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UNIDAD AJUSCO

PROPUESTA DE INTERVENCIÓN EDUCATIVA

“Generando Conciencia Intercultural en mi salón de clases”.

Diferencias entre mi país y Estados Unidos.

TRABAJO RECEPCIONAL

QUE PARA OBTENER EL DIPLOMA DE
ESPECIALIZACIÓN EN ENSEÑANZA Y APRENDIZAJE
DE INGLÉS COMO LENGUA EXTRANJERA,
MODALIDAD EN LÍNEA

PRESENTA:

LILIANA IVONE ALCALÁ MEZA
ASESOR: GERNOT RUDOLF POTENGOWSKI

Fresnillo, Zacatecas; a 13 de Junio de 2021



Receptional Work

that in order to obtain the Diploma of:

“Specialization in Teaching and Learning English as a foreign
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Liliana Ivone Alcalá Meza

Final Project

Specialty in Teaching and Learning of English as a Second Language



Generating Intercultural Awareness at My English Class

Differences between my country and USA

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INTRODUCTION

The purpose of this final project is to reflect in a new acquired knowledge within the teaching and learning practice obtained from this diploma course as a specialist in teaching and learning English as a foreign language, by designing and implementing a pedagogical intervention project.

It is to be expected to analyze and think about how students learn languages, and how successful communication with our students. In order to do that, it is important to understand the basic concepts of second language acquisition theories. For this, it is necessary to take into account everything that it has been learnt and show all this information is put into practice by designing ways of organizing all the contents in order to solve the possible obstacles that could be faced in this final project and try to avoid communications breakdowns during classes and consequently in the language learning acquisition.

In chapter 1 there is a clear statement of teaching philosophy taken from the basis of the previous assignments in module 1. In this section will be enrichment and reshaping of this teaching philosophy and new principles learned along the specialty will be displayed. Theoretical foundations principles, approaches, methods and techniques are shown for a better understanding of what has be done as part of the new teaching style.

In chapter 2 a detailed description and a deep analysis of the procedures of the learning activities are exposed, in order to carry out this activity a format was displayed with the correspondents' adaptations to make sure that all the contents and steps that a lesson plan must include are covered. Description of the expected outcomes on processes and attitudes are elicited. The design of the necessary tools to evaluate or assess the progress of the students is reflected along with the outcomes of the assessing plan. A detailed rationale behind learning and assessment tools implemented is mastery displayed as well.

Besides this, attached evidences demonstrate a clearer idea of what procedures are.

The edited version of the video is included as requested, it contains portions of each step of the lesson plan, activation, objectives, vocabulary, rationale behind, development of the five sessions of class, social interaction during synchronous sessions, evidences from all the lesson plan and memorable moments of each step.

Chapter 3 is a deeply reflection and analysis of the results carried out along the activities, this section exposed the most important expected outcomes obtained during the implementation of the lesson plan.

And finally, in chapter 4; a look back of what has been done in the specialty and the comments of the best results of this project are taken into account for the final part of this work.

CHAPTER 1: PHILOSOPHY AND THEORY

1.01 TEACHING IDENTITY AND PHILOSOPHY

1.01.1 CONTEXT RELATED TO THEORETICAL CONCEPTS

Looking at the past must only be a means of understanding more clearly what and who they are so that they can more wisely build the future. —Paulo Freire (2003)¹

Liliana Ivone Alcalá Meza is an elementary school teacher. She started out teaching English in 2012 as an English teacher in the Mineral College, in Fresnillo Zacatecas, before that she was working for a manufacturing company in headquarters; at that time she was in charge of all the movements of goods in and out, having knowledge of the English language was an extra position. At that time, she had a degree in Human Resources Management, and everything she learned in English she did it high school and college; moreover she continued learnt a little more in a self-taught way. Due to personal reasons she started working as a teacher in a private school. The first classroom position was as an ESL instructor. A typical class consisted of 20 students. Typically, the only ones who spoke a second language were the students who had spent a vacation in the United States; this was the main contact within an English teaching context.

Furthermore, the classes must be observed before she could start to teaching young students, at this point, the teachers used both target language (L2) and native language (L1) to teach or explain something to the students. Teachers followed grammar translation method (GTM), this was suitable for students, due to Grammar translation method (GTM) allowed teachers to use L1 in classroom for teaching L2. That was the first contact with a teaching approach.

Without having any experience in the field of education, it is begun to use this approach in classes, was it helpful and useful for students and teacher, lot of vocabulary was taught, teacher development skills were limited; however during this period teaching methods, techniques, and philosophies, including using computer-assisted language learning in the classroom, were put into practice. Game learning program was developed by the end of school year and then this was the only way to access through games, readings, and

¹ Freire, P. (2003). *Pedagogy of the oppressed*. Continuum. Retrieved from : <https://www.goodreads.com/quotes/20694-looking-at-the-past-must-only-be-a-means-of>

audios to teaching-learning English. Consequently Behaviorism was implemented at classes in order to create a 'good interaction' between my students and teacher.

The American psychologist Burrhus F. Skinner² expanded classical conditioning to the so-called operant conditioning. According to this theory, if a reward or reinforcement follows the response to a stimulus, then the response will become more likely in the future; and this was the main reason to having applied behaviorist theory in class.

1.01.2 BELIEFS AND ASSUMPTIONS ABOUT HOW TO LEARN

Beliefs about language learning, as well as other cognitive and affective variables, have become an interest of researchers in the field of second language acquisition because of assumptions that "success depends less on materials, techniques, and linguistic analyses, and more on what goes on inside and between the people in the classroom" (Stevick, 1980)³. According to Stevick and remember student's days, when all the classmates had weird ideas about what English was it, preconceived ideas of what the classes would be like were expressed, everyone was nervous, scared and some others excited about learning a different language, these concepts were taken as a motivation factor; and these beliefs can indicate learners' expectations and attitudes towards the language. There were high expectations in the classroom where the students would be interacting and speaking in English and the teacher would be a kind of an expert helping everybody to correct mistakes and translate words.

Since Richardson (1996)⁴ defines beliefs as psychologically held understandings, premises, or propositions about the world that are held to be true. As far as I am concerned, beliefs are central constructs in every discipline which deals with human behavior and learning. In my opinion, beliefs could help as individuals to determine and understand the world and others, and even without knowing it at that time, instruments were already considered decisive to define the tasks of the teacher and to play a critical role in the behavior towards the learning of a second language, however the environment was a stressful place to learn, the opposite of what Krashen (1988)⁵ explains in his Affective Filter Hypothesis, 'affective variables play a facilitative, but non-causal, role in second language acquisition. These variables include: motivation, self-confidence, anxiety

² Simplypsychology.org. (2020). Retrieved 3 November 2020, from <https://www.simplypsychology.org/operant-conditioning.html>.

³ Stevick, E. W. (1980). *Teaching languages: A way and ways*. Rowley, MA: Newbury House Publishers, Inc.

⁴ Richardson, V. (1996). The role of attitudes and beliefs in learning to teach. In J. Sikula (Ed.), *Handbook of research on teacher education* (2nd ed., pp. 102-119). New York: Macmillan., 2020

⁵ Stephen Krashen's Theory of Second Language Acquisition (2020). Retrieved 31 October 2020, from <https://sk.com.br/sk-krash.html>.

and personality traits. Krashen claims that learners with high motivation, self-confidence, a good self-image, a low level of anxiety and extroversion are better equipped for success in second language acquisition'. According to this, detrimental beliefs were eliminated immediately because they negatively affect language teaching and learning process as a student.




The process of construction of knowledge depends on two basic aspects according to Glaser, 1991⁶; the previous knowledge or representation that one has of the new information or of the activity or task to be solved and the external or internal activity that the student carries out in this respect, analyzing this context would allow to propose a program that can cover the linguistic skills, therefore Material Developer was implemented at this stage of the teaching practice.

1.01.3 USE OF METHODOLOGIES BEFORE THE DIPLOMA COURSE AND DURING PANDEMIC

By the time pandemic issue was in the biggest concern, it was assumed the Professional role by joining other groups of teachers, taking courses and updating all the English acquired knowledge. Once the new workbook had been planned, designed and elaborated, the next step was to propose a form of communication that could allowed accessing a more meaningful teacher-student communication. Zoom platform was the perfect choice; would have sessions 3 times a week and students would send evidence of the appropriate work, videos, and photographs through WhatsApp chat. This is the way that has been working at a distance; the new academic context has allowed to explore multiple emotional skills did not know before. Creativity was developed in deeper as well as ingenuity and patience in experiencing failure with the new learning techniques.

In spite of all the social, family, economic, health and educational chaos, something good came out; of the parents assuming the role of the teacher, this allowed to value the role of the teacher in society; a profession that was being devalued until recently, now teachers are being recognized for the immense effort, dedication and commitment that comes with being in front of a large number of students trying to give them the best of themselves, as human beings and education professionals. The following chart exposes three main methodologies implemented before diploma course began.

⁶ Glaser, R. (1991) The maturing of the relationship between the science of learning and cognition and educational practices.

METHODOLOGY	ORIGINS/PROPONENTS	OBJECTIVES/GOALS	DISADVANTAGES	TECHNIQUES
Direct Method 	Consecrated in USA by Sauveur and Berlitz ⁷	<ul style="list-style-type: none"> -Instructions in class are made exclusively in the target language -Students must learn to think and communicate in the target language -The vocabulary is taught through demonstration, objects and images. Abstract vocabulary is taught by association of ideas 	<ul style="list-style-type: none"> -Does not teach grammar systematically -It is not learner-centered class -Ignores systematic written work and reading activities 	<ul style="list-style-type: none"> -Reading aloud, -Dictation, -Conversation practice, -Paragraph writing
Grammar Translation 	Seidensücker Johann, Karl Plotz Johann and Meidinger ⁸	<ul style="list-style-type: none"> -Learning is by translation -Grammar rules are memorized 	No emphasis in developing oral ability	<ul style="list-style-type: none"> -Translation of literary texts, - Memorization of long verbs list, - Compositions, practice exercises in a deductive way
Total Physical Response 	Developed by James Asher in 1960 ⁹	<ul style="list-style-type: none"> -The simply objective is to teach how to speak -It is the teacher who decides what to teach, which materials to use and how to use them -The primary role of Student is to Listen and Act 		<ul style="list-style-type: none"> -Simple commands -Teacher modeling -TPR Simon says -TPR Storytelling

⁷ Richards, J. y Rodgers, T. S. (2001). *Approaches and Methods in Language Teaching*. New York: Cambridge University Press

⁸ Stern, H.H. (2001). *Fundamental Concepts of Language Teaching*. New York: Oxford University Press


⁹ Richards, J. y Rodgers, T. S. (2001). *Approaches and Methods in Language Teaching*. New York: Cambridge University Press

1.01.4 USE OF METHODOLOGIES DURING THE COURSE AND ACCORDING TO THE MEXICAN SYLLABUS

During the course in specialization, the teaching philosophy was re-shaping in a specific direction and a new teaching approach was put into practice in addition to the Communicative Approach. Stephen Bax (2003)¹⁰, an English teacher with extensive experience in the Arab world, argues that the Communicative Approach does not take into account the context in which it should be taught, the methodology is the main element of this study. So, the implementation of a new approach: the Contextual Approach; the context determines the methodology used in the classroom. This sounds exactly what students were requiring of the teacher, as a result of being consisting with the work, and be able to adapt this approach to the students at the classroom. In the light of this work, and while this diploma course was taking place there was a deeply need to be critically aware of many factors that could re-shape all the acquired since then, for instance: theoretical knowledge of different teaching-learning methodologies, getting a broad picture of the links between different theories, cognitive processes involved in learning a second language from the students.

For example, regarding to "materials", there was a question to be asked; are the materials suitable to develop the language skills in the students? New innovative strategies were required as the pandemic obstacles in education at the distance were revealed.

Thus, the procedures performed, tasks assigned and projects allowed to find the most appropriate methodological orientation and to build a new teaching philosophy for elementary school classes, a Contextual approach, which allows to apply the advantages of one teaching with the advantages of another. The following chart exposes this new approaches applied during the course and the rationale behind the use of these two.

METHODOLOGY	ORIGINS/PROPONENTS	OBJECTIVES/GOALS	DISADVANTAGES	TECHNIQUES
Communicative Language Teaching 	According to Richards and Rogers (2001), a group of renowned linguists, such as Widdowson, Candling, Christopher Brumfit and Keith Johnson, among others, all of whom are well-known for their work in this field, contributed to the Communicative Theory Method on the basis of work carried out by linguists such as Firth	<ul style="list-style-type: none"> -Acquisition adequate skills in the use of language as a means of communication. -It is aimed for students to acquire the language by focusing on the development of communicative competence -Giving equal 	<ul style="list-style-type: none"> -More vocabulary is required to support the functional use of language -It provides few guidelines on how to handle the vocabulary -It is difficult to adopt a 	<ul style="list-style-type: none"> -Portfolio -Final Projects

¹⁰ Bax, Stephen (2003). The end of CLT: a context approach to language teaching. ELT Journal, vol. 57 (3) Retrieved from: <http://people.exeter.ac.uk/msp203/MEd%20Formative%20Assignment/The%20End%20of%20CLT.pdf>

	and Halliday	emphasis to the four language skills: speaking, listening, reading and writing	communicative learning approach if there are so few native teachers	
Task Based Learning	This approach was created by Prabhu (1987) and was created to fill the gaps of the communicative approach	-Clearly instructions -Students learn the language through communicative and intentional interaction	-Students will avoid to speak in the target language - some students may take a secondary role and rely on others to do most of the work and learning	- Brainstorming -Games based on Listing -Graphic organizers -Posters -Anecdotes -Reminiscences -Debating



1.01.5 PROFESIONAL PERSPECTIVE AND DEVELOPMENT

The pedagogical approach of the English foreign language curriculum proposal adopts a focus on the social practices of language and the basic education child as the center of the entire teaching-learning process. It is assumed that the students in the classroom through all the activities involved will be able to acquire and increase their level of English. The development of language skills in elementary school start in cycle 1 with the expected learning outcome by grade, children must listen the new vocabulary repeatedly to become familiar with the words, by exploring the content, singing songs and chanting some words, after in cycle 2, students must make an association between the familiar words and what these new words represent; and finally in cycle 3, recognize the vocabulary, the context, people or objects those sound represent, children must be able to interchange expressions, describe and compare information, tell stories, read a short story and so on. This accumulation of language skills can allow to reach the second stage, the production of authentic material situated in the parameters of the personal, family or community life, in other words, everything is about learning English by using English, this include: oral texts or written with specific social and didactic purposes.

From my point of view, when it talks about communicative interaction, it can be understand that the process involves expressing, exchanging, sharing ideas, emotions, desires or interests and in order to do that it must be established and maintained interpersonal relationships. It is assumed that students in the classrooms are conceived as a social- active agent in the learning construction; children must develop ideas, be aware of their abilities, construct or increase social practices face communicative problems with others and develop a few home works as well. It is also important to point out that language teaching materials with communication strategies have a great potential

improving current language education in our country. Most of the books of PRONI (National English Program) are well structured and provide a good range of authentic materials in order to put students into a real life context. The general purpose of the foreign language course English is to develop skills, knowledge, attitudes and strategies of learning to participate and interact in social language practices, oral and written, from different communicative and cultural context, routine and familiar, with native and non-native English speakers¹¹. The English course has two curricular organizers: Social environments of the learning and communicative activities. The current English language teaching curriculum in Mexico over the last years, has managed to focus on the student as the center of learning and establishing social language practices so that the development of communication skills increases without leaving behind the other English skills. I think that there is a long way to achieve this goal, and it is probably to say that one of the failures is that who supports the system as external advisors are not hired continuously, it means that there are huge bridges each cycle from beginning to ending, the education is discontinuous and a lot of breakdowns are generated in each students in the process of English learning.

On top of that, the central practice of English language teaching is the learner and its approach is based on the student being able to communicate in various real life contexts. The content of the curriculum is based on a Task-based approach, which is focus on what people do with language to carry out different tasks in their real life; and in this case in particular all the activities are aimed to comprehend the expressions used by the speakers, for instance in a purchasing of commercial transaction for six graders. There is a final product at the end of each unit which is the center of the six lessons from the book which is the perfect final product to engage all the process learning before, during and after sessions.

Even though the topic covers all the contents from the syllabus, it is again established in the sixth grade program as part of the context of business transactions. Task-based approach allow students the right scaffolding and may establish new learning methods that connect them to the previous vocabulary as well as those cognitive processes that help them internalize the new content.

¹¹ Programa Nacional de inglés en Educación Básica Segunda Lengua: inglés. Programa de estudios Ciclo 3. 5º y 6º de Primaria. Educación Básica (versiones en español e inglés), México, SEP, 2011.

1.02 THEORY UNDERLYING TEACHING PRACTICE AND IDENTITY

1.02.1 NEW TEACHING PHILOSOPHY

With the previous analysis presented, it can be assumed that the two main objectives were achieved, on one hand; to arrive at a reflection about what has been taught when teaching English; on the other hand, a new re-shaping of teaching philosophy that had been practiced until before taking this diploma course. This work reflects a before and after in the way that learning and teaching English is conceived. The aims of the new teaching philosophy cover a wide range of contents of basic education mentioned above, refer to the integral formation of the student giving him/her the opportunity for continuous improvement through the development of his/her intellectual potential and the exposure to different contents that allow him/her to claim the development of inter and intrapersonal practices.

The analysis shows that the teaching process is based on the curricular content, integrating in an effective, fluid and natural way three important aspects of communicative situations; knowing about the language, doing with the language and being through the language. All the components are intended to guide the student to the center of the learning of the English language proposed in the curriculum, that is to say, the social practice of learning. The new teaching philosophy for the development of the final project is based on a combination of two approaches; firstly, Byram's model of intercultural competence, specifically on Intercultural Attitudes, where he explains that; 'in order to be interculturally competent, we must be curious and ready to learn about our own culture and also other cultures in an open, non-judgmental way'¹²; and it can be said that this is the reason to choose working with these two approaches goal with my sixth grade students; secondly and due to the basic level of students, Based Learning Teaching approach (TBLT), doubtless the best option if the principal objective is to focus on meaning rather than form and have students through small tasks creating a personal interaction, language and method of extracting information from the task. This approach allows students to use personal communicative skills to solve the task and improve fluency and form towards the end of a TBL lesson.¹³

¹² Byram, M., & Fleming, M. (1998). *Language learning in intercultural perspective*. Cambridge, UK: Cambridge University Press.

¹³ Willis, J. (1998) Task-based Learning. *English Teaching Professional*, Vol.1998, Iss. 9. pp.3-4

As far as I am concerned, this new teaching philosophy is based on the belief that the activities of reading and writing and listening to the environment around learners can help to construct meaningful experiences by prompting students to think critically about the world; to convey this point of view to the students, there was necessary to emphasizes individual thinking and the diversity of interpretive processes to help students cultivate the cognitive skills necessary for effective interpretation and communication. Throughout this teaching experience, huge steps have been striven to achieve the required goals. Philosophy of education is not just about one of the philosophies that have been discussed, but a blend between all of them, taking bits and pieces of the best that each can bring to the classes and making a new philosophy of education that embraces all the growing technological world.

To sum up with this topic, there were basic components that expose this English language learning that are conducive to learning. (1) The main role of a teacher should be to act as a guide. (2) Students should be able to choose what they are interested in learning in these demanding and controversial times when they feel nothing makes sense and let their curiosity drive their learning. (3) Students should have the opportunity to practice their skills within and be supported by their school community in a safe environment. (4) Technology should be incorporated throughout the educational system in one way or another according to the needs and social context to the school day.

1.02.2 THEORETICAL BACKGROUND and RATIONALE BEHIND INTERCULTURAL COMPETENCE

A conversation between two people will not only be limited to an exchange of information, but will also see the other as a human being and as someone who participates in a community and brings to the conversation the burden of opinions and cultural background. It is observed what it implies not to take into account the social context where the conversation takes place, for example, between a diner and a waiter, grammatically he may have no errors when asking for the menu order but if he asks a question and the waitress gives an answer in a certain tone not expected by the diner this could be misinterpreted and cause an interruption in communication. In other words, when interaction occurs to each other, social identity is shown and it is an inevitable part of communicating with the world around. That is why, in language teaching it is established that it must be taken into account this precept and not only acquire grammatical

competence, in the same scale and importance to teach Intercultural communicative competence. In this way, the teaching of interculturality is intended to support students in acquiring the linguistic competence necessary to communicate either in written or oral form, or to state clearly and precisely what they want to convey.

Social identities occur through a process of socialization, i.e., teachers have acquired knowledge, values and attitudes that share with other teachers through the interaction that can establish from a young age and during the acquisition of educational teaching. But it should not be limited to this as it would be another form of reductionism, since, we have more identities than just that. Thus, it can be established that the main objectives of the development of the intercultural dimension in language teaching are to provide our students with the necessary tools to interact socially with other people and to accept and understand their culture, to prepare students as individuals to recognize other perspectives, values and attitudes different from their own, and to help learners to understand that such cultural exchange implies an enrichment in itself as a life experience.

According to Deardorff, 2006¹⁴ the above knowledge, skills and attitudes lead to internal outcomes which refer to an individual who learns to be flexible, adaptable, and empathetic, and adopts an ethno-relative perspective. These qualities are reflected in external outcomes which refer to the observable behavior and communication styles of the individual. They are the visible evidence that the individual is, or is learning to be, interculturally competent.

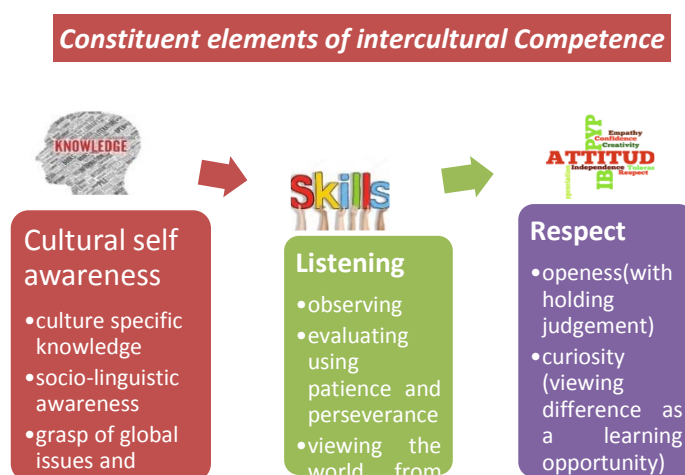


Table 1 Adapted from Deardorff, 2006

In my opinion, nowadays intercultural encounters have become such a daily occurrence for a large number of people around the world and this number continues to grow, there is

¹⁴ Deardorff, D. K. (2006) , The Identification and Assessment of Intercultural Competence as a Student Outcome of Internationalization at Institutions of Higher Education in the United States, Journal of Studies in International Education 10:241-266

a great potential in such intercultural encounters either physically or virtually to enrich and benefit, as the encounter with otherness, or rather what is different, offers a window to learn from the other, with the other and about oneself. The development of intercultural competence through education is a powerful tool for achieving intercultural understanding, appreciation and respect. From my point of view, it can help develop the competence they need to engage in meaningful intercultural dialogue and to live in harmony with those who are perceived to be different from what is already established. To benefit from diversity, it is vital that discrimination, inequalities and structural disadvantages are dispelled, and this can be achieved from the classrooms in schools, so that everyone can enjoy genuine equality of opportunity and participate in intercultural encounters and dialogues, it is vital that people's intercultural competence is stimulated and developed so that they can understand, appreciate and respect others across cultural differences, while at the same time actively contributing to societies that benefit from diversity. Thus, it is recognized that the development of intercultural competency is a responsibility of both individuals and institutions, and that its pursuit is a continuous, complex and dynamic process throughout our lives as learners. The successful development of intercultural competency and the realization of the social vision on which it is based depend on the entire school and social community, as there are high levels of rejection of other sources of diversity and culture. To enable the development of intercultural competence through education in general, the support of all these parties is vital. This document intends to introduce and generate some interest and reflection towards those aspects of the national culture that are unknown, and at the same time those cultural aspects that are interconnected and affect other countries, affecting in a certain way the way in which we conceive Interculturality.

An Intercultural Approach into Language Teaching... helps as teachers to understand not only the multiple socio-cultural factors that are implied in the teaching of a foreign language, but also the importance of critical cultural awareness to be able to understand other cultures without losing perspective of the local reality. Thus, from this perspective the exploration of the local culture was as valid and necessary as that of the target culture. The topic <Generating Intercultural Awareness at my English class> was chosen with the purpose of create critical thinking regarding the influence of other countries and how people are socio cultural interconnected. That is, the goal was that students learn more about personal identity, general aspects of the culture and how some specific customs have influence in the American country and vice versa.

As a result of the above and considering the standards of the Curriculum for Basic Education in Mexico, it is proposed to apply the Interculturality approach model, making use of the fact that it demands the commitment of:

- Diversity.
- The development of self-confidence in young people.
- The development of willingness to learn.
- Activities based on collaboration.
- Problem-solving and a boost towards harmony in social relations.

Standards for Language and Communication (English) provide a model for the attainment of communicative competencies for young people in the XXI century, within a rich cultural context (national and international). In particular, these standards provide a basis for exploring the role of language and other ways of communication in the cultural and social life of young people, as they progress through the education system and their knowledge of the world.

CHAPTER 2: METHODOLOGY AND PRACTICE


2.01 TEACHING SCENARIO FOR LESSON PLAN

Awareness of the teacher's role in creating conducive learning environments has been a major challenge in this preparation as an EFL teacher. This lesson project explores the planning, development, and, implementation, of 5 hours of class time to generate Intercultural awareness with six grade learners. It examines the practices and beliefs of teaching English as a second language (ESL) in service to the sixth grade population in basic education of the Adolfo Adame Lozano elementary school in Fresnillo, Zacatecas. Most of the sixth grade students have the necessary technical resources to work on internet and social networks such as Whats app. Due to the pandemic, learners have been taking online classes for the past eighteen months. The sixth grade population is made up of 3 groups, each group has 34 students. The level of the students under the light of the CEFR is basic level (A1).

2.02 A PRACTICAL AND USEFUL LESSON PLAN

2.02.1 IDENTIFICATION CELL

Author	Liliana Ivone Alcalá Meza
Educational level	Basic Education, 6th graders
Title of the Lesson plan	GENERATING INTERCULTURAL AWARENESS AT MY ENGLISH CLASS
Subtitle	General culture of the united states and Differences between my country and USA
LANGUAGE LEVEL	A1 according CEFR
ENVIRONMENT	Literary and ludic
TEMATIC GUIDE	Unit where students will approach in L2 a synthetic basic aspects of the physical and political geography of Mexico and USA, as well as essential elements of both cultures with some elements like food, traditions, general knowledge about these countries,etc.
Learning Objective of the plan/Competency	<ul style="list-style-type: none"> ✚ <i>Read and compare various aspects of Mexico and English-speaking countries</i> ✚ <i>Interpret historical chronicles to compare cultural aspects of Mexico and English-speaking countries</i>
Skills considered	Reading/Writing/Speaking/Listening
APPROACHES TO APPLY	<ul style="list-style-type: none"> ➤ <i>BYRAM MODEL OF INTERCULTURAL COMPETENCE</i> ➤ <i>TASK BASED LEARNING TEACHING APPROACH</i>
Functions	Compares aspects of nature and cultural expressions of a chronicle to contemporary Ones from Mexico and English-speaking countries.
Main Grammar structure	Simple present
Expected Learning	Reads paragraphs of a chronicle aloud. Completes paragraphs of a text Ones from Mexico and English-speaking countries.
Brief description of the plan	Seeking out other cultures' attributes; value cultural diversity; thinking comparatively and without prejudice about cultural differences
	Seeking out intercultural interactions, viewing difference as a learning opportunity, being aware of one's own ignorance
Hours of the implementation	5 hours divided in two weeks due to restrictions from educative authorities regarding the students' stress in pandemic classes; is not allowed to have too many sessions in one week

Sessions	2 synchronous , 60 minutes each one via online by Zoom 2 asynchronous, a video about Mexican culture, two questions that students will investigate for the answer, a quiz after having watched the video with 6 questions and another quiz at the end of the sessions with general cultural knowledge about Mexico and USA, finally an audio recording with some summarizing ideas from the unit seen.
Contents required for the lessons	Video https://www.youtube.com/watch?v=RDYd07DPF08 Mexico BrainPOP Jr. Mexican Culture Social Studies Grades K-3, 3-5
Link of the content in DRIVE	 https://drive.google.com/drive/folders/1iPejC0B7jaruPoE_9uk_T5eoZLWeHX5a?usp=sharing
EEAILE TUTOR	Gernot Rudolf Potengowski

2.02.2 SCHEDULE

MONDAY 3	TUESDAY 4	WEDNESDAY 5	THURSDAY 6	FRIDAY 7
Session 1 1 hour		NO CLASSES		Session 2 1 hour
		SUSPENSION FOR MAY 5		
MONDAY 10	TUESDAY 11	WEDNESDAY 12	THURSDAY 13	FRIDAY 14
		Session 3 ZOOM CLASSES 1 hour	Session 4 ZOOM CLASSES 1 hour	Session 5 1 hour

2.02.3 DEVELOPMENT OF SESSIONS

LESSON 1

TYPE OF LEARNING: asynchronous

STAGE: Before the lesson. ACTIVATING PRIOR KNOWLEDGE


ACTIVITIES: The topic was introduced with a video related to the cultural identity of USA and Mexico; they did listening and reading comprehension activity in order to active prior knowledge.

LEARNING OBJECTIVE OUTCOME: The objective was to contextualize and activate previous learning on the topic in order to access and connect with the upcoming contents of the following sessions.

DIGITAL TOOL IMPLEMENTED FOR LEARNING: YOUTUBE

RATIONALE BEHIND: I wanted that my students seek out the attributes of other cultures; valued cultural diversity; and thought comparatively and without prejudice about cultural differences.

EVALUATION OBJECTIVE: The evaluation objective was to analyze the content seen in the video, explore related information in different sources of information on the Internet and show the result of listening and reading comprehension activity. Through the answer of two questions related to.

TYPE OF LEARNING	ASYNCHRONOUS	
TIMING	1 HOUR approx.	
TEACHER ACTIVITIES	<p>Teacher will send a link to the WhatsApp group explaining the content and all the instructions that children need to know about it. This video is related to the Mexican culture. This will activate vocabulary, and general knowledge of the country.</p> <p>Teacher will ask students to look at other sources of information to answer the following questions</p> <ul style="list-style-type: none"> • BESIDES YOUR COUNTRY AND THE USA, WHICH OTHER COUNTRY CELEBRATES DAY OF DEAD • BESIDES THE U.S., IN WHICH OTHER ENGLISH-SPEAKING COUNTRY IS SPANISH SPOKEN? 	
VIDEOS' LINK		Video https://www.youtube.com/watch?v=RDYd07DPF08 Mexico BrainPOP Jr. Mexican Culture Social Studies Grades K-3, 3-5
STUDENTS' ACTIVITIES	<ul style="list-style-type: none"> • Students will watch the video and they will take as much as possible all the information contained regarding Mexican culture. • After watching the video, students will answer these two questions in order to active basic knowledge related to other English-Spanish countries besides the US in which we, as Mexicans, can share the same traditions • Ss will take a photo of his/her results or a screenshot and send it to the teacher as evidence of work. 	
DEVELOPMENT OF SKILLS	<p>Listening, observing, evaluating</p> <p>Analyzing, interpreting and relating</p> <p>Critical thinking</p>	<p>The objective was to contextualize and activate previous learning on the topic in order to access and connect with the upcoming contents of the following sessions.</p>

LESSON 2

TYPE OF LEARNING: asynchronous

STAGE: Before the lesson. KNOWLEDGE ACQUISITION


ACTIVITIES: After been activated previous knowledge, students re-watched the video of session 1, and learned and recognized basic general cultural aspects by playing an online quiz.

LEARNING OBJECTIVE OUTCOME: The objective was to analyze the inference process of reading comprehension, to view and interpreting the world from other cultures' point of view, and identifying one's own.

DIGITAL TOOL IMPLEMENTED FOR EVALUATION: PROPOF QUIZ

RATIONALE BEHIND: The main goal is that students think comparatively and stimulate literal, interpretative and critical comprehension through a different way of evaluation

EVALUATION OBJECTIVE: Determine whether the students carefully analyzed the content shown in the video from lesson 1, and acquired the sufficient knowledge for the following sessions.

TYPE OF LEARNING	ASYNCHRONOUS
TIMING	1 HOUR approx.
TEACHER ACTIVITIES	<ul style="list-style-type: none">Teacher creates the content based on what the students saw on the video and go over the following questions and statements:<ul style="list-style-type: none">WHERE IS MEXICO LOCATED?Mexico has 5 types of land: mountains, deserts, rainforests, beaches and volcanoesThe Aztecs built a powerful [Blank]RODEO comes from an Italian word Rodéo...Examples of Mexican culture in the USA
VIDEOS' LINK	Video https://www.youtube.com/watch?v=RDYd07DPF08 Mexico BrainPOP Jr. Mexican Culture Social Studies Grades K-3, 3-5
LINK TO THE QUIZ	 https://www.proprofs.com/quiz-school/ugc/story.php?title=mze0njuwnwfs49 'MEXICAN CULTURE CHECK'
STUDENTS' ACTIVITIES	<ul style="list-style-type: none">Students will watch the video again try to activate the prior knowledge acquired to be able to give an answer to the quiz Mexican culture.After watching the video, students will answer a short quiz with questions and statements related to the content of the video.Students will get score from the entire quiz at the end of it.Ss will take a photo of his/her results or a screenshot and send it to the teacher as evidence of work.

SKILLS DEVELOPMENT	Listening, observing, evaluating Analyzing, interpreting and relating Critical thinking	To think comparatively and stimulate literal, interpretative and critical comprehension through a different way of evaluation
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LESSON 3

TYPE OF LEARNING: synchronous in ZOOM

STAGE: During the lesson. DOING WITH THE LANGUAGE

ACTIVITIES: Class started with a warm-up activity playing a quiz online, after being activated prior knowledge, students were guided through filling the blank exercises, reading activities and listened actively instructions to complete concepts for the development of the activities presented.

LEARNING OBJECTIVE OUTCOME: The objective of this synchronous session was to identify, define, and clarify the meaning of new phrases and words related to the topic and read aloud to practice pronunciation

DIGITAL TOOL IMPLEMENTED FOR WARM-UP: QUIZZZ

RATIONALE BEHIND: the objective is to encourage and enhance a relaxed session where the students felt comfortable to participate and demonstrate prior knowledge acquired

EVALUATION OBJECTIVE: Consisted of collecting data on the exercises and skills developed, especially listening, writing and reading, through holistic rubrics that made it possible to assess whether the development of the activities fulfilled the initial objectives.

TYPE OF LEARNING	SYNCHRONOUS	
TIMING	1 hour	
TEACHER ACTIVITIES	<ul style="list-style-type: none"> Teacher guides students through the following activities; 	
STUDENTS' ACTIVITIES	<ul style="list-style-type: none"> SEE MORE DETAILS IN ACTIVITIES' DESCRIPTIONS 	
SKILLS DEVELOPMENT	DOING WITH THE LANGUAGE READING, LISTENING, WRITING	Identify, define, and clarify the meaning of new phrases and words. Read aloud to practice pronunciation. Identify and express differences and similarities of historical and

		cultural aspects between Mexico and English-speaking countries (USA)
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WARM UP 7-10 minutes

- Kahoot quiz is played during this session in order to create a relaxing environment before development of activities.
- After warm-up, teacher will continue with the lesson plan activities

1) We are going to study some similarities and differences between Mexico and USA in this unit. Think about which of these words we are going to use. If you don't know all of them you can use a dictionary.

- Students will read aloud and write some meanings from the unknown words

Country	Largest	Apple pie
North America	Third	Thanksgiving
Sunny	World	Halloween
Food	Warm	
Weather	Cold	

DEVELOPMENT 25-30 minutes

- Teacher will read the paragraphs and the students will listen carefully to filling the gaps
- Repeat the procedure until all the lines are complete.

MEXICO AND USA



2) We are going to listen an audio.
Take notes using this template to fill in the blank spaces.

USA

The United States of America is the world's third _____country.

The weather of the United States varies some parts are _____ and others are _____

The most common food in the US is the _____, pizza, hamburger and texas barbecue.

_____is the spoken language. The most popular celebrations are Independence Day, _____Mother's day, Christmas Eve and Martin Luther King

MEXICO

Mexico is a _____ in the _____ portion of America continent.

It is a Spanish _____

The weather in Mexico is _____

The most special celebrations in Mexico are Revolution Day, _____, Independence Day and Christmas.

The most common _____ food are Chilaquiles, Pozole, Tacos, Enchiladas and Mole.

CLOSURE 10 minutes

- 🔗 **Teacher will elicit to a reading timing.**
- 🔗 **Students will practice USA and MEXICO paragraphs making a reading aloud practice.**

LESSON 4

TYPE OF LEARNING: *synchronous*

STAGE: *During the lesson. KNOWING THE LANGUAGE*

ACTIVITIES: *In this session students were exposed to the language in different reading, listening and writing activities. Besides this, students were conducted into a briefly self-evaluation assessment in order to set new learning objectives.*

LEARNING OBJECTIVE OUTCOME: *To integrate the information acquired through the senses into a structure of knowledge that makes sense to my students.*

-Classify, relate, or group information to help them with their tasks.

-Acquire autonomous learning skills.

RATIONALE BEHIND: *I wanted that my students seek out the attributes of other cultures; value cultural diversity; think comparatively and without prejudice about cultural differences.*

EVALUATION OBJECTIVE: *Was through holistic rubrics obtain and collect all data produced by the students in order to situate the language skills generated during the activities implemented.*

TYPE OF LEARNING	SYNCHRONOUS
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TIMING	1 hour	
TEACHER ACTIVITIES	<p>Teacher guides students through the following activities</p> <p>Teacher asks students to answer individually the section Self-evaluation sheet</p> <p>Teacher shows objectivity at all times and makes sure the ideas exposed have bases and argumentations.</p> <p>Teacher encourages the use of the new vocabulary and the structures seen.</p>	
STUDENTS' ACTIVITIES	SEE MORE DETAILS IN ACTIVITIES' DESCRIPTIONS	
SKILLS DEVELOPMENT	KNOWING WITH THE LANGUAGE READING, LISTENING, WRITING	<p>Outcome: to integrate the information acquired through the senses into a structure of knowledge that makes sense to my students.</p> <p>-Classify, relate, or group information to help them with their tasks.</p> <p>-Acquire autonomous learning skills.</p>

DEVELOPMENT 40-45 minutes

- Students will differentiate and locate their country and write the name next to the map. After this, they will color the state where they live
- Students will try to locate on the map some important cities on both, the United States and Mexico.

3. Follow the instructions of your teacher on these maps.



🏠 In this part the students will complete the phrases according to their previous knowledge about these 2 countries, with the needed words.

DIFFERENCES BETWEEN MY COUNTRY AND USA



IN UNITED STATES OF AMERICA		IN MEXICO
In USA people speak E _____	1	In Mexico people speak S _____
In USA people eat _____	2	In Mexico people eat _____
In USA people celebrate _____	3	In Mexico people celebrate _____
In USA the weather is _____	4	In Mexico the weather is _____

CLOSING 10 minutes

🏠 Students will evaluate the exercises, their work and the theme.

Self-evaluation sheet

Name: _____

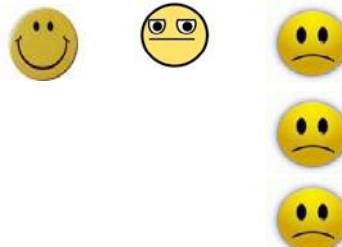
Date: _____

After working on this topic: (circle the right smiley)

I can locate my country.



I can recognize USA country and some important cities



I know the name of some important Mexican cities



I can differentiate about food, traditions and weather in USA and Mexico



My work on this unit:

- Excellent



- Good



- I have to work more



The topic was:

Nice/cool



A bit boring



LESSON 5

TYPE OF LEARNING: asynchronous

STAGE: After the lesson, BEING THROUGH THE LANGUAGE

ACTIVITIES: Students incorporated and used old and new data acquired from the previous sessions to create, write and present in oral and written form a briefly final project with two products (Disney collage and oral production regarding the question <why they would like to visit Disneyland?>

LEARNING OBJECTIVE: This session's objective was to strengthen the four language skills by summarizing the content of the previous exercises, specifically these two skills; writing and speaking.


To develop a positive attitude towards the U.S.A. English-speaking country and the differences and similarities that shares with us.

DIGITAL TOOL IMPLEMENTED FOR EVALUATION: KAHOOT

RATIONALE BEHIND: Was intended that students applied the knowledge acquired in the previous sessions to deepen and evaluate the contents seen in class in an engagement way, like Kahoot quizzes.

EVALUATION: The objective of this evaluation is to contrast and expose the level of learning before and at the end of the 5 work sessions with the students.

EVALUATION OF THE PROJECT: Holistic rubrics were implemented to evaluate oral presentation and written production, giving the opportunity to my students to demonstrate qualitative characteristics in the development of their task.

TYPE OF LEARNING	ASYNCHRONOUS	
TIMING	1 hour	
TEACHER ACTIVITIES	<p>Teacher guides students through the following activities; Teacher will send the 3rd link to the WhatsApp groups and give some clarifications and instructions in order to answer Kahoot quiz Then, teacher will encourage the students to write and talk about some important aspects according to the exercises. Finally, teacher will ask for speaking audio with some sentences that the students already wrote down in the notebook.</p>	
STUDENTS' ACTIVITIES	<p>Students write sentences with the vocabulary of the reading according to the exercise Use of language. They write about likes and dislikes about Mexico and USA Students will record and audio with the previous written sentences Students will send this audio as evidence of speaking skill</p>	
LINK TO THE QUIZ	 <p>https://kahoot.it/challenge/08557340?challenge-id=d8334093-5174-44e9-8042-a4420a44a51f_1619581870955</p>	
SKILLS DEVELOPMENT	<p>Being through the language SPEAKING</p> <p>To develop a positive attitude towards the U.S.A. English-speaking country and the differences and similarities that shares with us.</p>	<p>Strengthen the four language skills by summarizing the content of the previous exercises, specifically these two skills; writing and speaking.</p> <p>Inferring ideas. Emphasizes important aspects about these two countries.</p>

2.03 DESIGNING OF TOOLS TO ASSESS/TEST THE PROGRESS OF STUDENTS

2.03.1 ABSTRACT

One of the fundamental objectives, if not the essential one, of the process of evaluation of improvement and development, it is most relevant at the level of primary education, which is decisive in the formation of students who constitute today but in the near future will be the citizens who will have their own development in their hands. However, it is no secret that in the educational process of our schools, evaluation is always a constant that must be transformed by teachers to achieve the above.

What is learning assessment?

It is not easy to answer this question. There are several answers that somehow combine to answer: evaluation is a process. It requires data collection. It is about assessing something, especially effort. It is fundamental to decision making. The evaluation of learning is all of the above, but related to the mastery achieved by the students with respect to the objectives previously set.

2.03.2 EVALUATION IN THE WORDS OF THE SPECIALISTS

Definitions tend to delimit, which is why many people prefer not to define. However, for didactic reasons, phrases from specialists have been selected to compare their opinions.

- ✚ For Tyler¹⁵ (1950) is the process of determining the extent to which educational objectives are being achieved.
- ✚ Morales¹⁶ (1997:21) does not like to give definitions, but makes some approximation by indicating that "sometimes we think of evaluation as the end point of the teaching-learning process. This is a half-truth, or it should be, because although evaluation (the verification of results), we place it at the end of the teaching-learning process results), we place it at the end, it is also part of the same process, and there can be or should be intermediate endpoints at the end of the process. Should be intermediate end points along the process".

¹⁵ Tyler, R. (1950), Cronbach (1963), Tenbrink (1981) y De la Orden (1987), citados en National Institute for Social Science Information [en línea]: Instituto de Ciencias de la Educación, Universidad de Deusto [Bilbao], 2000. Aproximaciones teóricas múltiples al concepto de evaluación

¹⁶ Morales, P. (1997) Evaluación y aprendizaje de calidad.

- ✚ For Lafourcade¹⁷ (1972:21) it is "a stage of the educational process that aims to systematically verify the extent to which the expected results of the objectives specified in advance have been achieved".
- ✚ For Cronbach¹⁸ (1963) it is the collection and use of information for decision making. Information.
- ✚ For Tenbrink¹⁹ (1981) "evaluation is the process of obtaining information and using it to form judgments that in turn will be used in decision making".

The above can clarify that learning assessment consists of a series of actions that teachers take to identify what their students learn, how they learn it, how they learn it, and how they learn it, and how to improve their learning.

2.03.3 EVALUATION OF LEARNING: CONDITIONS OF WELL-FORMULATED OBJECTIVES

In practical terms, as far as the elaboration of goals or objectives is concerned, there is a wide variety of training of teachers who are our models, and it is important to remember that, as Morales (1999)²⁰ rightly points out, the weight of models is enormous and from that account there are often difficulties in learning new approaches, because people are already used to doing something this or that way and are opposed to change.

In my opinion, the whole educational process is like a big circle that turns on itself, but at the same time moves forward dynamically. In other words, it was essential to take into account the learning objectives to be implemented and, based on this, to establish evaluation methods that would allow understanding and measuring the panorama of the achievement of the objectives.

- ✚ In order to improve the effectiveness of the evaluations, it was necessary to clearly identify the objective to be achieved and, as far as possible, to calculate the time my students needed to master it. Although there was not much time, and in addition to the above, adaption was implemented to provide the learners with the necessary information for such mastery, help or advise them in the necessary exercises, direct or correct possible deviations and record the progress made by each one of them.

¹⁷ Lafourcade, P. (1972) Evaluación de los aprendizajes. Buenos Aires: Editorial Kapeluzs S.A

¹⁸ Tyler, R. (1950), Cronbach (1963), Tenbrink (1981) y De la Orden (1987), citados en National Institute for Social Science Information [en línea]: Instituto de Ciencias de la Educación, Univesidad de Deusto [Bilbao], 2000. Aproximaciones teóricas múltiples al concepto de evaluación

¹⁹ Tyler, R. (1950), Cronbach (1963), Tenbrink (1981) y De la Orden (1987), citados en National Institute for Social Science Information [en línea]: Instituto de Ciencias de la Educación, Univesidad de Deusto [Bilbao], 2000. Aproximaciones teóricas múltiples al concepto de evaluación

²⁰ Morales, P. (1997) Evaluación y aprendizaje de calidad.

↪ Schedule of the assessment was determined in order to take notes of the students' progress. It was not suitable to do this through tests or exams. Observations, games, homework, and anything else were used in order to allow and to draw conclusions.

↪ Scheduled session for the students was planned to self-evaluation: this would permit to point out what they perceive in relation to their learning, what difficulties they have, what problems they visualize.

This would allow them to point out what they perceive in relation to their learning, if they felt any difficulties, what limitations they encounter, that is to say, to set aside time to reflect on the achievements.

2.03.4 ASSESING OR EVALUATING TOOLS


The implementation of quantitative (pre- and post-test questionnaires that measured students' perceptions of the knowledge acquired before, during and after class) and qualitative (holistic rubrics focused on the observation and development of the 4 language skills) assessments to evaluate the impact of the course. The results show that, with most of the students, the completion of the tasks was carried out efficiently, ensuring the cycle of the specific sequence of learning activities.

2.03.4.1 EVALUATION BEFORE LESSON-PROCESS AND OUTCOMES

STEP OF SESSION: EVALUATION BEFORE THE LESSON

ACTIVATING PRIOR KNOWLEDGE

LEARNING OBJECTIVE	To contextualize and activate previous learning on the topic in order to access and connect with the upcoming contents of the following sessions.
TEACHING TOOL	Video https://www.youtube.com/watch?v=RDYd07DPF08 Mexico BrainPOP Jr. Mexican Culture Social Studies Grades K-3, 3-5

<p>RATIONALE BEHIND</p>	<p>The use of video in the classroom facilitates, therefore, the construction of meaningful knowledge by taking advantage of the communicative potential of images, sounds and words to transmit a series of experiences that stimulate the senses and the different learning styles of students.</p>
<p>EVALUATION TOOL</p> 	<p>QUIZ</p> <p>https://www.proprofs.com/quiz-school/ugc/story.php?title=mze0njuwnwfs49 'MEXICAN CULTURE CHECK'</p>
<p>ASSESSMENT FOR LEARNING</p>	<p>QUANTITATIVE APPROACH</p>
<p>RATIONALE BEHIND</p>	<ul style="list-style-type: none"> ✓ It can be used in face-to-face and distance classes ✓ It helps to measure individual skills ✓ Is often used when there is not much time available ✓ It is practical since it does not require a lot of time for its elaboration. ✓ It allows to evaluate knowledge on a subject capable of providing immediate results ✓ It contributes to the development of different cognitive skills ✓ It helps to evaluate performance in the accomplishment of tasks ✓ It allows the learner to develop self-awareness of his or her own learning
<p>EXPECTED OUTCOMES</p>	<ul style="list-style-type: none"> ✓ One of the drawbacks was the preparation time, since it took more time than planned to write the questions, as it was a short and precise quiz, the questions had to be of good quality to be able to evaluate the most


	<p>significant moments.</p> <ul style="list-style-type: none"> ✓ I obtained the expected results by being able to evaluate very concrete aspects ✓ The correction was accurate, fast and objective. ✓ The criteria for evaluating the students were the same. ✓ Data collection was effortless ✓ Identical concepts to be evaluated for all students. ✓ One of the advantages was that they only answered what was asked, without going off topic.
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2.03.4.2 EVALUATION DURING LESSON-PROCESS, RUBRICS AND OUTCOMES

STEP OF SESSION: EVALUATION DURING THE LESSON

KNOWING AND DOING WITH THE LANGUAGE

LEARNING OBJECTIVE	To identify, define, and clarify the meaning of new phrases and words related to the topic and read aloud to practice pronunciation
TEACHING TOOL	Virtual class
RATIONALE BEHIND	As a video conferencing platform, Zoom serves a wide variety of purposes, from office meetings to webinars and online classes. Easy access for participants: no password

	<p>required.</p> <p>Collaborative whiteboard</p> <p>Video recording sream</p>
SKILL DEVELOPMENT	<p>VOCABULARY&LISTENING</p> <p>READING&WRITING</p>
EVALUATION TOOL	<ul style="list-style-type: none"> • HOLISTIC RUBRICS <p>More details of Rubrics description below</p> <ul style="list-style-type: none"> • KAHOOT QUIZ
LINK TO THE QUIZ	 <p>https://kahoot.it/challenge/08557340?challenge-id=d8334093-5174-44e9-8042-a4420a44a51f_1619581870955</p>
ASSESSMENT FOR LEARNING	QUALIITATIVE APPROACH
RATIONALE BEHIND	<ul style="list-style-type: none"> ✓ Holistic rubric is most appropriate when there is no single correct answer and the objective is overall quality, mastery or understanding of specific content or skills. ✓ It is found to be the most appropriate with respect to the ability to assess the students' performance or work. Due to the beginner's level at which my students are managing, It was thought to be the most pertinent. ✓ Another reason it was decided to use rubrics is that they can be tailored to each assignment or course to better assess the learning objectives.

	<ul style="list-style-type: none"> ✓ In addition to the fact that holistic rubrics assess the entire assignment consistently with a scale, and are appropriate for much less structured assignments, such as open-ended topics and creative products.
<p>EXPECTED OUTCOMES</p>	<ul style="list-style-type: none"> ✓ Some of the disadvantages I felt in designing the rubrics for the evaluation of the teaching process was that I felt they lacked a detailed analysis of the strengths or weaknesses of the work product because they did not give as much detail. ✓ I had to spend a lot of time getting the rubric criteria right, because if they were too complex, they would not meet the intended learning objective and success would be poor. ✓ it was a long process ✓ On the other hand, as I spent time designing the correct criteria for my stated objectives I felt that all the values fit together perfectly. I found it convenient to use holistic rubrics to describe the general characteristics of my students' performance and provide a single score or levels of achievement, which in the end were the expected results I had set out at the beginning of the planning.

 RUBRICS FOR EVALUATION DURING THE LESSON

READING ALOUD RUBRIC					
CRITERIA	SCORE	4	3	2	1
		80-100%	70-79%	60-69%	50-59%
VOLUME		Volume was perfect and added increased and decreased for emphasis	Loud enough and I can hear him/her perfectly	I can hear, but it is not loud enough	To soft and I can't hear at all
FLUENCY		Faster or slower depending on text's mood.	It flow , he/she knew every word	Stopped now and then to work on reading a word	It was choppy and needed to stop and figure out words
PRONUNCIATION		There was extra sharpness in pronunciation	He/she pronounced all the words correctly	Mumbled a bit, it was hard to understand all the words	Mumbled a lot, I could not understand him/her

VOCABULARY RUBRIC					
CRITERIA	SCORE	4	3	2	1
		80-100%	70-79%	60-69%	50-59%
KNOWLEDGE and SPELLING		It was perfect at identifying word meaning and no spelling problems	Good at identifying word meaning and no problem	Still able to identify word meaning and some spelling problem	Lack of vocabulary knowledge and misspelled

	with spelling	without interfering understanding	words. Unable to identify word meaning
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WRITING RUBRIC					
CRITERIA	SCORE	4	3	2	1
		80-100%	70-79%	60-69%	50-59%
PRESENTATION		Well-presented and well defined	Poorly defined impression	Good first impression	Poor first impression
COHERENCE&RELEVANCE		Very easy to understand. He/she answers the question perfectly. Well-developed ideas.	He/she makes writing meaningful and easy to read.	He/she tries to answer the question but misses some important information or includes irrelevant information	Too many errors in sentence structure make meaning unclear
SPELLING		Most of the words are spelt correctly	Most sentences are correct but there are two or three misspelled words	Most sentences have mistakes	Mistakes in every sentence

2.03.4.3 EVALUATION AFTER LESSON-PROCESS, RUBRICS AND OUTCOMES

STEP OF SESSION: EVALUATION AFTER THE LESSON

BEING THROUGH THE LANGUAGE

LEARNING OBJECTIVE	<i>The objective of this asynchronous session was to contextualize and activate previous learning on the topic in order to access and connect with the upcoming contents of the following sessions.</i>
TEACHING TOOL	<p>KAHOOT QUIZ https://kahoot.it/challenge/d8334093-5174-44e9-8042-a4420a44a51f_1621813901126</p> <p><u>FINAL ORAL PROJECT</u></p>
RATIONALE BEHIND	<p>As a video conferencing platform, Zoom serves a wide variety of purposes, from office meetings to webinars and online classes.</p> <p>Easy access for participants: no password required.</p> <p>Collaborative whiteboard</p> <p>Video recording stream</p>
SKILL DEVELOPMENT	VOCABULARY&LISTENING READING&WRITING
EVALUATION TOOL	HOLISTIC RUBRIC
ASSESSMENT FOR LEARNING	QUALIITATIVE APPROACH
RATIONALE BEHIND	<ul style="list-style-type: none"> ✓ Kahoot includes many features to attract people to its platform. It has an attractive user interface on its website. This makes our work easier, whether we create a game or play it. Kahoot makes our quizzes and assignments more enjoyable to do compare to the traditional way of writing quizzes and assignments. ✓ Is a great way to keep students engaged

	<p>because it focuses on social learning and makes it fun. It's also easy to use because it works on any device and players don't have to create an account. Most importantly, it's free for teachers and students.</p> <ul style="list-style-type: none"> ✓ I decided to choose this app for the final unit assessment because it is highly interactive and with great student participation in these types of playful games. ✓ Kahoot offers the possibility to perform a formative assessment of the whole class at once without putting students on the spot. ✓ Another advantage is the ease of use of the Kahoot website and application makes it easy for even the least technologically savvy students to master. ✓ Kahoot is a great way to integrate technology into any classroom.
<p>EXPECTED OUTCOMES</p>	<ul style="list-style-type: none"> ✓ The only detail to track the progress of my students was solved when I asked them to enter their name, grade and group. ✓ I was able to keep a concise register control of the evaluation. ✓ The objective set at the beginning of the session was met. ✓ In the end were the expected outcomes that I had set out at the beginning of the planning.

 RUBRICS FOR FINAL PROJECT EVALUATION AFTER SESSION 5

FINAL PROJECT RUBRIC (ORAL PRODUCTION)					
CRITERIA	SCORE	4	3	2	1
		80-100%	70-79%	60-69%	50-59%
PRESENTATION		Well-presented and well defined	Poorly defined impression	Good first impression	Poor first impression
COHERENCE&RELEVANCE		Very easy to understand. He/she answers the question perfectly.	He/she writing meaningful and easy to read.	He/she tries to answer the question but misses some important information or includes irrelevant information	Too many errors in sentence structure make meaning unclear
SPELLING		Most of the words are spelt correctly	Most sentences are correct but there are two or three misspelled words	Most sentences have mistakes	Mistakes in every sentence

CLASS PARTICIPATION RUBRIC					
CRITERIA	SCORE	4	3	2	1
		80-100%	70-79%	60-69%	50-59%
FREQUENCY PARTICIPATION		He/she actively participated in all activities	He/she shows interest in activities and participates	Her/his participation during sessions was	He/she does not put any effort during the sessions

ATTENTION AND BEHAVIOR		sometimes	almost	
			minimal.	
			Shows little	
			interest	
	He/she actively listen when the teacher and his/her classmates speak during the sessions. Shows respect and considerations to others	He/she actively listen when others speak during class. Rarely get distracted when others spoke. He/she does not shows disrespectful of others	He/she sometimes listen when the teacher speaks. Often distracted when his/her classmates or teacher are talking. He/she is disrespectful to others	He/she tunes out when the teacher or his/her classmates speaks. He/she relies on others to tell him/her what to do. He/she is disrespectful and always distracting others.

2.03.5 ASSESSING OUTCOMES

For many teachers, assessment has become synonymous with correctness. Thus, it is assumed that everything is wrong or quite wrong and needs to be corrected. This is not evaluation. Assessment should seek to highlight what the student knows, can do or perform, and what the student knows can do or perform, but not what the student does not know, cannot do or is inadequate to perform. Every teacher must change his or her own attitudes and emphasize the positive over the negative. The plan creates a relatively equal opportunity for all students.

- Overall, the sessions flowed very well.
- In the virtual classes all the students were called by his/her name and used information about anecdotes from previous years.

- Unfortunately, there was a lot of time spent on some of the presentation or explanation of the exercises that the activities had to be rushed through the other exercises.
- All the vocabulary was exposed as needed in order to cover and complement the rest of the activities.
- Regarding the evaluation, not all the students participated in it; some have not done the activities.
- The rest who have been doing the activities and getting involved in the sessions were able to develop a more flexible approach to the culture and traditions of both countries by the end of the unit.
- They were able to increase their previous knowledge, learned to communicate and express ideas in short sentences due to the level of my students but I feel satisfied with the results.
- From my point of view, the implementation of the final project in order to obtain oral production was a success, the learners could develop great ideas about how to create a collage and in addition to this, a brief redaction was developed, the use of cognitive skills were evident as a result of the oral production and written texts that there were sent to the teacher.

On the other hand, there was a lot of talk during explanation due to the students was too shy at the beginning of the session, but as the session progressed and the atmosphere became more relaxed, there was more participation from learners. The shiest students did not have the opportunity to practice speaking and one of the opportunity areas is to include more communicative activities that can involve and engage students in future activities. The assessment was taking place and the activities were directed into the learning. As far as I concerned, it is necessary to create a more open teaching and assessment style, besides the need to remember spending less time on explanations and move directly to hands-on activities. Being flexible now during this pandemic situation is a must. Changes may be necessary at the best of lesson plans and therefore at the time of evaluation.

2.04 ATTACHED EVIDENCES

Session 1 Activating prior knowledge

Video <https://www.youtube.com/watch?v=RDYd07DPF08>

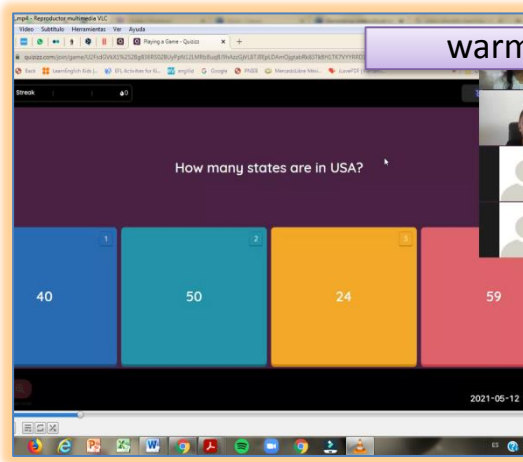
Mexico | BrainPOP Jr. | Mexican Culture | Social Studies | Grades K-3, 3-5

Session 2 Knowledge acquisition

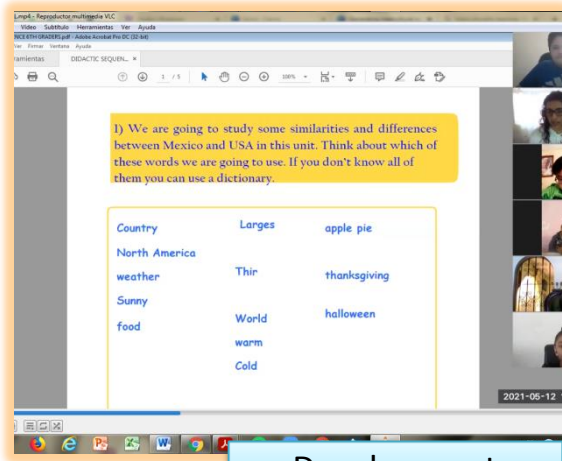
- **BESIDES YOUR COUNTRY AND THE USA, WHICH OTHER COUNTRY CELEBRATES DAY OF DEAD**
- **BESIDES THE U.S., IN WHICH OTHER ENGLISH-SPEAKING COUNTRY IS SPANISH SPOKEN?**



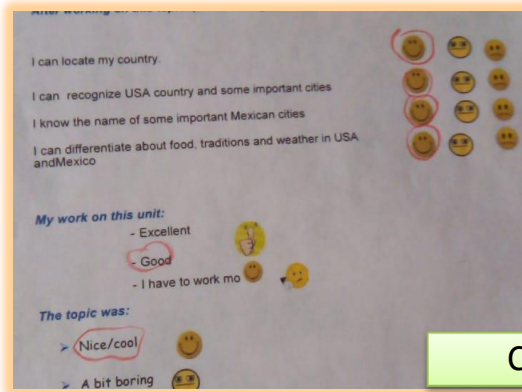
Session 3 Doing with the language



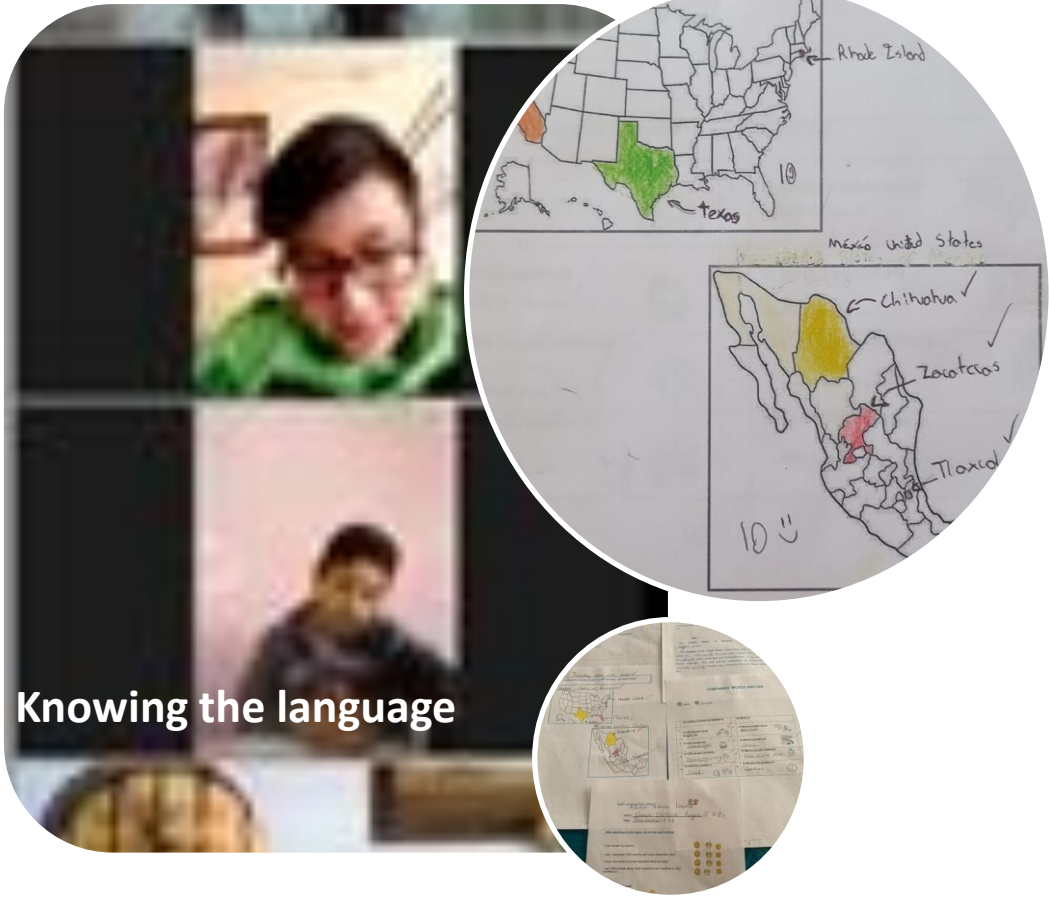
warm-up



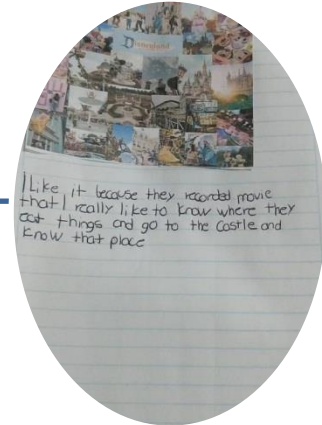
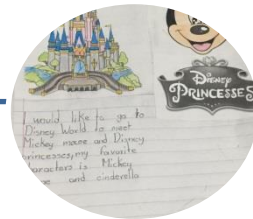
Development



Closing



Knowing the language



2.05 SHOW EVIDENCES

2.05.1 LINK TO VIDEO

ALL IMAGE, AUDIO AND VIDEO EVIDENCE IS CONTAINED IN THE FOLLOWING LINK DRIVE

https://drive.google.com/drive/folders/1iPejC0B7jaruPoE_9uk_T5eoZLWeHX5a?usp=sharing

2.06 PERFORMING AND RECORDING THE ACTIVITIES

2.06.1 LINK TO EDITED VERSION OF THE VIDEO



https://youtu.be/DcAz0C_W5NU

2.06.2 VIDEO SCRIPT_EDITED VERSION

TIMING	DESCRIPTION
0:00 – 0:15	PRESENTATION
0:15 – 0:27	APPROACHES AND RATIONALE
0:28 – 0:41	LEARNING OBJECTIVE SESSION 1
0:43 – 0:56	OBJECTIVE OF THE DIGITAL LEARNING TOOL
0:57 – 1:13	ACTIVATING PRIOR KNOWLEDGE/ VIDEO CONTENT
1:14 – 1:46	QUIZ ASSESSMENT EVIDENCE IN ProProfs
1:47 – 1:55	EVIDENCES SESSION 1
1:57 – 2:11	LEARNING OBJECTIVE SESSION 2
2:12 – 2:29	ASYNCHRONOUS CONTENT FOR SESSION 2
2:30 – 2:38	EVIDENCES SESSION 2

2:41 – 2:55	LEARNING OBJECTIVE SESSION 3
2:41 – 3:02	DIGITAL LEARNING TOOL FOR WARM-UP
3:03 – 3:30	WARM-UP SESSION 3
3:31 – 3:37	ELICITING STUDENTS/READING OBJECTIVE CLASS SESSION 3
3:38 – 4:29	DOING WITH THE LANGUAGE SESSION 3
4:30 – 4:39	EVALUATION SESSIONS 3&4
4:40 – 4:46	LISTENING&WRITING SKILLS EVIDENCES
4:53 – 6:07	READING PRODUCTION SKILL EVIDENCES
6:08 – 6:29	LEARNING OBJECTIVE SESSION 4
6:30 – 7:28	DOING WITH THE LANGUAGE SESSION 4-LISTENING
7:29 – 7:37	EVIDENCES SESSION 4
7:39 – 8:04	LEARNING OBJECTIVE SESSION 5
8:05 – 8:12	DESCRIPTION EVALUATION SESSION 5
8:13 – 8:52	EVALUATION CONTENT KAHOOT QUIZ /EVIDENCES
8:53 – 10:41	FINAL PROJECT SPEAKING PRODUCTION/EVIDENCES
10:42 –10:50	CREDITS

CHAPTER 3 EXPERIENCE REPORT

3.01 ANALYSIS AND REFLECTION OF THE ACTIVITIES CARRIED OUT DURING THE COURSE

From my point of view, in reference to the Interculturality class, it can be assumed that during the diploma course, being aware of teaching a second language in addition to understanding that having a particular topic can be prone to misinterpretation by the students, is a work that requires all cognitive skills put into practice, and with this is to imply that if you do not know the context in which the vocabulary or linguistic expressions are placed, There will always be misinterpretations in this regard, the meaning will always depend on the cultural context and when implementing any lesson work always try to explain to the students the meaning of the language to be used, in the same way in which the cultural context in which the students are located is explained, this often derives from the expression; and it is not always easy to interact through this type of communication, there are too many cultural boundaries that imprison the development and learning of the language, coupled with the fact that there will be cultural contexts that are unknown, derived from this, makes it a challenge. Having said this, and if this occurs within the learning environment, we would be teaching half-heartedly or with certain cognitive gaps, or worse, with incorrect interpretations of the context and meaning of that expression, collocation, phrase or word and the use given to it.

But, what about the students, who are all of similar ages and educational levels at classes? Do gender and social role expectations influence social interaction? Of course they do. There will be differences on numerous levels. Children communicate differently, but there are also differences among them in the same way. Even within the family context, a group of women, there are common traits, but there will still be differences, and all these variations influence intercultural communication. Education, the social environment, the family, influences and shapes give a whole experience from it. That is, it influences how you see the world, what you perceive of it, how you value it and how you relate to others. People create culture and culture defines people.

In other words, increasing cultural awareness in schools, within the classroom allows for two significant things, more credibility and experience, and being more culturally aware can help to achieve empathy and sensitivity, as well as something very obvious such as the acquisition of another language which, incidentally, is extremely positive for children's cognitive development, empathetic and immeasurable, and with an added benefit; it can

contribute to one of the optimal conditions for language acquisition: a motivated exposure to using that language.

The motivation and participation of the students increased as the activities developed and the work environment felt really relaxed. Students who feel more confident are of great encouragement and help to the rest of the group, proof of this is when they are encouraged to read without knowledge of the vocabulary or the feeling of knowing if what they are pronouncing is correct or not. Both the lesson and the didactic sequences allowed creating a combination of different techniques and digital tools that in my opinion fit better with the current situation of distance education and, by the way, can help to achieve all the objectives set at the beginning of the class.

After emphasizing a relaxed atmosphere and that the students were relaxed and with a good attitude to work sessions went increasing the way in students exposed cognition. After doing the previous reading exercises they were able to feel free and start asking for more vocabulary, new words from outside the story and at this point, evolution class felt great. First session lasted about 60 minutes; it was taught to divide the activities into two parts to work on reading and writing at the same time. During the rest of the sessions the learners were already more confident to participate, they liked the story, the vocabulary was easy to maintain, they asked to read the story again and with that opportunity reading and listening skills like, skimming and scanning had the opportunity to be exposed and give the learners the chance to answer those questions that were left in the air from the previous sessions.

During the assessment sessions the implementation of rubrics turned out useful, practical and reliable but using Internet digital tool for evaluation provides the opportunity to apply a great variety of language learning tools. Each one of the four language skills has a lot of platforms and websites for learning and assessing that could be use them to give feedback as well. As I am concerned, the students find more contextualized some topics to learn the language in those websites; gamification is a good technique to engage learners and allows eliciting responses without pressure of feel uncomfortable of not knowing vocabulary o pronunciation.

Nevertheless, one of the biggest weaknesses during the sessions was the language level of the students do not permit focus on developing communicative competence as wished. There was no collaborative work due to the lack of vocabulary and the fear to speak of some learners was evident during all sessions. In order to solve these barriers focusing on

developing the four language domains in a holistic way it is the appropriate manner to encourage activities that involve the combination of at least two of them, but oral skills are always something of concern. In addition to this it was no possible to have a purely English language class mainly because of the level of the students. If the goal is to produce more speaking skill there is a must to continue learning new techniques and strategies that allow creating the conditions for a better learning process.

3.02 REFLECTION ON THE ACQUIRED KNOWLEDGE DURING THE SPECIALIZATION

I entered this distance learning and teaching specialization to explore new opportunities in every academic and intellectual sense. At the beginning of this course I had no concrete expectations.

Having entered this diploma course, it forced me out of the comfortable and safe shell in which I had for the past 3 years, despite being in constant training and academic development for English language proficiency, did not have the same connotation.

The development of the course and the structure of the lessons were interesting and complex at the same time, I did not think that a specialization would demand so much time and intellectual effort on my part; the last time I was so engaged was when I was studying for my master's degree in education. The first research assignments developed in me a passion for writing, and I wished then that I had more time to devote to my work.

In my works, I began to question the ideas of others and put forward other alternatives rather than just repeating the conclusions they had reached. My writings became something more than they had been before: something more than the confident affirmation of others' thoughts, simply with added personal eloquence. I went out on a limb and made statements that I could not fully back up, but which I felt were true.

Although this part of my writing development is not the most impressive, it was an important part of the assignments I would later come to produce. I realized that my theories were not well supported. However, I still yearned to think outside of the safety zone. I began to use more technological tools to discover my own thoughts about how to teach in a better and effective way and to reconstruct parts of my own methodologies and techniques that I had initially been unable to articulate. Using writing to discover this was an incredible tool. Too many times in high school I was under the impression that good ideas came from knowledge and thought, but did not require writing to be sorted out. In

college, professors would explain it to me, but I was too pigeonholed to understand exactly what they were encouraging me to do. Having all those tasks were an extra learning experience and a great ally in the development of my skills this year.

Taken at the same time, Introduction to a wide variety of literary academic works gave me a solid foundation in the varying critical perspectives that make up literary criticism authors while also exposing me to a great number of approaches and methodologies literary works, which has been especially helpful as I begin to choose the material I teach to my elementary students. The combined approaches, including the different theoretical perspectives, allowed me to enter into critical conversation with myself and forced me to understand more deeply and approach constructive criticism of the planning, development and evaluation of my classes from a variety of theoretical perspectives.

Towards the end of this diploma course, I could felt I was an experienced critical reader, writer that was consciously trying to better my critical thinking in many ways about my classes and lesson plans. During this period, I felt that my final project work was the best assignment I had produced up until this point. I still feel that way, and the term paper I wrote, which is included as one of my main works at the platform, is possibly the assignment I am most proud of. It was not only one of my few attempts at developing a good writing work from a specific theoretical viewpoint but also a close reading that I felt was actually insightful – something I've really only felt once before, as mentioned. Again, the process of engaging critically with the planning, technological tools as well on a daily basis helped me with both my analytical reading skills and my ability to put those analyses into words in a clear way. All of this, including the discussions made in the forums and the videoconferences every Thursdays, and the teacher Gernot's perceptive comments, helped me to produce my favorite and best work.

CHAPTER 4: CONCLUSIONS

We have been told that in order to engage in oral skills, we must be constantly exposed to social interaction for language development, and by the time it is time to engage in some interlocution, the speaker is pushed to use those skills. Our understanding of the nature of

speech has undergone considerable changes in recent years, Regarding speaking production, I agree with Professor Richards (1990)²¹ that approaches to teaching speaking in language teaching have been influenced more by trends than by teaching listening comprehension itself. In my opinion, and based on experience traditional methodologies focused on classic repetition of what the teacher said, memorizing a dialogue, or responding to exercises, all of which reflect the sentence-based view of proficiency that prevailed in the audiolingual and other exercise- or repetition-based methodologies of the 1970s. has always been a topic of methodological debate.

Every teacher and every published textbook focused on English language teaching uses a variety of direct techniques and approaches ranging from those focused on specific details of oral interaction (e.g., turn-taking, topic management, and questioning strategies) to indirect ones that create conditions for oral interaction through group work, task-based work, and other strategies for students to feel comfortable and work with good attitude. Language in this case serves as a mediating tool, which allows students to lead with the solving-problem process they encounter in the path of acquiring the second language. From my point of view, teaching activities that focus on grammatical accuracy may vary quite a bit from those that focus on communicative skills. Activities designed to focus on the development of specific psycholinguistic processes in language acquisition will differ from those aimed at the mastery of specific grammatical features. The types of activity that a method encourages often serve to distinguish the methods, and the different philosophies at the approach level can be reflected both in the use of different types of activities and in the various uses that can be given to these activities. An example of this is gamification that it can be used in communicative language teaching to introduce or practice certain types of interactive exchanges.

One assignment that gave me the opportunity and the impetus to improve was the first final project of module 1, an analysis of all that had been studied previously, and it became clear that I needed to delve deeper into many areas of knowledge that were little known so far. From that work I had the intention to improve every project I was involved in, to expand and improve the skills I had acquired. It was these assignments that opened my mind and allowed me to stop thinking in a conservative and safe thought bubble.

Over the next assignments, I grew in my abilities to communicate the connections in my mind in more eloquent sentences, paragraphs, and documents. In the "Unit 1 and 2

²¹ Richards, Jack C. 1990. *Con conversationally speaking: approaches to the teaching of conversation*. Cambridge University Press.

Assignment," I learned the different approaches to developing reading and writing skills using the technological tools available to me, which taught me the extensive research that is required in these types of projects and how laudable the results are from implementing web pages and web resources in my classes.

After immersing myself in huge amounts of scholarly articles and the bibliography on a text in a specific field, one can begin to build one's own analysis and subsequent claim on the researched topic. Through these assignments, I learned the time it takes to build a foundation of understanding behind each topic, resource, methodology and teaching techniques, as well as the various technological aids.

Through this diploma course I learnt that the types of activities in the methods therefore include the main categories of learning and teaching activities that the method proposes, such as dialogue, response to commands, group problem solving, information exchange activities, improvisations, questions and answers or exercises and all of this aimed at the learning goals set at the beginning of the lesson plan.

The theme of Interculturality allowed me to think and create different routes to work on communicative competencies in my basic education children. This practice gave me the opportunity to recognize how fundamental it is that more than numbers and words, we open more substantial spaces in the classroom with respect to values, arts, culture and close communication with the world around us²². Therefore, it is in the curriculum where we must continue to provide permanent spaces for cooperation in this task. It was important in the development of this project to take into account that for the acquisition of a second language in children there were aspects where we considered different ways to act efficiently, being aware and in accordance with age, the level of perception of them, motivation, attention, memory, Even the manipulative skills that my students have developed, all these aspects were key in the realization and development of this project, but which were not fully explored due to the interruption of classes, therefore they are noted here as possible results and ideas for future work that will help to consciously introduce Interculturality.

To sum up, it can be said that the creation of intercultural activities can be used at any educational moment, they are flexible and can be connected with different types of

²² Declaración universal de la UNESCO sobre la diversidad cultural. [Documento de internet]
http://portal.unesco.org/es/ev.phpURL_ID=13179&URL_DO=DO_TOPIC&URL_SECTION=201.html [Fecha de consulta 15 de Diciembre de 2011].

knowledge, it is only a matter of taking the risk of organizing activities according to the level and patiently sowing the seed of Interculturality in all its context, and, of course, the individual methodologies that we as teachers can implement.

It is a well-established fact that we live in a culture where classism is part of how we have functioned so far, making statements regarding other cultures and the way our students observe the world, their intercultural thoughts, and the judgments we make regarding the world directly influence the way as a society and culture. It is so important and fundamental that we stimulate in our classrooms, students interested in healthy coexistence and in the eradication of social diseases such as discrimination, racism, stereotypes and social prejudices.

I am in favor of continuing to develop proposals around Interculturality that allow me to guide relations of power and consideration with others as a strategy to make ethics a permanent action and not just a word without practical value, which at the time of interacting with reality, clearly shows us the need to rethink education and remove from the classroom these mechanisms of oppression and discrimination to obtain something that belongs to us by natural right; such as freedom and recognition not for what we possess but for the simple fact of being. Regarding the possible results I can establish a positive outlook with the selection of materials included, my students have been formed in an environment of respect and diversity, and we have worked in constant openness to cultural diversity during my classes. There will be good expectations to develop the exercises, it will be easy for them to access the vocabulary since the level is basic and most of them already have a cultural background that will allow them to develop without any difficulty. This can lead to a certain degree of boredom, because they have the tools to flow very easily through these activities. I look forward to carrying out this planning and watching closely to see if my projections turn out as I have envisioned them.

So, that brings me, for the most part, to the present. Have I grown as a teacher? Yes, that is for certain. Am I prepared for the professional realities of elementary teaching? Yes, that is certain as well. This diploma course has given me knowledge that I will call upon daily as an elementary school teacher. My teacher and classes, most of which aren't even

mentioned here, have been flexible enough to adapt to my pre-existing interests while also showing me new areas and subjects to explore and become passionate about. I am not sure what the next few years hold: whether I will continue to teach basic education or go on a different direction. However, the education I have received at UPN and the personal support I have received from my English professor assures me that I will be successful, no matter what I choose.

CHAPTER 5: APPENDIXES AND REFERENCES

5.01 APPENDIXES AND EVIDENCES

https://drive.google.com/drive/folders/1iPejC0B7jaruPoE_9uk_T5eoZLWeHX5a?usp=sharing

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