UNIVERSIDAD PEDAGÓGICA NACIONAL

UNIDAD AJUSCO

PROPUESTA DE INTERVENCIÓN EDUCATIVA

RAISING CULTURAL AWARENESS WHILE INTEGRATING THE FOUR SKILLS IN A VIRTUAL SCENARIO

TRABAJO RECEPCIONAL

QUE PARA OBTENER EL DIPLOMA DE

ESPECIALIZACIÓN EN ENSEÑANZA Y APRENDIZAJE DE INGLÉS COMO LENGUA EXTRANJERA, MODALIDAD EN LÍNEA

PRESENTA:

EYDIE ARZATE MARTÍNEZ

ASESOR: ALMA DANIELA OTERO

México, DF. a 21 de junio de 2020

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CHAPTER 1: PHILOSOPHY AND THEORY

1.01 Teaching identity and philosophy

I have been a teacher for almost 19 years. I started to teach English when I was still a student in the bachelor. I decided to start working because I wanted to gain practice as a teacher before I started my career (officially). After I graduated, I started to work for Universidad Autónoma del Estado de México (UAEMEx). I work for Centro de Enseñanza de Lenguas (CELe) of UAEMex. I have taught different levels of English, from A1 to B2, in this center for 18 years. My students are from different backgrounds and ages.

The book we based our teaching on is *English File* (Latham_Koenig and Oxeden, 2014). There is not a program that we must follow, but we must develop the linguistic competences that are set in the book. When they get to level 8 (B2) they must take a course to be prepared with the format of the certification exam FCE (Cambridge). They need to take the exam in order to continue studying the next levels of English. For each level we need to cover half of the book which is six units per semester. We divide the units in 5 lessons that may take about 10 hours of teaching. This is, at the end of each level, the student will have studied for 80 hours.

The variety of English that we teach in CELe is the RP, the Received Pronunciation, the British variety. Although many of the teachers are not native speaker of this variety, we have certifications of Cambridge, which are based on the Common European Framework. Therefore, *English File* is based on the CEF as well.

The exams are "departamentales" this is, regardless the methods and techniques you use as a teacher, students need to show that they have developed enough language competence to pass that level. I truly believe that it is not the book the one that can teach or develop the students' skills but the teacher, depending on the vision and where he wants to guide the students to.

Regarding to my teacher philosophy, I have always taught myself as an easygoing teacher who makes her students learn in an easy and practical way. After studying this

specialization and reflecting on what I know now (based on some questions proposed by Espinoza (2010), I have realized that I teach because I love speaking the English language and because I love sharing with others what I know.

What I find rewarding as teacher is when my students realize they are learning something, and that they can make use of it. My teaching is unique in the way that each person is different to another, I think I am a very sensitive teacher since I try to understand them as human beings and social actors.

Regarding to methodology, I think that I have used some of the methods in the same class, but maybe in different activities. I try to focus on the development of the four skills and I also focus overall on the communicative skills.

Each method or approach has been helpful, depending on what you want to do in the classroom or how you want your students to learn. The use of a method or an approach depends as well on the type of student you have. For example: I have used the Topic Based Approach when I focus mainly on vocabulary, and that is my objective at the end of the class, that my students acquire vocabulary or structures based on a topic. For instance: In the supermarket, what I need to teach so that my students know about this topic.

I have tried the Audiolingual Method when I want to teach structures in very basic levels, and students are asked to change or substitute words in some exercises. The Grammar Translation Method can be used in almost all classes not because students are made to translate but because in basic level students feel they need to know the exact word in Spanish for example. The Total Physical Response works well with the use of verbs or commands.

On more advanced levels I try to apply the Communicative Approach, Natural Approach and Task Based Learning, because you are more focused on the function of the language and that the student interacts more in a natural way. The Task Based Learning is useful with any level, you can guide your students, stage by stage, task by task, until you get that your students do something with language.

Talking about the roles I have performed as a teacher in my classes, I think that many of us as teachers have not only played only one, I think that we have played all in different classes and at different moments of my class. I have been a needs analyst (when I see that my students do not learn), a curriculum developer (when I carry out the syllabus), a material developer (each time I take extra activities or exercises to my class), a counselor (when my students seem not to be learning), a mentor (when a younger teacher asks me for advice), a team member (when I have to work with teachers to design exams), a translator and an interpreter (when my students do not understand a word), a researcher (at this time right now) and a professional (when I give a presentation related to teaching).

One of the elements that I have learnt to include in my classes is interculturality, which I will explain in further detail in Chapter 2. I knew that culture was important, but I had not designed a class taken this topic into account. This specialization has also taught me that it is important to include topics such as diversity in all the senses, that everybody is different and to start thinking in a less ethnocentric way.

I can see myself with certain strengths and skills as a teacher, for instance, I can improvise or solve a problem I may encounter in my class. It could be a technological problem or a learning-teaching situation. I have different strategies that are effective with my students. However, one of the weakest areas in my teaching is evaluating. It is a difficult and engaging process, specially, when you have a lot of students. I think I need to devote more time to that stage on my students' learning process.

That was one of the reasons to study this specialization, teachers' training is a never-ending process. We can always improve our teaching methodology. In the next section, we are going to revise the main theories that underlie my teaching practice and identity.

1.02 Theory underlying your teaching practice and identity

English language acquisition has been the key element during this specialization. Making students learn or acquire a language is one of the main goals that teachers pursue through their careers and within their classrooms. Language is seen as a capacity possessed by humans, if we are talking about the articulated language. Thus, it is fundamental to know how language works, how we can learn it and the ways in which we can teach it.

Language is seen as "…a purely human and non-instinctive method of communicating ideas, emotions and desires by means of a system of voluntarily produced symbols" (Sapir 1994).

With a language we can communicate in different ways, with different purposes and to different people. Through a language we can also perform different functions, such as: asking for permission, giving a reason or making a polite request. (Searle, 1969). Different models of communication have also been identified; it is stated that we follow certain patterns when we communicate.

We also learned about some conceptions that involve not only the oral discourse but also the written one. According to Jacobson (1960), in communication we can identify the following main elements: The sender, the receiver, the context, the message, the channel and the code. On the other hand, Hymes (1974) states that in a written text we can identify the following elements: Setting, scene, participants, purpose and goals, act sequence, key, instrumentalities, norms, and genre.

We also revised that we could make our students be aware of the conventions of the language, if we make salient the way English speakers write or speak. This is conversation analysis, how they take turns, how they negotiate meaning and how they make concessions. We should make our student aware of this while they are learning or acquiring language.

Before looking into the way language can be taught, we as teachers need to understand the different concepts and theories related to learning and acquiring a language.

1.02.1 How language is learnt or acquired: Theories

In the next chart, we present the main theories that explain the process of learning. The image shows the main authors and concepts or relevant ideas.

Behaviourism	•Pavlov, Skinner, Watson •Stimuli-Response •Behaviour
Cognocitivism	•Piaget, Ausebel, Vygostky, Bruner, Krashen •Internal processes •Human behaviour
Innatism	•Chosmky •Innatism -LAD (Language Acquisition Device) •It comes with our genes.
Social interaction	•Hymes •Communicate with others. •Social purposes •Context
Conexionism	•Neuropsychology •Brain processes and connections

Figure 1. Main second language learning theories, summarized from Da Silva, H. (2005) and Berko (1999).

Two concepts that are key elements when trying to understand how our students learn or acquire are acquisition and learning. Our students can learn or acquire a language, they are different processes. You can see in the following chart the main differences between these two processes.
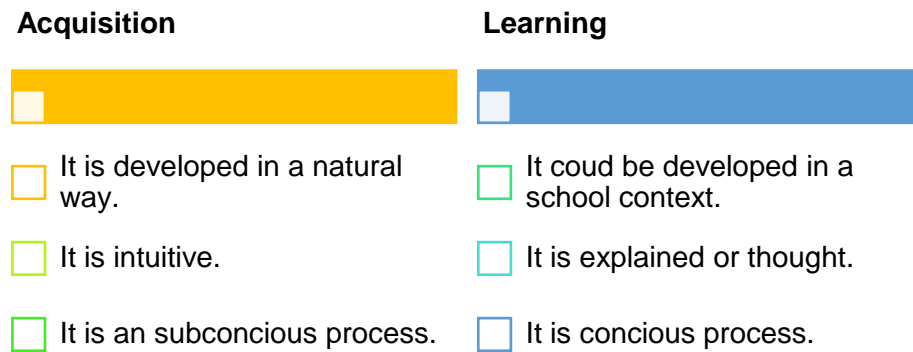
Acquisition	Learning
■	■
☐ It is developed in a natural way.	☐ It coud be developed in a school context.
☐ It is intuitive.	☐ It is explained or thought.
☐ It is an subconcious process.	☐ It is concious process.

Figure 2. Differences between learning and acquisition, summarized from Da Silva H. (2005).

These two concepts go hand in hand with one of the hypotheses proposed in Krashen's model that we will revise as part of the methodology to teach a language.

1.02.2.1 How language is taught: Teaching methodology

1.02.2.1. Krashen's Model

Krashen's theory of second language acquisition is one of the most remarkable theories in the field. It consists of five hypotheses, summarized from Krashen (2009). They are reflected in the following diagram:
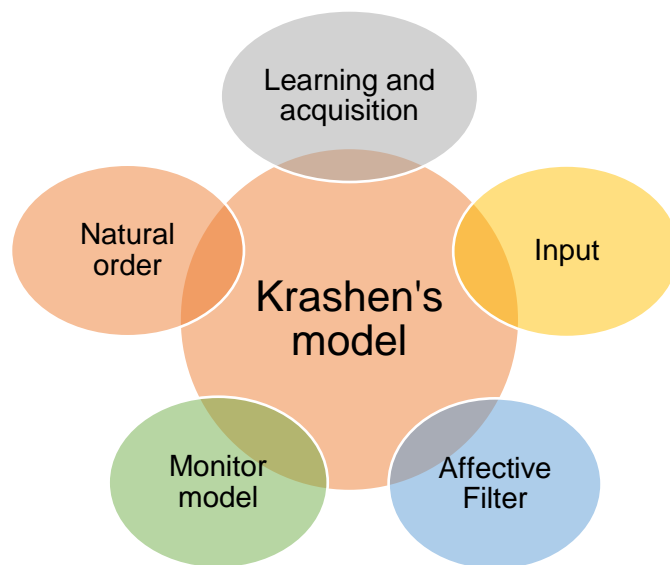
Figure 3. Krashen's hypothesis according to Krashen (2009).

The first hypothesis makes the difference between learning and acquiring, as explained above in Figure 2. The second one is about the type and amount of information that the learners receive in the classroom or when they are in contact with the target language. The quality of this input must be good enough, so that when it is internalized it becomes good intake, to be later (at some point) reflected on student's production, which is called output.

The third one, is related to the environment of our classroom, the teacher's attitude and management of the classroom. It is said that if your students feel well, they will learn better than if they feel under stress or pushed or punished. The lower the filter we create as teachers, the better they will learn. In other words, the input must be well given and taken, so that it will be possible that it becomes intake.

The fourth one is the monitor model, it is related to how students internalize rules and their perception on how the target language works, it makes them realize or notice if they are doing well when producing a chunk of words. They have a kind of internal monitor that says that you are not doing well, obviously, this takes time to improve or make it work.

The last one is related to the concept of interlanguage, in the sense that there is variability on the way student's learn structures or vocabulary. The natural order hypothesis states that there is a common order of acquisition or learning (in both first language and second language acquisition) of the parts of speech, type of vocabulary, verbs and the way students make negative and interrogative sentences.

There is another idea that should be analyzed when studying the way our students learn. The ZPD (Zone of Proximal Development), which means the "distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined though problem solving under adult guidance or in collaboration with more capable peers" (Vygotsky, 1978). Vygotsky also states that the ZPD is the idea that "the level of potential development is determined through problem solving under guidance of a more capable other". We will go over this topic later (EAAILE, 2006).

Previously, we revised the main theories on the way students may learn a language. Now, we will have a look at how these theories can be applied when trying to make our students learn. Theories are reflected in different methods and approaches. In the following chart (Figure 4), you can see that we have a method that derives usually in an approach, a design, and a procedure.

The approach reflects the conception of language we revised before: the language theory and the language learning theories. The design reflects the way we organize or design a course, the objectives of the course and the roles we and our students are going to play along the course. The procedure is the real way we are going to make our students learn through that method, we decide the techniques, the resources, the language patterns of interaction and the strategies we will carry out in the class.
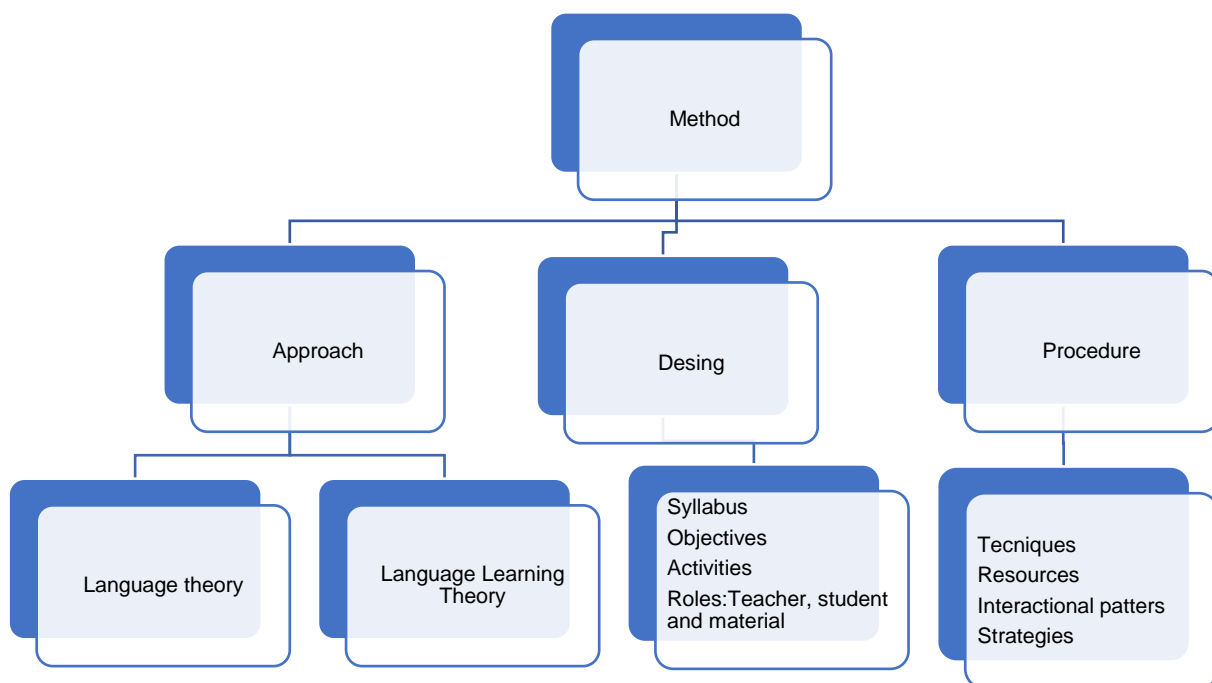
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                          ┌─────────────┐
                          │   Method    │
                          └──────┬──────┘
          ┌──────────────────────┼──────────────────────┐
   ┌──────┴──────┐        ┌──────┴──────┐        ┌──────┴──────┐
   │  Approach   │        │   Desing    │        │  Procedure  │
   └──────┬──────┘        └──────┬──────┘        └──────┬──────┘
      ┌───┴────┐                 │                      │
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Language theory	Language Learning Theory	Syllabus Objectives Activities Roles:Teacher, student and material	Tecniques Resources Interactional patters Strategies

Figure 4. Designed after reading the theory in Larsen-Freeman (2000) and in EEAILE (2006).

The image above shows the general form a teacher should find the different methods and approaches. In the following Figure 5, you can appreciate the different methods we have revised in the specialization and other ones that are also important.

As we were asked to reflect about the methods that we use, the ones placed on the left are the ones that I use less, and on the right the ones I use more frequently, such as the Communicative Approach and the Task Based Learning, but to be honest I think, I don't follow one strictly, I will explain further.
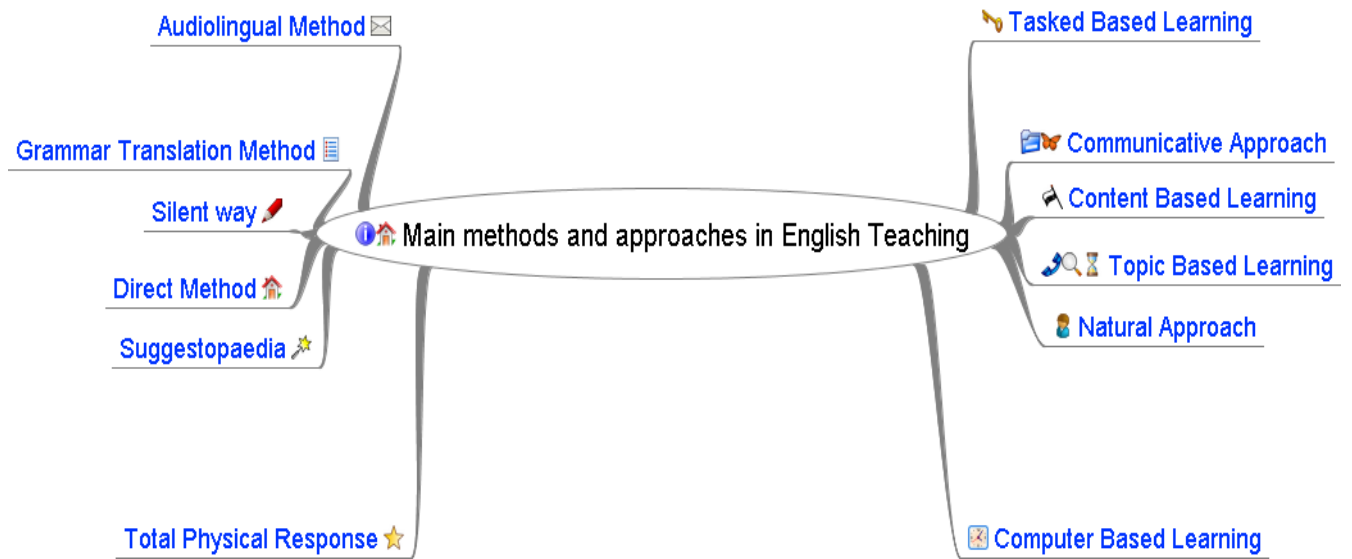
Figure 5. Designed after reading the theory in Larsen-Freeman (2000) and in EEAILE (2006).

The following chart shows that Larsen-Freeman (2000) establishes links between methodologies, theories about language and theories about language learning.

Method/Approach	Language/Culture	Language Learning	Language Teaching
Grammar-Translation	Literary language Culture: literature and the fine arts	Exercise mental muscle	Have students translate from target language (TL) texts to native language
Direct Method	Everyday spoken language Culture: history, geography, everyday life of TL speakers	Associate meaning with the TL directly	Use spoken language in situations with no native-language translation
Audio-Lingual Method	Sentence and sound patterns	Overcome native language habits; form new TL habits	Conduct oral/aural drills and pattern practice
Cognitive Code Approach	Grammar rules	Form and test hypotheses to discover and acquire TL rules	Do inductive/ deductive grammar exercises
Silent Way	Unique spirit/ melody	Develop inner criteria for correctness by becoming aware of how the TL works	Remain silent in order to subordinate teaching to learning. Focus student attention; provide meaningful practice
Desuggestopedia	Whole, meaningful texts; vocabulary emphasized	Overcome psychological barriers to learning	Desuggest limitations: teach lengthy dialogs through musical accompaniment, playful practice, and the arts
Community Language Learning	Student generated	Learn nondefensively as whole persons, following developmental stages	Include the elements of security, attention, aggression, reflection, retention, discrimination
Comprehension Approach: Natural Approach, the Learnables, and Total Physical Response	Vehicle for communicating meaning; vocabulary emphasized	Listen; associate meaning with TL directly	Delay speaking until students are ready; make meaning clear through actions and visuals
Communicative Language Teaching	Communicative competence Notions/functions Authentic discourse	Interact with others in the TL; negotiate meaning	Use information gaps, role plays, games
Content-based, Task-based, and Participatory Approaches	Medium for doing/ learning	Attend to what is being communicated, not the language itself, except when form-focused	Engage students in learning other subject matter, tasks, or in problem-solving around issues in their lives
Learning Strategy Training, Cooperative Learning, and Multiple Intelligences		Learn how to learn	Teach learning strategies, cooperation; use a variety of activities that appeal to different intelligences

Figure 6. Relation between methods and theories. Taken from Larsen-Freeman (2000: 178)

Before we move onto some specific methods, it is important to revise some of the roles and types of relationships that we observe in a classroom, which are a reflection of the kind of teaching philosophy and method we follow. The chart below shows the type of roles teacher may undertake.

Needs analyst	Curriculum developer	Material developer	Counselor	Mentor
Team member	Translator	interpreter	researcher	Professional

Figure 7. Teacher roles outside the classroom. Summarized from Lesson 12, in in the site of EEAILE (2006).

It is also fundamental to contemplate the type of relationships between teacher and student, such as, power relationships, coercive, reward-based and referent are some of this kind. Moreover, it is crucial to have a look at the sort of roles students could take when they are in our classroom, or at least the ones we could identify. We can appreciate these relationships in the following Figure 8.
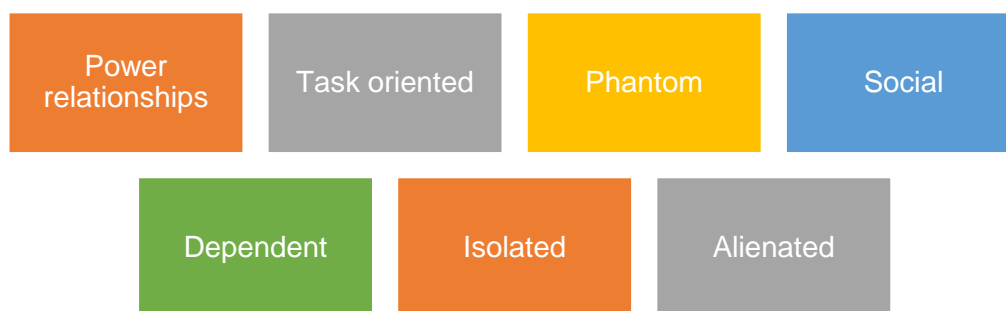
Power relationships	Task oriented	Phantom	Social
Dependent	Isolated	Alienated	

Figure 8. Role as a student. Summarized from Lesson 12, in in the site of EEAILE (2006).

1.02.2.2. Communicative Approach

As I mentioned before, I try to develop my classes in a communicative way. The communicative approach is based on the term "communicative competence" proposed by Hymes (1972). It emphasizes the learners' ability to use language in specific contexts and in terms of social demands of performance (Afrin, 2014).

Communicative activities will help students to first communicate and later, they will learn the grammar inductively. The type of activities we observe in this kind of teaching are for example; role-plays that can work as an imitation of the reality or activities that require interaction among learners, so that, they can exchange information or solve problems. This way of learning is also more center on the students' performance and the way they make use of more language functions (Afrin, 2014).

Some of the recommendations mentioned by Afrin (2014) are to divide the group into smaller groups, which is an effective organization for practicing speaking. It is also suggested that we can make use of authentic texts, and communication activities are to be linked to "real-world" contexts. As it was said before, this type of learner centered approach takes into account learners' backgrounds, language needs and goals. It generally allows learners some creativity and role in instructional decisions.

According to Afrin (2014), learners must participate in classroom activities that are based on a cooperative approach. Students must take on a greater degree of responsibility for their own learning. Teachers must assume the role of facilitator and monitor, rather than being a model for correct speech and writing. In this type of teaching, peer correction is frequent, which means that feedback is less threatening, and it reduces anxiety and the atmosphere feels more supportive and friendlier. All mentioned above can be observed more clearly in the following diagram:

The Communicative View of Language	The Interactional View of Language	Main characteristics
• The semantic and communicative elements of language are emphasized. • The target of language learning is to learn to express communication functions and categories of meaning.	• It sees language as the means for establishing and maintaining interpersonal relationships and for performing social transactions between individuals. • The target of language learning in the interactional view is learning to initiate and maintain conversations with other people.	• 1. Emphasis on learning to communicate through interaction in the target language. • 2. Use of authentic texts in the learning situation. • 3. Provision of opportunities for learners to focus on language and the learning • process. • 4. Learner's personal experience is important to classroom learning. • 5. Classroom language learning with language activities outside the classroom

Figure 9. Summarized from Lesson 11, in the site of EEAILE (2006).

Another fundamental way of teaching is the Task Based Learning. To begin with, let us define a task. A task is an activity in which the target language is used by the learner for a communicative purpose in order to achieve an outcome. It is also a unit of classroom work which involves learners in comprehending, manipulating, producing, or interacting in the target language while their attention is principally focused on meaning rather than on form. The task is to encourage our students to activate a range of language functions and structures (EEAILE, Lesson 11, 2016).

1.02.2.3 Tasked Based Learning

In the site of the Specialization we find a diagram that shows how the Task Based Learning (TBL) works.
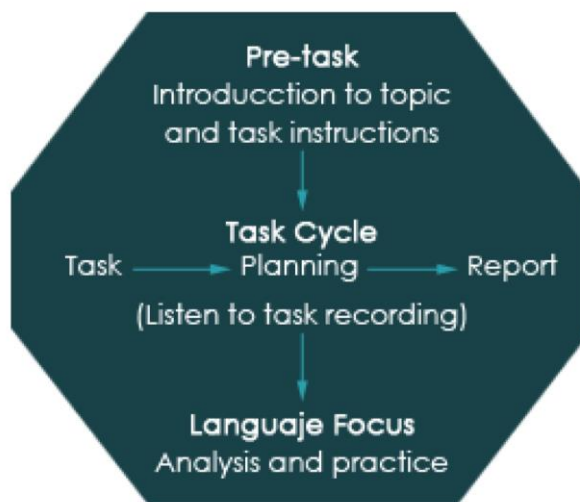
Figure 10. Willis (1998) in the site of EEAILE, Lesson 11(2016).

It shows three stages: Pre-task, Task Cycle, and Language Focus (which I have noticed some authors call it Post-task). In the Pre-task students work together, do research and gather information to prepare their presentation, learners focus on the content rather than on the form. On the Task itself, students prepare their presentation and focus on the target language. At this time of the cycle, the teacher monitors the process and gives advice, so that the learners present the product they have been preparing. Therefore, accuracy is crucial on this part.

The last section is the Language Focus, where the learners notice the new aspects of the target language and practice it in activities Willis (1998) in the site of EEAILE, Lesson 11(2016).

1.02.2.4 Current trends in language: Intercultural Approach

It is fundamental to include the cultural aspects in our classes, but more than that we need to make aware our students of the existence of different cultures apart from ours. We should make them realize that everybody is different in a way, and that could help to construct a wider idea of what the world is like.

I would like to include here a quote from the site of the specialization. I think that it is very meaningful, and, in a sense, it summarizes the main idea of what we will be talking about through these lines.

Education should contribute to every person's complete development - mind and body, intelligence, sensitivity, aesthetic appreciation and spirituality. All people should receive in their childhood and youth an education that equips them to develop their own independent, critical way of thinking and judgement so that they can make up their own minds on the best courses of action in the different circumstances in their lives (Jacques Delors in EEAILE, 2020).

Before designing the activity, we should review some basic concepts related to *Culture*. These concepts are well explained in the site of the specialization. I am going to include the most relevant for me and for the task.

Chomsky mentioned that *Linguistic Competence* refers to knowledge of language, not language in use; he referred to language in use as performance (EEAILE, 2020). The term *Linguistic Competence* or *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).

Another concept is proposed by Dell Hymes, he states that *Competence* in a language includes not only grammar, words, and sounds but also the social knowledge of when and how to use them appropriately (EEAILE, 2020).

We need also to revise the idea of *Intercultural Competence*; it is different from communicative competence. Communicative Competence involves two cultures: your own and the one you are learning (the target language culture). Intercultural competence is less about knowing a lot of culture-specific information about various countries and more about communicating effectively in a range of cross-cultural contexts (EEAILE, 2020).

One of the most popular models of intercultural competence in language education has been designed by Byram & Gribkova, et al. (2002). See Figure 11

Components		Description
Linguistic Competence		The ability to apply knowledge of the rules of a standard version of the language to produce and interpret spoken and written language.
Sociolinguistic (communicative) Competence		The ability to give to the language produced by an interlocutor – whether native speaker or not –meanings which are taken for granted by the interlocutor or which are negotiated and made explicit with the interlocutor.
Intercultural Competence	Attitudes	Curiosity and openness, readiness to suspend disbelief about other cultures and belief about one's own.
	Knowledge	Knowledge of social groups and their products and practises in one's own and in one's interlocutor's country, and of the general processes of societal and individual interaction.
	Skills of interpreting and relating	Ability to interpret a document or event from another culture, to explain it and relate it to documents from one's own.
	Skills of discovering and interacting	Ability to acquire new knowledge of a culture and cultural practices and the ability to operate knowledge, attitudes and skills under the constraints of real-time communication and interaction.
	Critical cultural awareness/political education	An ability to evaluate critically and on the basis of explicit criteria perspectives, practices and products in one's own and other cultures and countries.

Figure 11. Byram's conceptualization of intercultural communicative competence (EEAILE, 2020).

There are fundamental ideas on this model that can be applied to the classroom.

- It proposes an attainable ideal, the intercultural speaker, and rejects the notion of the native speaker as a model for foreign language learners.
- It is a model for the acquisition of intercultural competence in an educational context and includes educational objectives.
- Because it has an educational dimension, it includes specifications of locations of learning and of the roles of teachers and students (EEAILE, 2020).

We also need to define *Culture* and *Intercultural Competence*.

Culture in this specialization is seen as shared language, beliefs and values.

Culture is shared.

Culture is contextual.

Culture is dynamic.

Culture is learned.

Culture is unconscious.

Now, we will have a look at concept of Intercultural Competence through this Figure 12.
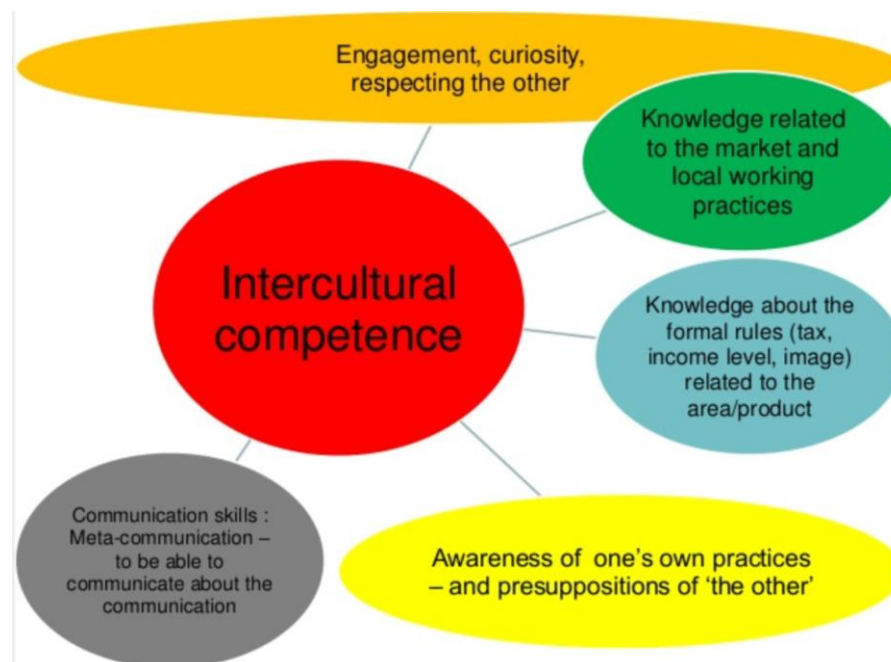
Figure 12. The maturity model Iben Jensen (2016)

We can relate the previous concept in the real classroom and try to learn how to be intercultural.
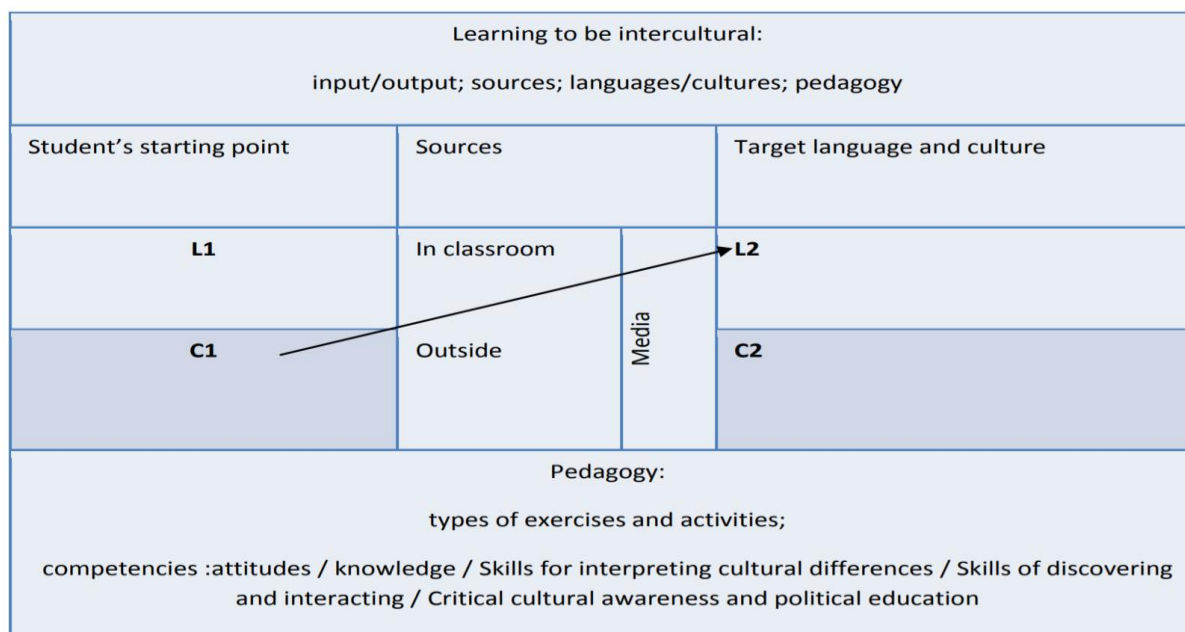
Figure 13. Learning to be Intercultural (Emilsson, E. in EEAILE, 2020)

As we can see, culture can be taught, it permeates the language classroom. It implies understanding of how interculturality plays an important role in our teaching strategies.

It is good to mention the role we have as teachers, we are first an information provider, because apart from the books we are a source of information in terms of cultural and intercultural matters. On the other hand, I think that we are a model, a model of a speaker, and maybe for some students the only one they can interact with. So, we should know about the culture and intercultural rules in speaking.

I would like to include here a quote to describe what our role is in an intercultural classroom.

Teachers of young children play a pivotal role in laying this foundation (Gay, 2002; Hein & Miller, 2004), so they must be prepared to develop environments that are inclusive and respectful to all. Early educators have already adopted multiculturalism and anti-

bias curriculum frameworks to address issues of culture and diversity (Ponciano & Shabazian in EEAILE, 2020)

The teacher is also seen as an ethnographer, we need to know the students' needs, cultural, and economic backgrounds, and personal worldviews so that we or they can link their present knowledge to the new knowledge.

Another role that we perform is as agent of change, we need to facilitate student learning. We need to make the students understand the world and to communicate across linguistic and cultural boundaries and to play an active role at many levels in the world (EEAILE, 2020)

According to Ponciano & Shabazian (2012), teachers also need to foster awareness to understand new cultures and perspectives by building a respectful learning community. In an intercultural environment, there are authentic and meaningful exchanges of information about each person's individual experiences that transform all involved.

An Intercultural Approach encourages students to share their cultural context and transforms their understanding of the group's variations. Through intercultural activities and dialogue, students and teacher develop a full and rich understanding of how everyone is unique and special and contributes to the diverse fabric of society (Ponciano & Shabazian, 2012).

We need also to revise the idea of Multicultural Education, an educational reform movement, and a process. It seeks to create equal educational opportunities for all students, including those from different racial, ethnic, and social-class groups.

We need to show that even in classrooms where students appear to be homogeneous in terms of ethnicity and socioeconomic status, they may have a variety of special needs and are likely being raised in a variety of different family structures. The varieties of family compositions, for example, bring unique experiences into children's lives and, thus, their cultural context (Ponciano & Shabazian, 2012).

1.02.2.5 Content and Language Integrated Learning

According to the Handbook for teachers TKT (2016), there is a current trend on learning and teaching called Content and Language Integrated Learning (CLIL). It is an evolving approach where subjects are taught through the medium of a non-native language. Students learn subjects through a non-native language, they are exposed to language while they gain knowledge and skills in different areas of the curriculum. This a very attractive teaching trend, it is said to have many benefits and advantages:

> …it develops confident learners, enhances academic cognitive processes and communication skills, and encourages inter-cultural understanding and community values. In addition, research shows that learners become more sensitive to vocabulary and ideas presented in their first language as well as in the target language and they gain more extensive and varied vocabulary. Learners reach proficiency levels in all four skills of listening, speaking, reading and writing far beyond what is expected in other English programs for young learners (Handbook for teachers TKT, 2016)

For the project we wanted to work with this way of teaching, but the school where I work is a language center we cannot carry out a class with this methodology, that is why I choose to work with the intercultural and communicative approach.

CHAPTER 2: METHODOLOGY AND PRACTICE

2.01 Lesson planning

After studying this specialization, I have realized that we can always improve, and that there are new theories, methods and ideas that are more innovative and more current that the ones we follow.

We learned that cultural diversity and cultural awareness is an important topic in our course. It is fundamental, not only the language and accuracy of it, but also the intercultural competence and emotional skills.

At CELe, these emotional and cultural skills are not taken into account in the program, that is why I thought in my groups of CELe to carry out my final project, in order to make my students reflect on the importance of these skills.

According to some authors the intercultural competence helps students become more empathetic and flexible, and that intercultural learning programs in the classroom allow students to seize opportunities that diversity offers and learn how to interact in a global, diverse and challenging world. Most programs focus on skills like empathy and flexibility.

Moreover, it is said that empathy helps us understand others and see the world from their perspective, as well as to be sensitive to their needs. On the other hand, flexibility focuses on knowing how to behave in changing environments, dealing with a wide range of social situations and being able to adapt using appropriate behaviors (Ban Ki-moom, 2020).

Another idea that I follow to plan this class and that reflects my teaching philosophy is the following:

"Intercultural Education is the response to classroom diversity aiming to go beyond passive coexistence, to achieve a developing and sustainable way of living together in multicultural societies through the creation of understanding of, respect for and α productive dialogue between the different groups. Intercultural education is valuable to all pupils in equipping them with skills to participate in an increasingly diverse society. Through programs that encourage dialogue between pupils of different cultures, beliefs, religions and individual characteristics education can make an important and meaningful contribution to societies" (Educulture, 2020).

We will present and analyze an English lesson. The lesson was carried out according to the lesson plan (adapted from Velasco and Ruiz, 2006) and it was recorded. It is important to mention that students were evaluated at different times of the class. The class was planned to integrate the four skills, including grammar, vocabulary and interculturality as a transversal axe.

2.01.1 The lesson plan

To begin with let us present the lesson plan we worked with during last week. To be honest, we as teacher plan, but then when we carry out the activities, we may encounter some difficulties when put it into practice. One of the main challenges when video recording the class was that we were not face to face with the students because of the lockdown We had to prepare and get to know different tools and applications to sort out the difficulties in an online class.

It is important to mention that the course was planned into Schoology, which is an LMS (Learning Management System), so that students could have the material at hand. Moreover, before the planning of the class I had been using this system with students and they were familiar to it.

The class was designed for a group of students of CELe-UAEMex. They were pre-intermediate level. This group was very enthusiastic and eager to learn and improve their English. All of them were teenagers between 16 to 19 years old. They were very devoted to their studies.

In the following pages you find the lesson plan with some adaptions from the original one, we found that there are some easier and more effective paths to develop certain activities in a meaningful way. The lesson plan format is based on the template designed by Ricardo Velasco Preciado/ Gabriela Ruiz de la Rosa (EEAILE,2020).

1. Lesson plan identification	
Author	Eydie Arzate Martínez
Educational stage	Teenagers studying high school or first year of bachelor
Title of your Lesson plan	Getting to know two English-speaking people, the places they lived in and their hometown song
Learning Objective of the plan/Competency	Language aim - Students can identify and express actions in the present, the past, and actions that started in the past, that are true in the present and will continue in the future. - Students can read and understand information and facts about two towns in Canada and England. - Students can talk about their hometown and their song. Formative- Intercultural aim - To guide my students to reflect on the fact that everybody comes from a different town and has a different culture
Communicative skill considered	Reading/Listening /Writing/Speaking
State of the following options	Recycling topic- revision of grammar topics
Functions	To talk about where people come from and how their culture is different from Mexican culture. To talk about why we feel proud of being Mexican.
Main grammar structure	Present Perfect Simple
Other grammar structures	Adjectives to describe places, personalities and feelings.
Brief description of the plan	This class is planned for pre-intermediate students and we are understanding other people's culture, through the integration of different language skills.

	This group is very enthusiastic and eager to keep up during the lockdown. They will get informed by texts and audios about two English-speaking towns.
Hours of the plan implementation	5 hours
Number of sessions	7 sessions of about 45 minutes each
Contents required for the lesson	Authentic material: texts and audios
Link of the content	https://www.welcomenb.ca/content/wel-bien/en/LivingSettling/content/culture.html https://www.northamptonma.gov/126/About-Northampton https://www.youtube.com/watch?v=MKRHWT6xdEU https://www.youtube.com/watch?v=crIk87-mPzY
EEAILE tutor online	Mtra. Alma Daniela Otero Sosa

2. **The lesson**

Step of the lesson	Teacher activities	Students activities	Session number
Activation **Before the lesson**	Teacher requests students to take to the session information in English about two towns: New Brunswick and Northampton. Students are asked to do research and answer some questions and bring them to the session. **Pre-reading.**	Students take to the session information in English about two towns. Students answer these questions about the places. Which country are they located in? Are they towns, cities or provinces? What language do people speak? Why are they famous for?	00

During the lesson	The first session, teacher writes on the presentation the date, topic and purpose of the class.	Students greet the class and express briefly how they feel that day.	01
	Teacher welcomes students to the class.		
	Teacher checks that students brought the assignment requested the previous session.	Students show they did the assignment requested.	
	Teacher creates the context based on the assignment that the students did and go over the following questions per each town:	Students talk about their finding about Brunswick and Northampton, answer the questions orally and discuss their answers.	
	Which country are they located in? Are they towns, cities or provinces? What language do people speak? Why are they famous for?		

COMPREHENSION SKILLS: Reading					
Step of the lesson	**Teacher Activities**	**Students activities**	**Materials**	**Session number**	**Evaluation**
During the lesson **Reading activity** **Vocabulary introduction Inferring vocabulary.** **Grammar introduction.** **Identifying the grammar structures.**	Teacher asks students what they think the reading deals with. **While-Reading** Teacher asks students to read and help them understand information and facts about two towns in Canada and England. Teacher continues revising the text with the students and asks them to take notes if they have questions about vocabulary. Then, teacher revises some specific vocabulary with the students. Teacher checks for understanding of any other word they don't understand. Teacher asks the students to identify the sentences in present perfect. Homework: Teacher asks students to go into Schoology and read the texts again. Then, answer the questions on reading comprehension and on vocabulary. **Post-Reading**	Students brainstorm about the contents of the reading. Students read the texts and understand information about two towns and express opinions briefly. Students ask for clarification in case of any questions on the text or vocabulary. Students identify sentences in present perfect Students read the texts again and answer the questions on reading comprehension and on vocabulary in Schoology.	Reading texts on two towns: New Brunswick and Northampton	01/02	Two exercises on comprehension of two reading texts in Schoology. Type: Multiple Choice and True/False exercise. Two exercises on vocabulary of the reading in Schoology. Type: Multiple Matching.

COMPREHENSION SKILLS: Listening					
Step of the lesson	Teacher Activities	Students activities	Materials	Session number	Evaluation
Listening **Social Practice**	Teacher asks the student if they can ask something to people coming from Brunswick and Northampton what they would ask (teacher asks them to make a question in the tense they have been revising). **Pre-listening** Previously, teacher interviews two native speakers coming from the towns on texts and record two videos to the students. Teacher asks the questions to the native speakers and then students watch the video. Teacher asks the students to focus on what native speakers mention on Mexican culture and their song. The teacher asked these people two chose the song that they felt more identified with. The woman is from New Brunswick in Canada, and the man is from Northampton in England. Teacher reminds students of the research they did on these towns, and make these questions:	Students brainstorm some questions to ask to the native English-speaking people. Students watch and listen to the answers native speakers give, Students answer to the questions	Songs: Home for a rest Jerusalem, anthem Lyrics of the songs Interviews Recorder Zoom QUESTIONS IN THE INTERVIEW: Where were you born? How long have you lived in Toluca? Have you ever felt home sick? Why? What have you missed the most about your hometown? Has anything made you feel uncomfortable while you have been in Mexico? Why? How is it different to your town	03/04	One exercise on word recognition. Students listen to the song and fill in the blanks with the missing words from the song. The exercise is in Schoology.

	Have you listened to a Canadian song? Have you met a Canadian? Have you listened to an English song? Have you met an English? Teacher mentions some Canadian and English singers or songs student may know according to their age and likes. **While-Listening** Teacher explains that they will listen to two songs that represent these people's culture. They chose these songs because they feel these represent their hometown. These people are living in Mexico. The purpose of this is that students can recognize the structure that we have been revising. And to revise some vocabulary. Teacher plays the song with the video. Students can read also the lyrics to identify better the structure and the new vocabulary. Teacher explains the structure and the examples found in the songs (Present Perfect Simple) and the vocabulary in the songs.	about Canadian and English singers and mention some singer they know. Students listen to the teacher's explanation of why she is playing those songs. Students will listen to two songs that were chosen by two English speaking people a Canadian and an English. Students listen and read the lyrics of the song. Students identify the structures they have revised and ask	or country? Which song do you think most represents the place where you come from? Or you feel more identified with?		

		questions about vocabulary.			
		Students may ask questions about vocabulary. Students answer the question.			
	Homework: Teacher asks students to go into Schoology and listen to the songs again. Then, answer on exercise of filling in the blanks with a song. **Post-Listening**	Students listen to the songs again. and do the exercise, fill in the blanks of the song in Schoology			

PRODUCTIVE SKILLS: Writing and Speaking					
Step of the lesson	Teacher Activities	Students activities	Materials	Session Number	Evaluation
Writing	Teacher now asks the students to think in themselves as Mexican and think in their hometown. Then, think in a song that best represents their hometown or they feel identified with. Students will write about their town and about this song and why they feel in that way. The idea is that they could appreciate that everybody has this home proud.	Students thinks how it is to be Mexican, they think in their hometown and a song that represent them or make them feel at home. Students write about the song and why they feel in that way.	Songs that students select. Pieces of writing. Rubric: See Figure	05/06	Teacher uses a rubric to assess written and oral production and give feedback to students. See Figures
Grammar and vocabulary focus	Teacher explains how everybody belongs to a place and has a different culture, likes and dislikes and ideas. **(Pre-writing)** They need to use the structures in present perfect and the vocabulary learned in	Student's appreciate that everybody has a home and a town to be proud of. They also reflect on the culture, Mexican culture, and how it feels to be Mexican. Student do the writing using the structures in present perfect and the vocabulary learned.			

Speaking	the text. Students need to write between 60- 80 words. Teacher provide students with a rubric. **While-Writing.** Teacher gives feedback on student's writing and asks to correct their writings. **Post-Writing** Teacher asks the students to talk about their town and about their song and why they feel proud of being Mexican (Based on what they did for the writing exercise). **Pre-Speaking** Record less than a minute in an audio or video. Teacher provide students with a rubric. (**While-Speaking)** Teacher gives feedback on students' audios or videos. **(Post -Speaking)**	Students write between 60- 80 words. Students follow the rubric. Student rewrite the composition and share it with the teacher again. Students talk about their town and about their song and why they feel proud of being Mexican. They record less than a minute in an audio or video. Students follow the rubric. Teacher gives feedback on students' audios or videos			

Use of language.	Teacher asks students to do an exercise on Present Perfect Simple in Schoology.	Students answer the exercise on ¨Present Perfect in Schoology. Teacher gives feedback on the answers.	Exercise on grammar in Schoology.	07	Students do an exercise of use of language. It is a multiple-choice exercise in Schoology. Students' participation
Summary	Teacher elicits the highlights of the lesson since it started. Emphasizes important aspects and clear doubts	Students summarize the lesson. Emphasizes important aspects and clear doubts			

2. **Intercultural component:**

Teacher explains and makes students understand the importance of having a hometown and being what you are and where you come from.

3. **Evaluation:**

Students do several exercises, most of them are formative rather than summative.
The answer to the exercises is provided at the end of each exercise.
The writing and speaking are evaluated with a rubric (Figure 30 and 31)
Students are directed to positive attitudes to different cultures and ways of thinking.

4. **Conclusion:**

Conclusions are divided in two categories: language & personal development, according to the purposes of the lesson (Language & formative-intercultural).
So students verbalize what they learned and how they did it, but also they state what they can apply in their own lives related to the

reading, such as respect to others, to their classmates for example and their ideas.

5. **Follow up activities:**

After the teacher revises his students' writings and oral presentations, she gives them feedback, students make a final version of their products, which the teacher will publish on the forum in the platform.
Classmates can comment on their writing and audios positively.

As we can appreciate in the lesson plan, in each of the activities to practice the four skills we did a pre- activity, a while activity and a post-activity, that was designed according to what we revised about the Task-Based Approach (Willis, 1998).

We mentioned in Chapter 1 that developing Communicative and Intercultural Competence in our student is of paramount importance, we decided that in order to accomplish that we should use authentic material and establish contact with English native speakers.

As I was reading the topic of Interculturality I recalled that I have two acquittances, two coworkers who live in Toluca and who have been living in Toluca for several years, they have a family in Mexico. We asked them first if we could interview them, and after getting the permission we started to plan the class. We asked them where they come from and we surfed the web for a page that talked about their towns. We chose one text per town for the activity.

In order to plan the reading and the listening activities we considered that there are two ways of approaching a text or an audio, the Bottom-up processing and the Top-Down Processing.

Bottom-up processing happens when someone tries to understand language by looking at individual meanings or grammatical characteristics of the most basic units of the text, (e.g. sounds for a listening or words for a reading), and moves from these to trying to understand the whole text. Bottom-up processing is not thought to be a very efficient way to approach a text initially, and is often contrasted with top-down processing, which is thought to be more efficient (British Council, 2020b).

Top-down processing of language happens when someone uses background information to predict the meaning of language they are going to listen to or read. Rather than relying first on the actual words or sounds (bottom up), they develop expectations about what they will hear or read and confirm or reject these as they listen or read. Top-down processing is thought to be an effective way of processing language; it makes the most of what the person brings to the situation (British Council, 2020a).

2.01.1.1 Developing Reading Skills

Considering what the Top-down process states, we used that approach in the texts we used in this lesson. We were reading and predicting the meaning of the language. After we discussed the general ideas of the texts and checked for understanding we revised the vocabulary in the texts, and we did exercises of reading comprehension and vocabulary as homework. We were also working with the grammar inductively, while we were reading the texts, we tried to understand those specific structures.

It is notable to mention that in the pre-reading we revised with the students where the towns are in each country, Canada and England. We revised the following questions:

- Which country are they located in?
- Are they towns, cities or provinces?
- What language do people speak?
- Why are they famous for?

Map 1. New Brunswick in Canada (Immigration and Settlement in New Brunswick, 2020).

Map 2. Northampton in England (Where is Map, 2020)

You can see Text 1 about New Brunswick in Figure 14, the Reading Comprehension Exercise of True /False in Figure 15, and a matching exercise on vocabulary in Figure 16.

Figure 14 Text 1 about New Brunswick

Figure 15. Reading Comprehension Exercise of True /False

Figure 16. Matching exercise on vocabulary

You can see Text 2 about Northampton in Figure 17, the Reading Comprehension Exercise of Multiple Choice in Figure 18 and a matching exercise on vocabulary in Figure 19.

Figure 17. Text 2 about Northampton.

Figure 18. Reading Comprehension Exercise of Multiple Choice.
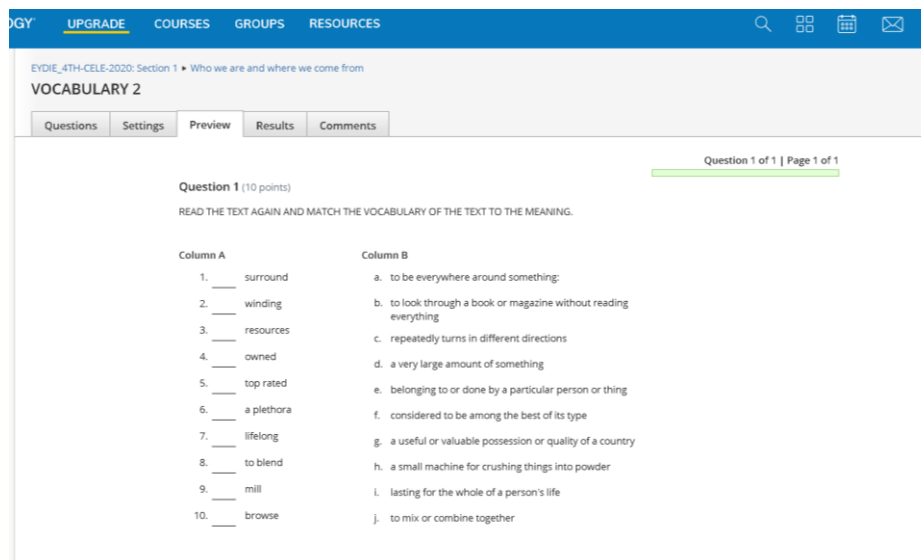
Figure 19. Matching exercise on vocabulary

2.01.1.2 Developing Listening Skills

Before the interview with Dan (English) Figure 20 and Paula (Canadian) Figure 21 we prepared some questions with the objective of getting to know them and the towns they come from, as well as why they feel proud of being Canadian or English and which song they feel identified with.

The questions were:

- Where were you born?
- How long have you lived in Toluca?
- Have you ever felt home sick?
- Why?
- What have you missed the most about your hometown?
- Has anything made you feel uncomfortable while you have been in Mexico?
- Why?
- How is it different to your town or country?
- What do you like the most about Mexican culture?
- Which song do you think most represents the place where you come from?
- Or you feel more identified with?
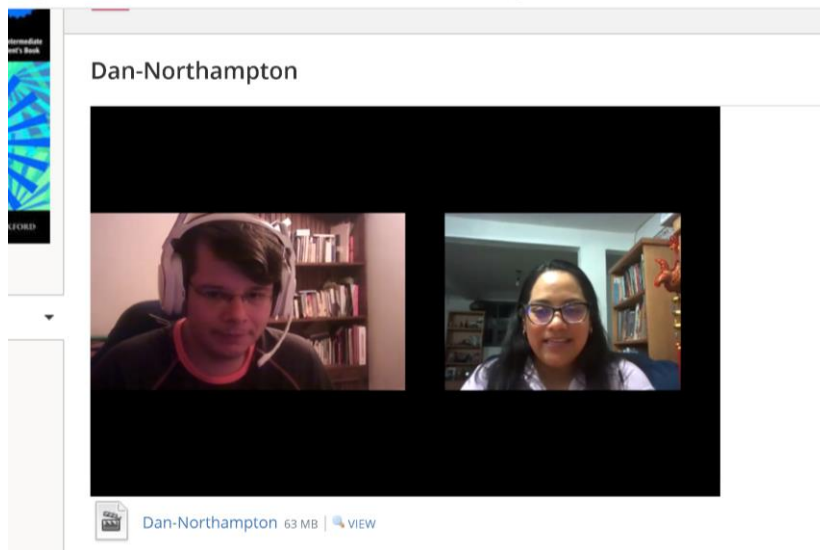
Figure 20. Interview with Dan (English)
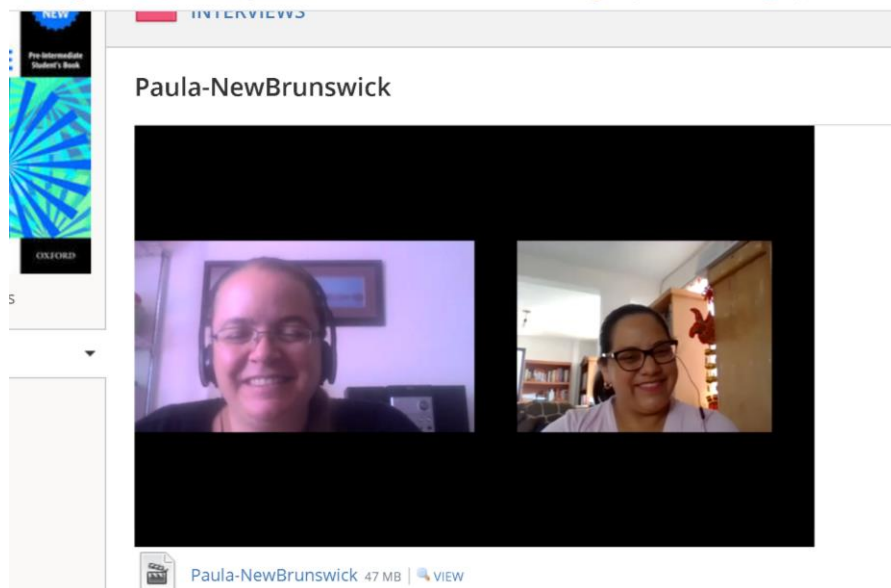
Figure 21. Interview with Paula (Canadian)

The communication with the native English speakers was through WhatsApp and the interview was by Zoom, due the lockdown they were virtual interviews, they were recorded and then uploaded to Schoology. They were listened and watched by students, paying special attention to two questions: What do you like the most about Mexican culture? and which songs do you think most represents the place where you come from?

Students could listen that Dan and Paula are nice people and they like living in Mexico and that they love Mexican culture. Obviously, there are some parts of Mexican culture that are shocking for them, but they respect that.

The Canadian speaker mentioned the song "Spirit of the West: Home for a rest" and the English speaker "Jerusalem: The Anthem". Then, we looked for the songs in YouTube and upload the links to the songs and their lyrics. We listened to the songs (See Figure 22), but before listening to the songs, we revised briefly on historic facts of the countries and towns in order to understand the meaning of the songs and why the native speakers chose them (in the interviews they mentioned why). We were applying here what we revised about the Top-down processing in the listening exercises.

We also asked students before listening to the songs:

- Have you listened to a Canadian song?
- Have you met a Canadian?

We established some empathy and interest in singers listened by the students. We talked about Canadian singers, such as:

- Justin Bieber
- Celine Dione
- Avril Lavingne
- Shawn Mendes

We talked about English singers, such as:

- Adele
- Ed Sheeran
- Dua Lipa
- Sam Smith
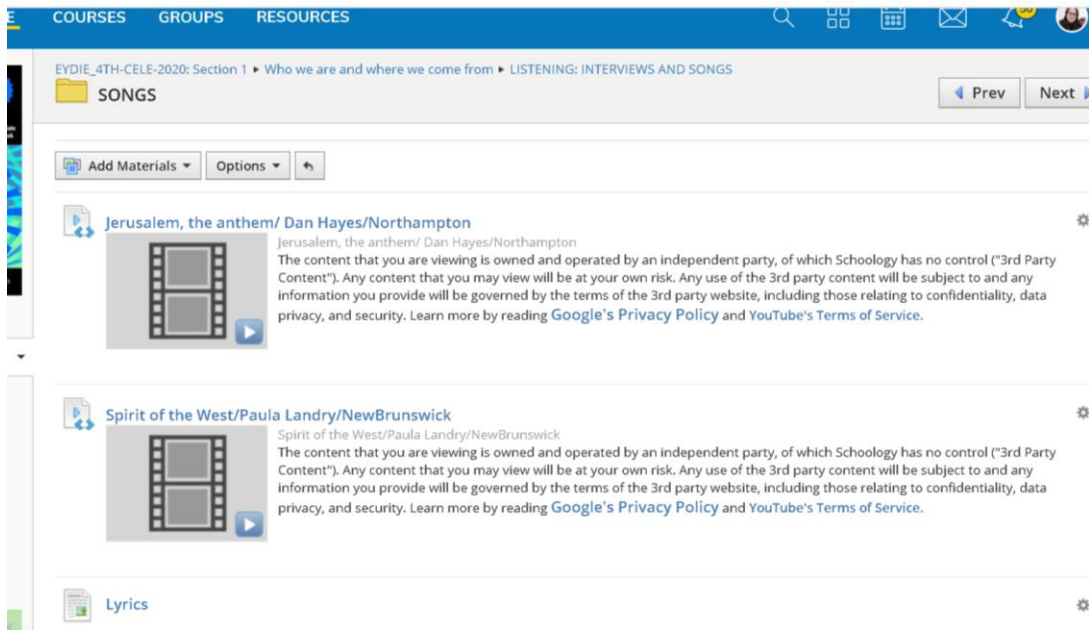
Figure 22. Songs for the students

Students as homework had to listen to one of the songs because in that song, we were identifying the grammatical structure that were working with, Present Perfect Simple. They had to listen to the song and fill in the blanks with a sentence in Present Perfect Simple. See Figure 23.
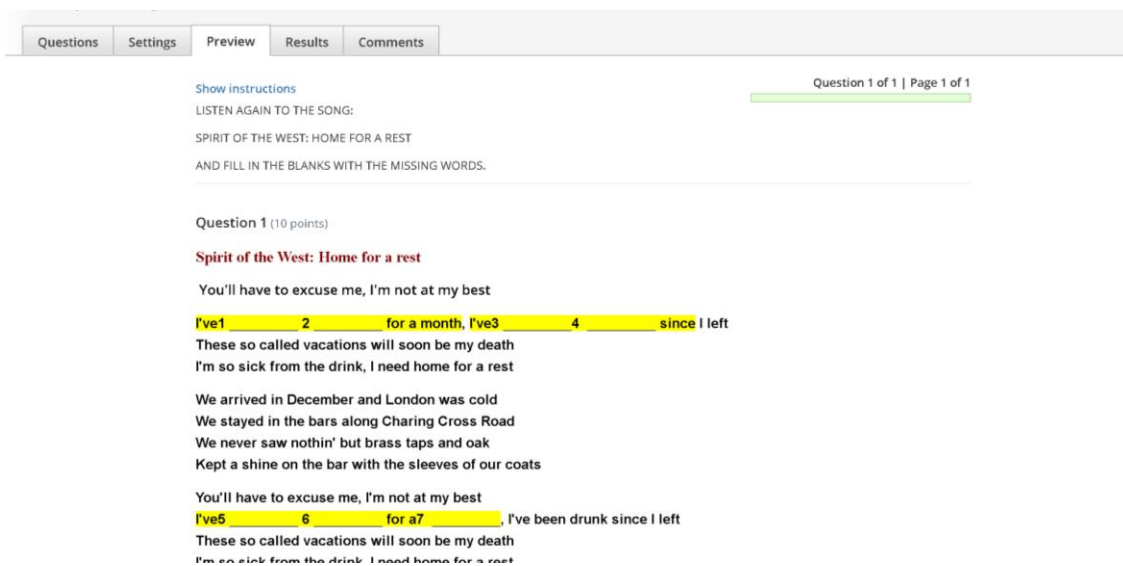
Figure 23. Fill in the blanks exercise of the song.

2.01.1.3 Cultural Reflection

All the previous activities were setting the context to the cultural reflection I shared a slide with the following bullets (it is good to mention that while I was teaching by Zoom I was also sharing some slides with them and I also uploaded that material in Schoology).

- Everybody belongs to a place and has a different culture, likes and dislikes and ideas.
- We are different, but we must respect that.
- Mexican are not the same all.
- Everybody has a home and a town to be proud of.
- How it feels to be Mexican.

In this session the teacher and the students discussed some aspects of the Mexican culture, and how it feels to be Mexican. Students shared ideas about been Mexican.

2.01.1.4 Writing and Speaking Skills

The activities above were the basis for the writing and speaking activities. The texts, the interviews and the songs were the input provided to the students (Krashen, 2009). They would use that input to produce a short essay and a short audio or video. Teacher asked students to think in themselves as Mexican and to think in their hometown. Then, we asked them to think in a song that best represented their hometown, or they felt identified with. We did a brainstorming in the virtual class where students mentioned the place where they are from and where they live. They also mentioned the songs the feel identified as Mexicans. See Figure 24.
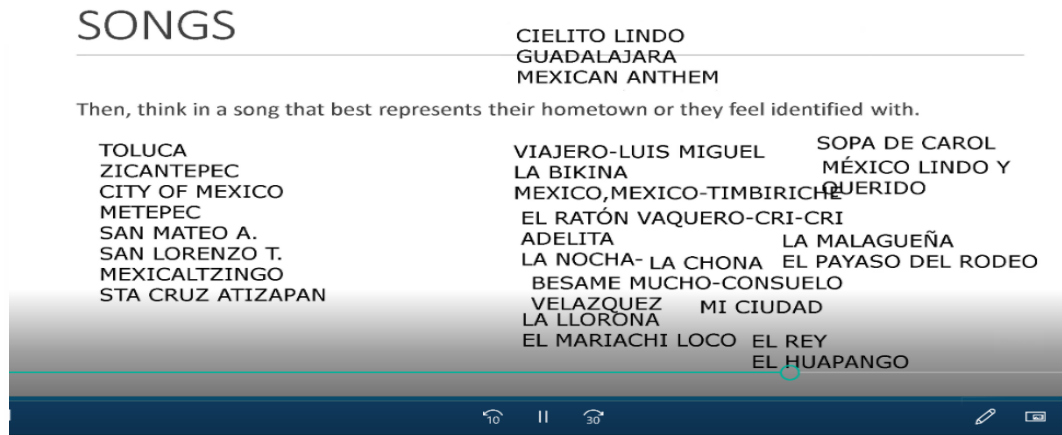
Figure 24. Brainstorming: Students' towns and songs.

After the pre-writing activity students were asked to write about their hometown and about the song and why they feel in that way. Teacher mentioned that the idea was that they could appreciate that everybody has this home proud. After that, students had to record a video or audio where they told me about the song and why they felt it represented them as Mexican. In the writing and speaking exercises students were also asked to use the vocabulary learned in the texts and songs, as well as the grammatical structure revised.

Students were asked to upload their writings and audios or videos to the platform. In the next section I will talk about the products of my students on these productive skills, they were interesting and moving.

As a closing activity, students had to answer a quiz to check for accuracy, if students have acquired not only the communicative and cultural competence, but also the grammatical competence. See Figure 25.
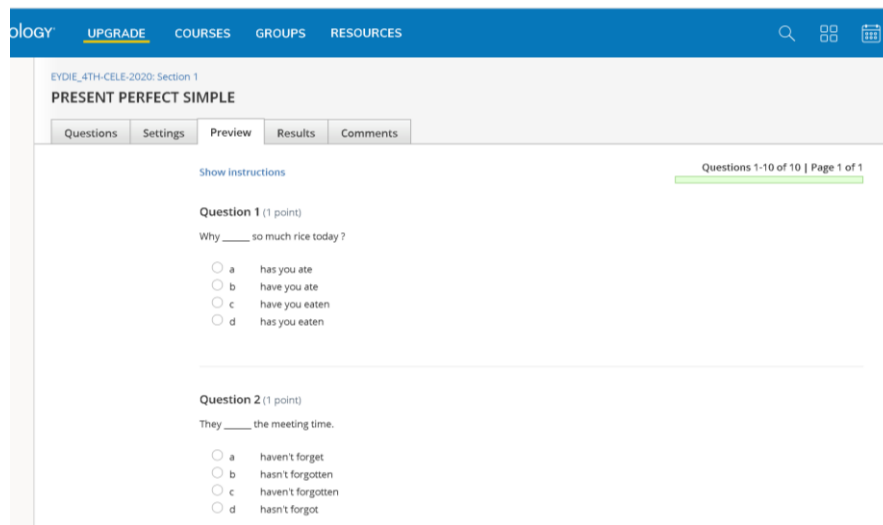
Figure 25. Grammar exercise on Present Perfect Simple

It is important that teachers test for accuracy because as we mentioned before they need to take an exam that evaluates accuracy and proficiency of the different language skills. The next concepts are crucial for this topic:

Proficiency refers to both the fluency and the accuracy in one's expression and comprehension. Therefore, it is possible to describe a person's *levels of proficiency*, ranging from *beginner* to *advanced*, however the word is generally used in English teaching as a label for full mastery, especially because the highest level in the Cambridge suite is called Proficiency.

Competency is derived from the idea of being competent, and so it is also possible to distinguish *levels of competency*. But in education it refers to the mastery of social skills, which imply the ability to persuade.

Skill indicates a very specific ability, with connotations of dexterity like those necessary for manual trades. Thus, in language teaching the word is traditionally used for *the four skills* of listening, speaking, reading, and writing (Common European Framework of Reference for Languages, 2020)

The exams that students take are of Cambridge, which followed the Common European Framework of Reference for Languages, at some point there is a need for standardization. Then, it is fundamental to design instruments of evaluation that are not only linguistically accurate, but also developmentally appropriate to the age of the candidates (Common European Framework of Reference for Languages, 2020).

Thus, Common European Framework of Reference for Languages (Cambridge Assessment (2020) is an international standard which describes language ability and it moves from A1 to C2. The diagram below shows the English exams on the CEFR. My students need to take in on year B2 certification of Cambridge.
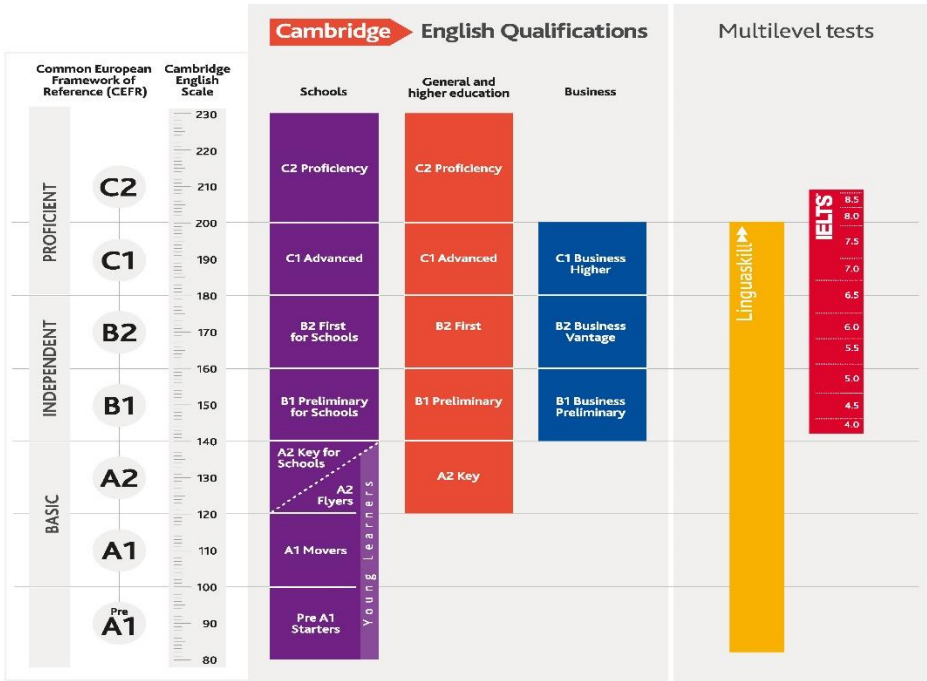
Figure 26. Common European Framework of Reference for Languages Cambridge Assessment (2020).

In the following chart (Figure 27) we can appreciate the different stages and skills developed in the class. It shows that we were integrating the fours skills, carrying out activities with a pre-activity, while-activity and post-activity while integrating a cultural topic related to

English speaking people and countries. It is important to mention that in this class were developing the linguistic, grammar, communicative, intercultural and mediatic competence.
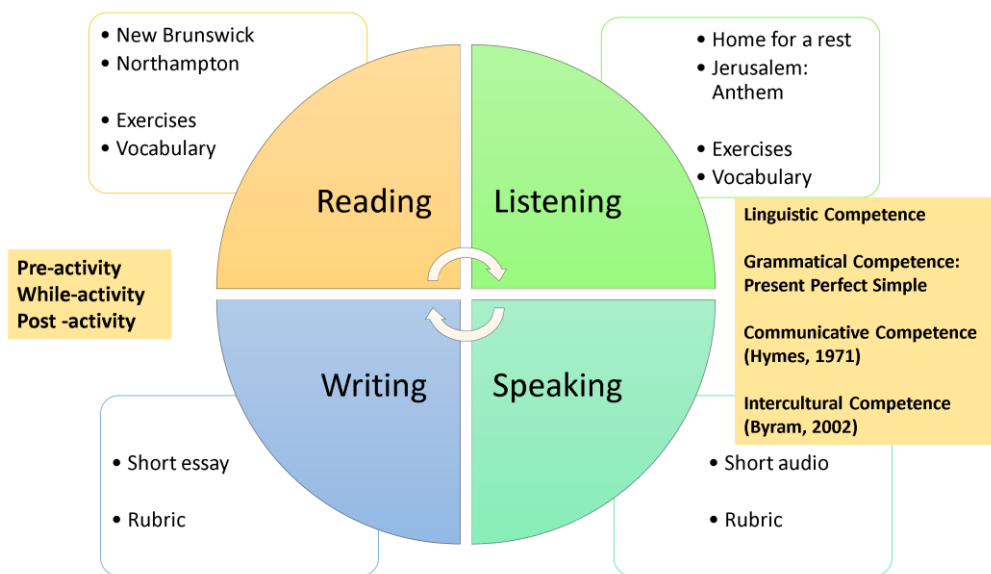
Figure 27. The process of the class "Who we are and where we come from"

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

As you could appreciate, we did several activities and different moments for testing and assessing. According to what we have read, these two terms are not the same. Before we go on revising the types of evaluation we applied in the lesson, we should revise some basic concepts to consider when we are testing or assessing.

Brown (2004) makes a distinction between testing and assessment. Testing is considered as a method of measuring a person's ability, knowledge, or performance in a given domain. It is also mention that a test is an instrument where students must do something. The instruments or test measures the learners' ability.

On the other hand, Brown (2004) affirms that assessment is an ongoing process that encompasses a wider scope than testing. Assessing implies a more analytical emphasis on the learner's performance and in different moments of the course.

There are some principles that we should follow when testing and assessing:

Practicality: It states that tests need to be practical. Brown (2004) argues that tests should not be too expensive, students should accomplish them easily in terms of time. Tests also need to easy to administer and grade or mark.

Reliability: A tests is reliable when it provides consistent evaluations of student performance and that is dependable. Then it is a reliable test.

Validity: When the assessment results to be appropriate, meaningful, and useful according to the objective of assessment. This is that a test measures what it is intended to measure.

Authenticity: It is when the test matches to what the learner is expected to do in a real, authentic situation. The tasks simulate what the learner may do in a real-life situation. Then, the test is authentic. Brown says that the test has when it includes natural language.

Washback: It is about the impact of testing on teaching practices and on students' Teacher can give feedback to students. Teachers can use the information obtained from the tests to improve the next classes.

There are also two types of testing summative and formative

This distinction is between the functions of the test. Formative evaluates the students in their process of acquiring the language. The assessment is about the students' current level of performance and the teacher needs to give student s feedback on their performance.

Summative assessment happens at the end of a course because it indicates what the learner has acquired during a course. Brown (2004) Formative and summative assessments can both be implemented in a course.

After revising the main theoretical concepts, we will elaborate on the different ways we evaluated in the course. As we commented at the beginning, this group was of a language

center, and the evaluation consisted of two exams, two partial exams. Each partial was three units. The exams evaluated the four skill and grammar. Each of them represented 20% of the grade, which made 100%.

Reading 20%

Listening 20%

Writing 20%

Speaking 20%

Grammar 20%

_____

Total: 100%

In this center we can developed different activities, we can implement any teaching methodology in our classroom as long as we make our students learn and pass the exams. We considered the exercises as a way of assessing because at the end we test students' performance with only two exams. Considering that, we felt that we could evaluate students in a different way as the usual one, another reason why we chose this group to this project. Moreover, we could implement the cultural topic in this classroom, with no restriction.

2.03 Evaluating the four skills

2.03.1. Evaluating Reading and Listening

As we said before, we tried to integrate the four skill and the grammar part. We evaluated the receptive and the productive skills. As it was mentioned in the lesson plan, we read two texts and we designed two exercises of reading comprehension. One of multiple choice and another of true or false. We also applied two vocabulary exercises of matching. In the next Figure 28, you can see an example of the grades of one of the reading activities, Reading Activity 1. For the rest of the grades you can see in the Figure 29.

Figure 28. Grades of Reading Activity 1

For the song, we choose one of them because it had the grammatical structures that we were revising, present perfect simple. The exercise was filling in the blanks with those structures (See Appendixes Figure 44 for evidence).

In the following chart (Figure 29), we can observe that in general terms students did well in the exercises they were asked to answer. Julieta, Jacqueline and Carlos M. needed to practice or to revise the topics again or to do the exercises because they did not answer the exercises.

Alumno	Reading 1	Vocabulary1	Reading 2	Vocabulary 2	Song	Grammar	Total
Rodrigo	100	100	100	80	83	100	94
Carlos J	100	66	100	100	100	100	94
Uriel	100	78	100	100	92	80	92
Roberto	100	100	100	100	100	100	100
Teresa	100	100	100	100	100	100	100
Daniela	80	100	100	100	100	90	95
Mariana	100	100	100	100	100	100	100
Julieta	100	66		80	92	60	66
Jaqueline	80	44	100	60		100	64
Alec	80	100	100	80	100	100	93
Alejandro	100	44	100	100	100	90	89
Iris	100	100	100	100	75	80	93
Naomi	100	100	100	100	100	100	100
Carlos M		100		100	92	80	62
Audrey	100	100	100	100	100	90	98

Figure 29. Overall grades of the different exercises applied.

We had 17 students participating in the class, but at the end 2 left the course. The students had problems with the Internet connection, so I decided to grade differently.

One of the reasons we applied these exercises was to measure, to test students' performance because we needed to know how well they were doing in the course because at the end of the course they had to show accuracy and mastery of language. Thus, we needed to give them feedback before taking the second partial exam.

2.03.2. Evaluating Writing and Speaking

As main activities to practice the productive skills and to show the reflection on the cultural topic, students were asked for a writing and an audio or a video. Teacher used the following rubrics to assess the tasks (See Figure 30 and 31). The rubrics were adapted according to the level and what we expected students to produce.

It is significant that when we were looking for the rubrics and adapting them, we bared

in mind the following two concepts; norm-based and criterion-based. We tried to follow the criterion-based assessment.

When norm-based tests are implemented, we are interested in testing students against each other. This type of testing creates competition between the learners; however, norm-based tests are often required when we are interested in ranking students instead of determining student competence of specific skills. Criterion-based testing is not intended for ranking students. Rather, criterion-based testing is designed to give individual learners some feedback and grades with respect to target language structures taught in a class. Criterion-based testing is most appropriate for classroom settings (Brown, 2004).

Parameter	Needs Improvement 1	Fair 2	Strong 3	Excellent 4
Topic	Topic is not clear	The topic is introduced but the focus is not clear	The topic is introduced	The topic is introduced clearly.
Evidence	Few to no facts, concrete details, examples included.	Attempts to develop the topic with facts, concrete details and examples.	The topic is developed with facts, concrete details and examples.	The topic is well developed with relevant facts, concrete details and examples.
Explanation	Little to no explanation or the information presented	Explanation of the information but it is unclear.	Clear explanation that discusses most of the information presented.	Clear and concise explanation that discusses the information presented.
Conclusion	Abrupt ending with no concluding statement.	Ending with a concluding statement that does not relate to the topic.	Ending with a concluding statement about the topic.	Effective ending with strong concluding statement.
Tone and style	It contains informal language.	It contains some informal elements.	It tries to maintain a formal and objective tone.	It maintains a formal and objective tone.
Organization and Transitions	Little to no organization.	Attempts to organize ideas, but transitional language is needed.	Logical organization of ideas and transactional language is used.	Strong organization of ideas and skillful transitional language
Spelling and grammar	Distracting spelling and grammar mistakes.	Some spelling and grammar mistakes.	A couple of spelling and grammar mistakes.	Careful editing.

Figure 30. Rubric to assess writing (Adapted from Tucker, C., 2018).

Criteria	Points
Fluency 5. Student speaks confidently and naturally. Ideas flow smoothly. 3. Student hesitates several times, but generally seems to know the desired words. 1. Student has many hesitations and difficulty remembering or selecting words.	**5**
Pronunciation 5. Pronunciation is accurate, with correct inflections. 3. Pronunciation is satisfactory; however, words sometimes have incorrect inflections or sometimes hard to understand. 1. Pronunciation is very hard or impossible to understand.	**5**
Grammar 5. Student speaks with correct grammar for his level. 3. Student occasionally uses inappropriate verb tenses and/or incorrectly uses parts of speech; however, the speaker can correct grammar. 1. Student makes frequent use of inappropriate verb tenses and/or incorrectly constructs sentences or uses parts of speech.	**5**
Vocabulary 5. Vocabulary is sufficient in most settings and words are used with their correct meaning. 3. Vocabulary is moderate, although the speaker sometimes needs help identifying the correct words. There are only occasional problems with correct meanings of words. 1. Vocabulary is very limited and/or incorrect words are often used.	**5**
Content 5. Student knows about the topic and provides a significant level of detail, given the time available (between 2-3 minutes) 3. Student is aware of the topic and attempts to provide relevant ideas about it. Provides some details. 1. Students has little or no understanding of the topic. Statements are superficial or not relevant.	**5**
Points	**25**

Figure 31. Rubric to assess speaking, adapted from (Marek, Michael & Wu, Wen-chi: 2014).

Student were really committed to write about being Mexican and about the song they chose. Students uploaded their writing, and we gave them feedback with the rubric. Their short essays were really touching, and we think that we accomplished the goal, making students aware of people's different background. Moreover, we managed to help our students realize that being Mexican is worth it. See Figure 32.
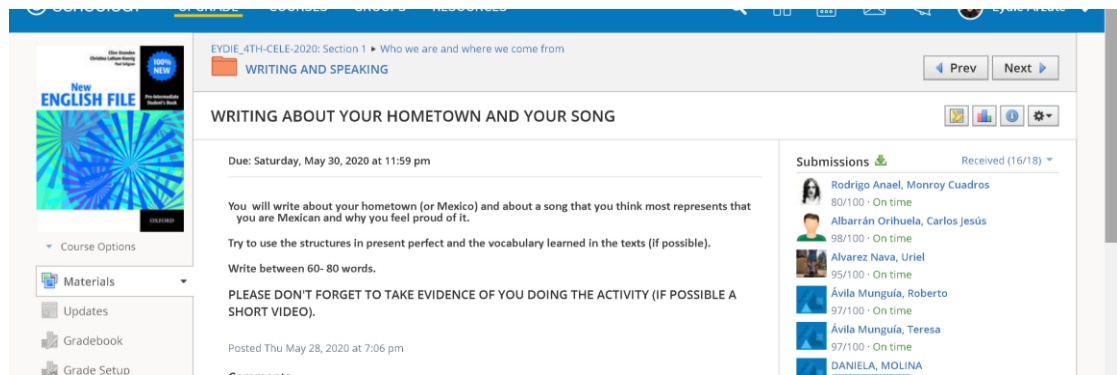
Figure 32. Writing task

The idea of asking the essays was that they could reflect their ideas on our culture at the same time they were writing, but in English. You can see the one the essays below Figure 33 and some others in the Appendixes Figures 45-48. It is important to mention that some students used the vocabulary revised in the texts and the songs. They also tried to use the Present Perfect, as you can see Figure 33.
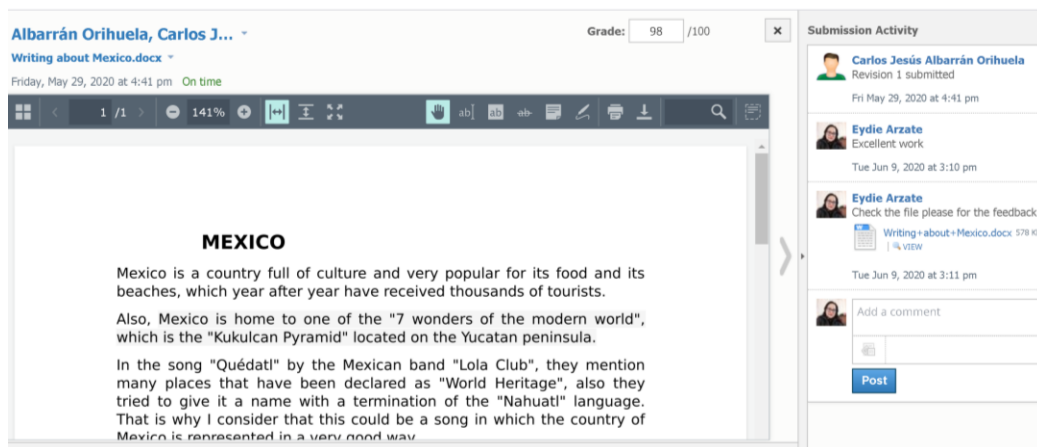
Figure 33. Sample of an essay about being Mexican.

Students were really engaged in speaking about their song and recording themselves. See Figure 34. Some students sent me the recording by WhatsApp since the video or audio was very heavy. Some of them included part of their song. We included in the video of this class one sample of the recordings. The student included the Mexican anthem. It was emotive. See Figure 35. For more samples, see Appendixes Figures 49- 51.
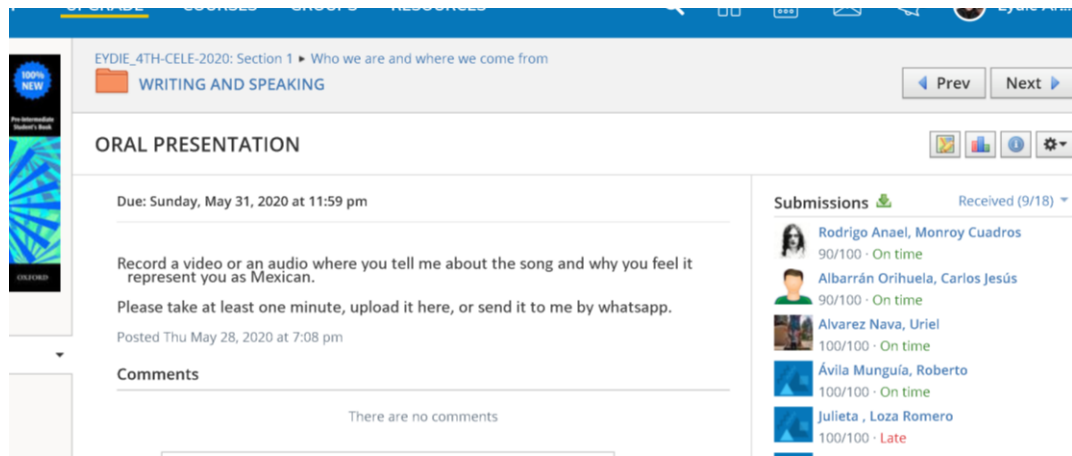
Figure 34. Recording task
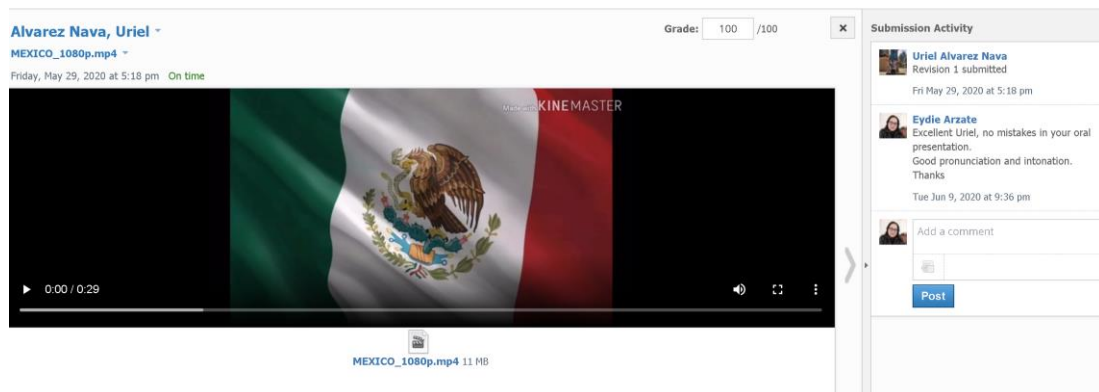
Figure 35. Sample of an essay about being Mexican.

2. 04. Outcome of the class

We evaluated if students achieved what it was planned in the lesson and we considered that with the chosen evaluation tools we accomplished the objective. The activities and tools were meaningful and useful because students develop awareness first of the language and then on the cultural aspect. We could identify the strengths and weaknesses of students. We gave feedback to the students to help students to improve their language skills.

The group we chose to do this research was very cooperative and showed interest doing the activities, especially because they wanted to know and listen to two native English-speaking

country. This group was eager to do to the activities, and to connect to the Zoom classes and sending me their evidence (See Appendixes Figures 52-53), uploading it to Schoology, or sending it via WhatsApp.

The results of the activities on the receptive skills, vocabulary and grammar activities were satisfactory. Most of them got good scores on them (See Appendixes Figures 41-43). One of the good aspects was mainly when we asked the students for the songs they felt identified with. The writings and audios where they talked about why they felt proud to be Mexican was meaningful and touching.

We include evidence of feedback given to my students on the writing skill. Figure 36 and Figure 37.

Figure 36. Feedback on the essay 1

Figure 37. Feedback on the essay 2

We include evidence of feedback given to my students on the speaking skill. Figure 38 and Figure 39.

Figure 38. Feedback on the audio 1

Thanks for your video.
I also love *El viajero*.
Please check the pronunciation *characteristics* and *Mexico* here:
https://dictionary.cambridge.org/us/

Talking about grammar, please mark the S in the third person singular of *describe*.

Criteria

Fluency

3. Student hesitates several times, but generally seems to know the desired words.

Pronunciation

3. Pronunciation is satisfactory; however, words sometimes have incorrect inflections or sometimes hard to understand.

Grammar

3. Student occasionally uses inappropriate verb tenses and/or incorrectly uses parts of speech; however, the speaker can correct grammar.

Vocabulary

5. Vocabulary is enough in most settings and words are used with their correct meaning.

Content

5. Student knows about the topic and provides a significant level of detail, given the time available (between 2-3 minutes)

Points: 19/25

Figure39. Feedback on the audio 1

Talking about the intercultural competence, we think that we accomplished the objective because we developed intercultural attitudes in our classroom, because students now feel curious to know more people from different countries. Byram & Gribkova, et al. (2002) affirms that we develop intercultural attitudes when we are curious about where we are and we want to understand the people we are with, and when we are interacting with the people we are with. We become aware of cultural differences. See Figure 40, where some students express their ideas and feelings about the lesson we presented.
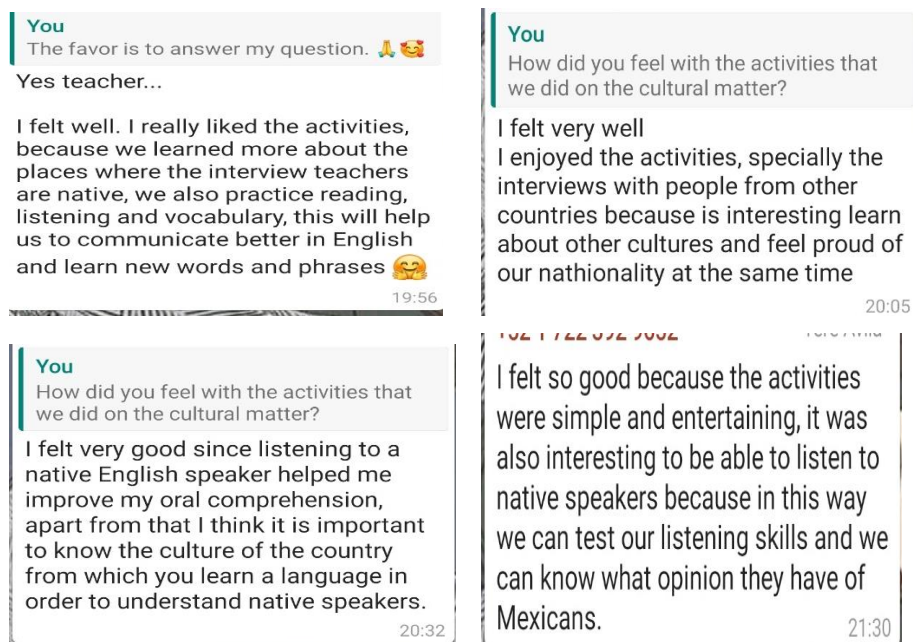
Figure 40. Students' opinions on the lesson

In general, students liked the activities and loved learning about the places we read about. They also enjoyed the interviews because they learned about others' culture and some vocabulary that they did not know, as it could help them communicate better.

If we reflect about our role as teacher, Byram Nichols, et al. (2001) affirms that "it is not the role of the teacher to change learners' values, but "to make them explicit and conscious in any evaluative response to others."

There was a factor that we had not taken into account before the pandemic, technology and students' competence on information and communication technologies. Student showed that they found very easy to handle different tools. It was not difficult to them working on a virtual scenario. We consider that at the same time they were developing the linguistic competence, we were developing the intercultural competence and what it is called the media competence. Fernández-Ulloa (2013) affirms that:

We consider that media competence has three main aspects or areas to teach, and inside each on them we may include several dimensions: knowledge (media industry,

technology, language, processes of production, access to information), understanding (ideology and values) and expression (communication, creation, citizen participation)

2.05 Recording the lesson

After designing the lesson plan, we carried out the lesson of 5 hours divided into 7 sessions, from 25th May to 29th May 2020. Each session was about 40-45 minutes. This includes virtual classes and students' independent work. We edited the video with the most relevant moments of the lesson. There are parts that were recorded by the students doing the activities such as writing and speaking.

https://youtu.be/fUpnSUz7hv8

CHAPTER 3: EXPERIENCE REPORT

The aim of this chapter is to reflect and analyze the results of the lesson, and in order to do that, we thought on some reflection questions to guide journal entries proposed by (Richards & Lockhart, 1996). We only chose some questions to do that (you can see in Appendixes Figure 54 the full set of questions).

Questions about your teaching

1.   Were you able to accomplish your goals?

2.   What teaching materials did you use? How effective were they?

3.   What techniques did you use?

4.   What grouping arrangements did you use?

5.   Was your lesson teacher dominated?

6.   What kind of teacher-student interaction occurred?

7.   Did you depart from your lesson plan? If so, why? Did the change make things better or worse?

8.   Which parts of the lesson were most successful?

9.   Which parts of the lesson were least successful?

10.   Did you discover anything new about your teaching?

After reflecting on my students' performance, we consider that we accomplished the goals of the lesson, we raised cultural awareness in our students. The material that we designed was authentic and useful to expose my students to comprehensible input (Krashen, 2009),as they were reading and listening to real language and not adapted, but with my help, students were able to understand the texts and audios.

Some of the techniques that I used were the top-down processing to help them understand the language. This class was different and unique to others in the sense that we were in the middle of a pandemic situation and we were not able to be face to face in our classroom. That was a challenge since we had to make some agreements and set all the necessary to carry out this lesson, and the rest of course. The class was carried out differently

to a traditional classroom because we could not group the students in teams for example in the class, but what I used was the breakout rooms in Zoom.

It is remarkable to mention that when I watched the video of myself teaching it was interesting seeing that although I try to make my students participate and they do, I speak more than them. If I am trying to develop the communicative competence, I should let them speak more.

It is essential to comment on the type of interaction occurred teacher-student, our classroom was full of empathy and respect, we could really communicate and that helped to accomplish our goals.

We developed the lesson plan as written, but there were some parts where we had to make little changes, but that did not change the way the class was done. For example: sometimes students took more time on participating, so we had to devote less time to another activity, but we managed to adapt the time.

The most successful parts of the lesson were when we talked about the native speakers' opinions on Mexican culture. Some shocking opinions were on poverty and on some public services in Mexico. Talking about the least successful parts in my class we cannot think in one, maybe it was when we started to revise grammar that I felt my students less participative.

About my teaching, I noticed that I use some Spanish in my lessons, I am not happy about that. I need to avoid it in my lesson, at least it is necessary, because I felt I was translating what I had said before in English, that was not good for developing the language competence.

Questions about the students
1. Did students contribute actively to the lesson?
2. How did you respond to different students' needs?
3. Were students challenged by the lesson?
4. What do you think students really learned from the lesson?
5. What did they like most about the lesson?

When we were developing the language skills, students were participating enthusiastically. For example, when we were reading the texts on the webpages, students were willing to read aloud and when they had doubts, they asked the teacher. There was a similar situation when we were listening to the interviews, we were laughing when students could understand what native speakers were talking about our culture, such as: the variety we have of food, Dan was talking about "garnachas".

There was a very interesting moment that we recall, it was emotive and really culture centered when we were talking about the songs, they feel identified. It was not expected that students really know Mexican songs because they are teenagers and maybe their interests are in other topics. It was also surprising that students were taking photos of themselves happy and getting fun listening to the songs and writing their essays.

When it comes to understanding students, we consider that we did well because sometimes students had problems with Internet connection or as they were taking other subjects they had a lot of homework, and they asked to do the activities one day later or to hand in the writing or audio later. I consider that we had a good relationship with students to get to an agreement. As Krashen (2009) states we were getting low the filter in our students.

Some of the things that students learned in the lesson was some geographical and historical facts of the about Dan and Paula's town. We were learning that in Canada, French and English are spoken. We realized that when we are talking about an English or Canadian person, students automatically think that they are from the capital or the main cities, they ignore that there are other cities apart from Ottawa, Vancouver or London, for example.

Questions to ask yourself as a language teacher
1.   What is the source of my ideas about language teaching?
2.   How am I developing as a language teacher?
3.   What are my strengths as a language teacher?
4.   What are my limitations at present?
5.   How can I improve my language teaching?

Now that we have finished the lesson, it is time to reflect about my teaching, especially

after watching me recorded. We concluded that the source of my ideas about language teaching come from different referents. I consider myself a teacher that tries to update and know the current trends on teaching. At work, I am asked to take at least two courses per each semester.

Sometimes I complained about that, but when I started this Specialization, I realized that I was not lost, and that the previous knowledge and what I was learning, helped me cope with virtual classes in this pandemic situation. We had to mention that we have experience in teaching at distance and in blended learning. I consider myself as a teacher who adapts to change, and that had helped me to overcome difficult situations.

One of the applications that I had used occasionally was Zoom, but I had to discover more usages to adapt my classes. Although we think that my lesson was successful and rewarding, we still identify some weak areas to improve. We want to improve our level of English and get the highest certification.

Along the sessions in the Specialization, we have revised current methodology and teaching strategies that we did not have time to put into practice in my lesson. That is one of my objectives, to apply the CLILL approach in my classes, not all because it is not possible, but at least several during the semester. In order to improve my language teaching we think that It is considerable to revise on some linguistic aspects to teach to my students and as said before improving my level of English will provide my students with quality input.

CHAPTER 4: CONCLUSIONS

To summarize, we presented a lesson based on the Communicative Approach. It was focused on the interaction between students where the cultural element was involved. The lesson tried to develop the language in the most natural way, unconsciously and inductively. And only at the end we reflected deductively on the grammar part.

The lesson reflected the communicative approach in the sense that it was more focused on the communicative functions and that students were more aware of their knowledge. Students also learned the language rules inductively and only at the end we reflected on the grammatical rules.

As a result of the teaching reflection, my philosophy on teaching has changed on two ways. On the one hand, I realized that I must be more aware of my students needs and play the roles necessary to make my students learn better and make them more responsible for their own learning.

On the other hand, I noticed that I have worked with the same book for 17 years, which is an administrative decision, it does not rely on me. I think that the book is only a resource to your class, you can adapt the activities or exercises in a way that your students develop not only the linguistic competence, but the communicative and cultural one. What I can do is to renew my techniques and strategies, update my material and adapt it to more demanding and challenging groups.

Our Mexican context demands more efforts on my part, I should provide my students with more authentic material and expose my students to more listening input, so they compensate for not being in English speaking country.

All in all, the selection of the teaching methodology is vital when you are responsible for making your students learn, and that the impression you leave on them in relation to the way you manage your class, will conform their future opinion about English and English learning.

At the end of the session, my students were more aware that we have a vision of life, a vision of the world. Other people, from other places and countries have different ideas and manners.

They know now, that when they speak to others, do body language or interact, they could expect different attitudes or responses. Some students shared experiences when they have travelled (not a lot) abroad or when they have travelled around Mexico, that helps.

We as teachers have great responsibility on this topic, we can make our students feel comfortable or uncomfortable. We must be very careful in order not to make our students feel bias to a specific culture or people.

One of the main things that I noticed is that if we plan the classes with passion and bearing on mind students' likes and dislikes, they notice you care, and they also want to give their best. We were asked to show some of the best products of my students and some which are a bit weak, but to be honest, all my students did great.

Another thing that really gave food for thought was watching me and listening to me, I noticed that I have some things to work on. I will watch those videos again. I think I must work on my pronunciation and to avoid Spanish language in my classes. This project is guiding me to be a better teacher.

To sum up, I would like to reflect on what I learned in the Specialization. It helped me refresh knowledge in language acquisition theories and teaching methods. We need to be updated with the mainstream strategies. I also learned how to integrate the idea of interculturality in my class. That was something I had not done before in such a deep way.

In closing, talking about the challenges, I found difficult to get organized due to work, family, and the lockdown. The selection of the group for the lesson took me a month, as I took into consideration cultural interest, technology support and level of English. I had to choose also a group where I could take some time to apply my lesson.

After this class, I am in the process of becoming a reflective teacher, I need to reflect

on what my students need to make them develop the language and cultural competence.

Finally, but not least, I noticed that it is essential to learn how to work as a team, during this Specialization I worked in team for several reasons, when we were giving a talk about a specific topic or when we were participating in the colloquium. It was really enriching being informed with other classmates and getting feedback from other professionals of your area, that was inspiring, and you wanted to do it better for the sake of your students.

I would like to thank my tutor for being understanding and always willing to help us giving us feedback on the assignments that we had to hand in during the specialization, and that led to this final project. '

To conclude, I would like to foresee into my future as a language teacher. After this Specialization, I would like to devote some time to apply all what I have learned through a year. There is a lot of knowledge that I think I need to try and put into practice. Although I tried to reflect on my class all what I learned in the specialization, in a lesson is not enough. I also would like to go for a PhD into Education or Pedagogy, we never end learning with the purpose of being a better and prepared teacher, as we have a great responsibility, our future generations.

CHAPTER 5: APPENDIXES AND REFERENCES

5.01 Appendixes

Figure 41

Figure 42

Figure 43

Figure 44

Figure 45

Figure 46

Figure 47

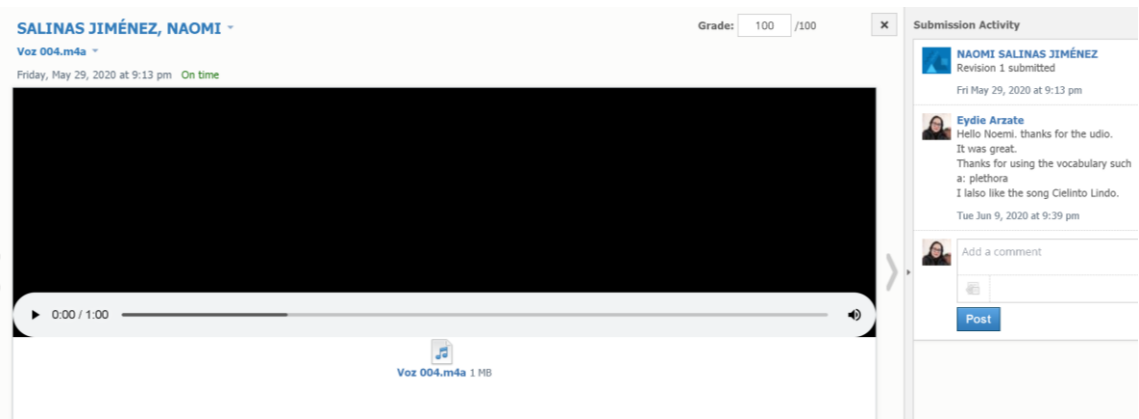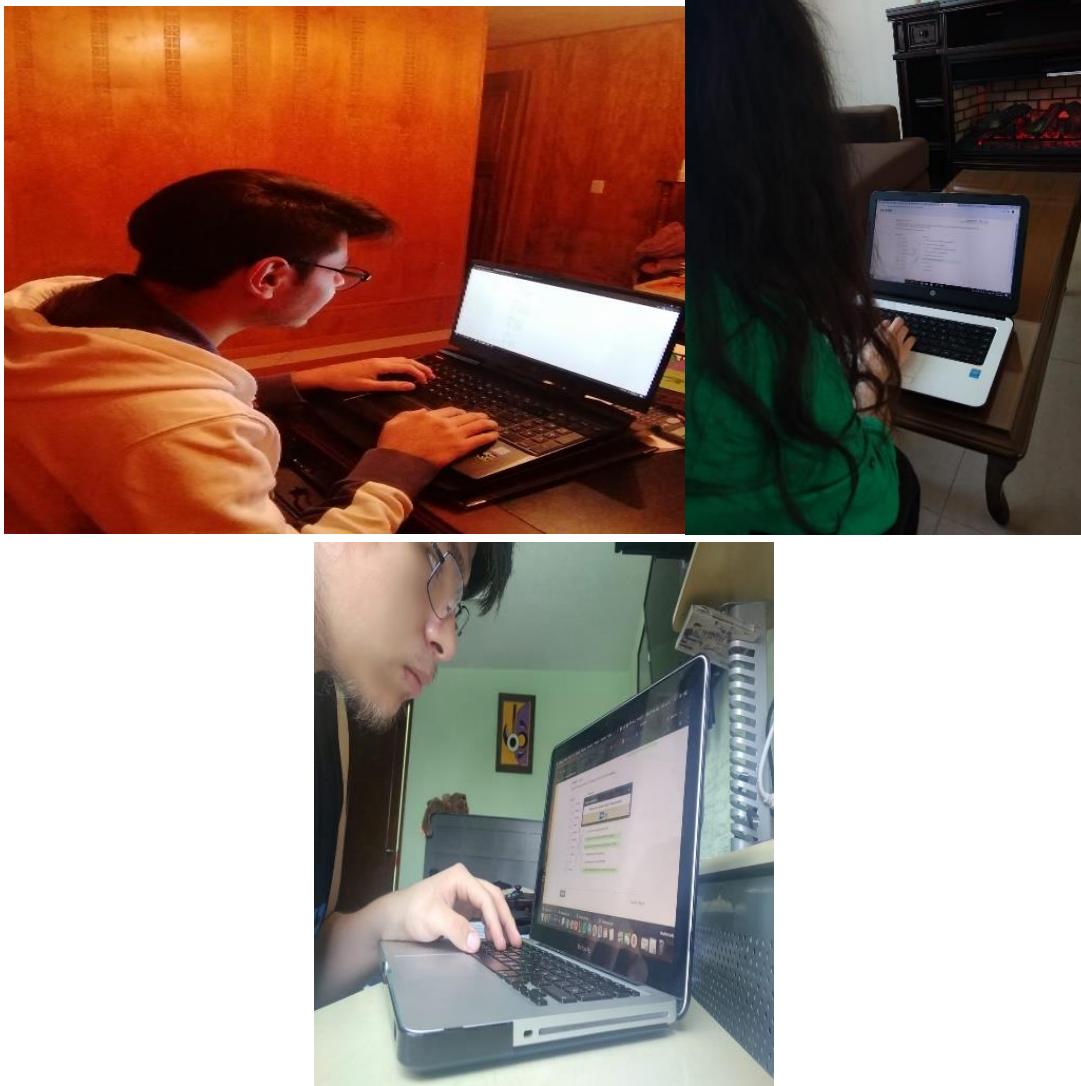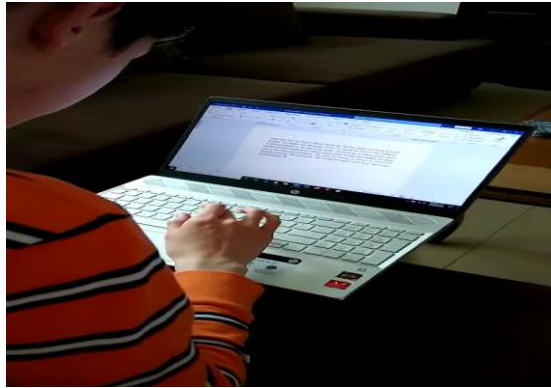Figure 48

Figure 49

Figure 50

Figure 51

Figure 52

Figure 53

Questions about what happened during a lesson
Questions about your teaching
1. What did you set out to teach?
2. Were you able to accomplish your goals?
3. What teaching materials did you use? How effective were they?
4. What techniques did you use?
5. What grouping arrangements did you use?
6. Was your lesson teacher dominated?
7. What kind of teacher-student interaction occurred?
8. Did anything amusing or unusual occur?
9. Did you have any problems with the lesson?
10. Did you do anything differently than usual?
11. What kinds of decision making did you employ?
12. Did you depart from your lesson plan? If so, why? Did the change make things better or worse?
13. What was the main accomplishment of the lesson?
14. Which parts of the lesson were most successful?
15. Which parts of the lesson were least successful?
16. Would you teach the lesson differently if you taught it again?
17. Was your philosophy of teaching reflected in the lesson?
18. Did you discover anything new about your teaching?
19. What changes do you think you should make in your teaching?

Questions about the students
1. Did you teach all your students today?
2. Did students contribute actively to the lesson?
3. How did you respond to different students' needs?
4. Were students challenged by the lesson?
5. What do you think students really learned from the lesson?
6. What did they like most about the lesson?
7. What didn't they respond well to?

Questions to ask yourself as a language teacher
1. What is the source of my ideas about language teaching?
2. Where am I in my professional development?
Approaches to classroom investigation 17
3. How am I developing as a language teacher?
4. What are my strengths as a language teacher?
5. What are my limitations at present?
6. Are there any contradictions in my teaching?
7. How can I improve my language teaching?
8. How am I helping my students?
9. What satisfaction does language teaching give me?

Figure 54: Reflection questions to guide journal entries from Richards & Lockhart (1996)

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