



## **UNIVERSIDAD PEDAGÓGICA NACIONAL**

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### **UNIDAD AJUSCO**

### **PROPUESTA DE INTERVENCIÓN EDUCATIVA**

**Conociendo a los demás a través de la  
interculturalidad y la tecnología**

**TRABAJO RECEPCIONAL**

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

**PRESENTA:**

**Georgina Becerril González**

**ASESOR: Rocío Salgado Perea**

**Ciudad de México a 30 de Junio del 2021.**

# UNIVERSIDAD PEDAGÓGICA NACIONAL

Specializ@ion in Teaching and Learning  
English as a Foreign 

## Project



Name: Georgina Becerril González

Tutor`s name: Rocío Salgado Perea

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# INTRODUCTION

The teaching of English as a second language in basic education in our country has taken great relevance for a little more than a decade and has changed the way of seeing the learning of English, because in this globalized world, being able to develop this skill is a tool that will undoubtedly open many doors for students.

As teachers who teach English, we have lived many experiences and we have put into practice what we have experienced throughout our professional practice, always in search of the best strategies for the acquisition of this language and updating ourselves on the subject, however, having been a recent subject in public schools since initial education and having been included in the school curriculum, the learning of this second language has required a lot of effort, The learning of this second language has required that the teachers in charge of its teaching be trained and updated. Without a doubt, the specialization in the teaching and learning of English as a foreign language has been of great help for teachers, since they have the opportunity to study in depth the theories and methodologies that lead to the great development of this skill.

However, it has also become clear to us that one must learn to adapt to the situations that arise in the different contexts in which we work, or in this case to the global health emergency due to COVID 19, undoubtedly a sector that has been seriously affected and with the need to be updated to continue its work, is the education sector, because for more than a year we have had to adapt to the circumstances and work remotely, modifying our way of interacting, updating and learning how to use new and interactive material, as well as the use of different tools that allow us to make a judgment on what we have learned with our students, although the latter is somewhat subjective, because in these times of emergency, we have had to give more weight to the socioemotional greeting than to learning.

It is interesting to see how this whole situation, far from harming us, has pushed us to want to learn more as teachers, to update ourselves, to look for other ways of teaching, to look for other ways of learning, to put our values into practice and to accept other ways of evaluating than the ones we were used to, because the situation that students and teachers live at home has not been the best and without a doubt it has had a positive or negative impact on each one of us.

This project named “Getting to know others through interculturality and technology” is designed to work with elementary school children between 10 and 11 years old who attend public school and have 3 hours of English class per week when working in person, however at the moment we are working remotely, with weekly workbooks and 1 hour of online class per month since most of them do not have the necessary resources to take online classes on a frequent basis.

This project seeks to help students to know emblematic places of another country, in this case London, as well as its means of transportation and to be able to compare them with those in Mexico. They will also learn some words and the way they are said in American English and British English, making use of technological tools that are our main tool these days and favoring meaningful learning in students.

# Chapter 1: Philosophy and theory

## 1.01 Teaching identity and philosophy

After having studied this specialization and knowing the different approaches, theory, methodologies and the various factors that influence teachers and students, I can say that the professional identity of a teacher is the representation that the teacher in the exercise of his work or during his training, he develops himself as a teacher, focuses on the knowledge, beliefs, values, attitudes, behaviors, skills, objectives and aspirations that he assigns as his own and that arise from self-reflection, professional responsibilities, colleagues and the school as an institution, and that the teacher's philosophy is his own, is one that he himself through his experience in the classrooms has been forming and modifying, rescuing his particular interests, objectives and training.

Therefore, at this time of reflection with the knowledge that I have acquired during this I specialization I can define myself as a committed teacher with my work, and with my beliefs, that he is in constant preparation to develop my abilities always in favor of the students, that he likes to motivate them and that his challenge has been to put aside giving more importance to structures, do not teach structure deliberately, provided naturally when input is understood, because according to **Krashen (1982)** it is not necessary to drill and memorize language forms in order to learn them, it occurs when comprehensible input is available.

I firmly believe that in the theory of **Krashen (1982) the Affective filter** as it can facilitate the production of the language by highlighting the importance of the affective filter in the acquisition of the second language.

Throughout the study of the Specialization in the Teaching and Learning of English as a Foreign Language has changed a lot the perspective of what it was to teach a language, procedures and practices, because although some I have confirmed are correct because throughout my experience, it has also brought great changes in practice to understand what is the best way to teach and why, knowing and studying the theories and methodologies have

made them adjust to my way of working obtaining better results, therefore, I can say that my teaching philosophy is to put the student at the center and in front, starting from this point I can say that being the backbone of the teaching-learning process I start from the student's interests, I motivate and stimulate them to continue learning so that they are managers of their own learning and I as a teacher am a facilitator of knowledge, always taking into account that students are unique and that I must adapt to their learning style and not them to mine.

To achieve this it is essential that there is a classroom environment of respect, trust, camaraderie and support, so that students feel free to express themselves and make mistakes without fear of ridicule or calls for attention, I like to let them know that making mistakes is part of the learning process, that we learn a lot from them if we know how to take advantage of them, where they can grow psychologically, mentally, emotionally and socially.

## 1.02 Theory underlying your teaching practice and identity

- **Communicative Approach**

**The Communicative Approach** is based on the idea that learning language successfully comes through having to communicate real meaning. When learners are involved in real communication, their natural strategies for language acquisition will be used, and this will allow them to learn to use the language.

This approach gives priority to the communicative competence than the knowledge structures

Communicative competence includes the following aspects of language knowledge:

Knowing how to use language for a range of different purposes and functions

Knowing how to vary our use of language according to the setting and the participants (e.g., knowing when to use formal and informal speech or when to use language appropriately for written as opposed to spoken communication)

Knowing how to produce and understand different types of texts (e.g., narratives, reports, interviews, conversations)

Knowing how to maintain communication despite having limitations in one' language knowledge (e.g., through using different kinds of communication strategies)

If I have to name an activity in which the communicative approach is used, I can say that a role play is; according to the Programa Nacional de Inglés (PRONI) that is applied in my school in each social practice there are role plays, and I do it everything because the kids love to do it, to feel that they can speak English, even now, when we are giving virtual classes I tried to do it in every class.

- **Task Based Approach**

**Task -based learning** offers an alternative for language teachers. In a task-based lesson the teacher doesn't pre-determine what language will be studied, the lesson is based around the completion of a central task and the language studied is determined by what happens as the students complete it. The lesson follows certain stages: Pre-task, Task Cycle, and Language Focus.

An example of the application of this approach in my classroom could be when I ask to my students to look at the four pictures. They are mixed up. Work in pairs. Put the four pictures in a sequence so that they tell a story. Prepare to tell your story to another pair.

With this activity, that I used to apply with my students according to their ages, I can put in practice the three stages, the Pre-task when I ask to work in pairs an observe the pictures, the task, when they have to put the pictures in a sequence so that they can tell a story, and finally when they prepare the story that they can form according to the pictures.

- **Kolb's model of Experiential Learning**

This model was proposed by **Kolb (1984)**, and which is the same **Experiential Learning model** that provides the framework for the current English curriculum in Mexican junior high. Concrete experience has to do with taking hold of an idea, which led Kolb to coin the term prehension, (from the root of words like apprehend and comprehend).



The concrete experience is the first of four stages in a cycle that makes up the **Experiential Learning Model**.

**The Reflective Observation** is the second stage in this cycle, and it occurs when we achieved the transition from Concrete Experience. In the moment of reflective observation, the learner desires to dig deeper into, or expand outward from, the topic under study.

**Abstract Conceptualization** is the third stage, is for the learner to draw generalizations from the previous Concrete Experience and Reflective Observation stages. Learners use logic to extract general rules on the matter under study. It is the moment to make conceptual systems precise and exact.

**Active Experimentation** is the last of four stages in Kolb's model, by this we mean to indicate that, from the student's point of view there can be seamless continuity from one to the next. It does not necessarily have to feel like an ending.

Taking about **Experiential learning model** I have an experience, when I was teaching in a preschool, we were working with colors, so I gave a class as if we were in a laboratory, I bought vegetable colors and small clear glasses. When I started the class I talked to my students about primary colors so I prepared in glasses with water the 4 primary colors, red, blue, yellow and green, but they told me that there are more colors, What about the other colors teacher?, so I started to mix them in order to create the rest of the colors, the kids were fascinated, they thought it was magic, in that way they learned the primary colors and how to create the rest. Many years after, when they were in primary, some of them told me that they remembered the colors because of the experiment we did in preschool.

As second language teachers it is important to know the theories behind the process of listening development. Some important related theories are:

If we talk about linguistics it is necessary to talk about **Noam Chomsky**, linguist, philosopher, political scientist and American activist of Jewish origin, who discussed about linguistic competence, he said that when we are small and learn to speak we do it unconsciously, as something natural, we are not concerned about the sounds or pronunciation, it is simply something we learn and that's it.

But if we want to analyze linguistic competence in the acquisition of a second language, we must know that it often refers to knowing the grammar of a language but not knowing the social

context, that is, when to use specific words or particular structures and if we do not know how to apply this in a real context, the communication between a learner and a speaker will not be able to happen, this is why later it was proposed to modify the methodology of language teaching.

Later, Dell Hyme (1971) published his theory on communicative competence in which the change of English language teaching took part, in this theory Hyme (1971) states that the competence of a language includes not only grammar, words and sounds, but also the social knowledge of when and how to use them properly, this is undoubtedly a functional communication, because in the case of a communication with a native speaker he will be able to use his knowledge using phrases that go according to the context and not only phrases that are learned systematically.

Between the 60's and 80's there was again a diffusion of the concept of communicative competence because language teachers and students were upset because although they had a great level of the language they could not communicate with native speakers in a real context, so textbook writers changed their study plans and began to work with a communicative approach to language acquisition so that students could use it in real situations.

Nowadays the world has been changing in an accelerated way, communities have expanded all over the world creating more multicultural areas, and where people, either for work, school or personal reasons, make more and more use of the internet and English becomes a basic tool to communicate, because of this, intercultural competence has been of importance for the process of acquiring a second language.

**British Michael Byram and his colleagues** developed the most famous **model of intercultural competence in language education.**

In this model Byram, Gribkova and Starkey (2002) show 5 concepts:

- Cross-cultural attitudes: you are curious about where you are and you want to understand the people you are with.
- Social group knowledge: by interacting with the people you are with you become aware of cultural differences and thus learn more.
- Interpretation and relationship skills: these skills are developed by observing the environment and interpreting events from other people's point of view.
- Discovery or interaction skills: these skills are acquired over time as he/she acquires new knowledge about cultures and their practices, thus beginning to use this information in real contexts.
- Critical cultural awareness: the ability to critically evaluate one's own deep-rooted culture and to accept the beliefs, values and behaviors of others, thus giving way to interculturality.

With all of the above stated, **Byram (2002)** said that traditional teaching sought to develop students into a native speaker model of language learning, and said that these were impossible goals to achieve and the student was "incomplete", however he argued that students should be taught to be intercultural speakers, and that this was an achievable goal.

This model recognizes that English has become a lingua franca since many students will interact using English with other students and not necessarily with native speakers of English, therefore all cultures of all people are important when interacting.

If we want to understand what culture is and apply it in our classrooms, we must begin by knowing its definition. In 1952 anthropologists **Alfred Kroeber and Clyde Kluckohn (1982)** created 164 different definitions of culture, however, there is one that goes according to the topic we are studying: culture as language, beliefs and shared values.

Culture arises from a context, an environment and a specific history, within this social knowledge is shared and has similar values and belief systems that work together, however culture is dynamic, it changes as a result of contextual factors such as the internet, the economy and television, since we are born we acquire our own culture unconsciously and, as time goes by we can accept or reject everything we have learned.

As mentioned before, culture is unconscious and learned, so by not knowing other cultures we may think that our culture is the true and best way to live, thus giving way to ethnocentrism, which is the practice of judging others by their own worldview and usually do so in a negative way. There are several processes that contribute to ethnocentrism, such as mental or cognitive categorization, and one type of categorization is stereotyping which is the belief that all members of a group are the same, and prejudice is a negative feeling towards a group of people.

All of the above is related to **Byram's model of intercultural competence**, where he explains the importance of the types of knowledge, and points out that knowledge of the processes of interaction at the individual and social level are part of intercultural competence.

There are some methodological approaches to work on culture and intercultural communication in the language classroom, such as **cultural criticality and cultural dialogism, the emic and etic approach and the dynamic process approach.**

Cultural criticality thinks that barriers created by cultural differences should be understood by students, respected and that they face such obstacles to avoid communication failures, while cultural dialogism, unlike cultural criticality, seeks to overcome differences and emphasizes internationalism, global communication and humanism.

**The emic approach** studies cultures from within to understand how they live and the etic approach studies culture from outside the system. In **the dynamic approach** it is said that culture and communication are not monolithic, but dynamic as they are always in constant change.

From this perspective, the role of the teacher plays a very important role in helping this process to take place and in fostering the development of positive attitudes towards intercultural communication.

Nowadays, in Mexico, acceptance and inclusion have become an important issue from primary education to higher education that is why teachers must demonstrate openness to diversity in terms of religion, socioeconomic status, needs, sexual preferences, etc. and develop their skills and those of their students in the field of learning culture that is why the teacher can play several roles:

**The teacher as mediator:** conditions must be established to negotiate meanings, attitudes and exchange in the classroom with students and the context; the teacher must be able to adapt activities and enrich them to create a meaningful context.

**The teacher as ethnographer and researcher:** the teacher becomes both participant and observer and encourages active research to create activities, tasks and materials for the classroom.

**The teacher as change agent:** this role not only sees teaching as a transformative process, but also sees schools as a place where social transformation can occur.

**According to the Journal of Teacher Education Preparing Culturally Responsive Teachers: Rethinking the Curriculum** (2002). future teachers who learn to see themselves as agents of change see schools and society as interconnected. By assuming this role, the teacher fosters the intercultural perspective that he or she conveys to his or her students and that avoids biases and distinctions between the culture of the students and the culture of the language being taught.

**The teacher as manager:** in this role, the teacher must know how to manage all his resources, human and material, to develop his planned activities in the classroom, but above all he must learn to create environments where all students can coexist and learn with their particularities, such as feelings, psychological needs and individual emotions of the students, creating an environment of understanding and support.

**The teacher as student:** in this role, the teacher must learn to learn, to be updated, to discover new tools to support their work, and that many times teachers get this learning from their own students, since they have greater knowledge of technology and use it to present their work, projects and homework.

**Teacher as mentor:** this is a very common role for teachers who are leaders, serving as role models for their students and other teachers, developing lesson plans related to cultural awareness using various strategies and authentic material.

After analyzing the different roles of teachers, I can say that I identify with several of them, because at some point I have experienced them, however, there are 2 that call my attention and that the experience has been very rewarding, one, the role of the teacher as an agent of change, because at some point I had to work with a student from Oaxaca that although she spoke Spanish very well, she also spoke Mixtec perfectly, She was a student who at first came to school fearful because she was afraid that they would make fun of her or her parents, since they were people who wore the costumes that are customary in Oaxaca, so as teachers we had to do a great job so that the girl could integrate, because her classmates, contrary to what would have been expected, were interested in learning more about their culture, however she came with certain prejudices that people in the city would make fun of her.

The other role is that of the teacher as a student, without a doubt this has been my role since we have been working at home due to the COVID-19 pandemic, I have had to learn to learn new ways of working with my students, to investigate more about technology and look for online resources in order to develop my activities and make learning meaningful for the children.

For the teacher to develop all this, it is essential to talk about authentic materials, text genres and skills development.

Most English language textbooks today mimic sociolinguistic conditions as much as possible and are created with the learner's needs in mind, which simplifies language learning and acts as a gateway to the world of real texts. However, we as teachers are free to use authentic materials for use in the classroom, such as real newspaper articles, videos, songs, etc.

In this sense, I can say that within the National English Program in which I participate and teach, books are handled under these schemes of social practices, since they are topics that are not far from their contexts and to which they find a use, for example, shopping at the corner store, introducing your family, making invitations to different events, etc., of information for students. But still the information cannot be established as relevant in the way that grammatical structures are relevant.

After studying all the above we can say that intercultural competences are different from communicative competences, therefore how to assess them is very different; **Byram, Gribkova and Starkey** (2002) point out that it can be easy to **assess acquisition**. Of information on the part of learners. But even then information cannot be established as relevant in the way that grammatical structures are.

**Tests** are an important component in the classroom, as they help to measure the level of achievement set by the teacher at the beginning of a lesson, and it is the teacher who designs them according to the needs, always taking into account that they must be valid and reliable.

During this time of study on evaluation, we found five basic principles with which teachers should be familiar in order to design and implement **good quality tests**:

**Practicality**: because of the limited time available to the teacher, **Brown (2004)** says that "tests should not be too expensive, be created to meet time constraints, be easy to administer, and follow an appropriate and accurate scoring procedure."

**Reliability:** for the test to be reliable it must provide assessments of student performance and reliable.

**Validity:** the test must measure what it was intended to measure from the outset.

**Authenticity:** speaking about second language learning and assessment, **Brown** (2004) says that "the authenticity of a test is met if the test includes natural language, presents items in a contextualized way (as opposed to isolated test items), includes relevant interesting topics that meet learners' needs, and attempts to emulate real-world tasks".

**Washback:** when implementing a test in the classroom, it is essential to think about the impact it will have on students and their learning processes; if it is well applied, students will be able to obtain feedback that will help them to work on their areas of opportunity and, in turn, these results will help the teacher to plan the following classes.

Throughout the educational journey, students face different tests, most of the time these are usually stressful, and within the English class tests are no exception, as the teacher uses them to measure language proficiency, discover how successful students have been in achieving the objectives of a course of study, diagnose the strengths and weaknesses of students, to identify what they know and what they do not know, as well as to help the placement of students by identifying the stage or part of a teaching program best suited to their ability.

#### **Tests should:**

- \* **Provide consistently accurate measures of only those skills we are trying to test;**
- \* **Have a positive effect on teaching (where it could influence teaching);**
- \* **Be reasonable in terms of time and money (for students, teachers, and institutions).**

When we get into this topic, it is necessary to make the distinction between testing and assessment, according to **Brown** (2004) Testing is defined as "a method of measuring a person's ability, knowledge, or performance in a given domain", while assessment is defined as "an ongoing process that encompasses a much broader domain (than testing)". Assessment of student performance can be done through the use of tests.

When the teacher proposes an assessment, he/she must decide whether it will be a traditional assessment (multiple choice, true/false, dictation and cloze) or a performance-based assessment.



The main characteristic of **traditional assessment**, according to **Kuhlman (2008)**, is that they tend to focus more on finite knowledge and so-called facts than on how that knowledge is used.

It also suggests taking these aspects into account as a basis for collecting information on the four linguistic domains: process observation, product observation, classroom measures, and decontextualized measures.

According to what has been analyzed we can say that assessment can be given in different periods of time, while evaluation can be continuous.

There are different types of tests depending on the type of skills we want to measure, either the so-called **productive skills** (speaking and writing) or **receptive skills** (listening and reading), as we have seen during this module, these are formal assessments that serve us administratively the vast majority of them, however there is another one like the alternative assessment, which although it does not meet the standards of the already established assessments, it can be associated with an informal assessment, however and according to Brown "virtually all types of informal assessment are (or should be) formative. So, when you give a student a comment or suggestion, or call attention to an error, that feedback is offered to improve that student's language ability."

**Ghaith** for his part says that "The value of alternative assessment lies in that it allows teachers and students to gather "evidence on how students approach, process and complete [authentic] tasks in the target language" and despite what one might believe, alternative assessment takes efficiency criteria into consideration when proposing a number of different test formats, "such as checklists, journals, reading logs, work folders, role-play videos, audiotapes of discussions, etc. self-assessment questionnaires, teacher observations and anecdotal records."

## Chapter 2: Methodology and practice

### 2.01 A practical and useful Lesson Plan

This lesson plan is developed in 5 sessions in which the students will begin to activate themselves by talking about the countries they know that are in Europe, and talk specifically about the United Kingdom and a rain of words associated with this country, for example: red buses, soccer, Queen Elizabeth, tea, Harry Potter, etc.

To focus on the competencies of the lesson, which in this case is to elaborate a brochure, we will explain to the students what a brochure is and its functions, we will show them a real brochure so that their idea is clearer.

During the development of the lesson we will work with the pages of the workbook, the audios and support material created for the realization of this activity in distance mode, such as: memory games, games to differentiate some words that are said in American English and British English, as well as games to decipher places with clues.

During the development of this lesson, students have the possibility to work on listening with several audios in which they will listen to dialogues between different people about how to get to some tourist spots in London, the means of transportation they need and the instructions to get there.

They will get to know the description of the most popular means of transportation in that country and will be able to compare them with the ones we have here in Mexico, as well as the timetable they use in their transportation routes.

As for the tourist places, they will locate the exact places where they are located; at the same time they will review the WH question words by role playing among themselves simulating that they are tourists who want to get to different places but need to know which transportation to take, which routes, the time of transfer and the cost, to reinforce this, the students will complete a table with images that they will have previously cut out and paste them in the correct place

according to the indications they hear. They are asked random questions about the places to visit so that they can practice their structure.

To continue with the practice of the questions they will complete an exercise with information that they will find by observing a map with the routes of the means of transport in London. When they finish doing this, they will role play the exercise as a support.

They will comment on the differences that exist in vocabulary between London and the United States, for them they will be supported with a game in which they will be shown the image of the word, the name and the pronunciation in each country and they will categorize them in the column that has the correct flag (USA or London).

To finalize this lesson plan, students will make their own brochure, they will choose the city or country they are going to work with, research the tourist attractions, means of transportation, currency used, typical food and map of the place, as well as any other details they feel necessary to include in their brochure and then put into practice what was covered during the lesson and practice the use of the “Wh question words”.

## 2.02 Designing of necessary tools to asses/test the progress of students

During the study of the specialty, we have learned about the different tools to evaluate our students (rubrics, check list, etc.) and to measure the progress of these, we know that they must be authentic and valid, and also serve us to recognize the areas of opportunity that we have and work on them, making the necessary changes in our work plan to achieve our objectives, However, there is no rule to apply one strictly, except in cases where the school institution has implemented one in its school program, but undoubtedly, the only one who can define which tool is best suited to the needs of his class, is the teacher, since he is the one who knows the school context of his students, the level and programs with which he will work.

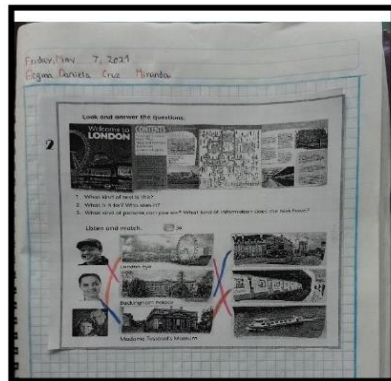
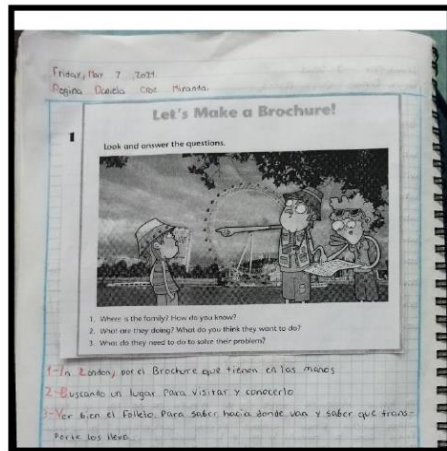
During this school year and due to the situation we are facing because of the COVID 19 pandemic, the tool with which students were evaluated is a Check list, because the limitations are many in the context in which I work, also, this decision was taken according to the indications we received from our authorities, which ask us to have empathy and be resilient with our students, as several of them have faced loss of family members, Therefore, we are only taking into account the delivery of activities in time and form, taking as the main factor the socioemotional situation of the students and their families, leaving aside, for this year, the progress in learning and language acquisition.

However, I must say that everything I have learned in this specialty, I will be able to put it into practice in the next school year, making a diagnostic evaluation of my students in order to correct the academic situation and ensure that my students develop the necessary skills for language acquisition, because as we all know, English is the lingua franca that will open doors and communicate with others putting into practice interculturalism.


## 2.03 Attached evidence of (graphics, photos, images)

### 2.03.1 Activities

# Activities



Listen and number the means of transportation. 37



Write the numbers.

1. taxi      2. underground  
3. coach      4. double-decker bus  
5.      6. right railway  
7.      8. train

Read and answer the questions.

**Bus Schedules for Route 5 Riverside**

|              |      |      |
|--------------|------|------|
| Richmond     | 7:15 | 7:35 |
| Wimbledon    | 7:44 | 8:04 |
| Hyde Park    | 7:54 | 8:14 |
| Constitution | 8:03 | 8:23 |

**Train from London to Windsor**


|           |      |      |
|-----------|------|------|
| London    | 7:15 | 7:35 |
| Reading   | 7:30 | 7:50 |
| Wokingham | 7:40 | 8:00 |
| Windsor   | 7:50 | 8:10 |

- What time does the bus leave Richmond? **7:15**
- When does it stop at Hyde Park? **8:10**
- Does the train stop at Hyde Park? **No**
- Where does the train stop at 8:30? **Windsor**

Talk about the timetables with a partner.

Friday, May 14 2011  
Regina Daniela Cruz / No. 10

Listen and number the means of transportation. 37



Write the numbers.

1. taxi      2. underground  
3. coach      4. double-decker bus  
5.      6. right railway  
7.      8. train

Read and answer the questions.

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| Hyde Park    | 7:54 | 8:14 |
| Constitution | 8:03 | 8:23 |

**Train from London to Windsor**

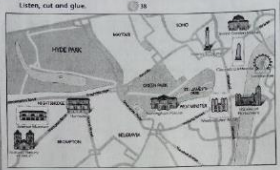
|           |      |      |
|-----------|------|------|
| London    | 7:15 | 7:35 |
| Reading   | 7:30 | 7:50 |
| Wokingham | 7:40 | 8:00 |
| Windsor   | 7:50 | 8:10 |

- What time does the bus leave Richmond? **7:15**
- When does it stop at Hyde Park? **8:10**
- Does the train stop at Hyde Park? **No**
- Where does the train stop at 8:30? **Windsor**

Talk about the timetables with a partner.

Friday, May 14 2011  
Regina Daniela Cruz / No. 10

Listen, cut and glue. 38



Ask about these places.

Where is/are...? It's in front of/behind/beside...

The London Eye      Covent Garden Market      Buckingham Palace  
Harrods      Nelson's Column      The House of Commons

Listen, cut and glue. 38




Ask about these places.

Where is/are...? It's in front of/behind/beside...

The London Eye      Covent Garden Market      Buckingham Palace  
Harrods      Nelson's Column      The House of Commons

Listen and number the means of transportation. 37



Write the numbers.

1. taxi      2. underground  
3. coach      4. double-decker bus  
5.      6. right railway  
7.      8. train

Read and answer the questions.

**Bus Schedules for Route 5 Riverside**

|              |      |      |
|--------------|------|------|
| Richmond     | 7:15 | 7:35 |
| Wimbledon    | 7:44 | 8:04 |
| Hyde Park    | 7:54 | 8:14 |
| Constitution | 8:03 | 8:23 |

**Train from London to Windsor**

|           |      |      |
|-----------|------|------|
| London    | 7:15 | 7:35 |
| Reading   | 7:30 | 7:50 |
| Wokingham | 7:40 | 8:00 |
| Windsor   | 7:50 | 8:10 |

- What time does the bus leave Richmond? **7:15**
- When does it stop at Hyde Park? **8:10**
- Does the train stop at Hyde Park? **No**
- Where does the train stop at 8:30? **Windsor**

Talk about the timetables with a partner.

Friday 4<sup>th</sup>  
Friday, June 4<sup>th</sup>, 2021. Daniela Aguilera F. 6<sup>th</sup> A.  
Inglés

Use the words to write questions.

|          |       |     |               |        |                    |
|----------|-------|-----|---------------|--------|--------------------|
| How      | Where | Can | I             | How    | 10 (name of place) |
| When     | What  | is  | name of place | cost   | there              |
| How far  | How   | is  | the ticket    | to get |                    |
| How much | How   | is  | the ticket    | to get |                    |
| How long | How   | is  | the ticket    | to get |                    |

Types of Questions

Exclamation of a place:

Directions:

Show a letter to get somewhere:

Cost of a ticket:

Directions:

Look at the map on Worksheet 13 and fill in the blanks.

- How can I get from the Sherlock Holmes Museum to London Zoo?  
Take bus 274 to Islington Station. Get off at Islington.
- How can I get from The London Eye to Pollock's Toy Museum?  
Cross the river and walk to the corner. Take bus 21 to Hampstead Heath. Get off at Gaudigo Street and Cover Street station.
- How can I get from Madame Tussaud's to the Science Museum?  
Walk past the Victoria and Albert Museum to the corner. Take bus 74 to Primrose Way at Kensington Station. Walk past the Victoria and Albert Museum. The Science Museum is right in front of it.
- How can I get from the Tower of London to Piccadilly Circus?  
Walk to Tower Hill. Take bus 25 to Whitechapel Road. Get off at Piccadilly Circus. It's the eighth stop.

Role-play the dialogues.

Friday, May 28<sup>th</sup> 2021  
Marin Palacios Lobera

Listen, cut and glue.

London Travel Information Center Piccadilly Circus Station

Types of Questions

Exclamation of a place:

Directions:

Show a letter to get somewhere:

Cost of a ticket:

Directions:

Look at the map on Worksheet 13 and fill in the blanks.

- How can I get from the Sherlock Holmes Museum to London Zoo?  
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Walk to Tower Hill. Take bus 25 to Whitechapel Road. Get off at Piccadilly Circus. It's the eighth stop.

Role-play the dialogues.

Friday, May 28<sup>th</sup>, 2021 Daniela Aguilera Estrada, 6<sup>th</sup> A  
Inglés Actividad I. Aprende en Casa III.

Listen, cut and glue.

London Travel Information Center Piccadilly Circus Station

Types of Questions

Exclamation of a place:

Directions:

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Role-play the dialogues.

Use the words to write questions.

|          |       |     |               |        |                    |
|----------|-------|-----|---------------|--------|--------------------|
| How      | Where | Can | I             | How    | 10 (name of place) |
| When     | What  | is  | name of place | cost   | there              |
| How far  | How   | is  | the ticket    | to get |                    |
| How much | How   | is  | the ticket    | to get |                    |
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Role-play the dialogues.

Use the words to write questions.

|          |       |     |               |        |                    |
|----------|-------|-----|---------------|--------|--------------------|
| How      | Where | Can | I             | How    | 10 (name of place) |
| When     | What  | is  | name of place | cost   | there              |
| How far  | How   | is  | the ticket    | to get |                    |
| How much | How   | is  | the ticket    | to get |                    |
| How long | How   | is  | the ticket    | to get |                    |

Types of Questions

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Walk to Tower Hill. Take bus 25 to Whitechapel Road. Get off at Piccadilly Circus. It's the eighth stop.

Role-play the dialogues.

Jan 5/05/2021 Lara Gaudinoma  
Friday, May 14, 2021

Listen, cut and glue.

London Travel Information Center Piccadilly Circus Station

Types of Questions

Exclamation of a place:

Directions:

Show a letter to get somewhere:

Cost of a ticket:

Directions:

Look at the map on Worksheet 13 and fill in the blanks.

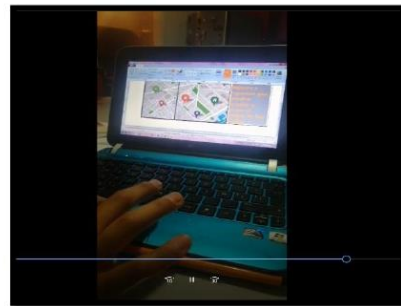
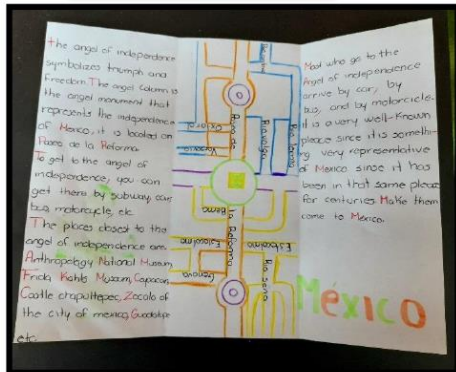
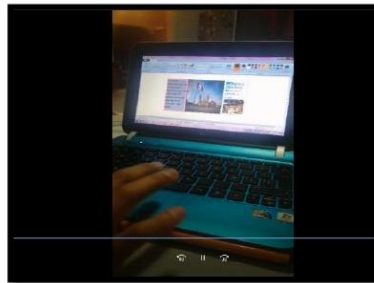
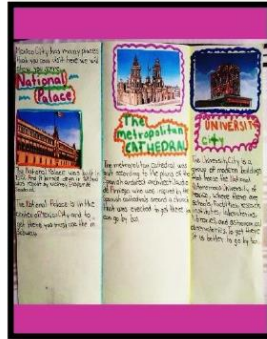
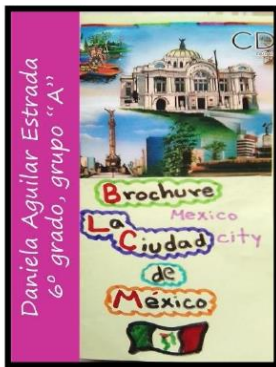
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Take bus 274 to Islington Station. Get off at the Zoo.
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Cross the river and walk to the corner. Take bus 21 to Hampstead Heath. Get off at Gaudigo Street and Cover Street station.
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- How can I get from the Tower of London to Piccadilly Circus?  
Walk to Tower Hill. Take bus 25 to Whitechapel Road. Get off at Piccadilly Circus. It's the eighth stop.

Role-play the dialogues.



## 2.03.2 Final Product

# Final Product





## 2.03.3 Digital Material

# Digital Material Liveworksheets

**WH - QUESTIONS - (EX.1)**

Complete the sentences with the correct questions words:

When What What time Where Who Why

- is your best friend? Betty.
- is your science class? At quarter to twelve.
- is your favourite teacher? Mr. Smith.
- is the English exam? It's next Tuesday.
- don't you do your homework? Because I'm tired.

- is your history book? It's in my bag.
- are these? They are headphones.
- is your birthday party? It's next Friday.
- are you from? I'm from Italy.
- is that woman? That's Mrs. White, the new teacher.
- is your name? My name is Karen.
- doesn't she like math? Because it's boring.
- did you finish school yesterday? At one o'clock.

- is your name? My name is Karen.
- doesn't she like math? Because it's boring.
- did you finish school yesterday? At one o'clock.
- is your favourite day? I love Saturdays because I can get up late.
- are they? They are at school.

Year 5 English

Finish!

**WH - QUESTIONS - (EX.1)**

8/10

Complete the sentences with the correct questions words:

When What What time Where Who Why

- is your best friend? Betty.
- is your science class? At quarter to twelve.
- is your favourite teacher? Mr. Smith.
- is the English exam? It's next Tuesday.

**WH - QUESTIONS - (EX.1)**

9/10

Complete the sentences with the correct questions words:

When What What time Where Who Why

- is your best friend? Betty.
- is your science class? At quarter to twelve.
- is your favourite teacher? Mr. Smith.
- is the English exam? It's next Tuesday.

**WH - QUESTIONS - (EX.1)**

7/10

Complete the sentences with the correct questions words:

When What What time Where Who Why

- is your best friend? Betty.
- is your science class? At quarter to twelve.
- is your favourite teacher? Mr. Smith.
- is the English exam? It's next Tuesday.
- don't you do your homework? Because I'm tired.

**WH - QUESTIONS - (EX.1)**

10/10

Complete the sentences with the correct questions words:

When What What time Where Who Why

- is your best friend? Betty.
- is your science class? At quarter to twelve.
- is your favourite teacher? Mr. Smith.
- is the English exam? It's next Tuesday.

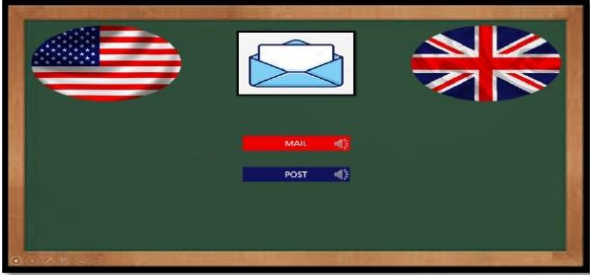
## 2.03.4 Vocabulary Memory Game

# Vocabulary Memory Game

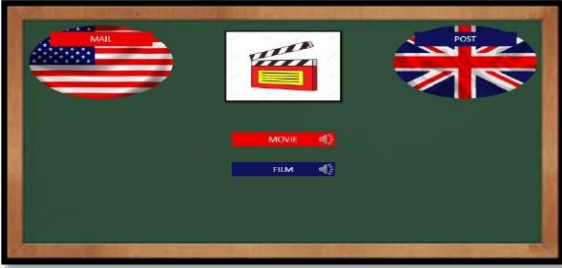


## 2.03.5 English vs British Game


# English vs British Game



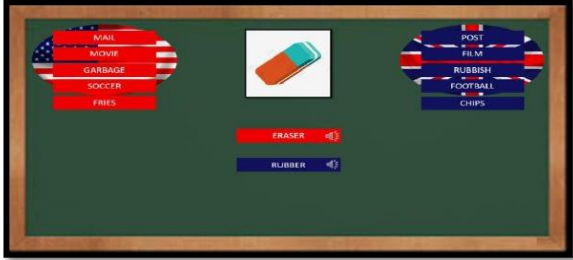
Chalkboard 1: Features an American flag on the left, a British flag on the right, and an envelope icon in the center. Below the icon are two buttons: a red button labeled "MAIL" and a blue button labeled "POST".



Chalkboard 2: Features an American flag on the left, a British flag on the right, and a clapperboard icon in the center. Below the icon are two buttons: a red button labeled "MOVIE" and a blue button labeled "FILM".



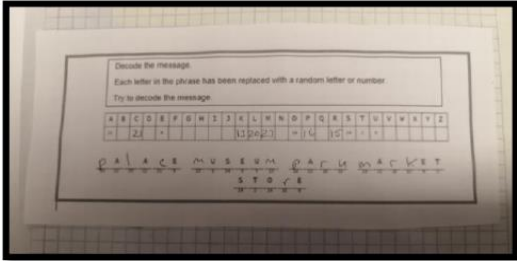
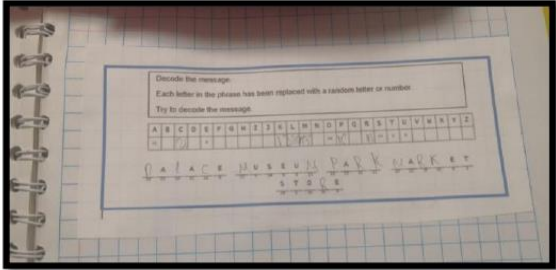
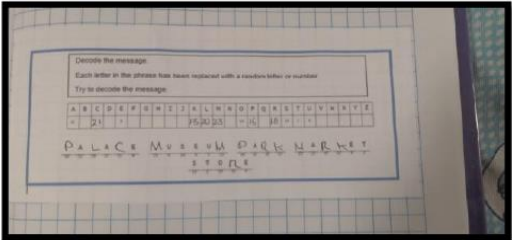
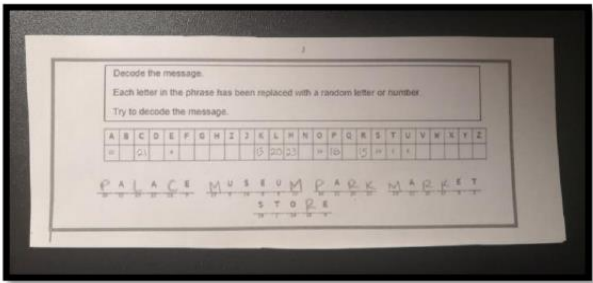
Chalkboard 3: Features an American flag on the left with the words "MAIL", "MOVIE", "GARBAGE", and "SOCCER" written on it; a British flag on the right with "POST", "FILM", "RUBBISH", and "FOOTBALL" written on it; and a fries icon in the center. Below the icon are two buttons: a red button labeled "FRIES" and a blue button labeled "CHIPS".



Chalkboard 4: Features an American flag on the left with "MAIL", "MOVIE", "GARBAGE", and "FRIES" written on it; a British flag on the right with "POST", "FILM", "RUBBISH", "FOOTBALL", and "CHIPS" written on it; and an eraser icon in the center. Below the icon are two buttons: a red button labeled "ERASER" and a blue button labeled "RUBBER".

2.03.6 Decode message

# Decode the message



## 2.04 Show evidence of your designed tool to assess your students

The tool I used to evaluate this lesson was a check list, this decision was taken at the Technical Council Meeting, following the indications given by our authorities in which at all times should be a priority the socioemotional welfare of students and their families, all this as a result of the confinement we are going through worldwide, and that has led to extreme situations to many families that make up the educational community, it is for this reason that on this occasion the learning was not evaluated in depth, only the delivery of evidence and connections to online classes.

In the elementary school where I work, the average age of the students is between 6 and 11 years old, for this reason, the students depend on their parents to carry out the activities and take classes online, it has not been possible for 100% of the students to connect, because in my school context there are different limitations such as the lack of sufficient electronic devices, permanent internet connection and time of attention of the parents for their children, not to mention the illnesses or family losses that they have faced due to the virus, so taking this into account and the indications that our authorities have given us, it has been impossible to implement an evaluation tool to help us measure the level of learning such as a rubric or tests, therefore, at school level, we have chosen to work with a check list and in this way not to harm the students with low grades but to value the effort they make to continue with their distance activities by sending the activities that are designed weekly for them, taking the English program (PRONI) as a guiding principle and putting empathy and resilience into practice. Therefore, due to the circumstances, I have not been able to measure their progress in language acquisition, since we are only evaluating the delivery of activities in time and form.

The way in which this check list was applied was taking into account the activities that would be used for this lesson, which were planned at the time of

educational planning and were sent weekly to the students with the instructions to perform them and the delivery dates, once received, they were returned with a small message of encouragement and thanking them at all times for their effort, after this, they were recorded in the student's check list, as well as their attendance to class online.

At the end of the course, the number of activities delivered and their attendance to the online classes were added together to obtain a quantitative grade that could be recorded on the report card.

However, when we return to face-to-face classes, I would like to make changes in the use of tools to evaluate, although it is true that in the educational level where I teach it is very common to work with check list, I would like to add a rubric to evaluate the learning of my students throughout the lesson, such as oral production during the role play, the assimilation of new vocabulary, listening comprehension, written productions, reading fluency, the interest they have in learning and participating, in this case, the interest in learning about other cultures, as well as individual and collaborative work, which is currently an essential part of the 14 pedagogical principles of the New Educational Model, under which we are governed in basic education, and thus be able to give accurate feedback.

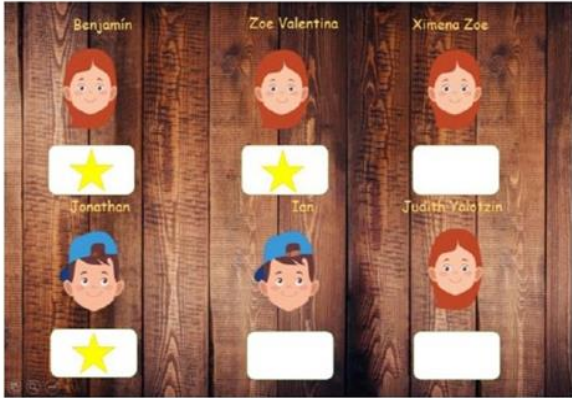


| CHECK LIST   |    |    |
|--|----|----|
| "Guillén de Lampart School"                            |    |    |
| Student's name: <u>Zoe Valentina Gonzalez Samperio</u> |    |    |
| Social Practice: "Let's make a brochure!"              |    |    |
| Indicators   | 😊  | ☹️ |
| <b>Session 1</b>                                       |    |    |
| Europeans countries and life in United Kingdom         | ✓  |    |
| WS. 1. "Let's make a brochure"                         | ✓  |    |
| WS. 2. Brochure  | ✓  |    |
| <b>Session 2</b>                                       |    |    |
| WS. 3. Means of transportation and timetables          | ✓  |    |
| WS. 4. Important places                                | ✓  |    |
| <b>Session 3</b>                                       |    |    |
| WS. 5. Tourists' plans                                 | ✓  |    |
| WS. 6 Types of questions                               | ✓  |    |
| <b>Session 4</b>                                       |    |    |
| Game "British vs English game"                         | ✓  |    |
| <b>Session 5</b>                                       |    |    |
| Product "Make a brochure on how to use transportation" | ✓  |    |
| Meet. Virtual class                                    | ✓  |    |
| Grade  | 10 | 0  |

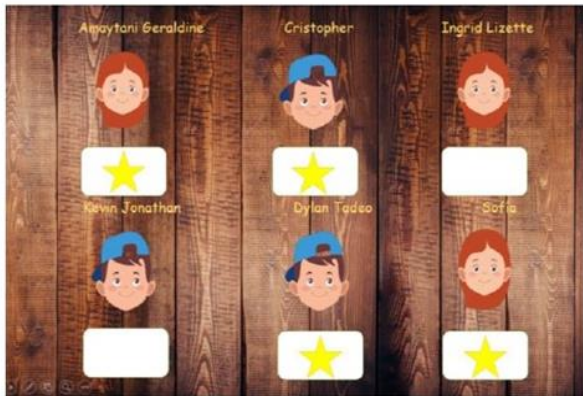
| CHECK LIST   |   |    |
|--|---|----|
| "Guillén de Lampart School"                            |   |    |
| Student's name: <u>Kevin Jonathon Gutierrez Lopez</u>  |   |    |
| Social Practice: "Let's make a brochure!"              |   |    |
| Indicators   | 😊 | ☹️ |
| <b>Session 1</b>                                       |   |    |
| Europeans countries and life in United Kingdom         | ✓ |    |
| WS. 1. "Let's make a brochure"                         | ✓ |    |
| WS. 2. Brochure  | ✓ |    |
| <b>Session 2</b>                                       |   |    |
| WS. 3. Means of transportation and timetables          | ✓ |    |
| WS. 4. Important places                                | ✓ |    |
| <b>Session 3</b>                                       |   |    |
| WS. 5. Tourists' plans                                 |   | X  |
| WS. 6 Types of questions                               |   | X  |
| <b>Session 4</b>                                       |   |    |
| Game "British vs English game"                         | ✓ |    |
| <b>Session 5</b>                                       |   |    |
| Product "Make a brochure on how to use transportation" |   | X  |
| Meet. Virtual class                                    |   | X  |
| Grade  | 6 |    |

Assessment tool  
Check list

| CHECK LIST   |    |    |
|--|----|----|
| "Guillén de Lampart School"                            |    |    |
| Student's name: <u>Daniela Aguilar Estrada</u>         |    |    |
| Social Practice: "Let's make a brochure!"              |    |    |
| Indicators   | 😊  | ☹️ |
| <b>Session 1</b>                                       |    |    |
| Europeans countries and life in United Kingdom         | ✓  |    |
| WS. 1. "Let's make a brochure"                         | ✓  |    |
| WS. 2. Brochure  | ✓  |    |
| <b>Session 2</b>                                       |    |    |
| WS. 3. Means of transportation and timetables          | ✓  |    |
| WS. 4. Important places                                | ✓  |    |
| <b>Session 3</b>                                       |    |    |
| WS. 5. Tourists' plans                                 | ✓  |    |
| WS. 6 Types of questions                               | ✓  |    |
| <b>Session 4</b>                                       |    |    |
| Game "British vs English game"                         | ✓  |    |
| <b>Session 5</b>                                       |    |    |
| Product "Make a brochure on how to use transportation" | ✓  |    |
| Meet. Virtual class                                    | ✓  |    |
| Grade  | 10 |    |



# Attendance





## 2.05 Video

In this video I can show the develop of my practice called "Let's make a brochure!" and is designed for students to develop the 4 language skills, interculturality, technology and to apply an appropriate assessment to their needs.

The purpose of this sequence is that the students learn to ask for the trip fare to a destination, anticipate topic and establish the needs of tourists in foreign countries, explore pamphlets showing how to get to a place using public transports, identify, while listening and reading, the name, place or means of transport included in instructions and offer information about going from one place to another by public transportation. At the end, they will be able to make their brochure for a trip.

Due to the situation of the COVID 19 pandemic in Mexico, I had to make adjustments to the work and the presentation of this video because in my workplace most of the students do not have the resources to take online classes systematically, so we opted to work with weekly workbooks and once a month with online class, which sadly only 50% of the population assist.

However, in this video you can see a sample of how I develop my project putting into practice everything I have learned in this specialty taking into account the limitations and circumstances that my students live in these moments.

[https://drive.google.com/file/d/1RYgl3pq2Rw60\\_HICb9QUVqubByaRyCT9/view?usp=sharing](https://drive.google.com/file/d/1RYgl3pq2Rw60_HICb9QUVqubByaRyCT9/view?usp=sharing)

## Chapter 3: Experience Report

After designing this project and putting it into practice with my students, I can say that the lesson was designed to work online due to the global situation we are living due to the COVID 19 pandemic, taking into account the profile of my students and the context of my school, designing activities for them that were easily accessible and that facilitated the acquisition of learning, since the activities were sent weekly and with an online class on a monthly basis, however we also had the support of email and the use of instant messaging such as Whatsapp to keep in touch with them and to help them resolve their doubts.

The results obtained throughout the development of the lesson were not as expected in 100% of my students, since only 50% of them had the delivery of evidence and attendance to online classes, however, if we focus on the students with whom we had a sustained communication I can say that they showed interest in the subject, as they managed to link it to topics known to them, such as soccer teams like Manchester United, Queen Elizabeth or the Harry Potter film saga, which made the topic familiar to them and they were able to participate.

Regarding the development of the 4 skills: Reading, writing, listening and speaking, I can say that the first 3 were worked with activities for the development of the same, sending evidence of the work done, however, as for the productive skill: speaking, I cannot say the same, since being working at a distance, the activities were done at home and I cannot be certain that they have done the activities planned for this.

Talking about of interculturalism and technology, I feel satisfied, because they were 2 aspects that I included at all times in my planning, interculturalism as the basis of human development and communication among all, and technology as the main working tool during this school year, which undoubtedly brought many benefits in the learning of my students, because they enjoyed doing online activities, practicing with games that could be downloaded to any electronic device,

sending video or audio activities, no doubt, both they and I, we managed to develop our digital skills.

Regarding the evaluation, the tool chosen in my work center to evaluate the students this school year was a check list, due to the world situation mentioned above, so the progress in their learning could not be evaluated, only the delivery of activities in due time and form, as well as the attendance to the online class.

Taking into account the above mentioned and the intention with which the activities of this lesson were planned, I can say that the results obtained were not the expected ones, but they were enough to be able to follow up with these students in the next school year, It will undoubtedly be a great challenge, but now, after reflecting on my teaching practice, I am more aware of my areas of opportunity, which I will work on, because this specialty has given me the tools to grow as a teacher.

## Chapter 4: Conclusions

After doing the work of this project I can conclude that what I have learned throughout this year in the specialty has been very useful and despite the circumstances we are going through, I have tried to put them into practice by adapting them to online work.

Without a doubt, knowing the level of the students, their context and their interests is fundamental to be able to make a good planning, because as I have expressed in my teaching philosophy, the student must be placed at the center of the whole teaching-learning process, starting from their interests.

Taking this into account, I developed the activities of this lesson putting into practice interculturality, the development of technological materials that in this time of distance work have been our main working tool, as well as the evaluation of students that has also had to adapt to the time in which we are living.

Interculturality is a very important point that we must take into account at the time of planning, because as teachers of English as a second language we must give it the importance it deserves, since intercultural aspects influence the way we communicate and understand each other.

Today we live in a globalized world, where coexistence with other cultures is more common than we think, and we discover that the needs of others do not differ much from ours, so we see the need to create links to relate and more now in these times where interpersonal relationships have been affected due to the pandemic, and this is where new technologies facilitate interculturality extraordinarily: communication between people, from identical or different cultures, from the same country or from distant lands; technology manages to shorten distances, and the difficulties to reach others also being now as teachers our main work tool and of which we are taking advantage to continue with our work, but that at the same time is helping us to develop this important part of interculturality.

My evidence of work I have had to record through a computer, because as I mentioned before, in my context the situation doesn't allow to have connectivity with the students in a systematic way, so I have opted to work with weekly activities that are sent and received by e-mail and sometimes by telephone messaging.

The realization and implementation of this work has meant a great challenge for me, but above all a great learning, because what I learned in the specialty has helped me to become aware of what I do, how I do it and why I do it, and implementing it in this emergency situation has helped me to develop my digital skills, to learn to work in a different way than I was used to, to create new material, to evaluate in a different way and with a different purpose than measuring the learning acquired in English, as well as to integrate interculturality in my work so that the students learn feeling part of the culture they are studying and that this learning is useful and practical for their lives.

## Chapter 5: Appendixes and APA style references

### 5.01 Lesson Plan



Teaching sequence template



| 1. Lesson plan identification cell.       |  |
|---|--|
| Author                                    | Georgina Becerril González   |
| Educational stage                         | Elementary School  |
| Title of your Lesson plan                 | Let´s make a Brochure!   |
| Learning Objective of the plan/Competency | Follow and give directions to go to places, anticipate topic and establish the needs of tourists in foreign countries, explore pamphlets showing how to get to a place using public transports, identify visual aids to indicate location (sketches, maps, etc.), identify, while listening and reading, the name, place or means of transport included in instructions and offer information about going from one place to another by public transportation, read departure and arrival times, ask for the trip fare to a destination, identify how many and what means of transport must be used to get to a final destination.<br>The product: Brochure on how to use means of transport. |
| Communicative skill considered            | Listening, Speaking, Reading and Writing.  |
| State of the following options            | Introduction of the topic  |
| Functions                                 | Explore places in a different country  |
| Main Grammar structure                    | WH questions (to get directions)   |
| Other Grammarstructures                   |  |
| Brief description of the plan             | The purpose of this sequence is that the students learn to ask for the trip fare to a destination, anticipate topic and establish the needs of tourists in foreign countries, explore pamphlets showing how to get to a place using public transports, identify, while listening and reading, the name, place or means of transport included in instructions and offer information about going from one place to another by public transportation.   |
| Hours of the plan                         | 3 hours 20 minutes   |

|                                  |   |
|----------------------------------|---|
| implementation                   |   |
| Number of sessions               | 4 sessions, 50 minutes for each one                             |
| Contents required for the lesson | Reading, audio, Video, interactive pages and Interactive games. |
| Link of the content              |   |
| EEAILE tutor on line             | Rocío Salgado Perea   |

Introduction to the Lesson.

| Step of the lesson                              | Teacher activities  | Students activities                                    | Session number        |
|---|---|--|-----------------------|
| Activation                                      | The teacher divide the class into groups. Set a time limit and have students write as many European countries as they can.<br>Talk with students about the United Kingdom (also called the UK) is a country made up of four nations: England, Wales, Scotland and Northern Ireland. Brainstorms words associated with the UK and write some examples: tea, red buses, the queen, Mary Poppins, rain, soccer, etc. | Students write as many European countries as they can. | <b>1</b><br>5 minutes |
| Set the objective or competencies of the lesson | The teacher read the title out loud. Explain what a brochure is, and show students some real tourist brochures and look at them together. Ask students:<br>What is each brochure advertising?<br>Are the images attractive?<br>Is the information clear?  | Students share their answers.                          | <b>1</b><br>5 minutes |

| Listening, Speaking, Reading and Writing. |  |  |   |                 |            |
|---|--|--|---|-----------------|------------|
| Step of the lesson                        | Teacher activities   | Students activities  | Materials   | Session number  | Evaluation |
| Information processing activity           | The teacher shows an image and ask the students some questions:<br>1.Where is the family? How do you know?<br>2.What are they doing? What do you think they want to do?<br>3.What do they need to do to solve their problem?<br>Appendix 1   | Students look at the picture and then go over the questions.<br>Encourage students to justify their answers and ask them if they like visiting other places. | Picture (appendix 1)  | 1<br>5 minutes  | Check List |
| Vocabulary introduction                   | Brochure, Coach, Underground, Double-decker bus, Light railway, Timetable, Sleep, Eat, Go.<br>Drive<br><a href="https://drive.google.com/file/d/18BYR7LheWr2-TI31UpZnPMAb2o93hCDc/view?usp=sharing">https://drive.google.com/file/d/18BYR7LheWr2-TI31UpZnPMAb2o93hCDc/view?usp=sharing</a> | Students have to go to the drive storage unit and play the memory game with the vocabulary, they can play it as many times as they want.                     | Memory Game (Drive<br><a href="https://drive.google.com/file/d/18BYR7LheWr2-TI31UpZnPMAb2o93hCDc/view?usp=sharing">https://drive.google.com/file/d/18BYR7LheWr2-TI31UpZnPMAb2o93hCDc/view?usp=sharing</a> ) | 1<br>10 minutes | Check List |

1. Communicative skills development.

|                                    |  |  |   |                 |            |
|------------------------------------|--|--|---|-----------------|------------|
| 1st practice                       | The teacher shows a brochure. Put the students into pairs. Ask students to read the questions and discuss the answers together, and at the end check the answers as a class. Clarify unknown vocabulary.<br>Appendix 2 | Students discuss the answers together and at the end they share their answers. | Worksheet (Appendix 2)  | 1<br>10 minutes | Check List |
| 2nd practice or Social interaction | Teacher tells students they are going to listen to tourist in London. Play track 36 and have them match the people with the place and the means of transportation suggested.<br>Track 36                               | Students listen the track and answer the exercise.                             | Worksheet (Appendix 2)<br>Audio (Drive<br><a href="https://drive.google.com/file/d/1AJPQMCoHd2P3UyiBTn812lkl0NvDok/view?us">https://drive.google.com/file/d/1AJPQMCoHd2P3UyiBTn812lkl0NvDok/view?us</a> ) | 1<br>15 minutes | Check List |



|                                    |   |   |  |  |                   |
|------------------------------------|---|---|--|--|-------------------|
|                                    | <a href="https://drive.google.com/file/d/1AJpMQMCoHd2P3UyiBTn812lBlk0NyDok/view?usp=sharing">https://drive.google.com/file/d/1AJpMQMCoHd2P3UyiBTn812lBlk0NyDok/view?usp=sharing</a>   |   | <a href="#">p=sharing</a> )  |  |                   |
| 3rd practice or Social interaction | <p>The teacher shows a letter code on the screen, and show five coded words on. Explain that these words are written in secret code, and that they are all places to visit. Have students work in pairs to “crack” the code.</p> <p><u>Appendix 9</u><br/>Ask students what they can see (means of transportation) and teacher tells them they will hear a tourist guide talking about transportation in London. Explain that some names (underground, light railway and coach) are in British English because the unit is about London.</p> <p><u>Track 37</u><br/><a href="https://drive.google.com/file/d/1AJpMQMCoHd2P3UyiBTn812lBlk0NyDok/view?usp=sharing">https://drive.google.com/file/d/1AJpMQMCoHd2P3UyiBTn812lBlk0NyDok/view?usp=sharing</a></p> <p>Teacher asks students to read the timetables and answer the questions.</p> <p><u>Appendix 3</u><br/>Teacher ask students to look at the map and identify some of the places on it</p> <p><u>Track 38</u><br/><a href="https://drive.google.com">https://drive.google.com</a></p> | <p>Students try to find the hidden words.</p> <p>Have students number the pictures and then have them write the numbers next to the words. Students have to look at the timetables on the sheet, read the questions out loud and answer them as a class.</p> <p>Students have to cut out the missing pictures from a sheet, then they have to listen the track 38 and students have to glue the missing places in the correct area.</p> | <p>Worksheet (Appendix 9)<br/>Audio (Drive 37<br/><a href="https://drive.google.com/file/d/1AJpMQMCoHd2P3UyiBTn812lBlk0NyDok/view?usp=sharing">https://drive.google.com/file/d/1AJpMQMCoHd2P3UyiBTn812lBlk0NyDok/view?usp=sharing</a> )</p> <p>Worksheet (Appendix 3)<br/>Audio (Drive 38<br/><a href="https://drive.google.com/file/d/1AJpMQMCoHd2P3UyiBTn812lBlk0NyDok/view?usp=sharing">https://drive.google.com/file/d/1AJpMQMCoHd2P3UyiBTn812lBlk0NyDok/view?usp=sharing</a> )</p> <p><u>Appendix 4</u></p> | <p><b>2</b></p> <p>App.9: 10 minutes</p> <p>App.3: 20 minutes</p> <p>App.4: 20 minutes</p> | <p>Check List</p> |

|  |   |  |  |   |            |
|--|---|--|--|---|------------|
|  | <a href="https://drive.google.com/file/d/1AJpMQMCoHd2P3UyiBTn812Ibl0NyDok/view?usp=sharing">m/file/d/1AJpMQMCoHd2P3UyiBTn812Ibl0NyDok/view?usp=sharing</a><br>Appendix 4  |  |  |   |            |
| 4th practice or Social interaction             | <p>Teacher displays a worksheet and explain the meanings with examples of the words that are in the table (Tourist, Destination, Transportation, Cost, time).</p> <p>The teacher plays the audio and give directions to the students, pause the recording as many times as is necessary.</p> <p>Appendixes 5 and 7</p> <p>Track 39</p> <p><a href="https://drive.google.com/file/d/1AJpMQMCoHd2P3UyiBTn812Ibl0NyDok/view?usp=sharing">https://drive.google.com/file/d/1AJpMQMCoHd2P3UyiBTn812Ibl0NyDok/view?usp=sharing</a></p> <p>Teacher puts them into pairs and explains that students have to complete some directions and they have to use a map in order to complete it.</p> <p>Appendix 6 and 8</p> | <p>Students cut out the pictures of the worksheet, then they hear the track and glue the pictures according to each tourist.</p> <p>Students have to observe the map and identify the principal places, then they have to complete the directions.</p> | <p>Worksheet (Appendix 5 and 7)</p> <p>Audio (Drive 39</p> <p><a href="https://drive.google.com/file/d/1AJpMQMCoHd2P3UyiBTn812Ibl0NyDok/view?usp=sharing">https://drive.google.com/file/d/1AJpMQMCoHd2P3UyiBTn812Ibl0NyDok/view?usp=sharing</a>)</p> <p>Worksheet (Appendix 6 and 8)</p> | <p><b>3</b></p> <p>App. 5 and 7: 15 minutes</p> <p>App. 6 and 8: 15 minutes</p> | Check List |
| 4 <sup>th</sup> practice or Social interaction | <p>Students goes to drive storage unit and know how to say them in British English and American English.</p> <p>“British vs English game”</p> <p>In this exercise they have to hear the pronunciation and categorize the words according to the language.</p> <p>Drive</p> <p><a href="https://drive.google.com/file/d/1I555JoY6FN-D-9U8SKOypBRlstInLD4P/view?usp=sharing">https://drive.google.com/file/d/1I555JoY6FN-D-9U8SKOypBRlstInLD4P/view?usp=sharing</a></p>   | <p>Students play the game, repeat aloud the vocabulary and pronunciation.</p> <p>They practice pronunciation with their partners and play in teams</p>   | <p>British vs English game (Drive</p> <p><a href="https://drive.google.com/file/d/1I555JoY6FN-D-9U8SKOypBRlstInLD4P/view?usp=sharing">https://drive.google.com/file/d/1I555JoY6FN-D-9U8SKOypBRlstInLD4P/view?usp=sharing</a>)</p>  | <p><b>4</b></p> <p>“British vs English” game 40 minutes</p>                     |            |

|                                    |  |  |  |   |            |
|------------------------------------|--|--|--|---|------------|
|                                    | <a href="https://www.liveworksheets.com/view?usp=sharing">9U8SKOypBRlstinLD4P/view?usp=sharing</a>   |  |  |   |            |
| 5th practice or Social interaction | <p><b>Product</b><br/>The teacher gives the instructions about how to make a brochure on how to use transportation. Encourage students to decide on their own way of working. Provide help where needed.</p>   | <p><b>Product</b><br/>1.Students work in teams. Draw a map using your school as a reference. Include important places and public transportation routes.<br/>2.Decide on the place. Write the instructions to get there on public transportation. Include the distance and cost.<br/>3.Check the clarity of your instructions.<br/>4.Revise spelling and punctuation.<br/>5.Design a cover for the brochure.<br/>6.Add illustrations.<br/>7.Display your brochure in the classroom.</p> |  | <p><b>5</b><br/>Product:<br/>40 minutes</p> | Check List |
| Grammar Focus                      | <p>Types of questions<br/>The teacher makes a review about types of questions :<br/>How? , Where?, How far?, How much?, How long?<br/>Gives examples of use of these questions according to the topic.<br/><b>Appendix 6</b><br/><a href="https://www.liveworksheets.com/worksheets/en/English%20as%20a%20Second%20Language%20(ESL)/Wh%20questions/Question%20words%20EX%201%20rj1544875mc">https://www.liveworksheets.com/worksheets/en/English as a Second Language (ESL)/Wh questions/Question words EX 1 rj1544875mc</a></p> | Together with students, make two logical questions with each question word   | Worksheet (Appendix 6)<br>Live-worksheet (Interactive page)<br><a href="https://www.liveworksheets.com/worksheets/en/English%20as%20a%20Second%20Language%20(ESL)/Wh%20questions/Question%20words%20EX%201%20rj1544875mc">https://www.liveworksheets.com/worksheets/en/English as a Second Language (ESL)/Wh questions/Question words EX 1 rj1544875mc</a> | <p><b>3</b><br/>20 minutes</p>              | Check List |

|         |  |  |  |  |  |
|---------|--|--|--|--|--|
| Summary | At the end of the lesson students will be able to explore brochures from an English-speaking country, learn to interpret timetables and locate places on a map, give and follow directions, ask questions to get somewhere, ask questions about the time, cost of a ticket and duration of a trip and make a brochure. |  |  |  |  |
|---------|--|--|--|--|--|

4. **Intercultural Competence** – The intercultural competence is included in the activities that the students carry out, such as comparing the means of transportation in London with those in Mexico, as well as the vocabulary used in London vs. the USA.
5. **Evaluation** - The assessment will be based on a check list
6. **Conclusion** - By completing this project, students will be able to identify means of transportation in a country other than their own, as well as vocabulary in American English and British English. They will also be able to ask questions to locate places in another country and make their own brochure.
7. **Follow up activities** – The teacher will give feedback to the students and ask them to share their brochure with each other and with their classmates ask questions about some tourist sites and the means of transportation they need to use to get there.

Template design by Ricardo Velasco Preciado/ Gabriela Ruiz de la Rosa

UPN/EEAILE-mod3/RVP/GRR/2016

## Appendix 1

### Let's Make a Brochure!

Look and answer the questions.



1. Where is the family? How do you know?
2. What are they doing? What do you think they want to do?
3. What do they need to do to solve their problem?

## Appendix 2

Look and answer the questions.



1. What kind of text is this?
2. What is it for? Who uses it?
3. What kind of pictures can you see? What kind of information does the text have?

Listen and match.

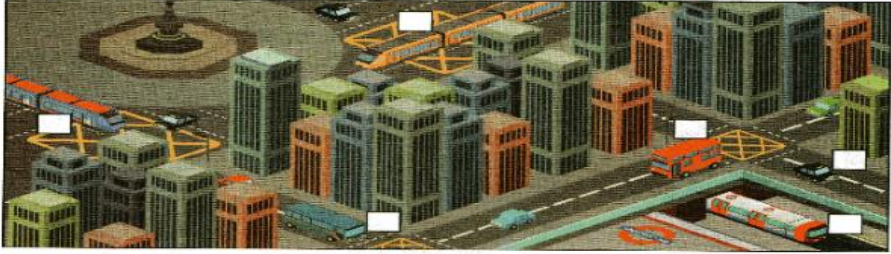
36

|   |   |  |
|---|---|--|
|  |  |  |
|   | London Eye  |  |
|  |  |  |
|   | Buckingham Palace   |  |
|  |  |  |
|   | Madame Tussaud's Museum   |  |



## Appendix 3

**Listen and number the means of transportation.** 37



► **Write the numbers.**

\_\_\_\_\_ taxi                      \_\_\_\_\_ underground                      \_\_\_\_\_ light railway  
 \_\_\_\_\_ coach                      \_\_\_\_\_ double-decker bus                      \_\_\_\_\_ train

**Read and answer the questions.**

|               |      |               |      |
|---------------|------|---------------|------|
| Richmond      | 7:35 | Griffiths     | 8:02 |
| Wonderland    | 7:44 | Commissioners | 8:06 |
| Hyde Park     | 7:49 | Hyde Park     | 8:10 |
| Commissioners | 7:56 | Wonderland    | 8:14 |
|               |      | Richmond      | 8:25 |

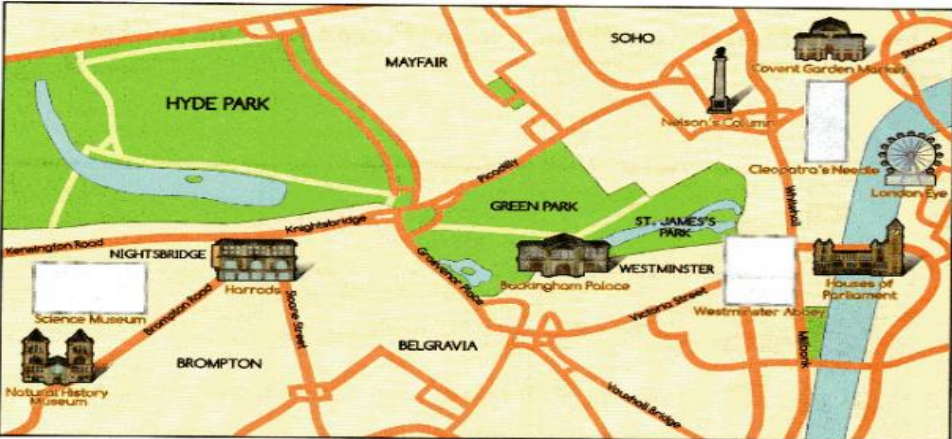
|                    |      |              |      |
|--------------------|------|--------------|------|
| London             | 3:12 | West Drayton | 3:36 |
| Paddington         |      | Iwer         | 3:39 |
| Falling            | 3:20 | Langley      | 3:43 |
| Slough             |      | Slough       | 3:47 |
| Hayes & Harlington | 3:32 | Windsor      | 3:56 |

1. What time does the bus leave Richmond?
2. When does it stop at Hyde Park?
3. Does the train stop in Hyde Park?
4. Where does the train stop at 3:39?

► **Talk about the timetables with a partner.** 38

## Appendix 4

**Listen, cut and glue.** 38



► **Ask about these places.** 39

Where is/are...? It's on/next to/behind/in front of/near...

The London Eye

Covent Garden Market


Buckingham Palace

Harrods

Nelson's Column

The Houses of Parliament

## Appendix 5

Listen, cut and glue.  39

### London Travel Information Center Piccadilly Circus Station

|                       |  |  |  |
|-----------------------|--|--|--|
| <b>tourist</b>        |  |  |  |
| <b>destination</b>    |  |  |  |
| <b>transportation</b> |  |  |  |
|                       |  |  |  |
|                       |  |  |  |
| <b>time</b>           |  |  |  |
| <b>cost</b>           |  |  |  |

► Talk about the tourists' plans.

## Appendix 6

Use the words to write questions.

|  |                   |  |                            |                             |
|--|-------------------|--|----------------------------|-----------------------------|
| How<br>Where?<br>How far<br>How much<br>How long | can<br>is<br>does | I<br>(name of place)<br>it<br>the ticket | get<br>take to get<br>cost | to (name of place)<br>there |
|--|-------------------|--|----------------------------|-----------------------------|

### Types of Questions

|                                |  |
|--------------------------------|--|
| Location of a place            |  |
| Directions                     |  |
| Time it takes to get somewhere |  |
| Cost of a ticket               |  |
| Distance                       |  |

Look at the map on Worksheet 15 and fill in the blanks.

- How can I get from the Sherlock Holmes Museum to London Zoo?  
Take bus 274 to Islington Station. Get off at \_\_\_\_\_.
- How can I get from The London Eye to Pollock's Toy Museum?  
Cross the river and walk to the corner. Take bus \_\_\_\_ to Hampstead Heath. Get off at Goodge Street and Gower Street station.
- How can I get from Madame Tussaud's to the Science Museum?  
Walk past the \_\_\_\_\_ Museum to the corner. \_\_\_\_\_ bus 74 to Putney. \_\_\_\_\_ at Kensington Station. \_\_\_\_\_ past the Victoria and Albert Museum. The Science Museum is right \_\_\_\_\_ it.
- How can I get from The Tower of London to Piccadilly Circus?  
Walk to Tower Hill. Take bus \_\_\_\_\_ to Paddington Basin. \_\_\_\_\_ at Piccadilly Circus. It's the eighth stop.

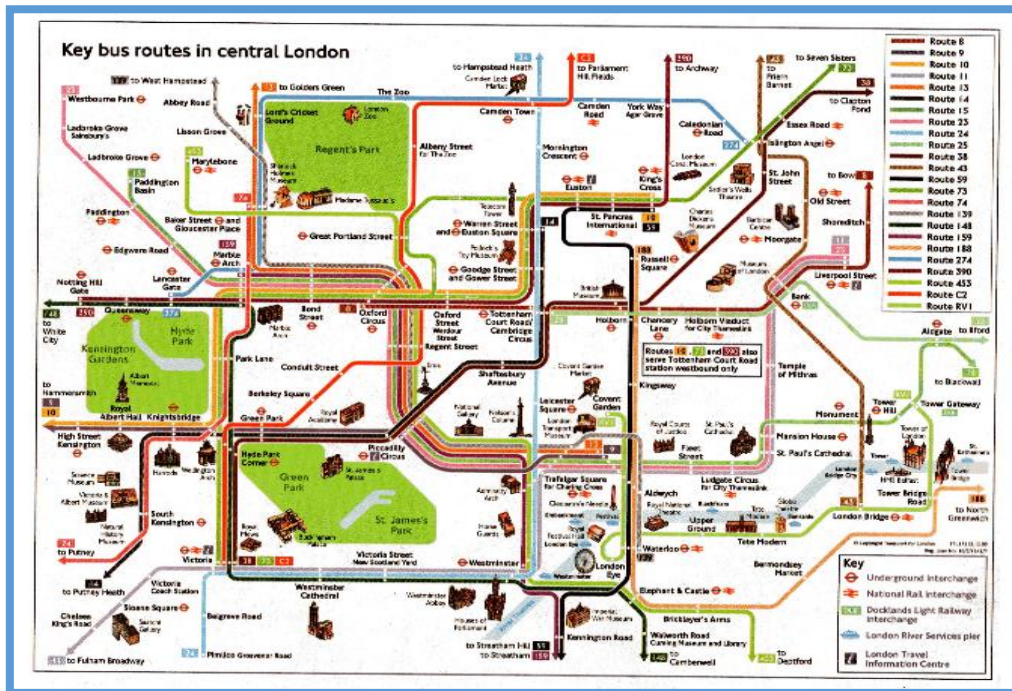
► Role-play the dialogues.



# Appendix 7

|                  |         |       |
|------------------|---------|-------|
|                  |         |       |
| Heathrow Airport | Windsor |       |
|                  |         |       |
|                  |         |       |
|                  |         |       |
| Tower of London  | £4.00   | £2.00 |
| £2.00 + £8.00    |         |       |

# Appendix 8





## Appendix 9

Decode the message.

Each letter in the phrase has been replaced with a random letter or number.

Try to decode the message.

|    |   |   |   |   |   |   |   |   |   |   |   |   |   |    |   |   |   |    |   |   |   |   |   |   |   |
|----|---|---|---|---|---|---|---|---|---|---|---|---|---|----|---|---|---|----|---|---|---|---|---|---|---|
| A  | B | C | D | E | F | G | H | I | J | K | L | M | N | O  | P | Q | R | S  | T | U | V | W | X | Y | Z |
| 22 |   |   |   | 9 |   |   |   |   |   |   |   |   |   | 14 |   |   |   | 24 | 2 | 5 |   |   |   |   |   |

|    |    |    |    |    |    |    |   |    |   |   |    |    |    |    |    |    |    |    |    |   |   |
|----|----|----|----|----|----|----|---|----|---|---|----|----|----|----|----|----|----|----|----|---|---|
| A  | A  | E  | U  | S  | E  | U  | A | A  | E | T |    |    |    |    |    |    |    |    |    |   |   |
| 16 | 22 | 20 | 22 | 21 | 9  | 23 | 5 | 24 | 9 | 5 | 23 | 16 | 22 | 15 | 13 | 23 | 22 | 15 | 13 | 9 | 2 |
|    |    |    | S  | T  | O  | E  |   |    |   |   |    |    |    |    |    |    |    |    |    |   |   |
|    |    |    | 24 | 2  | 14 | 15 | 9 |    |   |   |    |    |    |    |    |    |    |    |    |   |   |

### TRACKS

<https://drive.google.com/file/d/1AJpMQMCoHd2P3UyiBTn812Ibl0NyDok/view?usp=sharing>

### LIVEWORKSHEETS.COM



[https://www.liveworksheets.com/worksheets/en/English as a Second Language \(ESL\)/Wh\\_questions/Question words\\_EX\\_1\\_rj1544875mc](https://www.liveworksheets.com/worksheets/en/English+as+a+Second+Language+(ESL)/Wh_questions/Question+words_EX_1_rj1544875mc)

### BRITISH VS ENGLISH GAME

[Drive https://drive.google.com/file/d/1I555JoY6FN-D-9U8SKOypBRlStInLD4P/view?usp=sharing](https://drive.google.com/file/d/1I555JoY6FN-D-9U8SKOypBRlStInLD4P/view?usp=sharing)

### VOCABULARY MEMORY GAME

<https://drive.google.com/file/d/18BYR7LheWr2-TI31UpZnPMAb2o93hCDc/view?usp=sharing>

| CHECK LIST   |   |   |
|--|---|---|
| "Guillén de Lampart School"                            |   |   |
| Student's name:  |   |   |
| Social Practice: "Let's make a brochure!"              |   |   |
| Indicators   |  |  |
| Session 1  |   |   |
| Europeans countries and lfe in United Kingdom          |   |   |
| WS. 1. "Let's make a brochure"                         |   |   |
| WS. 2. Brochure  |   |   |
| Session 2  |   |   |
| WS. 3. Means of transportation and timetables          |   |   |
| WS. 4. Important places                                |   |   |
| Session 3  |   |   |
| WS. 5. Tourists' plans                                 |   |   |
| WS. 6 Types of questions                               |   |   |
| Session 4  |   |   |
| Game "British vs English game"                         |   |   |
| Session 5  |   |   |
| Product "Make a brochure on how to use transportation" |   |   |
| Meet. Virtual class                                    |   |   |
|  | Grade   |   |

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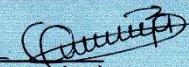
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| Matrícula:                              | 200926029  |                                    |                                    |
| Domicilio:                              | ACORPA 21-203 COL. SAN LORENZO HUILPULCO, Tlalpan C.P. 14370                 |                                    |                                    |
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