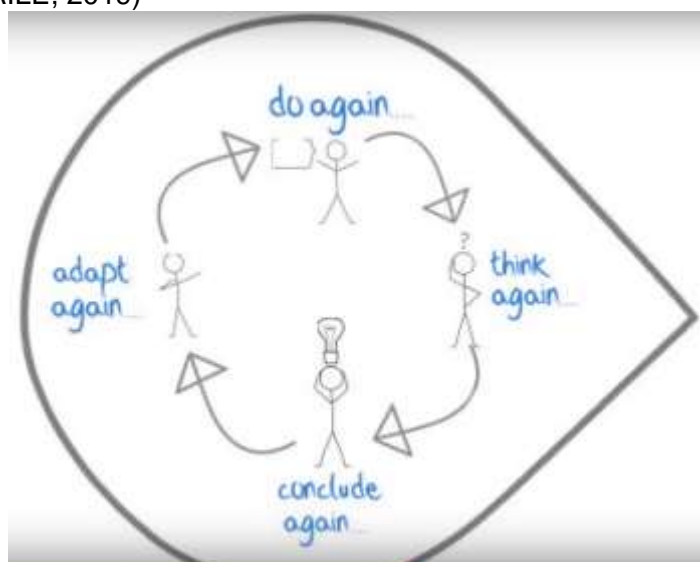
Taken from The 3 minute Kolb
(https://www.youtube.com/watch?v=ObQ2DheGOKA)
7th November, 2019

1.12.3 Communicative competence

Communicative competence (Habermas) concept is considered as the fundamental of individual character and is established in the three interdependent areas of universal pragmatics: (razónypalabra.org.mx, 2011)

1.12.3.1 Linguistic competence

Linguistic competence is the linguistic knowledge possessed by native speakers of a language. Chomsky was referring to knowledge of language, not language in use, he considered this competence as unconscious, we are not conscious of learning the rules. The term linguistic competence (grammatical competence) refers to knowing the grammar of a language but not knowing the social context or when to use particular words or structures. (EEAILE, 2020)

1.12.3.2 Communicative competence

Communicative competence includes not only grammar, words, and sound but also the social knowledge of when and how to use them appropriately (Dell Hyme's). Communicative competence refers to knowing the sociolinguistic rules of the target language, the language that one is learning. Communicative competence involves two cultures: your own and the one you are learning (the target language culture). (EEAILE, 2020)

1.12.3.4 Intercultural competence

Intercultural competence is more about communicating effectively in a range of cross-cultural contexts. One of the most popular models of intercultural competence in language includes *intercultural attitudes, knowledge of social groups, skills of interpreting and relating, skills of discovering and interaction and critical cultural awareness* (Byram, M., Gribkova, B.) (EEAILE, 2020)

Intercultural communicative competence, there are three fundamental characteristics to Byram's model of intercultural competence:

- Linguistic competence: focuses on learning the language itself without taking any type of culture into consideration.
- Sociolinguistic or Communicative competence: focuses on learning the language and the culture of the target language, particularly as the culture relates to personal interactions.

- Discourse competence: refers to an understanding with categories such as conversations, interviews and reports (cohesion, rhetorical organization). (EEAILE, 2020)

1.12.4 The Teacher's role

Teachers have a big challenge dealing with students who possess different backgrounds, culture, ideas, perspectives of life, and so on. They may see themselves as informants, that is, as people who provide authoritative information on the target language. Teachers need to be careful to distinguish cultural representations in the media and provide more sociologically accurate information. They need to be prepared to teach in classrooms where diversity exists, in terms of religion, socioeconomic status, needs, sexual preferences, and the like, which is becoming an important issue nowadays from elementary school to higher education in Mexico. Culture and diversity can be understood more generally than the obvious aspects of dress, language, and foods, to include much deeper and intimate characteristics of distinct ways of living. (EEAILE, 2020)

1.12.4.1 The Teacher as Mediator
When teachers take this role, they have to set the conditions for negotiating meaning, attitudes, and classroom interchange with the students and with the context that is set in the textbook's activities.

1.12.4.2 The Teacher as Ethnographer and Researcher
The ethnographic role encourages knowing the students' needs, cultural, and economic backgrounds, and personal worldviews in order to inductively link their present knowledge to the new knowledge. The teacher becomes a participant as well as an observer, and fosters active research to create activities, tasks, and materials for the class.

1.12.4.3 The Teacher as Agent of Change
Teachers need to facilitate student learning by giving input to "understand the world and to communicate across linguistic and cultural boundaries and to play an active role at many levels in the world." The teacher tries to convey meanings with students so that the target language becomes a vehicle to understanding their own culture.

1.12.4.4 The Teacher as Manager

A teacher has is to administer all the human and material resources available. Some of these are materials, setting, environment, students, time, learning activities, planning for different backgrounds and learning styles, and the teacher's personal experience. From an intercultural perspective, a teacher has to deal with feelings, psychological needs, and the emotions of the individual learners, when diversity is present within the classroom. They have to create a comfortable learning community where students do not blame, scold, or humiliate their classmates but, rather, understand and respect others.

1.12.4.5 The Teacher as Learner

Teachers are required to take new courses and renew their certifications. Learning how to use a computer, website, and blog, as well as new educational trends, is a must for any teacher. We are long-life learners.

In an intercultural class, a teacher can become a learner by realizing how students develop cultural awareness through a variety of activities, projects, and tasks. In an intercultural class, a teacher-as-learner has to be involved with the different approaches in order to deal with different aspects of diversity.

1.12.4.6 The Teacher as Mentor

Mentors serve as role models, acclimate new teachers and students and advise them on instruction, learning and politics (Harrison and Kilion). A teacher can build up confidence and acceptance by promoting a positive environment for intercultural classes, by providing opportunities to prepare and develop lesson plans related to cultural awareness using a variety of strategies and authentic materials.

1.12.5 Culture.

Culture is understood as shared language, beliefs and values. There five characteristics of culture:

- Culture is shared: to have similar values and belief systems that enable them to interact successfully with each other.
- Culture is contextual: emerges out of a specific context, environment and history.
- Culture is dynamic: it change as a result of contextual factors.

- Culture is learned: from parents, family and friends to children and from one generation to another. It is learned through schools, churches, work places and other institutions.
- Culture is unconscious: we learn what is acceptable or unacceptable behaviour and we make judgements of what is *right/wrong* based on what we learn. (EEAILE, 2020)

1.12.6 Ethnocentrism

Ethnocentrism is the belief that one's group or the beliefs of one's group are central to the world. It is the belief that one's values and ways of being are more natural, superior, and more "right" than other people's values and ways of being. Thus, you are better than others, more deserving. If people are ethnocentric, they tend to judge others in a negative way. (EEAILE, 2020)

Categorization is a mental or cognitive process of categorization, that help us make sense of the world; it helps provide meaning to our lives. It helps us make predictions, for example, if the item is in the category food, we predict we can eat it.

Stereotypes are one type of categorization concerned with people which mark differences among those elements (Brislin). We learn stereotypes in many ways: the media, negative personal experiences, taught to us by others. A positive stereotype may create unrealistic expectations, and are particularly harmful when they are negative.

Prejudice is a negative attitude toward a cultural group that is usually based on little or no experience, prejudice tells us how to feel about a group. Prejudice means *pre-judge*.

Relationship to Byram's model of intercultural competence.

Byram believed that in order to be an intercultural speaker, a person needs to know the social and cognitive processes of interaction at the individual and societal level are part of intercultural competence. (Byram, M. 2003, p 5)

1.12.7 The Cultural Criticality Approach and Cultural Dialogism

Cultural criticism methods seek to explain, illustrate, or exemplify culture-specific differences and points of conflict to isolate them as researchable issues in transcultural

interaction. The researcher and/or learner is to be sensitized to differences. Some authors think that it would be better to focus on cultural similarities first. If we concentrate first on cultural differences, a rejection feeling could arise.

Cultural dialogism is a different perspective; it emphasizes internationalism, world-wide communication and humanism. It focuses on developing cross-cultural communication skills through self and cross-cultural awareness. This approach is culture-general and seeks to overcome differences (EEAILE, 2020)

1.12.8 The Emic and Etic approach

The 'emic' approach studies cultures and behaviour from the inside, as the members of the cultures understand them. Only one culture is examined; the analyst discovers the structure and criteria are relative to internal characteristics. This approach helps to understand how reality is organized within a particular cultural perspective.

The 'etic' approach studies culture and behaviour from the outside the system. It examines many cultures, comparing them; the analyst creates the structure and criterion is considered absolute or universal. This approach is culture-general (Redalyc 2014, p 366)

1.12.9 The Dynamic Process Approach

Culture and communication are not monolithic, but dynamic, always changing, multi-level and complex. Students are trained to access and critically analyze cultural practices, meanings, social processes and their outcomes, whatever their status. There are three levels of analysis: national, group and individual. Culture is a mixture of what each subject brings of their social, educational, ethnic, national and even international experiences to the communicative event. This approach avoids simplistic, ethnic, national and international culture explanations that focus only in one aspect of a multi-dimensional reality. (EEAILE, 2020)

1.12.10 The Experiential Learning Approach

The Kolb's Experiential Learning Cycle states that it is not enough to read or listen about other cultures for becoming intercultural: it is also fundamental to be confronted with new and unknown situations, to experience insecurity, fear, security, trust, sympathy and empathy. (EEAILE, 2020)

1.13 Trying out procedures

Activity using Zone of Proximal Development

She taught her students how to use passive voice through some examples. The first step was to listen to some vocabulary about materials (clay, metal, wood, marble), then they saw some objects and she said an example "The walls are made of marble", she asked the students to repeat while she pointed to the picture of marble, then she repeated the sentence while she wrote it on the board. Then she pointed to the next objects and encouraged them to say what they were made of. Students tried to say sentences using passive voice and the vocabulary given (materials) to describe what the objects were made of.

The students noticed some students had many difficulties, so in the part of production she made teams in which she decided to place a strong student, a regular student and a weak student. The task was about writing some Active Voice sentences into Passive Voice sentences.

The results.

The team was solving the sentences and the strong and regular students explained to the weak student how to use the structure and why it was like that when he/she had difficulties about the sentences, in fact the weak student asked some questions and listened carefully to the explanation the students give her/him, this action helped weak students and worked as a scaffold to the knowledge. The teacher really expected the strong students to help

weak students solving their doubts in another way to explain and the teacher found out it was like that, they certainly helped a lot.

Task Based Approach practice.

For working in the classroom the teacher used realia, in that class she set the teams to work on dialogues about asking for food, they used quantifiers, suggestions, numbers, etc. There was a role-play, in which one is a waiter/waitress and another are the diners. They had to communicate to ask for food and to ask for the bill, the one who is the waiter/waitress must offer the menu, give suggestions, give the bill and receive the payment.

Photo taken from my image library.

In the part of Presentation the students checked the vocabulary in context (in a dialogue), then they checked some other dialogues in which the listened and read, once they finish revising the dialogues they had to prepare their own dialogue so they can role play the dialogue.

There is an activity which the teacher likes doing with the students in order to use TBL, the activity consist of planning a party in which the teacher presents the vocabulary by brainstorming what is it needed to plan a party, the students have to provide ideas while the teacher writes them on the board. Once the ideas (vocabulary) are established, the students

are shown a model of the planning of a party, then the teacher explains to them how they can use the model to plan their own party in English. Once the have the information the teacher tells the students to plan a party, she also set the teams to work and she gives them brochures from super markets, so they can see prices and articles they would need, she also gives them a handout in which the can plan all the items needed in a party.

During the task the students share ideas and they also plan how they are going to present the task while the teacher monitors the activity and the teacher takes notes. To close the activity the students present the task to the class, and the teacher takes notes to give feedback.

As a conclusion the teacher has observed some of the theories when she taught the students, but certainly she did not know they had a name and a theory written about each of the theories revised in this Speciality.

Second language acquisition disclosed the teacher three schools of thought: behaviourism and structuralism, generative linguistics and the sociocultural theory.

The teacher perceived she has used the three of them in her teaching practice, for instance she has used behaviourism when she gives a candy to the students who participate and have right answers. The teacher also noticed she exposed to her students to language in many ways such as listening through videos and audios, and also movie segments (*input hypothesis*).

She also noticed she tries to motivate the students, but she was not aware of it, she talks to her students about the importance of learning English as a way to have the chance to get a scholarship (part of *integrative motivation* and *instrumental motivation*), so they will have the purpose to learn to meet a new country for example, and it will be a reward from learning English. The teacher has also learned that students have an *affective filter* (Krashen), which helps students to learn, or, on the other hand it could be an impediment to students to learn more.

Chapter 2. Methodology and practice

2.01 A practical and useful lesson plan

2.01.1 Theoretical basis

The model of education in the IPN is based on constructivism, on learning to learn, on cognitive knowledge and on metacognition.

In the cognitivism there are three stages in the teaching process:

-        To prepare the student through the search for previous knowledge that could promote or hinder learning,

-        The activation of prior knowledge when presenting the content and finally,

-        Stimulate integration and transfer under the new information acquired.

Metacognition describes the processes involved when learners plan, monitor, evaluate and make changes to their own learning behaviours. And Cognitive knowledge refers to a person's stored information about human thinking, especially about the features of his own thinking.

Learn to learn, one of the pillars of Humanism, refers to have a solid academic base – reading and numeracy, comprehension and ability to research and analyse. In humanism, learning is student centred and personalized, and the educator's role is that of a facilitator. Affective and cognitive needs are key, and the goal is to develop self-actualized people in a cooperative, supportive environment. (UNESCO, 2019)

Taking everything into account the teacher tried to use Significant Learning to develop in the students the ability to use English language in different situations, as Piaget identified, learning is conditioned by the student's level of cognitive development and Vygotsky considered learning to be the engine of cognitive development, the teacher tried to use what the students already know, and at the same time using the humanism theory to do heterogeneous work groups, in which there are students who know more about the use of the language and who serve as a scaffold for students who have less knowledge of use of the language.(Compendio de teorías y Corrientes pedagógicas 2016, p. 44, 48)

There are some disadvantages of teaching English as a Second Language, since the students who attend lessons have different levels of language proficiency as well as

different interests, and it is difficult to try to match adolescents in knowledge, in addition to the fact that their degree of intellectual maturity and the time of attention to the class is limited, therefore the activities must be interesting for them.

Another problem that it must be taken into account is the limitation of spaces and resources that exist in public high schools in Mexico, in addition to the high number of students per classroom that make it difficult for the teacher to focus on solving the individual learning problems of each student.

The following lesson plan was designed to accomplish one of the topics included in the sixth level of the syllabus the IPN has in its high school level. It must be considered the importance to use social media networking sites and web pages to develop it, since when it was developed and applied there was a pandemic situation, reason that was decisive to focus on activities which could be self-monitored by students, and activities which the teacher considered to be of importance for almost all people since it was about the current situation all of the people was living in the world.

2.02 Rationale behind the activities.

The first activities were developed to use the background knowledge the students have taking into account the students had learned the vocabulary in advance in the first levels of English in the school. The activation vocabulary game Body parts helped the students remember each part of the body in a funny way, and it was also an activity which gave the students feedback on their performance once they finished playing and they would be able to play as many times as they wanted in order to get better results, that option led the students to grab the words. The exercise was taken from the British Council® web page.

The lead-in vocabulary game about symptoms worked to remember or learn what the symptoms could be when someone is ill, and it was a didactic game in which the students had the chance to listen how the words are pronounced as many times as they needed, so it gave the students the opportunity to develop listening skills before starting the lesson at the same time they learned or remembered how the words are pronounced. The activity helped using images to be related to the words the students listened, known as an associative learning based on Behaviourism. The exercise was taken from a web page (mes-games.com)
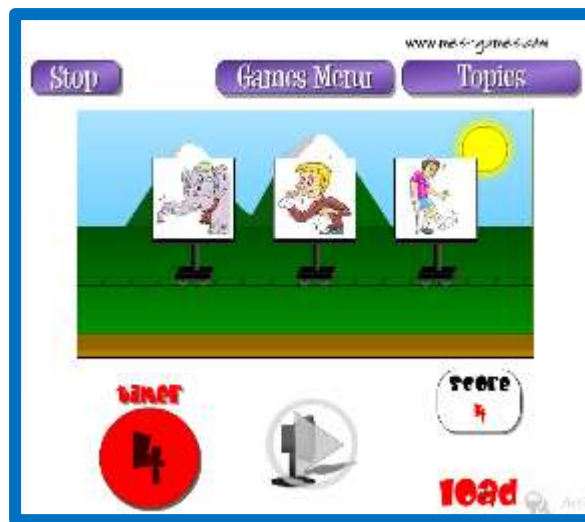
In order to use all the knowledge the students have about the use of the language (vocabulary and grammatical structures) it was developed the activity II Before watching (exercise II) in which the students were asked to share their opinion about "Coronavirus" (pre listening and reading), the target was to activate knowledge and at the same time to introduce the topic of the lesson. In this activity the students shared their answers in a sort of "forum" on the Facebook wall, so their classmates were able to read each other answers and compare among them what kind the information they had and where they got it from, the teacher believes in this activity interculturality was promoted, writing and reading skills were developed, since the students had to think what to write and how to write their opinions and they were able to read what their classmates thought and related with what they knew.
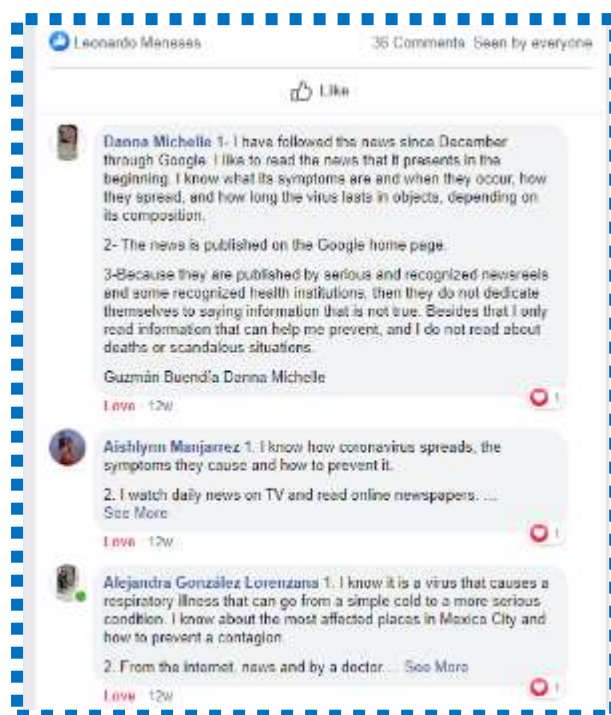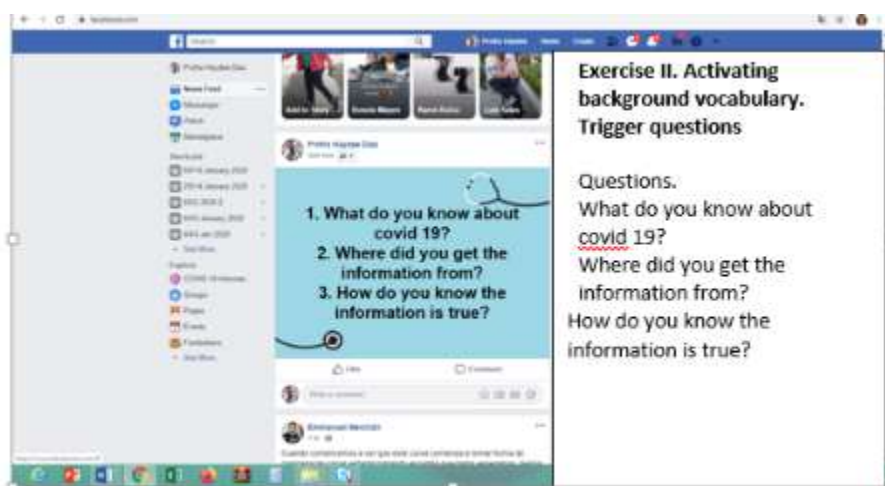
In Activity III (exercise III) while watching the students were encourage to watch a video about *how to stop the spread of misinformation* so they could take notes on the most relevant information to complete the "forms of untruths" mentioned in the video, interculturality was also promoted because watching the video allowed students to know more about how the information they share is spread around the world, and how people around the world could react to fake news. The activity was developed in Google Forms and an embedded video from Youtube® (youtube.com/watch?v=mYsoH7Fiqbw&t=65s) and it was shared by Google Classroom® to be solved by students. Listening and reading skills were developed, because the students listened to the presenter at the same time they could read what was said by the presenter because of the captions in the video.

In the part of Grammar explanation, it was posted on Facebook wall a brief explanation on when to use it and there were taken two sentences from the video to exemplify the use of *zero conditional,* underlining and highlighting the most relevant aspects in the grammar structure using inductive approach.

Then a VC was booked for the students, the purpose of that VC was to explain the most important points about *conditional zero sentences*, it was used a brief Power Point Presentation and YouTube as well as Stream Yard (to stream a video session), in that VC the teacher presented the structure and some examples in which the conditional was used, to close the VC the students were asked to solve five sentences using the structure learned and to post their answer on the chat of YouTube, once the students posted the sentences, the teacher gave them feedback. It was an inductive activity, which permitted the teacher to know if the topic of the lesson was understood.
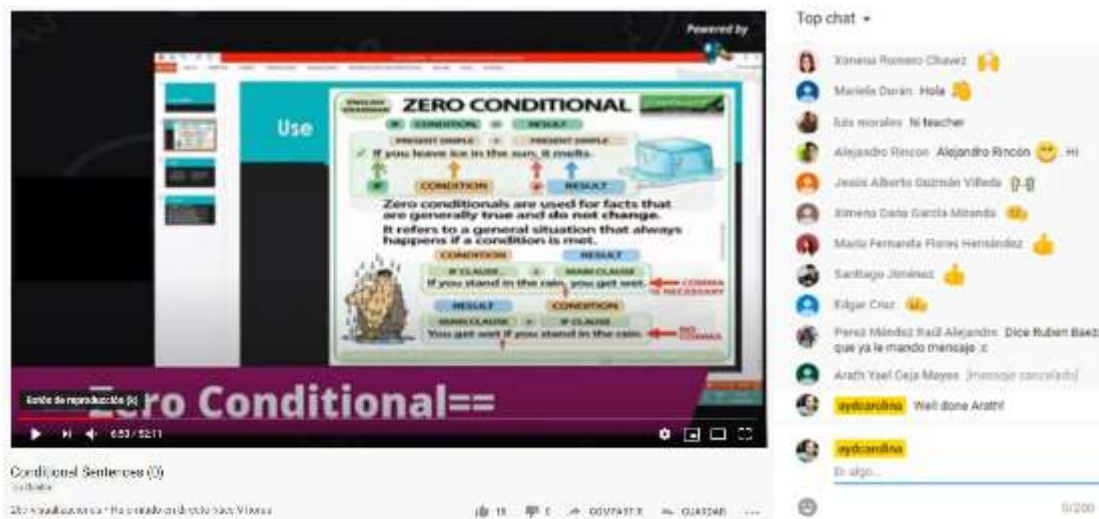
After the grammar explanation there was exercise IV posted on Facebook ® wall in which students had to match some *zero conditional* sentences taken from the video the students had already seen, but to solve the exercise it was asked to students to re-watch the video; when the students completed the exercise they had to post a screen shot on the same post as an evidence they had done it, watching the video again helped the students to recognize how English Language is used and spoken in a real situation, and they would be able to recognize some words and sentences.

After the grammar explanation.

Exercise IV

Watch the video again and match the halves.

https://www.bbc.com/news/av/stories-52118949/coronavirus-how-can-you-stop-the-spread-of-misinformation
Post your answer on this POST, do not forget to include your full name.

1. If a message is sent to a WhatsApp group of 20 then,	(3) then maybe it is fake.
2. But even If they don't take it seriously,	(5) you can always look to a reliable source.
3. If you're not sure,	(1) each of them shares it with 20 other.
4. If you want to check medical advise,	(2) others might.
5. And If you feel that a story isn't real,	(4) go on the World Health Organization website.

To consolidate the structure learned the students were asked to solve exercise V, which was a self-evaluation exercise on line about *zero conditional.* It was an activity that allowed students to consolidate the new structure and they developed writing skill. The students had the answers once they finished the activity, and in that way they had feedback.

In order to integrate *listening and writing skills* there was exercise VI, the exercise was a *dictation* exercise developed by the teacher in which the students had to listen to five *zero conditional* sentences and write them down, they had four minutes to complete the activity and they were allowed to listen to each of the sentences as many times as they needed, once they finished the activity they were given immediate feedback. The activity was elaborated in Educaplay ®.
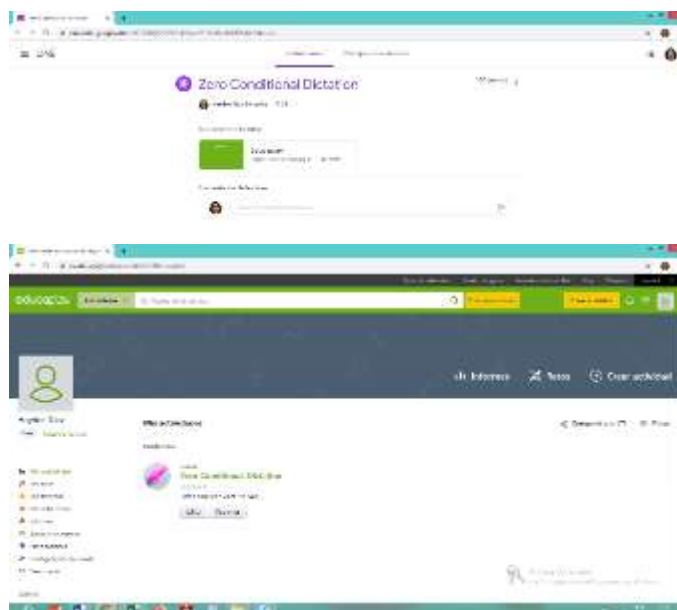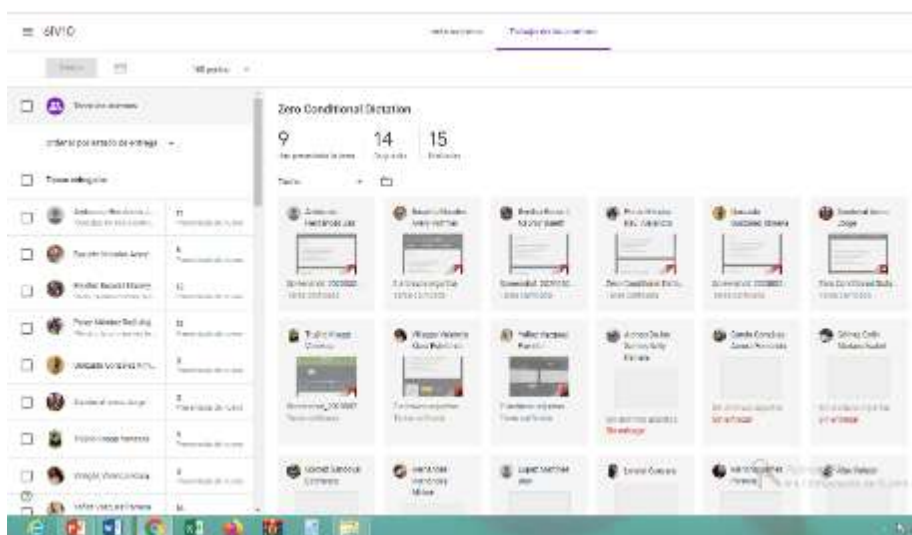
Finally, to develop *speaking and writing skills* the students were asked to write a piece of advise about how to stop the spread of misinformation and record a short video (no more than a minute) in which they gave advise. The students recorded the video and shared to the teacher by Google® Drive. In this activity the students consolidate their knowledge to express themselves giving advice, they also used they background knowledge in combination with the new information they got so they could say something about the topic.
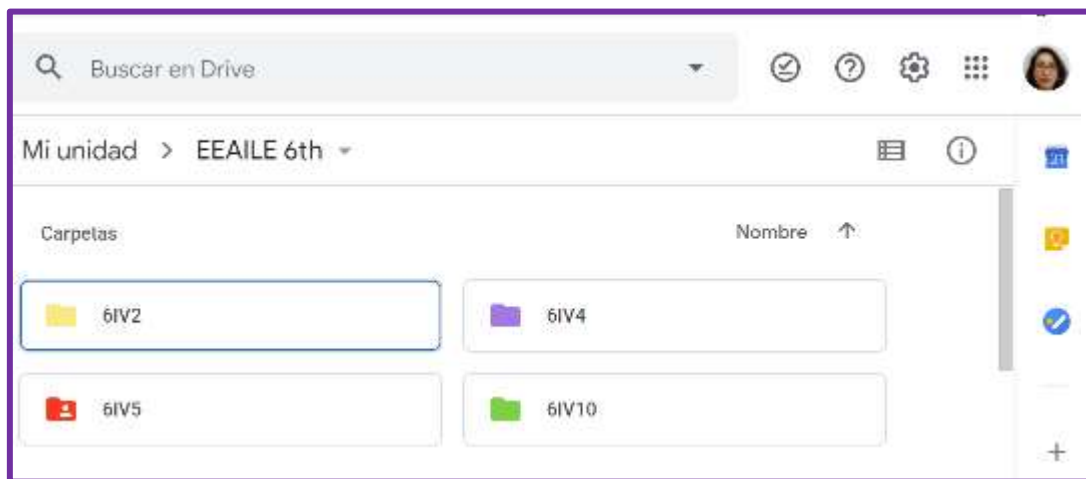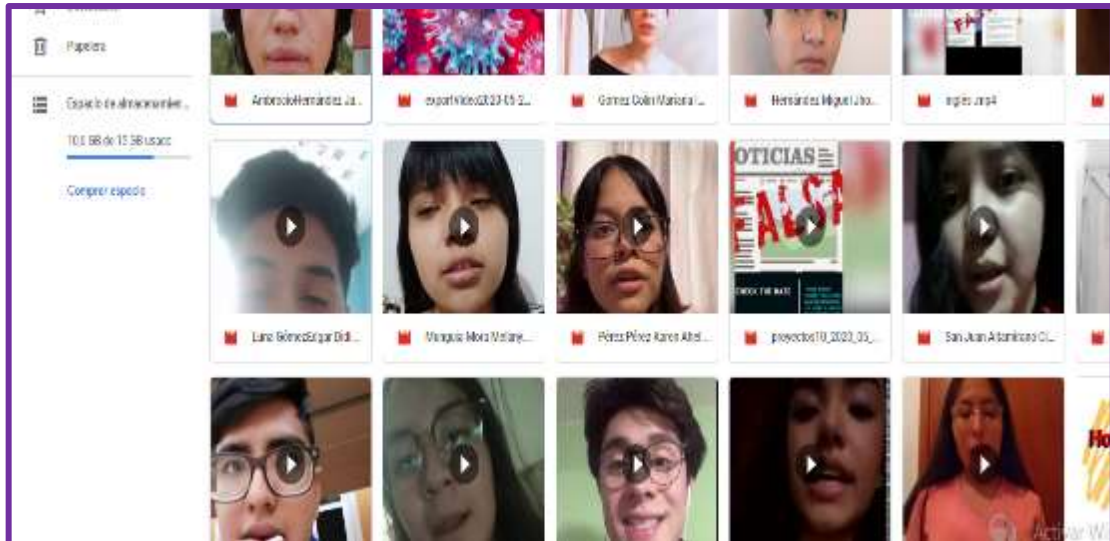
2.03 Expected outcomes

In this lesson the students realised the importance of looking for trustable sources of information in any situation, especially during this pandemic situation, they could record a video in which they give advice on how to avoid spreading misinformation using their own ideas. They had the chance to express themselves in a topic which is interesting for them and which is a current problem around the world in a written forum using a Facebook wall answering three questions in order to share their experience, information and background knowledge, in this part of the lesson the students realised they had more or less the same information about the covid-19. They were able to learn how social media networking sites and Apps spread any kind of information around the world through the use of a video from the BBC in which this situation was explained and made them reflect about the content they share via Facebook, WhatsApp, etc. And they learned how to say facts and general truths using conditional sentences taking as examples the recommendations given in the video from the BBC, in which conditional sentences where used.

2.04 Lesson Plan

1. Lesson plan identification cell.	
Author	Haydee Carolina Díaz González
Educational stage	English Level VI, Intermediate
Title of your Lesson plan	How to stop the spread of misinformation?
Learning Objective of the plan/Competency	**Language Purpose** • Develop in the students the ability of listening about how social media Works in spreading information. • Be able to identify fake news from reliable news and find reliable sources of information. • Use zero conditional to express facts or general truths. **Formative-intercultural Purpose** o To make participants be aware of the way fake news are spread in the world through social networking sites. **General Competency** To meet communication needs that enable students to understand texts from various sources and topics, as well as people who speak English on radio or television shows, write notes in English while someone else is speaking in this language, speak to others about a wide variety of topics.
Communicative skill considered	Listening, Reading, Writing and Speaking.
State of the following options	Recycling topic
Functions	- To talk about current events. - To talk about facts and general truths.
Main Grammar structure	Zero conditional

Brief description of the plan	The topic of false information was chosen, since Mexico is the second country to spread false news, therefore, I consider it important that students know how to distinguish between false news from real one, especially in times of coronavirus, because according to studies of the DGC of the UNAM, it has been found that false news circulates on social networks and generates an adverse impact to face the situation (Luis Ángel Hurtado, from the FCPyS), fake news affects the mood, generates panic and pictures of mass hysteria. Mexico ranks second in the "disinformation epidemic," after Turkey.
Hours of the plan implementation	5 hours
Number of sessions	5 sessions, 1 hour each.
Contents required for the lesson	Video about Coronavirus: How can you stop an infodemic 'infodemic'?
Link of the content	https://www.youtube.com/watch?v=mYsoH7Fiqbw&t=8s https://www.bbc.com/news/av/stories-52118949/coronavirus-how-can-you-stop-the-spread-of-misinformation
EEAILE tutor on line	Gernot Rudolf Potengowski

2. Introduction to the Lesson.

Step of the lesson	Teacher activities	Students activities	Session number
Activation Before the lesson	Teacher encourages students to remember the parts of the body by using a game online. Teacher checks the students' participation on the Facebook wall, and if it is needed the teacher gives feedback.	Students play the parts of the body game to remember the parts of the body and share their screenshots on Facebook to show they have done it. https://learnenglishkids.britishcouncil.org/word-games/parts-the-body-1	00
Lead-in Before watching	Teacher Presents vocabulary about illness such as *flu, cough, runny nose, headache, fever, sore throat* using a game. The teacher asks the students on the Facebook wall What they know about the covid 19, Where they got the information, How they know the information they have is true. The teacher checks the answers the students gave and provides feedback.	Students play the game in which they have to click the speaker so they can listen the symptom, load the gum and shoot the correct picture. https://www.mes-games.com/health.php Students answer to the questions on the Facebook wall so the teacher can read the answers and their classmates can give their opinion about it.	01 60 min
During the lesson While watching	Teacher encourages students to watch a video in which they will distinguish how to know if a news is fake or real. Teacher asks students to take notes so they can complete the *untruths* said in the video. Forms of untruths: *1 Copying and pasting messages.* *2 Pictures taken out of context.* *3 To share information with our friends as a joke.*	Students watch the video and take notes to complete the untruths. https://www.bbc.com/news/av/stories-52118949/coronavirus-how-can-you-stop-the-spread-of-misinformation	
Set the objective or competencies of the lesson [Describe how you will present the objective or competencies of the lesson]	Teacher posts on Facebook wall the learning purposes of the lesson and have students read it and comment it.	Students read the learning purposes of the lesson, clear doubts and express opinions briefly.	01

3. Communicative skills development.

Reading, Listening and Writing.					
Step of the lesson	Teacher activities	Students activities	Materials	Session number	Evaluation
Vocabulary introduction • **Exercise I**	• Teacher provides the link where the students have to listen and practice vocabulary about symptoms.	**A.** Students listen and identify symptoms. **B.** Students play the game to practice listening and share their results on Facebook wall.	Facebook wall Link to the game https://www.mes-games.com/health.php	01 30 min	Exercise I Game of listening and reading completed and posted.
• **Exercise II.** **Activating Background vocabulary. Trigger questions.** • **Writing**	• Teacher asks them to answer to the questions posted on the Facebook wall.	Students read the questions posted on the Facebook wall and write their answers on the same post.	Questions. What do you know about covid 19? Where did you get the information from? How do you know the information is true?	30 min	Exercise II Answer the questions on the Facebook wall. Exercise III of the reading completed
Information processing activity & 1st practice				01 02	Answer to exercise III
• **Reading and listening comprehension**	Teacher asks to students to watch, listen and read to the information given in the video. Teacher shares on Facebook an exercise the students have to answer once they have seen the video. Teacher checks the answers the students have given. Once the activity is closed, Teacher shared the correct answers and the minute in the video Ss can find the answers.	Students watch the video and take notes about the information given in it. Students play the video and scan for the information to complete the exercise. Ss share the answers in the same post, so teacher can check for understanding.	https://www.bbc.com/news/av/stories-52118949/coronavirus-how-can-you-stop-the-spread-of-misinformation#share-tools Exercise III	02 60 min	Students complete the exercise III correctly
• **Grammar Focus**	Teacher shows Ss two from seven sentences, taken from the video, in which zero conditional structure is used and post the uses of this structure on the wall. Teacher invites Ss to participate in a VC to explain about Zero Conditional.	Students takes notes about the explanation and discover what the pattern is. Students participates to the VC and ask as many questions as possible about the topic.	Sentences: If you're not sure..., it might do more... ...if the source isn't easily identifiable.... StreamYard platform. Presentation about 0 Conditional	03 10 min 60 min	

• **Exercise V. Grammar Comprehension**	Teacher encourages students to match five sentences taken from the video posted on FB wall. Teacher closes the post and provides the correct answers.	Students match the sentences which are zero conditional sentences and post their answers. Students check their answers.	Exercise IV	04 30 min	Students complete exercise IV
• **Further practice** • **Use of language**	Teacher provides a self-assessment online exercise to practice grammar about zero conditional.	Students solve the exercise provided and check their answers. In this exercise the students can check by their selves their results.	Exercise V https://www.perfect-english-grammar.com/zero-conditional-exercise-1.html	20 min	Students complete exercise V and reflect about their own mistakes.
• **Listening for detail practice**	Teachers shares a dictation activity in classroom to practice listening zero conditional sentences.	Students listen and write the sentences. Once they finish the dictation activity they will be able to check the right sentences.	Google Classroom	15 min	Students write the sentences using zero conditional.

Speaking					
• **Speaking practice**	Teacher asks students to answer individually the question "what advice would you give people to avoid falling into false information?" taking into account the information they have seen in the video. Once they have think carefully, teacher encourages Ss to record a video in which Ss give advice to avoid false information.	Students answer individually the question provided and record a video in which they answer it. Ss post the video on classroom (google) so teacher can revise it.	Google classroom. "Taking into account the video you saw, what advice would you give people to avoid falling into false information?"	05 30 min	Students participation
• **Feedback**	Teacher gives students feedback about the mistakes detected in the speaking practice about vocabulary, pronunciation, structure, etc.	Students go over their mistakes in the speaking practice. They correct them and clear doubts.			

Writing					
Step of the lesson	Teacher activities	Students activities	Materials	Session number	Evaluation
• **Writing practice**	Teacher encourages Ss to participate in giving written advice on Facebook wall to avoid spreading misinformation in social networking sites.	Ss participate posting their ideas on how to avoid spreading misinformation in social networking sites.		05 20 min	Students participation Posting their ideas on FB wall.

4. **Intercultural component.** The IC is the ability to communicate effectively and appropriately in various cultural contexts. In this lesson students had to be aware on how misinformation is spread around the world using social media networking sites in which they will find important reliable information and examples to notice that misinformation in any context is dangerous. They noticed how it affects not only in their community or country, but around the world.

5. **Evaluation.** This lesson will be evaluated by using a quiz, since it is the evidence (for the institution I work for) the students worked. But the evidences on the platforms used (Facebook wall and Google Classroom) will be taken into account as participations or part of the students' Continuous Evaluation which was agreed in a teachers' meeting at the beginning of the course. Being that this lesson is immersed in Competencies, based on a rubric, it will be marked the evident development in students' categorized in Knowledge, Abilities and attitudes. See further information about this in the theoretical foundations. There is also a self-evaluation format the students have to complete at the end of the lesson, so they will be aware on how much they have learned and what the need to improve. And there is a heterogeneous evaluation which will be used by the teacher in order to have indicators to notice if the students really improve their performance using the language (by competence) to evaluate speaking and writing skills using some evaluation criteria from excellent to poor.

2.05 Link of the video from the class.

https://www.youtube.com/watch?v=BHIW8CIW6CM

https://drive.google.com/file/d/1y2bUwuqiNqH2HSe6nl8ew89bEszB7G2a/view?usp=sharing

Video script

The activities recorded in the video were the sessions one to five of the lesson plan, including the introductory session, considering there was not any face-to-face class because of the pandemic situation.

Time mark	Stage	Activity	Methodological Remark
1:41	Activation	The students played an online game to activate previous knowledge about the parts of the body.	Behaviourism (associative learning)
1:50	Lead-in	The students played an online game to present vocabulary about illness and symptoms to them.	Behaviourism (associative learning)
2:06	Before watching Exercise II activating background vocabulary	The students wrote their answers to the questions: What do you know about covid 19?, Where did you get the information from?, How do you know the information you have is true?	Communicative approach. Interculturality.
2:48	During the lesson While watching	Reading and listening comprehension, the students watched a video and completed three sentences taken from the video.	Communicative approach.
3:10	Grammar explanation Presentation	The students were shown a grammar explanation posted on FB	Inductive approach (Behaviourism)

		wall to understand form and meaning.	
3:21	Presentation Video conference	The students had a VC to know more about how to use conditional sentences using a PPT. They also had to work online posting their answers to an exercise shown in the VC in the YouTube chat.	Inductive approach (Behaviourism)
4:31	After the grammar explanation Exercise IV	The students solved an exercised posted on the FB wall to match zero conditional sentences and posted their work (screen shoot or selfie) in the same post as an evidence they work.	Inductive approach (Behaviourism)
5:23	After the grammar explanation Further grammar practice exercise V	The students solved a self-evaluation exercise online to consolidate new knowledge.	Deductive approach
5:31	Exercise VI. Listening practice. Zero conditional Dictation	The students integrate listening and writing skills using Educaplay and Google Classroom to listen and write five conditional sentences.	Communicative approach.
6:10	Wrap-up	In this activity the students consolidate their knowledge expressing their selves giving their opinion about misinformation and fake news recording a short video which was uploaded to a Drive folder.	Communicative approach.

7:49	Evaluation	There was a self-evaluation and a heteroevaluation regarding to the students' work and performance during the lesson.	Formative and summative evaluation. Formal and informal evaluation.
8:32	Evidences	There are shown some of the evidences taken from the lesson.	

2.06 Designing of necessary tools to assess/test the progress of students

Testing and Assessment

Testing and assessing are different because testing is "a method of measuring a person's ability, knowledge, or performance in a given domain". Tests measure the learners' ability. These abilities can be very specific or very general. For example, compare an essay-type test (measures multiple competencies) versus a quiz testing accurate use of past tense markers. (EEAILE, 2020)

While assessment is defined as "an ongoing process that encompasses a much wider domain [than testing]" Assessing a student performance can be done via the use of tests. However, teachers are constantly evaluating their learners whether the form of evaluation is incidental or intended (target test). After assessing learner performance (incidentally or intentionally), teachers can later use that knowledge about their learners to inform their teaching instructions. (EEAILE, 2020)

There are five principles of testing:

Practicality: it is important for teachers to think in practical terms and a language test need to be practical, not to be extensive, etc.
Reliability: teachers should ask themselves whether the tool is consistent and dependable. If a test provides consistent evaluation of students' performance is considered to be a reliable test.

Validity: it can be defined as "the extent to which the inferences made form assessment results are appropriate, meaningful, and useful in terms of the purpose of the assessment. *Authenticity*: it is to consider the reasons why people decide to learn a second language. *Washback*: it is important for the teachers to think about the impact of the test on teaching practices and on the student learning. (EEAILE, 2020)

Formal and informal assessment.

Informal assessment can be every time a teacher praises his/her students' work or give them feedback on an assignment it is considered an informal process-oriented assessment. Other types of informal assessment include pronunciation feedback, learning strategies, and-day to-day student-teacher interaction.

Formal assessment is much more official, Brown explains that formal assessments are "systematic planned sampling techniques constructed to give a teacher and student a judgement of student achievement. We can argue that tests are formal assessment; but not all formal assessments are test". (EEAILE, 2020)

Formative and summative

Formative assessment adds to students' learning experience by evaluating them in the process of acquiring the language (process), the assessment is about the students' current level or performance. Summative assessment occurs at the end of a course, it serves to illustrate what the learner has acquired over the course of a semester. (EEAILE, 2020)

Norm-based and criterion-based

Norm-based testing tests students against each other, creates competition between the learners. They are required when we are interested in ranking students instead of determining student competence of specific skills.

Criterion-based is designed to give individual learners some feedback or grades with respect to target language structures taught in a class. Criterion-based testing is the most appropriate for classroom settings. (EEAILE, 2020)

Evaluating students

In the lesson planned the students worked using their previous knowledge in order to manage new structures that were presented to them to communicate their opinion about the current situation they are living using conditional sentences.

The teacher chose to evaluate the students by using informal assessment in the first activities, because she considered them to be only sort of *formative evaluation*, which add to students learning experience in the process of acquiring the language, this kind of evaluation helped the teacher to evaluate student comprehension, knowledge needs, and progress during the lesson. This kind of evaluation worked well because it was used to give the students an idea of their improvements, and also it worked to assign continuous evaluation required for the institution the teacher works for.

Example of Formative evaluation

Designed by Haydee Díaz

Last names: _____, First name(s): _____, Class: _____

Activation (vocabulary parts of the body game)

Date:	Cumple	No cumple
Feedback		

Activity 1 Lead-in (vocabulary symptoms game)

Date:	Cumple	No cumple
Feedback		

Activity 2 (Activating background vocabulary. Trigger questions answering 3 questions on Facebook Wall)

Date:	Cumple	Cumple parcialmente	No cumple
Feedback			

Activity 3 (Exercise III. Reading and listening comprehension. While watching "How can you stop the spread of misinformation?")

Date:	Cumple	No cumple	Aciertos
Feedback			

Activity 4 (Watch the video again and match the halves)

Date:	Cumple	No cumple	Aciertos
Feedback			

A self-evaluation format was designed in order to permit students to know their progress, in this case they had the format posted on Facebook, and they had to copied in the notebook or printed it and they had to cross or tick the "happy" or "sad" face which best fitted their achievements. Then it was expected the students made a self-reflexion about which were their strengths and weakness so they could take actions to improve. *Self-evaluation* helped the students to be aware of what they have achieved so far and what they needed to improve. The teacher considers the self-evaluation worked well because some of the students posted besides the picture of their self-evaluation an emoticon which was interpreted by the teacher as the students' felling about what they had learned, the purpose about make the students reflect about their own progress was carried out .

Example of
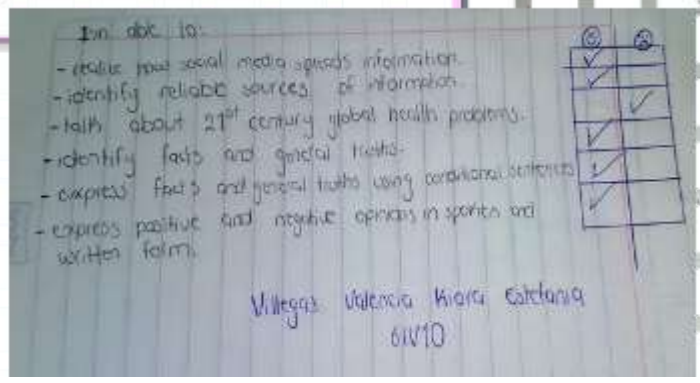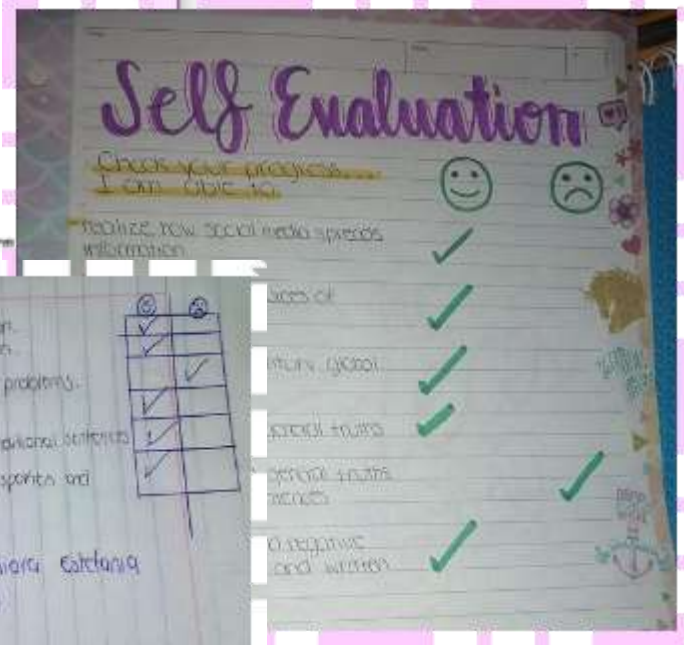Self – evaluation
Designed by
Haydee Díaz

It was also used a criterion – based evaluation, which contained criteria from *poor* to *excellent*, in which it was evaluated the students' performance using written and spoken language in the activities such as *exercise II* in which students had to write to answer the three questions which trigger the lesson; and the final activity in which the students had to give spoken advice in how to avoid misinformation for a minute. The pre-specified qualities or criteria were what students have to do during assessment in order to demonstrate that they had achieved the learning outcomes. How well they do that was described at different levels - these were standards (or performance descriptors) presented in a rubric (University of Tasmania, 2018). The teacher faced some difficulties when using this kind of evaluation, since she had around one hundred and sixty students, and the activities were applied for all those students, and it was needed to label or name each of the formats, but at the end this evaluation worked well to get the students' grades required for the institution she works for.

Example of

Criterion – based Heteroevaluation

Designed by Haydee Díaz

Summative evaluation
Heteroevaluation, Criterion – Based

Evaluation criteria	Oral expression	Written expression
Excellent 10	The student expresses her/his self in a way that is consistent with the communicative situation, considering the interlocutor and the intention of the message with an understandable pronunciation, uses grammar appropriately, about issues of facts and general truths.	The student writes simple, grammatically correct answers, consistent with the communicative situation considering the reader, the intention of the message and the global context, which includes information about facts and general truths.
Good 9	The student articulates in a consistent manner to the communicative situation, considering the interlocutor and the intention of the message with occasional pronunciation and grammar errors that do not hinder communication, about issues of facts and general truths.	The student writes simple responses, consistent to the communicative situation considering the reader, the intention of the message and the global context, with occasional grammar errors that do not hinder the meaning of the message in relation to general facts and truths.
Enough 8	The student expresses in an irregular manner and with some pronunciation and grammar errors, but he/she manages to communicate the main ideas of its message about issues of facts and general truths.	The student writes simple answers with some grammatical and vocabulary errors, however he/she manages to express the main ideas of his/her message related to facts and general truths.
Not Enough 7	The student expresses only isolated words, in topics related to general facts and truths, but that he/she cannot articulate to establish basic level communication.	The student writes only simple, isolated words and phrases that he/she cannot articulate to express a coherent message about general facts and truths.
Overall		
Feedback		

In this lesson the students realised the importance of looking for trustable sources of information in any situation. They had the chance to express themselves in a topic which is interesting for them. They were able to learn how social media networking sites and Apps spread any kind of information around the world. And they learned how to say facts and general truths using conditional sentences.

Chapter 3: Experience Report

The teacher had already tested all the platforms and tools used to develop the class and she has been using Facebook and Classroom since the earthquake in 2017, creating groups, so in an emergency she would be able to keep in touch with the students through those platforms, and she also has been creating digital activities to work with student in order to be part of *4.0 Education*, so it was just planning what she wanted to do and what activities could help her to achieve the academic objectives.

The teacher also considered that almost all the students have Facebook account and Facebook App installed in their mobiles, they also have a Gmail account which they have to create when the buy a mobile phone, and through that Gmail account they would be able to enter Drive and Classroom. Taking everything into account, it was easier to work using Facebook and Google services to develop the lesson.

The teacher was looking for and planning some activities which were significant to the students, a topic which would be useful in the students' current life. In the teacher's experience for the activities planned she wanted the students to be able to identify between real and fake news, because nowadays it is important to know and not to share fake news since people is living a pandemic situation caused by coronavirus (covid 19) and any fake news can get the problem to be worse and worse. At the same time the teacher wanted the students to learn how to express general truths and facts using conditional sentences at the time the students were immerse in interculturality.

The students remembered essential vocabulary such as body parts, symptoms and illness, and it is possible that they had learned new vocabulary too, the teacher believes this activities where quite different from the activities the students usually do in other subjects, because the activities where didactic games which are educational tools, and didactic games help develop different capacities like memory, concentration and self-esteem.

The teacher could notice the students were in general really enthusiastic and they also were really participative, at the moment the teacher sent the activities immediately the students replied, in less than five minutes there were posts on Facebook answering to the activities, the students had the attitude to do what they were asked to do because the activities were clear and interesting since the activities were about a current situation (covid 19).

The institution also has something to contribute with, the institution (IPN) has a students' profile in which the students (in that stage of the general program) are able to respond and to solve issues as the generic competencies said "Faces the difficulties that come his/her way and is aware of his/her values, strengths and weaknesses", "Listens, interprets and produces relevant messages in different contexts through the use of media, and appropriate codes and tools", and "he/she communicates in a second language on daily situations" (agreement 444)

The hard work came when teacher had to look for the activities, try the activities to know if they worked for the purposes, write clear instructions (which had to be verified they were understood) and then cross fingers expecting the activity worked as it was planned. Once the teacher had posted the activities, the following difficulty she faced was to check all the students' posts on the Facebook wall, and to take notes on the group list because there were four different groups in the same level, and around of 160 students.

The teacher considers the results were as expected, the students realised the importance of looking for trustable sources of information in any situation, not only about the pandemic situation. They achieved to express themselves in written and spoken language sharing the information they had about the topic and giving tips to avoid misinformation. They learned how social media networking sites and Apps spread any kind of information around the world. They learned to use conditional sentences to say facts and general truths, and Interculturality was promoted.

There were a few students which were not able to participate in the activities developed because they did not have the tools to do it, and the teacher would like to have all the students gathered in the classroom, so every student would have the chance of participate having the same opportunities their classmates have, but, unfortunately it was not the case, and the students in a critical situation will have another kind of options once they can go back to school.

The students and the teacher were committed to the course and the activities that had to be carried out, and they learned to use a mixture of technology and different platforms to make a remote class. This combination of technologies helped the teacher to elaborate the class in the most appropriate way the technology can do.

Chapter 4: Conclusions

Language is used for human being as for animals, but the difference between animals' communication and human beings' communication is the diverse use of language, since human beings are able to use written and spoken language, thus gestures and signs, but we can also know by the context the meaning of a sentence.

It is noticeable that the context has a lot to be with the intention of the message; there are also intonation patterns since the way in which meaning is expressed through intonation, we convey intention when we speak. In that sense is very important to know how to use language when we teach, and teach intonation to show the intention of a message is also important.

There is too language as social practice since language is used integrated to society, to control and replicate a message, we must consider at the moment of teaching the culture of the students we are about to teach.

Language teachers have a challenge to face every day, they are teaching because the new generations of students change very fast, and so teachers have to learn to use technologies and plan assorted activities to catch their attention. Teachers also have to be willing to receive constructive feedback to know more about the way they teach and how we can improve it. There are many resources, methodologies and approaches teachers have handy, and this knowledge is teachers' advantage among teachers from other disciplines. Education is changing, but teachers have the tools to face the changes, they only need to be updated about our students' needs and personalities in favour of their better learning and their better teaching practice.

During this Speciality it was learned how to work in a remote team and to coordinate with the classmates to carry out the activities for the forum. It was also learned to be empathic and to be solidary with the classmates, some of them sometimes asked for help and they got helped, and sometimes the teacher asked for help and they did their best to help.

It was also learned the Krashen's theory, or Input hypothesis, which the teacher did not know before this speciality and which caused an impact in her way of teaching, because since then she gives special importance to the meaningful interaction students must have in lessons.

It is been observed some of the theories when the teacher taught her students, but certainly she did not know they had a name and a theory written about. In each of the theories revised in this module.

Second language acquisition disclosed the teacher three schools of thought: behaviourism and structuralism, generative linguistics and the sociocultural theory.
It was perceived she has used the three of them in her teaching practice, for instance she has used behaviourism when she gives candy to the students who participate and have right answers. She also noticed she exposed to her students to language in many ways such as listening through videos and audios, and also movie segments (input hypothesis).

She also noticed she tries to motivate her students, but she was not aware of it, she talks to the students about the importance of learning English as a way to have the chance to get a scholarship (part of integrative motivation and instrumental motivation), so they will have the purpose to learn to meet a new country for example, and it will be a reward from learning English. She has also learned that students have an affective filter (Krashen), which helps students to learn, or, on the other hand it could be an impediment to students to learn more.

II.   Bibliography and references.

- Professor Louis Hébert, Université du Québec à Rimouski. (2011). The functions of language. 28/August/2019, from Signo, Theorical Semiotics on the web, Web site: http://www.signosemio.com

- Clive Oxenden. (2013). English File 3rd Edition Intermediate. Oxford: Oxford University Press.

- Philip Lieberman. (2015 Feb 13). Language Did Not Spring Forth 100,000 Years Ago. PLOS Biology A Peer-Reviewed, Open Access Journal, 13(2).

- Chomsky, N. 1957. Syntactic Structures. The Hague: Mouton.

- Susan M. Gass, Larry Selinker. (1993). Language Transfer in Language Learning. Philadelphia, PA, USA: John Benjamins Publishing Company.

- Klein, W. (1986). Second language acquisition. Cambridge, UK: Cambridge Textbooks in Linguistics.

- The editors of Encyclopaedia Britannica. (2018). structuralism-linguistics. 14th September, 2019. From Encyclopædia Britannica Web site: https://www.britannica.com

- Cambridge English. (2019). International language standards. September 14th, 2019, From Cambridge English Org Web Site: https://www.cambridgeenglish.org

- Schütz, R.E. (1998). Stephen Krashen's Theory of Second Language Acquisition. October 7th, 2019, de English made in Brazil Web site: https://www.sk.com.br

- Krashen, S.D.(1982). First internet edition July 2009. Principles and Practice in Second Language Acquisition. In .(pp. 2, 9). University of Southern California: Pergamon Press Inc. Taken from
http://eeaile.cealupn.net/mod/book/view.php?id=1828&chapterid=3919

- Mark Rounds. (October 15th, 2010). Stephen Krashen on Language acquisition. October 7th, 2019, from youtube Web site: https://www.youtube.com/watch?v=NiTsduRreug

- Bilash, O. (June 2009). Best of Bilash, Improving Second Language Education. October 7th, 2019, de Best of Bilash Web site: https://sites.educ.ualberta.ca

- Aravena, E. Bascuññan D. Briones H. & Jara K. Second language Acquisitions Theories: their their Application in the Ministry of Education's Curriculum and their Expected Impact on Teacher Training Programs from three Chilean Universities, January 2015.

- Barón, L. La Teoría Lingüística de Noam Chomsky: del inicio a la actualidad, Fundación Universitaria Los Libertadores, Oliver Müller Universidad del Rosario, Bogotá, Colombia

- British Council. (.). How can the Teacher be a Facilitator?. November 7th, 2019, de British Council Web site: https://www.teachingenglish.org.uk/

- Kelly, J. (2012). Theories. November 5th, 2019, de The Peak Performance Center Web site: http://thepeakperformancecenter.com/

- British Council. (.).A task-based approach. November 7th, 2019, de British Council Web site: https://www.teachingenglish.org.uk/

- Frost, R. "A Task-based Approach". British Council Teaching English. Retrieved April, 2020. Web site https://www.teachingenglish.org.uk/article/a-task-based-approach

- Let's Learn. (2018). David Kolb's Experiential Learning Theory | 4 Stages Of Learning. November 5th, 2019, de UNAcademy Web site: https://unacademy.com/user/letslearn

- Badawi, Z. (2020). Coronavirus: How can you stop the spread of misinformation? April 26th, 2020, de BBC Web site: https://www.bbc.com/news/av/stories-52118949/coronavirus-how-can-you-stop-the-spread-of-misinformation

- British Council. (0). Parts of the body 1. April 24th, 2020, de The British Council Web site: https://learnenglishkids.britishcouncil.org/word-games/parts-the-body-1

- MES Games. (2003-2020). Health Problems. April 26th, 2020, de MES Games English Web site: https://www.mes-games.com/health.php

- Gilardoni, G. (2020). Zero, First, Second and Third Conditionals ppt. May 2nd, 2020, de Slide Share Web site: https://www.slideshare.net/gracegilardoni/zero-first-second-and-third-conditionals-ppt

- Perfect English Grammar. (0). Zero Conditional Exercise. May 2nd, 2020, de Perfect English Grammar Web site: https://www.perfect-english-grammar.com/zero-conditional-exercise-1.htm

- Díaz, H. (2020). Zero Conditional Dictation. May 5th, 2020, de Educaplay Web site: https://es.educaplay.com/

- Vygotsky, L. S. (1978). Mind and society: The development of higher psychological processes. Cambridge, MA: Harvard University Press.

- Byram, M., Neuner, G., Parmenter, L., Starkey, H., Zarate, G., (May, 2003). Intercultural Competence. Council of Europe, F-67075 , 5. January, 2020, De Council of Europe Data Base.

UNIVERSIDAD PEDAGÓGIA NACIONAL

Especialización en Enseñanza y Aprendizaje de Inglés como Lengua Extranjera

DECLARATION

I _Haydee Carolina Díaz González_ , declare that the following Assignment/Project Final Project is entirely my own work and that it is written in my own words and not those copied directly from any source, except for those properly acknowledged.

Signature:

Date: 20th/June/2020