



UNIVERSIDAD PEDAGÓGICA NACIONAL

**ESPECIALIZACIÓN EN LA ENSEÑANZA Y APRENDIZAJE
DE INGLÉS COMO LENGUA EXTRANJERA**

**DIDACTIC SEQUENCES IN THE INTERCULTURAL
AWARENESS**

Student's name: Diana Lisset Rodríguez Villagrán

Tutor's name: Alma Delia García Salazar

June 21st, 2020



Especialización en la Enseñanza y Aprendizaje
de Inglés como Lengua Extranjera



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INTRODUCTION

Learning a language is like being in another world, because it allows to “know and attempt to understand the customs and values of a community” (Ramírez, 2020) besides “the differences that we can find in the way we behave, express and communicate (...) will help us to create awareness and tolerance towards diversity” (Miguez, 2020).

Talking about culture has always been a tough task, since it firstly implies to understand that all people are complex, because they have multiple models of identity which is influenced by history, religion and social political issues. However, globalization has provoked a vital recognition in interculturality focused especially in language education, where language is no longer the only aim of language teaching and learning.

“Language is an important element of the culture” (Ramírez, 2020), hence we need preparation to interact properly and effectively with those from other cultural backgrounds; it is less about knowing a lot of culture-specific information about various countries and more about communicating in a range of cross-cultural contexts.

In Mexico “The National English Program in Basic Education (NEPBE) arises in La Reforma Integral de la Educación básica in 2009, its general purpose is that the students appropriate various social practices of the language which will allow them to meet their communication needs and develop different learning strategies, in addition to create awareness about the existence of other cultures.”_(Rueda, 2014)

However, there is a problem that English teaching-learning process faces: the use of an obsolete methodology in its teaching as a second language. Based on my experience as a student, it was always focused on grammar and an extensive practice of written exercises, through continuous repetition. Now as teacher, I have lived and observed that these methods have not given good results.

English classes are sometimes boring, because students have to memorize a lot of grammar rules that are supposed to promote the communicative interaction. Grammar is an important aspect of course, but definitely it is not all. There are other elements to take into account for instance: oral communication, listening and reading comprehension.

“People learn language much better when they are allowed to do so within the wide range of perspectives (...) when the development of a range of crosscurricular thinking skills goes

beyond the language, it becomes a positive force for improving students' life in general". (Puchta, 2005)

As teachers, we need first of all to set a goal so as to know where we are leading our students, asking them for feedback and experimenting with new ideas; it will let them not only feel a sense of partnership but also involve them in their own learning process.

Moreover, teachers must be able to help students to develop their skills in an integrated way, "success in English is the ability of learners to use English effectively in any real communicative situations" (Davies, 2009) and in real life language skills never occur in isolation.

As teachers in SEP, we have the chance to build up a didactic sequence which is quite great, since it allows to set a topic in a specific context where all the skills can be developed, because "It is through a child's capacity to use language in a wide variety of ways that his ability to think, to reason, to store and re-use his experiences develops, besides it is also through his capacity to use language that he is able to make sense of what happens around him and absorbs and consolidates any knowledge he has acquired" (Hutchcroft, 1982).

Hence, this is the ideal time to reflect on the importance of the integration of the four skills in the language learning and teaching process, since the language is an agent of pluralization and tolerance in a globalized world.

From that point of view, I honestly consider it is precisely what defines a good teacher, the fact to make students develop their language naturally based on the principle of recognition and respect of others.

The following task presents some sessions of a project called "English for traveling" proposed by SEP and based on the current syllabus Aprendizajes Clave, but it has been modified so as to get a didactic sequence. It is important to emphasize that all methods are effective and that their effectiveness depends on the objectives that want to be achieved.

According to this, we will take advantage of an approach as well as some theories so as to experiment with different methodologies that could be more effective in the process of teaching and learning a second language, which will also help us to develop our intercultural awareness, ensuring that language and intercultural learning is accessible to all.

Eventually, you will find some lesson plans of the project, whose main goal is students to become aware that learning a language is more than structures and pronunciation and that intercultural language teaching and learning are the basis for social interactions.

After the last lesson plan, there is a brief explanation of the assessment designed to be applied during the sessions. Finally, the conclusion. I really hope it can be useful and enriched by future readers which will certainly improve it, because language is completely linked to the cultures and the cultures make the world always change.

1. PHILOSOPHY AND THEORY

1.01 Teaching identity and philosophy

In any teaching and learning process there is a specific path to be followed, this perspective comes from the fact that everybody is utterly different talking about not only gifts or skills, but also needs and interests. Therefore, it is mandatory for education and society at all, to look for resources that can provide learners with a great variety of experiences, which will give them a meaningful learning.

Consequently, teachers may not adopt a unique method, especially if it is a language what they are teaching. Teachers must always evolve, because the students are a captive audience and they have plenty influence over what happens in the class. However, “if you are teaching focused on the linguistic domain only, you will get excellent results with the minority” (Putcha, 2005) and teachers should “think carefully about how best to communicate with students, so that they feel a sense of partnership; it is vital not to forget that motivation depends on how addressed they feel in class.” (Foord, 2009)

As it was said before, grammar is an important aspect of course when we talk about language learning. Nonetheless, it is not all. There are other important elements to take into account such as: speaking, listening and reading comprehension that working together are going to let “students to appropriate various social practices of the language, which will allow them to meet their communication needs and develop different learning strategies, in addition to create awareness about the existence of other cultures.”_(Rueda, 2014)

Therefore, it is quite important to recall that an early age we begin to acquire from our social environment a set of beliefs, values and customs that make up our culture. As children, the learning of these acceptable cultural values and customs is reinforced by the process of playing, where children unconsciously rehearse important cultural lessons and situations.

Unfortunately, the cultural component is often neglected in the English classroom, where culture is also learned; adults teach a young member “how to behave”, teachers instruct the child what, how and why it should be done in an educational environment. Media may also influence the cultural learning. It is precisely here, where stereotypes and prejudices can appear.

Facilitating understanding through guided activities within the classroom is a useful starting point to develop all their language skills through a didactic sequence which is a serie of activities or tasks that uses any combination of the four skills (listening, speaking, reading and writing) in a continuous and related way in order to reach an objective.

Apart from the didactic sequences are flexible, because their activities are cyclical and the contents are linked, which gives clues to discover the function each of the characters involved in the teaching and learning process has in the construction of knowledge.

“Those activities must follow an order and an organization. It means that each activity has its own purpose and all of them work together in order to reach a bigger objective” (Slideshare, 2013) where we can also include different kinds of activities for instance:

- Roleplays
- Games
- Interviews
- debates
- expositions

where students may “increase their capacity of decision as well as of investigation and at the same time teacher eases his pedagogical autonomy.

A class should generally begin with a reference for the students; later they will realize the vast differences between their own and other cultures. Over time, they will explore within the context of a culture that is said, they will construct their knowledge, but of course this process requires time, since it will go through different stages, where will probably be adjusted according to what was previously acquired.

Despite of the fact that Mexico faces difficulties when it is talked about English language teaching, since public schools have large numbers of students with different backgrounds, it can become a chance of practicing and using activities that draw on a variety of experiences. Therefore, it is a need to renew the way of teaching and learning. This change will not come from any politics, it must come first from teachers.

As an agent of change, teachers must modify attitudes and thoughts so as to get a sense that really acknowledges and appreciates differences as well as respects them, just in that case, intercultural competences will appear.

In other words, teachers must:

- “Think in terms of learner practice not teacher explanations
- find time for real communicative activities not just practice of language forms
- focus their teaching on learners’ needs not just on finishing the syllabus or coursebook.
- have practical command of English, not just a knowledge of grammar rules” (Davis, 2009).
- **“Change:**
 - who - teacher always learns as well as the student
 - where - change the room or position. Go out. Teach somewhere else
 - how - vary the techniques used and models of working
 - when - vary the sequence of lesson plan
 - what - teach something completely different, varying your materials” (Foord, The Developing Teacher, 2009).

Another useful resource that can help teachers to renew their teaching strategy as well as implementing didactic sequences and get their goals is the lesson plan.

“Work plans consist of the outlines of a sequence of lessons. They should provide your teaching with continuity and coherence. Thus, it is hard to achieve an objective when looking at each lesson in isolation.

Work plans can ensure that over each week there is a variety in your teaching, something for every type of learner. They can also ensure that you are achieving the balance between old and new language item, accuracy and fluency practice and language and skills work.” (Davies, Success in English Teaching, 2009)

However, before teachers can begin to make any detailed plan, they need to be familiar with the main goals, general objectives and content of the syllabus, because some of them may give more emphasis to language knowledge and others to communicative skills. The definition of appropriate goals is vital for a successful English language teaching and learning process, because they will let teachers and learners know what are expected to know and be able to do it in English at the beginning, during and at the end of the course.

Another important consideration is if the syllabus and the material allows for constant reactivation and integration of previously introduced item skills. The activities and materials should be appropriate for the objectives and also for the group of learners considering to:

- age
- interests
- abilities

Definitely, lesson planning is not optional, it is essential for teaching, because it is precisely in the plan, where any small and specific detail can be realized, besides it is in the lesson plan that assessment starts, since both are sides of the same coin. Assessment is part of the didactic sequence as an integral element of the pedagogical process. It seeks to know how students organize, structure and use their learning in specific contexts for solving problems of different levels of complexity.

Therefore, feedback is a vital element in the assessing process, because when the teacher provides clear, objective and constructive arguments about students' performance, the assessment might be meaningful and help everybody to improve his learning.

1.02 Teaching practice and identity

Throughout the history, the explanation about the processes that occur inside the mind and the brain has always been complex as well as the role senses play when a child is acquiring a language likewise happens in a second language learner. Here, there is a brief description of those theories that helped to set the basis for the didactic sequence presented in this project.

1.02.1 Monitor Model – Krashen

Stephen Krashen saw the acquisition of a language as a process of mental and personal evolution in which learners do not need to speak or write to learn. According to this model, learning takes place automatically when learners listen to or read and understand fragments of the target language. The language that students produce when speaking or writing is the result of learning and not the cause of it.

Eventhough Krashen talked about five hypotheses, here just two will be mentioned.

1.02.1.1 Krashen's hypotheses

- **“The *input hypothesis*.** This states that learners progress in their knowledge of the language when they comprehend language input that is slightly more advanced than their current level. Krashen called this level of input "i+1", where "i" is the learner's interlanguage and "+1" is the next stage of language acquisition.
- **The *affective filter hypothesis*** states that learners' ability to acquire language is constrained if they are experiencing negative emotions such as fear or embarrassment. At such times the affective filter is said to be "up". (wikipedia, 2020)

1.02.2 Kolb’s experiential cycle learning

In 1974 Kolb saw learning as an integrated process where each stage supports the next. “It is possible to enter the cycle at any stage and follow it through its logical sequence. However, effective learning only occurs when a learner can execute all four stages of the model. Therefore, no one stage of the cycle is effective as a learning procedure on its own” (Saul, 2017).

It consists of 4 stages:

1. **Concrete experience:** A new experience is lived
2. **Reflective Observation:** Reflection about that new experience
3. **Abstract conceptualization:** The reflection can generate a new idea or modify previous knowledge.
4. **Active Experimentation:** The learner applies the new idea or ideas to the world around him.

1.02.3 Constructivism - Piaget.

According to this theory, “people construct their own understanding and knowledge of the world through experiencing things and reflecting on those experiences. When we encounter something new, we have to reconcile it with our previous ideas and experience, maybe changing what we believe, or maybe discarding the new information as irrelevant. In any

case, we are active creators of our own knowledge. To do this, we must ask questions, explore, and assess what we know.” (Concept to classroom, 2004)

1.02.4 Sociocultural Theory – Vygotsky

Lev Vygotsky was the first modern psychologist to suggest a way in which culture plays an important part in each person's nature, since his theory emphasizes the social context as a factor of learning, where knowledge is mutually built.

Vygotsky believed that the inclusion of child's culture changes behaviors and connects early and later forms of individual development. This author was a strong supporter of the idea that what children learn from other people is their own culture, besides he considered human thought processes to be based on social interactions.

“The main idea of the theory is that the ways people interact with others and the culture they live in, shape their mental abilities. Vygotsky believed that parents, relatives, peers and society have an important role in forming higher levels of functioning. Sociocultural theory, sets the belief that "every function in the child's cultural development appears twice: first on the social level, and later on the individual level." This means that the skills children learn first are related to interactions with others and they then take that information and use it within themselves.

1.02.5 Intercultural Competence – Byram

“Michel Byram defines intercultural competence as “knowledge of others; knowledge of self; skills to interpret and relate; skills to discover and/or to interact; valuing others’ values, beliefs, and behaviors; and relativizing one’s self”. (Tadeusz, 2012)

1.02.6 Communicative Approach

An approach to language teaching may refer to the view of how learning takes place. They have evolved throughout history, as the needs and challenges are constantly modified. “For this approach communication is the most important aspect of language. Meaning is communicated through functions, grammar, vocabulary, discourse and skills. The best way

to learn language is to use it in interaction rather than to learn about it. Communicative approach suggests certain classroom practices:

- Pair work and group enable lots of interaction to take place in the classroom, so they are a key part of classroom activities.
- Communicating meaning is very important.
- Fluency is more important than accuracy. Classroom activities focus on fluency much more than accuracy.
- Authentic materials provide useful input for learners and are therefore often used in the classroom.
- In the classroom, learners become active users of the language; the teacher's role focuses particularly on setting up communicative activities, providing correction after fluency activities, and inputting language when needed". (Spratt, 2011)

Teachers currently have an advantage, since there is a great variety of approaches for teaching which is fantastic, because they can take resources from some and ideas from others. However, it is important to mention that neither approach nor technique will work well, if they are not planned in order to satisfy students' needs as well as interests.

2. METHODOLOGY AND PRACTICE

2.01 English for traveling

As English is used by millions of speakers, Mychel Byram in his model of intercultural competence recognizes it as a Lingua Franca, where more and more people from different cultures use it to communicate in different ambits like businesses, health and of course, education.

Bear in mind the affective filter, "English for traveling" pretends students live the language through a trip, where they will be able to face diverse situations in flexible learning environments using activities that involve other intelligences and perspectives so as to make them feel comfortable and better appreciate their strenghts and weaknesses in their approach of any culture.

The best way to get it is through Kolb's Experiential Learning Cycle, which 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 different emotions.

However, foreign language teaching is unlikely to be performed effectively without an appropriate understanding of its specific culture, thus, cultural input is essential in the teaching-learning process. Language, cuisine, social habits, sports, arts as well as behaviors and interactions are some characteristics learned uncounciously by socialization in a particular group of people.

Therefore, it is not enough to take into account either the linguistic or the communicative competence concepts when English learners are attempting to develop the language effectively, because there are certain and specific elements that teachers may manage together in order to get a meaningful learning.

A helpful approach to do so, is the communicative, which allows the students to “learn and practice the target language through the interaction with one another while teacher will teach topics outside of the realm of traditional grammar, in order to promote language skills in all types of situations.” (Wikipedia, 2020)

The students will use their knowledge in real situations. Firstly, they are going to construct responses, since they will answer different kinds of questions. Working in teams will be their chance to agree on what answer is the correct in some exercises. After that, the students will create a dialog to perform it as a role play.

The following activities were planned for students not only to acquire the target language but also to be aware about the wealth that the interculturality offers. Throughout the didactic sequence it is vital to recognize, emphazise and help students to develop particular attitudes, knowledge and behaviors that probably suit the expectations of a specific culture in order to flourish the intercultural competence so as to appreciate the differences and respect them, because when the language skills and intercultural competence become linked, students are well prepared for participation in a global world.

2.01.1 Around the world!

- **Vocabulary – Lesson plan**

Author	Diana Lisset Rodríguez Villagrán
Lesson's name	Around the world!
Learning objective of the plan / competency	<ul style="list-style-type: none">• Propósito del lenguaje Nombrar e identificar países de forma visual y escrita.• Propósito formativo-intercultural Conocer el nombre de otros países en inglés.
Communicative skill considered	Speaking
State of the following options	Introductory
Functions	Vocabulary
Main grammar structures	Models Brazil USA Turkey Japan Mexico Germany Belgium Denmark Lithuania Venezuela

	Australia
Other grammar structures	Verb to be Present simple
Brief description of the plan	<p>English for traveling se enmarca en la Autonomía Curricular del Nuevo Modelo Educativo a través de actividades que responden a los principios de inclusión y equidad, ya que tiene como prioridad el trabajo colaborativo y la convivencia sana y pacífica, promoviendo la participación de todos por igual. Este proyecto centraliza su aplicación en la creación de ambientes de aprendizajes innovadores y flexibles que responden a las necesidades e intereses, estilos, ritmos y capacidades de las niñas, niños y adolescentes, dando a los estudiantes la posibilidad de expandir su imaginación e intelecto en actividades que promueven su formación integral (Creason, s.f.).</p> <ul style="list-style-type: none"> • La primera sesión servirá para conocer los intereses de los estudiantes de una forma más específica en cuanto al propósito de viajar, además de tener un primer acercamiento a la pronunciación y escritura del vocabulario que se necesitará durante el desarrollo de la lección. • La segunda sesión inicia contextualizando la situación sobre un viaje que realizarán porque la escuela tiene un nuevo programa de intercambio para estudiar en otro país, donde el idioma que prevalecerá es el inglés por ser una lengua Franca. Primeramente, se conocerá vocabulario, para así leer y poder escribir de forma sencilla, rasgos generales del país como del lenguaje, la moneda e importantes celebraciones que nos unen como cultura, esto con el objetivo de propiciar la solidaridad y apertura hacia otras naciones así como el valor del respeto hacia la diversidad lingüística y cultural del mundo. • En la sesión número 3, los alumnos observarán un vídeo acerca de Julia, una chica Británica que llega a los Estados Unidos y vive diferentes situaciones; una de ellas, la presentación e intercambio de información personal con sus compañeros, quienes tiene curiosidad de conocerla; situación que los alumnos tendrán la oportunidad de experimentar mediante un role play. • En la cuarta sesión se hablará de un rasgo fundamental de la cultura: la comida, misma que nos permitirá conocer los gustos y disgustos de los alumnos. • Se elige vocabulario sencillo que será introducido de manera inductiva. Excepto en la sesión 1 que está dedicada a vocabulario mismo que se desarrolla aplicando la técnica Presentation- Practice-Production (PPP). • En los videos propuestos se motivará a los estudiantes a escuchar con atención la pronunciación y otros aspectos relevantes. Con toda seguridad, los niños preguntarán constantemente ¿qué dijo, o qué significa tal cosa? Para dar respuesta, se harán 2 proyecciones del video, en la primera se dará apertura a las intervenciones en forma de lluvia de ideas de lo cual se tomará nota como referencia, y en la segunda se solicitará poner mayor atención sin interrupciones.

	<ul style="list-style-type: none"> • Los productos a elaborar se presentan con el fin de atender las habilidades, características e intereses de los estudiantes. • El material se van complementando sesión a sesión, por lo tanto se retomará acorde con el avance de la lección. • El uso del idioma inglés es primordial durante el desarrollo de las actividades para motivar y fomentar su uso para comunicarse. Sin embargo, no queda descartado el uso del español si las dudas no permiten el avance programado.
Hours of implementation	4 sessions of 1 hour
EEAILE tutor online	Alma Delia García Salazar

STAGE /	OBJECTIVE	PROCEDURE	AIDS	INTERACTION	POSSIBLE PROBLEMS	SOLUTIONS	TIME
Warm up	To get ss into the mood of the session	<p>By the beginning of the class T have already pasted on a wall the flags and names of the countries.</p> <p>T will greet ss and ask them to stand up. T will divide the group into two teams and name them, because they will play something like 100 hundred people said.</p> <p>T explains instructions: Both teams will stay in line near their places.</p> <p>T will be in front of the class, behind a table with a plastic chicken on it. A member of each team will go to the front and stand up to the sides of the table.</p> <p>T will read a statement related to the countries, the first team to take the chickhen and answer correctly will win a point.</p> <p>STATEMENTS:</p> <ul style="list-style-type: none"> • Nicolas Maduro is the president of... • Tacos are typical food of... • The name of this country bebind with L... • The flag of this country has the same colors of Germany´s flag. • The oficial coin is the dollar in this country... 	<p>Flags and names of Brazil USA Turkey Japan Mexico Germany Belgium Denmark Lithuania Venezuela Autralia.</p> <p>Plastic chicken</p> <p>Table</p> <p>Pritt tak</p>	Teams	<p>Ss may not want to participate.</p> <p>Ss might not know any answer</p>	<p>T will encourage them.</p> <p>Team can shout at the answer</p>	10´

		<ul style="list-style-type: none"> • Nazis were from... • Sushi is food from... • There is a white cross in the flag of... • Pele is from... • Sidney is in... 					
Lead in	Set the context of the presentation	<p>Do you like the English class?</p> <p>I want to be the best teacher; thus I will go to England to study a Master.</p> <p>Look at the flags, guys. If you have the opportunity to study in another country, where would you go?</p>	Appendix 1	Whole group	Ss may not understand the context.	T will repeat it and overact some ideas in order to involve ss in the situation.	3'
Presentation	<p>Oral visual presentation</p> <p>To introduce students into vocabulary</p>	<p>Let's see</p> <p>Models-</p> <p>T shows the first model</p> <p>1. Australia</p> <p>Listening practice (3x3) Choral repetition (3x3) Individual repetition. (3x3) Check meaning: Is it IMexico? What is its name? Backtrack</p> <p>T shows the second model</p> <p>2. Belgium</p> <p>Listening practice (3x3) Choral repetition (3x3) Individual repetition. (3x3) Check meaning: Is it Autralia? What is it? Backtrack</p>	. Visual Aids Pritt tak	Whole group	Ss might not pronounce the vocabulary.	Teacher will point out the visual aids to help them repeat it.	17'

		<p>T shows the third model</p> <p>3. Brazil</p> <p>Listening practice (3x3) Choral repetition (3x3) Individual repetition. (3x3) Check meaning: Is it Belgium? Backtrack T shows the fourth model</p> <p>Following the same idea, the next countries will be presented</p> <p>Denmark Germany Japan Lithuania Mexico Turkey Venezuela The Unites States</p>					
Practice 1	To associate the image with the word.	<p>T will say the instructions then model an example and check instructions with ss.</p> <p>T gives the hand out 1 while ss are solving it, T pastes the exercise to check the answers.</p> <p>T asks for some volunteers to come to the front and solve it.</p>	Handout 1 Plotter appendix 1	Individual	Ss might label incorrectly.	T guides and models them.	15
Practice 2	To associate words with possible meanings	<p>T will say the instructions then model an example and check instructions with ss.</p> <p>T gives the handout 2 and will read the questions while some</p>	Handout 2	Individual whole group	Ss might not be write the word correctly	T say that does not matter the writing at this moment the	

		<p>students answer raising the hand. T ask ss to interchange their handouts, once again read the questions and ss raising hands answer.</p> <p>T writes the word in the whiteboard so as to ss can check them. Ss gave the handouts to their owners.</p>				important is that they can identify the names	
Practice 3	Take into account previous knowledge so that students match itwith the target language (vocabulary in this case)	<p>T will say the instructions then model an example and check instructions with ss. T gives the handout 3 while students are answering, T walk around the classroom to check what and how students are doing it. T asks ss to interchange their handouts, ss raise their hands and check the exercise with the whole class Ss gave the handouts to their owners.</p>	Handout 3	Material and aids	Interaction	Possible problems and solutions	
Production	To provide ss an opportunity to personalize the target language	<p>Volunteers will stand up and take one of the flags that are pasted on the wall. They will imagine to be from those countries, so they will go to the front of the class and say for example:</p> <p>My name is Lis I am from Lithuania. My flag is yellow, green and red.</p>	flags	Individual	Ss may not have enough vocabulary. Ss might not want to participate.	<p>T will provide it. T will encourage them.by showing them it is not as difficult as they think</p>	15

Appendix 1

Brazil		Germany	
USA		Lithuania	
Venezuela		Japan	
Turkey		Denmark	
Australia		Belgium	
Mexico		Appendix 2	

Handout 1

Complete the names of the countries

_ra_i_		_er_an_	
__e U__ _d _t_t_		L__ _uan_	
_e_e_uela		Japan	
_ur_e_		D__ma_	
A_s_r__i_		B_lg__ _	
M_xi__			

Around the world

Name: _____

Write the name of country each nationality comes from

1. Where does a Lithuanian come from?

2. Where does a Turkish come from?

3. Where does a Belgian come from?

4. Where does a Danish come from?

Handout 2

Around the world

Name: _____

Write the name of country each nationality comes from

1. Where does a Lithuanian come from?

Lithuania

2. Where does a Turkish come from?

Turkey

3. Where does a Belgian come from?

Belgium

4. Where does a Danish come from?

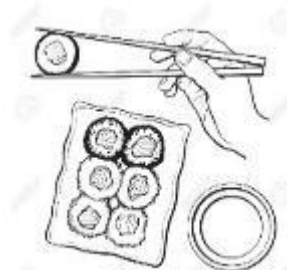
Denmark

Answer key

Handout 3

Write the name of the country where they are from.





2.01.2 Welcome to this trip!

- Reading and writing - Lesson Plan

Author	Diana Lisset Rodríguez Villagrán
Lesson's name	Welcome to this trip
Learning objective of the plan / competency	<ul style="list-style-type: none"> • Propósito del lenguaje Leer con fluidez y comprender información general sobre un país. Escribir oraciones sencillas para expresar información sobre un país. • Propósito formativo-intercultural Identifica y utiliza el idioma inglés como alternativa de expresión y comunicación. Reconoce y respeta características generales propias de países alrededor del mundo.
Communicative skill considered	Reading / writing
State of the following options	Session 1
Functions	Describe general information about countries
Main grammar structures	Person + action + information = Turkish drink tea. People play soccer in Brazil. Americans speak English People eat sushi in Japan
Other grammar structures	Verb to be / Can

STAGE	OBJECTIVE	PROCEDURE	AIDS	INTERACTION	POSSIBLE PROBLEMS	SOLUTIONS	TIME
WARMER	To activate ss schemata	<p>By the beginning of the class T have already pasted on the walls around the classroom the flags and names of countries and outside the classroom a plane as well as written in the boarding passes the country's name, where ss will go and form teams.</p> <p>T will tell Ss that she has a surprise for them. T will say excited that they will go to another country to study the next school cycle, because the school has a new programm.</p> <p>Ss will receive a bording pass, where they have to fill out the information required in it outside the classroom.</p> <p>While ss are leaving the classroom T will paste next to the flags and names some plotters.</p> <p>Outside the class, T will ask ss to imagine it is the airport. T will stand up at the door and mentioned the names of the countries, ss will stay in line to give the T the boarding passes back and "board the plane". Inside the classroom ss have to sit down on the floor, where the country is.</p>	<p>Flags of Brazil USA Turkey Japan Mexico Germany Belgium Denmark Lithuania Venezuela Autralia.</p> <p>Boarding pass (appendix 2)</p> <p>plotter</p> <p>plane</p> <p>Pritt tak</p>	<p>Individual</p> <p>Whole group.</p>	<p>Ss might not understand the situation.</p> <p>Ss might get over excited.</p>	<p>T will guide provide a definition and an example.</p> <p>T will ask ss to breathe as if they were balloons.</p>	9'
Pre	<p>To set the context</p> <p>Brainstorming</p> <p>Skimming</p>	<p>Well, you are traveling to different places, right? Imagine people from those countries will pick up the at the airport.</p> <p>How can we notice that we are now, in another country?</p> <ul style="list-style-type: none"> • Language • They are different • The city <p>Exactly, all of them will be factors, right?</p> <p>Now, read the plotters you have there and underline all the words you do not</p>	<p>Flags of Brazil USA Turkey Japan</p> <p>plotter</p> <p>Pritt tak</p>	Teams	Ss might not understand the situation	T will play overact the situation and explain in Spanish if necessary.	6'

		understand.					
While	Students visualize the plotters and in teams will do the activity	T will give them some minutes so as to ss can organize with their classmates. T will walk around the classroom to observe what and how they are working. T will ask a member of the team go to the front of the class to take a piece of paper that has a number which will indicate their turn.	Plotters markers pritt tak	Teams		T will ask some questions to guide the students. Peer supporting will be allowed	'
	To reinforce vocabulary	<ol style="list-style-type: none"> 1. The first team will stand up and all of them individually will read aloud a word they underlined. 2. T will write them on the board and will ask if somebody knows that word, if there is any, T will paste some images or write a short explanation about the word, later, they will practice the pronunciation through repetition. 3. Ss will divide the text in order to everybody participates and will read it aloud. 4. After reading it, teacher will provide them feedback. Then, T will ask some questions to check reactions and comprehension. <p>From 1 to 4 will be repeated with all the teams.</p> <p>After all the teams have read, T will ask them</p>	Flascards (appendix 4)		Ss might trouble a lot with pronunciation.	T will pronounce the word aloud and then will make everybody repeats so as to the S who has the problem do not feel uncomfortable	20´
	To make ss reflect about the cultural wealth around the world.			Teams	Some ss might not	T will start	

	To reinforce the target culture	<p>to sit down with their teams and will give them Handout 1 and appendix 4, one for each team. T will ask a student to read the instructions and check them by asking some question such as:</p> <ul style="list-style-type: none"> • Do you have to write the word or to cut the image? • Do you have to do it individually or by teams? <p>T will walk around the teams to help them if necessary.</p> <p>After answering handout 1, T will ask them to interchange their handouts and taking into account the previous turns, the teams will read their answers aloud and check if everybody has the same. Finally, Ss will give the handout 1 to the T.</p>	Handout 1 and appendix 4	Group Interaction.	<p>understand the instructions</p> <p>Some ss might not work.</p> <p>Ss might not pronounce words well</p>	<p>answering the exercise so as to SS can see what they have to do.</p> <p>T will monitor them and support who faces difficulties.</p> <p>T will help them by asking them to repeat in the way he/she does.</p>	
Post	To practice the target culture.	<p>T will tell Ss that now it is their turn to write an "idea" for each member of the team about their country. Taking into account what we have checked.</p> <p>T will give explain the way they can do it using a simply formula</p> <p>. Person + action + information.</p> <p>When the Ss finish to write them, T will pick up them to check it later.</p>	Handout 2 Markers	Individually Teams	Ss might not write any idea.	T will work individually with them providing some elements.	20'
WRAP-UP ACTIVITY	To recap what Ss learned and to end the class.	<p>T will ask Ss Is one country better than another?</p> <p>To tell him/her what they learned in class, eliciting as much information as she can from the Ss.</p>	Flashcard formula	Teams	Ss might not remember or remain quiet.	T will show the flashcards so as to help ss remember.	5'

Appendix 1

Brazil		Germany	
USA		Lithuania	
Venezuela		Japan	
Turkey		Denmark	
Australia		Belgium	
Mexico			

Appendix 2

Class / FIRST CLASS		  	You are invited to: <hr/> AIRPLANE PARTY!! <hr/> <hr/> <hr/> <hr/>
Flight Date/ <hr/>	Gate Number/ RSVP <hr/>		
Arrival Time/ <hr/>	Destination/ Address <hr/>		
Passenger Name/ <hr/>	<hr/>		
BOARDING PASS		© Copyright www.coollest-kid-birthday-parties.com	

Class / FIRST CLASS		  	You are invited to: <hr/> AIRPLANE PARTY!! <hr/> <hr/> <hr/> <hr/>
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BOARDING PASS		© Copyright www.coollest-kid-birthday-parties.com	

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Arrival Time/ <hr/>	Destination/ Address <hr/>		
Passenger Name/ <hr/>	<hr/>		
BOARDING PASS		© Copyright www.coollest-kid-birthday-parties.com	

Appendix 3

<p>Oi! We are from Brazil, we are Brazilians. Our capital is Brazilia and our coin is Brazilian real.</p> <p>In Brazil there are people from all the world.</p> <p>We speak Portuguese and we love soccer. We dance samba and practice capoeira.</p> <p>Pele and Ronaldo are super famous here.</p> <p>The most important celebration in Brazil is the Carnival, it is celebrated at the end of Frebruary and at the beginning of March.</p> <p>Feijoada (pronounced fay-zhoh-AH-dah) is our typical food. It is made from black beans that are cooked slowly with pork and/or beef and it is served with white rice, fried bananas, and orange slices.</p>	<p>Hello! We are from The United states of America. Our capital is Washington D.C and ou coin is Dollar.</p> <p>In The United States there are people from all the world,</p> <p>We speak English we practice many sports, for example baseball, basketball and American Football.</p> <p>Michel Jackson was a famous Singer from The United States.</p> <p>The most important celebration in The United States is Thanksgiving. It is celebrated in November.</p> <p>Fast Food such as: hamburgers, pizza, hot dogs and wings are our speciality.</p>
---	--

Merhaba! We are from Turkey, we are Turkish. Our capital is Ankara and our coin is Lira.

We speak Turkish, we like cleanliness.

Soccer is the most popular sport in Turkey, but basketball, volleyball, handball, are also popular. Boxing, taekwondo, judo and archery have been important in recent years

The most important celebration in Turkey is Ashura Festival, it has a religious meaning and it is celebrated in August.

Pide is an important food in Turkish. It is a flat bread baked with toppings in an oven. The base is a flat-bread of a similar style to pita. We drink too much tea.

Kon'ichiwa! We are from Japan, we are Japanese. Our capital is Tokio and our coin is Yen.

We speak Japanese. Discipline is very important here. Children are the center of the family.

In Japan education commences from the age of six.

Sumo and martial arts are typical sports; baseball is a very popular sport.

Gion Matsuri is one of the most famous festivals in Japan. It is celebrated in July.

Sushi is also a popular Japanese food which has rice with seafood, raw fish or vegetables.

Handout 1

Instructions: Look at the images, cut and paste them in the correct place.

Welcome to this trip!

In this program we will have the opportunity to know more about four different countries.

In Brazil people love _____, but they also practice _____ and eat _____.

If you are visiting Turkey, you will learn the word _____ to say Hello! In Turkey you can practice _____ and after

doing exercise you can eat a delicious _____ and drink a cup of _____.

_____ is also an excellent sport in The United States. If you want to practice it, just say _____ to the team and you are

in. After the training you can go to buy _____ and pay it with a _____.

But, that is not all. You will go to _____ in Japan where you can see _____ or a typical _____

while you are eating _____ in a Japanese restaurant.

Answer key 1

Instructions: Look at the images, cut and paste them in the correct place.



Welcome to this trip!

In this programm we will have the opportunity to know more about four different countries.




In Brazil people love  but they also practice  and eat  

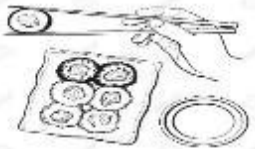
If you are visiting Turkey, you will learn the word *Merhaba!* to say Hello! In Turkey you can practice

doing excercise you can eat a delicious  and drink a cup of 

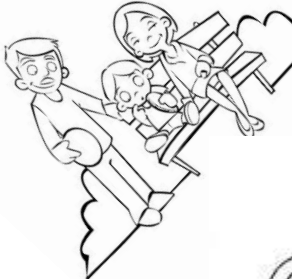
 is also an excellent sport in The United States. If you want to practice it, just say  to the team and you are

in. After the training you can go to buy  and pay it with a 

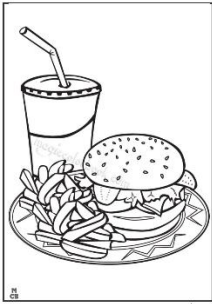
But, that is not all. You will go to  in Japan where you can see  or a typical 

while you are eating  in a Japanese restaurant.

Appendix 4



Merhaba!



#262852885

Handout 2

Answer key 2

Welcome to this trip!	Welcome to this trip!
Name: _____	Name: _____
Write some ideas about your country.	Write some ideas about your country.
Remember: Person + action + information	Remember: Person + action + information
1. _____	1. They play soccer.
2. _____	2. They like tea.
3. _____	3. They eat fast food.
4. _____	4. They dance samba.
5. _____	5. The family is important.

2.01.3 This is me!

- Listening – Lesson plan

Author	Diana Lisset Rodríguez Villagrán
Lesson's name	This is me
Learning objective of the plan / competency	<ul style="list-style-type: none"> • Propósito del lenguaje Completar un diálogo para entender y practicar de forma general la presentación de personas. • Propósito formativo-intercultural Como interactuar en otra cultura.
Communicative skill considered	Listening
State of the following options	Session 2
Functions	Greetings and requesting
Main grammar structures	Do you mind...
Other grammar structures	Verb to be / Present simple
Hours of implementation	1 session of 1 hour
EEAILE tutor on line	Alma Delia García

STAGE	OBJECTIVE	PROCEDURE	AIDS	INTERACTION	POSSIBLE PROBLEMS	SOLUTIONS	TIME
WARMER	To activate ss schemata	<p>T will greet Ss and tell me that they will play Chinese whispers.</p> <p>T will divide the group into 5 teams as well as the whiteboard in five sections. Each team will name themselves as they prefered.</p> <p>All the members of the team have to stay in line near their section, the last member will go to receive the message from the teacher which will be the name of a country seen last class, once the member has the message will run and stay in line at the end.</p> <p>Then the T will count three and the last student will whisper the message in the ear of the classmate who is in front of him. The student that is at the beginning of the line will write on the whiteboard, the word the rest of the team whispered. The champions will be the team with more written words correctly.</p>	White board markers	Whole group Teams	<p>Ss might not know the flag of the country.</p> <p>Ss might get over excited.</p>	<p>T will guide show the flag using a small picture</p> <p>T will ask ss to breathe as if they were balloons.</p>	5'
Pre	To set the context Students visualize themselves in the situation	<p>Last class we took a flight to go to different countries, right? What do you remember about those countries?</p> <p>Now, you are in those countries because the school has a new program, aren't you?</p> <p>At this moment you are at the new school, let's check what can happen.</p> <p>T will ask ss to pay attention to the video.</p> <p>T will ask Ss if they would feel nervous to introduce themselves to people from other countries.</p> <p>T will elicit as much information as she can from the Ss about the video.</p>	Video Internet OHP https://www.youtube.com/watch?v=V7Dvcy0gq-U	Whole group	Ss might not understand the video	T will play the video again and will pause it to explain it slowly to the ss	10'
	To make ss	Taking into account the previous information			Ss might not say	T will ask some	'

<p>While</p>	<p>realice that certain behaviors are accepted and needed no matter where you are.</p>	<p>provided by the Ss, T will comment that as foreigners we must be nice if we need or want something, but how can we do it in English? T will ask ss some examples in Spanish about the expressions they use when they need or want something. Then, T will pronounce at the same time that she also writes it on the board. Do you mind if I...? As there are 5 words teacher will use the technique to how finger so that ss remember them better.</p> <p>Students will repeat 3 times after the T, then the teacher will complete the expression acting a situation.</p> <p>Edgar, do you mind if I sit here? No. T completes the answer No, I don't mind writing it on the board where previosly completed the question. T provides others examples with the ss. Andrés, do you mind if take your eraser? No, I dont't T asks some students to say an example.</p> <p>T will give ss the handout 1 so as to get a general idea about what they are going to hear. T will play the part in the video according to the handout 1. Probably some ss will notice that the dialogs are also in the video. However the second time T plays it, will cover the images.</p> <p>T will play once more the video, so that ss can confirm their answers.</p> <p>T will play the audio again, first some students have to say the word or words</p>	<p>White board markers</p> <p>Handou 1</p> <p>Video Internet OHP https://www.youtube.com/watch?v=V7Dvcy0gq-U</p>	<p>Whole group</p> <p>Individual</p>	<p>anything</p> <p>Some ss might participate all the time</p> <p>Some ss might not work.</p> <p>Ss might not pronounce words well</p>	<p>questions to guide the students.</p> <p>Peer supporting will be allowed</p> <p>T will recall the rule which says that all members of the team will participate</p> <p>T will monitore them and support who faces diffuculties.</p> <p>T will help them by asking them to repeat in the way</p>	<p>20'</p>
---------------------	--	---	--	--------------------------------------	---	---	------------

		which are missing and then T will uncover the screen so that everybody can see the right answer. T will provide them feedback about this task.				he/she does.	
Post	To practice the target culture.	T will organize the group into the same teams they were at the beginning of the class. Taking into account the dialog develop in the video, Ss will perform a role-play using the same situation. A S will be the new one in the school and the others have to introduce themselves.	Tables and chairs	Group Interaction.	Ss might forget their lines in the performance.	T will try him/her remember it by asking questions.	20'
WRAP-UP ACTIVITY	To recap what Ss learned and to end the class.	T will ask Ss to provide examples with do you mind if... To tell him/her what they learned in class, eliciting as much information as she can from the Ss.		Whole group	Ss might not remember or remain quiet.	T will show play the video so as to help ss remember.	5'

Complete the dialog with the correct information

Handout 1

Michell: Hi! _____ I sit here?

Julia: No, _____. Please have a seat.

Michell: Thanks, I'm Michell. We are in the same _____.

Julia: Nice to meet you, Michell!

Michell: Nice to meet you, too!

So, you are _____. That is so cool! You must miss your country and your _____ very much.

Julia: Oh, yes. I do, indeed though I have only been living herefor two weeks.

Michell: Come and sit here with us, guys!

This is Mei and this is Brian.

_____ are our classmates, too.

Mei: Nice too meet you, Julia!

Julia: Nice to meet you, too!

Where _____, Mei?

Your name sounds Asian.

Mei: I'm from _____.

Julia: So you are Chinese.

Mei: I'm half Chinese and half American. You see my mom's from China and my dad's from The USA.

Julia: Really? How long have you been living here?

Mei: I have been living here for five years

Julia: So How do you like it here?

Mei: I _____ it very much, because I have a lot of friends and relatives

Brian: Do you have any siblings, Julia?

Julia: Yes. I've got an older brother. He's 14 and attends this school, too.

Brian: Wha't your _____?

Julia: It's science!

But I also like P.E. By the way I would like to join a _____ club. Do you know where it is?

Brian: I do! I'm in the school swimming team

You can come with me after classes.

Julia: Great! Thanks!

Brian: Do you _____ far from the school?

Julia: No, my home is just a 15 minute walk from school. It's on Belford Street.

Michell: What a coincidence! I live there, too.

We can meet later after _____ and I'll show you around.

Julia: That's a gorgeous idea! I would love to.

Complete the dialog with the correct information

Answer Key 1

Michell: Hi! **Do you mind if** I sit here?

Julia: No, I **don't mind**. Please have a seat.

Michell: Thanks, I'm Michell. We are in the same **class**

Julia: Nice to meet you, Michell!

Michell: Nice to meet you, too!

So, you are **British**. That is so cool! You must miss your country and your **Friends** very much.

Julia: Oh, yes. I do, indeed though I have only been living herefor two weeks.

Michell: Come and sit here with us, guys!

This is Mei and this is Brian.

They are our classmates, too.

Mei: Nice too meet you, Julia!

Julia: Nice to meet you, too!

Where **are you from**, Mei?

Your name sounds Asian.

Mei: I'm from **China**

Julia: So you are Chinese.

Mei: I'm half Chinese and half American. You see my mom's from China and my dad's from The USA.

Julia: Really? How long have you been living here?

Mei: I have been living here for five years

Julia: So How do you like it here?

Mei: I **like** it very much, because I have a lot of Friends and relatives

Brian: Do you have any siblings, Julia?

Julia: Yes. I've got an older brother. He's 14 and attends this school, too.

Brian: Wha't your **favorite subject**?

Julia: It's science!

But I also like P.E. By the way I would like to join a **swimming** club. Do you know where it is?

Brian: I do! I'm in the school swimming team

You can come with me after classes.

Julia: Great! Thanks!

Brian: Do you **live** far from the chool?

Julia: No, my home is just a 15 minute walk from school. It's on Belford Street.

Michell: What a coincidence! I live there, too.

We can meet later after **school** and I'llshow you around.

Julia: That's a gorgeous idea! I would love to

2.02.4 I like it!

- Speaking – Lesson plan

Author	Diana Lisset Rodríguez Villagrán	
Lesson's name	I like it!	
Learning objective of the plan / competency	<ul style="list-style-type: none"> • Propósito del lenguaje Hablar de lo que típicamente se come en el desayuno en diferentes países. Expresar gustos y disgustos culinarios. • Propósito formativo-intercultural Reflexionar sobre las características culturales a través de la comida para así apreciarlas. 	
Communicative skill considered	Speaking	
State of the following options	Session 3	
Functions	Expressing likes and dislikes	
Main grammar structures	I like... / we like... / they like...	I don't like... / we don't like... / they don't like...
Other grammar structures	Verb to be / open and close questions	
Hours of implementation	1 session of 1 hour	
EEAILE tutor on line	Alma Delia García	






STAGE	OBJECTIVE	PROCEDURE	AIDS	INTERACTION	POSSIBLE PROBLEMS	SOLUTIONS	TIME
WARMER	To activate ss schemata	<p>By the beginning of the class T will have already pasted on the walls outside the classroom parts of some flags randomly and inside the classroom where the students will paste the flags; T will have already pasted food related to the country as well as its name.</p> <p>T will ask students to sit down on the floor outside the classroom to review what they were talking about.</p> <p>T will ask Ss some questions such as:</p> <p>Do you mind if I sit here?</p> <p>Where are you from Laila?</p> <p>Can you tell me some characteristics of Japan, Victor?</p> <p>Then, T will divide the group into teams and they will choose a paper where the name of the country they will be is written. T will assign them a space where they have to paste the flag formed. .</p> <p>T will explain the rules of the game to ss:</p> <ol style="list-style-type: none"> 1. A member of the team will go outside the classroom and will take one part of the flag which belongs to his/ her team and paste it. 2. A different member will go out and take another part of the flag. 3. This process will continue until the flag is completely formed. 	<p>Flags of Brazil USA Turkey Japan Mexico Germany Belgium Denmark Lithuania Venezuela Autralia. Appendix 1</p> <p>Flascards of food from Japan Brazil USA Autralia Turkey Appendix 2</p> <p>Pritt tak</p>	<p>Teams</p> <p>Whole group.</p>	<p>Ss might not know the flag of the country.</p> <p>Ss might get over excited.</p>	<p>T will guide show the flag using a small picture</p> <p>T will ask ss to breathe as if they were balloons.</p>	9'
Pre	To set the context	<p>Well, this is Derek. He is from Germany; he is a new student in an American school.</p> <p>What can you say about your country? Let's check a video.</p>	Image od Dereck Appendix 3	Lockstep	Ss might not understand the video	T will play the video again and will pause it to explain it slowly.to the ss	6'

	<p>To make ss realize that food is an important cultural characteristic</p> <p>To reinforce vocabulary</p> <p>To reinforce the target culture</p> <p>To reflect about the video's information and cultural awareness.</p>	<p>to answer. T will score the points, the winner will be the team that wins more points.</p> <p>T will play a puzzle which forms a pyramid of food. Once the puzzle is answered T will ask ss pointing out different kind of food if they like them.</p> <p>Ss will play a memory game. After solving it T and ss will repeat the name of categories aloud.</p> <p>T will play a game where ss have to match food with its category after answering T will ask some questions about the video such as:</p> <p>Who has cereal for breakfast?</p> <p>Who said that they have coffee for breakfast?</p> <p>Do they have guajolota for breakfast?</p> <p>T will ask ss to sit down with a couple. T will give ss the handout 1 so as to answer it and will play the video again, just the part about food.</p> <p>T and students will check the answers aloud using the images of foos paste don the wall.</p>	<p>https://clic.xtec.cat/projects/allfood/jclic.js/index.html</p> <p>pyramid*</p> <p>https://clic.xtec.cat/projects/allfood/jclic.js/index.html</p> <p>memory g*</p> <p>https://clic.xtec.cat/projects/allfood/jclic.js/index.html</p> <p>matching*</p> <p>handout 1</p> <p>https://www.youtube.com/watch?v=vO6N0ha22Mk</p>	<p>Pairs</p> <p>Whole group</p>	<p>Some students might not find couple</p> <p>Some ss might not work.</p> <p>Ss might not pronounce words well</p>	<p>T will ask some pairs if that person can join them.</p> <p>T will monitore them and support who faces diffuculties.</p> <p>T will help them by asking them to repeat in the way he/she does.</p>	
Post	To practice the target	T will lay all the authentic material on a table. First, some volunteers (individual) will take	Authentic	Individual	Ss might forget the names of the food.	T will remind him/her the name of	20'

	culture.	the flag of the country they prefer and will go to the table to say: Name Where they are from What they like having for breakfast They can take what they mentioned and eat it.	material Butter Coffee Rice Cucumber jam Hash Brown Bread Cereal Toast Cheese tomato	Whole group		each element they take.	
WRAP-UP ACTIVITY	To recap what Ss learned and to end the class.	T will ask Ss what is the perfect breakfast? To tell him/her what they learned in class, eliciting as much information as she can from the Ss.		Horseshoe arrangement	Ss might not remember or remain quiet.	T will show the food and images from the video so as to help ss remember.	5'

Appendixes 1 and 2

<p>Brazil</p>		
<p>USA</p>		
<p>Venezuela</p>		
<p>Turkey</p>		
<p>Australia</p>		
<p>Mexico</p>		

Germany		
Lithuania		
Japan		
Denmark		
Belgium		

Appendix 3

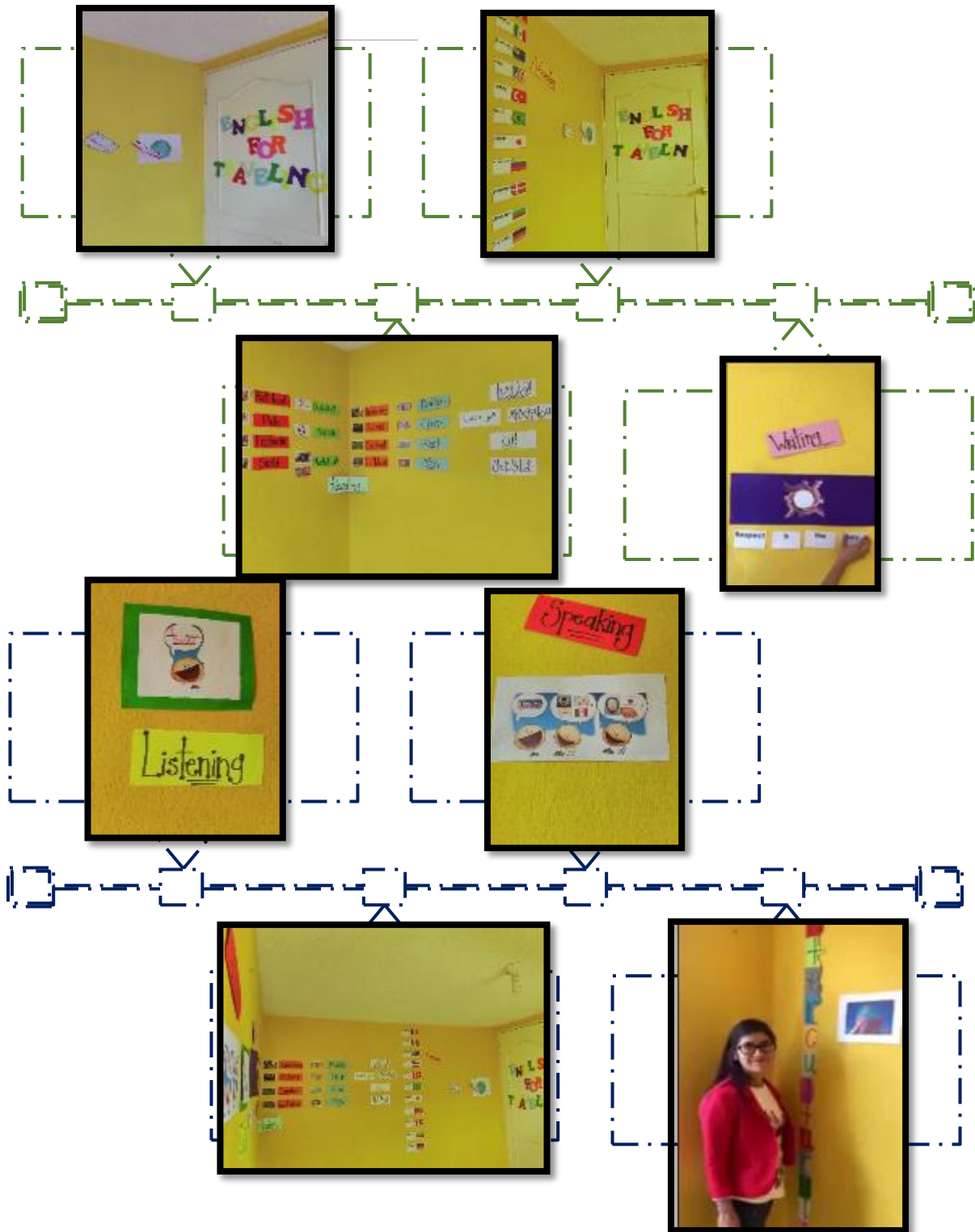


Handout 1

Answer key 1

I like it!	I like it!
Name: _____	Name: _____
Answer the following questions.	Answer the following questions.
1. Is a hamburguer and a soda typical for breakfast in The United States? _____	1. Is a hamburguer and a soda typical for breakfast in The United States? No
2. What is the typical breakfast in Japan? _____	2. What is the typical breakfast in Japan? Rice and soup
3. What do you have for breakfast? _____	3. What do you have for breakfast? Milk and cookies
4. Where do people have coffee, bread and butter for breakfast? _____	4. Where do people have coffee, bread and butter for breakfast? In Brazil
5. Where do people have cucumbers and tomatoes for breakfast? _____	5. Where do people have cucumbers and tomatoes for breakfast? In Turkey

2.02 Evidences



2.03 Assessment

Assessment does not only seek to measure knowledge. It is a process that results from applying a variety of instruments and estimated aspects. Nonetheless, it is important to clarify the difference between assessment and testing. According to Brown (2004) the former concept is an “ongoing pedagogical process” and the second is a “method of measure” students’ knowledge, abilities or performance using specific instruments which can have different formats.

Despite the fact testing shows countable evidences; assessing goes beyond, since there are some factors teachers can not measure such as attitudes and emotions which of course, are also involved in the learning process.

These two concepts concern with the five principles of testing (validity, reliability, authenticity, practicality and washback), where validity is the most important, because it deals with the appropriacy, meaningful and useful in terms of the purpose of the assessment.

Determining the validity of a test is one of the most complex tasks, because it firstly implies to have a clear understanding of the expected learning outcomes in order to set objectives and analyse the kind of materials and strategies that best suit the students according to their characteristics and contexts, but at the same time being useful to guide students in the activities developed in class, so that the aspects to be evaluated can be easier to identify and in that way, designing not only strategies but also instruments to evaluate students, taking care that those instruments look like the ones they have experienced previously in the classroom.

Test and assessment allow teachers not only to see how much the students have learned, but also to know how well they are doing it.

2.02.1 Assessment of the lesson plan

The didactic sequence previously developed is part of a project called “English for traveling”, therefore in every single lesson there are some designed activities, which later on can be linked to others if we decide to strengthen certain skill.

“English for traveling” was originally planned for students of fifth grade at a public school, but the current problematic that Mexico City faces due to Covid-19 did not allow its application. However, here it is an explanation about the assessment.

The first session was dedicated to vocabulary that is required in order to build blocks of language and in grammar is necessary in the process of creating larger structures such as sentences, which is one of the objectives in the session 2.

Even though the vocabulary of the first session was testing by “dictation”, the way it will be applied is going to be utterly different, since it will be done through a game called “Chinese Whispers”. Games are nice resources to make students do what sometimes they consider something difficult.

As it was mentioned before, grammar was an objective in the session number 2, where students will have to write simple sentences about a country in one of their handouts. Therefore, the “three-dimensional grammar framework” proposed by Larsen Freeman was considered, which includes form-meaning-use.

Fluency and clarity were the other objectives in the session 2, the following rubric was designed to assess them.

Criteria	5 points	3 points	1 point
Clarity	Pronounce all the words correctly	Hard to pronounce all the words	Could not understand
Fluency	Flow faster or slower according to the punctuation. Knew the words	Stooped now and then to work on a word	Choppy needed to stop and figure out some words

Fill in the blanks will be used to test listening in the session number 3. The students will listen to a video’s audio and think of any idea to complete the statements. The missing words are related to the context and the grammar teaching point.

Performance Based Assessment (PBA) will be put into practice more than once throughout the project, because the students will construct and use their knowledge in realistic situations. Firstly, they will construct response answering to different kinds of questions. Working in teams will be their chance to agree about the right answer in some exercises.

After that, the students will create a dialog to perform a role play, where they will mention what they like having for breakfast.

To support that information the following rubric was used.

Criteria	5 points	3 points	1 point
Pronunciation	Student is easy to understand and meakes few errors	Student makes many errors in pronunciation but can be understood	S is very difficult to understand or responds in L1
Fluency	S can effectively communicate in different contexts	S can generally communicate in most situations	S can not communicate effectively in any situation.
Word	S uses appropriate words to express meaning	S uses words or phrases to express simple meanings	S speaks using unrelated words.
Usage	S makes minor errors in grammar and structure and can be understood.	Smakes major or frequent mistakes in grammar andstructure but it is possible to understand.	S makes major or frequent mistakes in gremmar and structure making speech difficult to understand.

Collecting information from the four language domains is vital and helpful for assessing, since it not only determines students' achievement and their learning needs, but also provides the basis for the analysis of progress and achievement of students over time and assists the diagnosis of individual learning needs.

3. EXPERIENCE REPORT

3.01 Living the language

English for traveling was originally planned for students of 5th grade at a public school. However, It couldn't be applied, firstly because I faced healthy problems at different periods during the school year and secondly, due to Covid-19.

It is precisely Covid-19 which is hardly teaching us that globalization will continue transforming the world, thus, it is vital to recognize cultural environments as a need in education, where teachers can offer students fantastic learning experiences. However, to do so, it is necessary "sensitivity to culture and differences" (Shinnick, Jessica, 2013).

English for traveling is a project that can offer not only teachers but also students, the chance to strengthen their communicative and cultural skills within attractive and potential environments, where students can know, experiment and exchange points of views and experiences so as to learn to coexist with different cultures.

During the project, there are activities to raise awareness of the reality of being abroad as well as language input in a non-formal context. Learners' needs and interests are taken into account, but always guided to achieve an objective: Live the language in different ways.

Finally, it was clear that theories are the bases of the activities, approaches the way you can get close by the knowledge and the use of mediating tools such as reading materials, computer, educational videos and other forms of media will facilitate understanding in the classroom, which will be a useful starting point.

A class should generally begin with a reference for the students; later they will realize the way language works as well as the vast differences between their own and other cultures. Over time, they will explore within the context of any culture, but of course this process requires time.

CONCLUSION

Language is neither a body of knowledge nor a set of facts, which can be memorised for the purposes of tests. It is a natural human ability that can be affected by emotional factors. All teachers and students have their own ideas about what teaching and learning is, since they are formed by own experiences of education and learning from the childhood. Therefore, they are taken for granted. Nonetheless, language grows and develops in favourable environments especially if they are created under socio-cultural contexts.

Everybody is utterly different so, “we need to start with awareness, both teachers and students, many (...) professors tend to teach without considering whether their teaching methods are suitable for a cultural diverse classroom (...) It is easy to maintain a standard approach for reasons of comfort or convenience, without analysis of the efficacy of the approach”. (Shinnick, Jessica, 2013)

From that point of view, it is important to recall that “The richest learning environment will be created by teachers with the range of knowledge and skills to vary their approach to suit individuals and specific groups and contexts.” (Council of Europe, s.f.)

However, teachers have to assume the fact that students’ English competency will vary, since it will depend on their own engagement as well as their participation in all the aspects of their teaching and learning process and more when there is encouragement in the classroom situations, where they can live and practice the language in different ways.

Therefore, teachers need to take time to reflect on what is working in the classroom and what is not. The more we understand about our students, the better we can find ways to best work with them. Lesson plans, didactic sequences and material are good resources to help students to live the language.

As it was mentioned before, teachers and students take for granted their ideas about what teaching and learning is; it includes assessment and feedback factors. “Using the terms ‘formative’ and ‘summative’ assessment can give the impression that these are different kinds of assessment or are linked to different methods of gathering evidence. This is not the case; what matters is how the evidence is used.” (Ministry of education)

Assessment, feedback and evidence are concepts that must be completely understood, firstly by the teacher and then by the students so as to involve them in their learning experience, which can contribute to accelerate the rates of achievement. Furthermore,

students who are involved in their learning ideally will become more active learners, since they will know what they need to learn, where they are with that learning and what their next learning steps are.

Teachers must reflect deeply on their practice, because a constant interaction among distant and distinct traditions, social identities and value systems show that learning a language is not enough anymore. "The strength of people or nation indeed depends on the ability to interact with other communities in a complex, multidimensional manner, something that also includes the capacity to see oneself through the eyes of the other. Without such interaction, a community will lack the skills it needs to compete and be successful in today's fast-changing global environment; success depends on an inclusive approach and tolerance for ethnic, cultural and religious differences." (Köchler)

In education, there should be considered the "integrative approach" which probably is mentioned in any document but not practicing at all. Educational systems and communities must adapt to the multicultural realities so as to eliminate cultural stereotyping. Education should, as far as possible, reflect the actual diversity in terms of cultures and contexts, where students can develop their intercultural competences which will let them promote respect.

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