



Module 3 Final Project

**“Intercultural Competence as an Embedded Feature in
Teaching Practices”**

By Carlos Cruz Fernández

Candidate

**Specialization in English Language Learning and Teaching
as a Foreign Language offered by the *Centro de Enseñanza
y Aprendizaje de Lenguas (CEAL)* at the Universidad
Pedagógica Nacional-Ajusco**

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**Universidad Pedagógica Nacional – Unidad Ajusco
Centro de Enseñanza y Aprendizaje de Lenguas
Especialización en la Enseñanza y Aprendizaje de Inglés
como Lengua Extranjera**

Candidate's Name: Carlos Cruz Fernández

Name of assignment:

Module 3 Final Project

Tutor's name: Dra. Daniela Otero

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Chapter 1: Philosophy and theory

1.1 Teaching identity and philosophy

The very best version of my teaching identity and philosophy must be adaptive and resilient, specially in times when long distance digital learning is required as it has been demanded by COVID-19 quarantine's safety measures in Mexico and around the world. Traditional face-to-face English classes have been restricted and the English Teacher has had to rely on digital tools and electronic platforms to reach the learners and deliver its program contents via different social media and institutional education providers.

In view of this scenario, most of the times as a Teacher I have to deal with groups that have mixed cultural backgrounds and diverse, often times, uneven L1 literacy levels within the same group or class.

As a teacher, but also as a facilitator, researcher and tutor I rely on a flexible and adaptive teaching philosophy that takes the most positive and feasible aspects of every approach, method and technique to create a low affective filter class environment and attractive meaningful practices for the students such as using flipped classroom and blended learning teaching methods.

The ways in which I do this vary depending on the topic, language structure or social practice that is required. For example, PRONI relies most of the times on the delivery of pre-conceived "products", however, I strive to add new activities that are also motivating for the students, such as poetry reading, song drilling, viewing documentaries at home, intercultural art projects and self-study recommendation on YouTube to continue their own learning experience at their own pace.

Teacher's role

- Lesson planning ideally contains carefully drawn instructions to allow enough time for meaningful practice to the learners as one of the most important stages of the class
- I am called to provide class material that relates to real-life scenarios and rely on authentic target language texts and realia based on the Text Book Yes We Can 1

- I am expected to cater for the different learning styles and personal needs of the learners according to their proficiency level,
- Given the previous point, I usually teach in a mixed ability class context
- I am also expected to test the communication practice that is meaningful to the learner
- I use evaluations and error correction during the class as a strategy to provide feedback

Student's role

- The learner's role is focused on skills acquisition besides vocabulary, meaning, form and use practice
- It's expected to be confident and actively involved in class, willing to speak, and write in English without regard to his own mistakes
- Is encouraged to work on the fluency of his language output rather than on the accuracy of his utterances, e.g. on-spot correction is usually avoided
- Assessment is based on qualitative formats of their language production rather than on quantitative formats of assessment

Chapter 1: Philosophy and theory

1.2 Theory underlying your teaching practice and identity

The main theoretical approaches that have enriched my practice are: Kolb's Model of Experiential Learning & Intercultural Competence. In my view, these two approaches are entwined since intercultural competence teaching is highly experiential. According to what I've learned during the specialization, the principles of this theory can be downloaded to a ground classroom level using ***Kolb's Model of Experiential Learning*** in which "learning is the process whereby knowledge is created through the transformation of experience" (Kolb, 1984, p. 38). Based on this tenet, concrete experience is the source of learning and development of a L2 **intercultural mindset and competence**.

According to Neuner, Partmeyer, Starkey and Zarate (2003), it is central to intercultural competence the development of a "typology of exercises and tasks for intercultural foreign

language learning.” Teaching this competency demands “a progression from the training of awareness and perception to more complex tasks referring to communicative competence in intercultural situations”. Bryam and his team (2003, p.53) suggest a typology of exercises with clearly defined **stages**:

Stage 1: tasks developing intercultural awareness and perception

- describing and commenting on visual and auditive impressions
- pictures (what one sees)
- telling stories (in picture-stories)
- evaluating situations and people
- describing people (clippings)
- telling stories about pictures
- personal impression and interpretation of pictures
- change of perspective
- describing pictures/situations from memory

Stage 2: Concept and meaning

- speculating about ‘blank space’ e.g. in a story
- writing associograms
- making collages from pictures and texts
- connotation – denotation; excluding words that do not fit
- filling in antonyms and scales
- talking about prototypes
- finding criteria for concepts
- defining one’s own priorities
- defining differences (e.g. Café – bar – Kneipe)
- formulating questions to define a concept
- project research concerning a concept (e.g. living room)

Stage 3 Comparing cultures

1. Comparing and contrasting

2. Finding generic terms
3. Classifying
4. Discussing opinions
5. Socio-cultural units in comparison
6. Ways of expressing indirectness (The German “man”)
7. Comparing stereotypes
8. Culture-specific logical relations

Stage 4 Developing communicative competence in intercultural situations

1. Comparing and contrasting
2. Finding generic terms
3. Classifying
4. Discussing opinions
5. Socio-cultural units in comparison
6. Ways of expressing indirectness (The German “man”)
7. Comparing stereotypes
8. Culture-specific logical relations
9. Analysing the effect of speech acts and their linguistic realisations
10. Analysing strategies of communication
11. Analysing socio-cultural features of certain text types
12. Analysing and comparing styles of expression
13. Translation and interpretation
14. Giving feedback (active listening)
15. Cultural interplay
16. Adopting roles in a discussion
17. Paraphrasing
18. Meta-communication (talking about communication)

Chapter 2: Methodology and practice

2.1 A practical and useful lesson plan

**Lesson Plan by Sessions
Comments and Rationale**

2. Final Project Lesson Plan				
Stage	Objective	Teacher Activities	Students Activities	Session Number
● Lead-In	<ul style="list-style-type: none"> ● Engage learners and activate previous knowledge. ● Share flipped classroom session impressions that was started prior to the on-line meeting. 	<ul style="list-style-type: none"> ● Teacher introduces the class using the topic of international food as an intercultural component to be interpreted by each learner. ● Teacher asks Learners: what you tell me about your favorite international food? Why do you like it? Teacher monitors the Skype chat for comments and discussion. 	<ul style="list-style-type: none"> ● Learners jot down their own ideas in paper. ● After, they discuss them in pairs in the Skype chat. 	1
● Test 1	<ul style="list-style-type: none"> ● To provide learners with a task that will help the Teacher know how much the learners know about the use of Because in conversations 	<ul style="list-style-type: none"> ● Teachers asks Learners: Visit the CALL's website and watch the video on BECAUSE. Then answer the Reading and Listening exercises. 	<ul style="list-style-type: none"> ● Learners take notes on the vide explanations and answer the Reading (Activity1) and Listening (Activity2) sections of the CALL's website. 	2

2. Final Project Lesson Plan				
Stage	Objective	Teacher Activities	Students Activities	Session Number
<p>● Teaching VC Session</p>	<p>● Clarify the Meaning, Form and Use of BECAUSE in communicative contexts.</p>	<p>● The teacher helps learners recognize the structure & patterns of BECAUSE using marker sentences from a text:</p> <p>1) Because + Subordinate Clause [Subject *noun phrase/pronoun* + Verb + Object]</p>	<p>● After clarification, Learners answer in pairs Exercises 1-3.</p> <p>● Learners check their answers with their peers and present their answers to the Teacher to receive Feedback via Skype.</p>	3
<p>● Test 2.1 (Controlled Practice)</p>	<p>● Provide controlled practice of the use of Because for accuracy purposes in writing form and to see progress from Test1</p>	<p>● Teacher conducts Test 2 with a Scrambled sentences exercise. After the test is done and individual answers are elicited, Teacher conducts class feedback via Skype.</p>	<p>● Learners answer Test 2 individually.</p> <p>● After, they check their answers in pairs using Skype's chat and receive feedback from the Teacher via Skype.</p>	4

2. Final Project Lesson Plan				
Stage	Objective	Teacher Activities	Students Activities	Session Number
<ul style="list-style-type: none"> ● Test 2.2 (Freer Practice) 	<ul style="list-style-type: none"> ● Provide freer practice in a more personalized manner for speaking for fluency purposes. 	<ul style="list-style-type: none"> ● Teacher elicits some language for expressing likes and dislikes showing international food pictures. ● Teacher demonstrates how learners should write 3 reasons for liking and disliking certain international food. ● After, the Teacher asks learners to jot down their ideas on their notebooks at home. ● To wrap up, the Teacher opens the microphone for open pairs to interact on-line and share their answers in the Videoconference (VC) in Skype. 	<ul style="list-style-type: none"> ● Learners write their own ideas individually. ● Learners publish their answers in the VC in Skype showing their top 3 reasons sharing a picture in the chat and latter on in Google Classroom for assessment. 	5

2. Final Project Lesson Plan				
Stage	Objective	Teacher Activities	Students Activities	Session Number
● Whole Class Feedback	<ul style="list-style-type: none"> ● Provide feedback on content to acknowledge learners's contributions and to provide feedback on language to raise learner's awareness of their output. 	<ul style="list-style-type: none"> ● Teacher assess the learners contribution on Google Classroom and prepares notes for whole class' feedback and delayed error correction. 	<ul style="list-style-type: none"> ● Learners provide their own ideas to the discussion and comment on the lesson's findings. ● Learner's are asked to provide a personal anecdote about their favorite international food. 	6

Chapter 2: Methodology and practice

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

The design of the necessary tools to implement my plan considers a previous evaluation of Potential Problems and Solutions. It's very important to acknowledge that the teaching of language chunks such as likes and dislikes requires some previous knowledge or skills that can be critical for the learner's fluency and mastery of the new function.

1. Schemata: I assume Learners to be familiar with different types of jobs/professions and their work environment as well as international food dishes & cuisine.

2. Systems: I assume Learners to be familiar with the "noun form" of a gerund, i.e. verbal noun, (verb base form+ing) and its function as a complement (object).

3. Skills: I assume Learners will be able to listen to an interview and comprehend the gist of the audio.

4. Skills: I assume Learners will be able to understand the difference between questions and statements.

Solutions: To assign a pre-requisite class in Flipped Class Mode to access this Lesson Plan that will focus on Gerunds, and Intercultural insights about jobs and professions around the world

This Project is intended to make use of all the most suitable digital tools available to engage the learners in learning language functions to express common likes and dislikes. At the end of the lesson, learners will be expect to verbalize what they have learned and be able to explain after class a video on how they felt about their interaction with technology, their performance and overall learning experience. Based on these elements, I designed the following tools which entail Communicative Skills Development, Experiential and Intercultural Interaction

**Distribution of Activities based on
Communicative Skills Development, Experiential and Intercultural Interaction**

2.2 Communicative Skills Development, Experiential and Intercultural Interaction			
Steps of the lesson	Objective	Teacher Activities	Students Activities
● Flipped Classroom Session	● Engage learners and activate previous knowledge with 1 week in advance. Provide a self-paced flipped classroom session to set the class topics into context.	● Teacher asks learners to view a two videos on YouTube to introduce both the use of BECAUSE and international foods as an intercultural component to set the tone of the class.	● Learners identify how people express their own reasons using the conjunction BECAUSE in videos.

2.2 Communicative Skills Development, Experiential and Intercultural Interaction

Steps of the lesson	Objective	Teacher Activities	Students Activities
<p>● Reading skills</p>	<p>● Develop prediction and reading for gist while understanding specific information at the sentence level.</p>	<p>● Teacher assigns Activity 1 at the CALL's website.</p>	<p>● Learners answer Activity 1 on their own and screenshot their results to publish them in Google Classroom. ● Discussion is followed in the VC in Skype.</p>
<p>● Listening skills</p>	<p>● Develop listening for gist skills and familiarize learners with spoken language structures.</p>	<p>● Teacher assigns Activity 2 at the CALL's website.</p>	<p>● Learners answer Activity 2 on their own and screenshot their results to publish them in Google Classroom. In the video Learners hear reason Why foreign tourist like Mexico? ● Discussion is followed in the VC in Skype.</p>
<p>● Writing skills</p>	<p>● Develop a writing for fluency practice using Because as a communicative structure.</p>	<p>● Teacher assigns Activity 3 at the CALL's website.</p>	<p>● Learners answer Activity 3 on their own and screenshot their results to publish them in Google Classroom. In the video Learners hear reason Why foreign tourist like Mexico? ● Discussion is followed in the VC in Skype.</p>

2.2 Communicative Skills Development, Experiential and Intercultural Interaction

Steps of the lesson	Objective	Teacher Activities	Students Activities
<p>● Speaking Skills</p>	<p>● Own and personalize content while providing an opportunity to speak for fluency using Because as a communicative structure.</p>	<p>● Teacher assigns Activity 4 at the CALL's website.</p>	<p>● Learners answer Activity 4 on their own and screenshot their results to publish them in Google Classroom. In the video Learners hear reason Why foreign tourist like Mexico? ● Discussion is followed in the VC in Skype. ● At the end of Activity 4, Learners will "Self-assess" using CALL's platform and publish their results in Google Classroom.</p>

“Intercultural Competence as an Embedded Feature in Teaching Practices”
Project Rubric

ESCUELA SECUNDARIA DIURNA T.V. No.29
“DON MIGUEL HIDALGO Y COSTILLA”
CICLO ESCOLAR
2019-2020

Teacher: Carlos Cruz Fernández	
Unit: Plan de Aprendizaje en Casa (April, May & June)	
Classroom: 1st Grade - Group B	Class: English

Student’s Name: _____

Evaluation Criteria Actual Rating _____
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SPEAKING FLUENCY CRITERIA		
2 point	1 point	No points
There are no hesitations, pauses are made only when convenient	There are some hesitations and unnatural pauses.	There are more pauses than actual speech.

LISTENING & USE OF ENGLISH CRITERIA		
2 points	1 point	No points
All questions are fully answered.	At least half questions are fully answered.	3 questions or less are fully answered.

GRAMMAR CRITERIA		
2 points	1 point	No points
There are no grammar and form mistakes or at least they do not stop communication.	There are between 3 to 5 grammar and form mistakes but most of the times communication can be achieved.	Grammar and form is poor, with lots of mistakes (more than 5) and communication is not achieved.

WRITING CRITERIA		
2 points	1 point	No points
You can use the language chunks to express likes and dislikes correctly.	You can spell words correctly, capitalizes words adequately and use punctuation marks when needed.	Your ideas are logical and clear. You can write complete and correct sentences.
Yes/No	Yes/No	Yes/No


READING SELF-ASSESSMENT

Read the following passage and complete the chart according to what Anthony and Julia like for Breakfast, Lunch and Dinner


Note: You may use your bilingual dictionary

Reading comprehension: Meals in Britain

Read the texts about the meals in Britain and fill in the table.

 Hi, my name is **Anthony**. I'm sixteen years old and I live in Sheffield. I usually eat bread with jam or honey and I drink some milk or orange juice for breakfast. At school, I often eat a sandwich with cheese, salad and tomatoes for lunch. But I also eat hot meals like Pasta, hamburgers or some tomato soup. I don't eat any crisps, I don't like crisps! I sometimes eat fish and chips for dinner.

Hello, I'm **Julia**, I'm sixteen years old and I live in York. I often eat some cereal with milk for breakfast. I never eat sausages, I don't like that! At school, I usually eat a tuna salad with vegetables and eggs. I also eat some fruit and drink some water. I sometimes go with friends to a restaurant and we eat chicken with potatoes and vegetables for dinner. I don't eat any hamburgers, I don't like that!



When?	Anthony	Julia
Breakfast		
Lunch		
Dinner		



Final Project:
Intercultural Competence
as an Embedded Feature
in Teaching Practices
“Uses of Likes
and Dislikes
with –ing”

June 14th , 2020
Prepared for EEAILE’s Colloquium by Carlos Cruz Fernández



Educational stage	Mixed Abilities Class: 1st Grade of Middle School
Title of your Lesson Plan	Can you answer me? If so, can you tell me because?
Learning Objective of the Plan-Competency	The student will learn to express likes and dislikes
Communicative Skill Considered	Reading, Listening, Writing and Speaking
State of the Following Options	Use of grammar in communicative contexts
Main Grammar Structure	Because
Other Grammar Structures	Simple Present and WH Questions
Main Aim of the Plan	Students will be able to practice for fluency using the conjunction BECAUSE /bɪˈkɔz/ in communicative scenarios to express personal opinions in view of WH questions.
Hours of the planned implementation	3 hours per week * 2
Number of sessions	6 sessions
Contents required for the Lesson Plan	Content of this lesson will be provided using a Computer Assisted Language Learning (CALL) system developed by UNAM’s FES-Acatlan for SEP to fulfill the home school national program called " Aprende en Casa".
Link of the Content	Link: https://avi.cuaed.unam.mx/idioma-ingles.html
EEAILE’s Tutor On-Line	Daniela Otero

Content

Communicative Skills Development and Intercultural Interaction



Lead-In & Flipped Classroom Lesson



Test 1



Teaching VC Session



Test 2.1 Controlled Practice - Writing



Test 2.2 Freer Practice - Speaking



Whole Class Assessment & Feedback

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Potential Problems and Solutions

- **1. Schemata:** I assume Learners to be familiar with different types of jobs/professions and their work environment
- **2. Systems:** I assume Learners to be familiar with the “noun form” of a gerund, i.e. verbal noun, (verb base form+ing) and its function as a complement (object).
- **3. Skills:** I assume Learners will be able to listen to an interview and comprehend the gist of the audio.
- **4. Skills:** I assume Learners will be able to understand the difference between questions and statements.
- **Solutions:** To assign a pre-requisite class in Flipped Class Mode to access this Lesson Plan that will focus on Gerunds, and Intercultural insights about jobs and professions around the world

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Test 1

- To provide learners with a task that will help the Teacher know how much the learners know about the use of Because in conversations
- Teachers asks Learners: Visit the CALL 's website and watch the video on BECAUSE. Then answer the Reading and Listening exercises.

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Teaching VC Session

- Clarify the Meaning, Form and Use of BECAUSE in communicative contexts.
- The teacher helps learners recognize the structure & patterns of BECAUSE using marker sentences from a text:
 - 1) Because + Subordinate Clause [Subject *noun phrase/pronoun* + Verb + Object]

 Google for Education

Test 2.1 – Controlled Practice

- Provide controlled practice of the use of Because for accuracy purposes in **writing** form and to see progress from Test1
- Teacher conducts Test 2 with a Scrambled sentences exercise. After the test is done and individual answers are elicited, Teacher conducts class feedback via Skype.

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Test 2.2 – Freer Practice

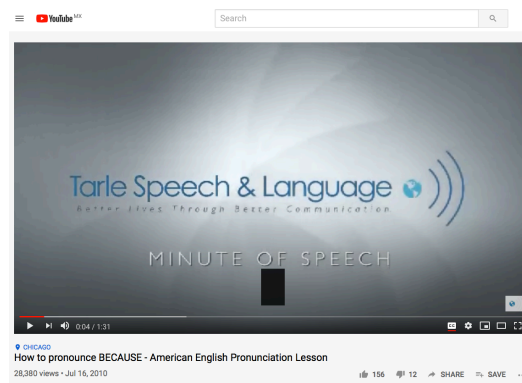
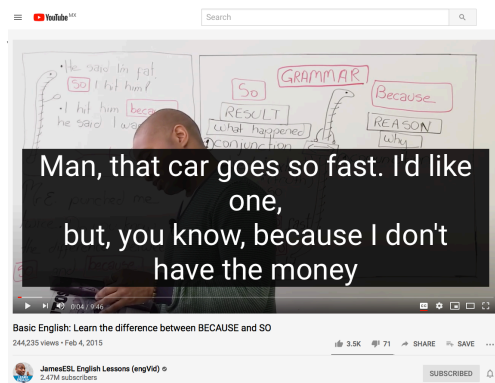
- Provide freer practice in a more personalized manner for **speaking** for fluency purposes.
 - Teacher elicits some language for expressing likes and dislikes showing international food pictures.
 - Teacher demonstrates how learners should write 3 reasons for liking and disliking certain international food.
 - After, the Teacher asks learners to jot down their ideas on their notebooks at home.
 - To wrap up, the Teacher opens the microphone for open pairs to interact on-line and share their answers in the Videoconference (VC) in Skype.

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Whole Class Feedback

- Provide feedback on content to acknowledge learners' contributions and to provide feedback on language to raise learner's awareness of their output.
- Teacher assess the learners contribution on Google Classroom and prepares notes for whole class' feedback and delayed error correction.

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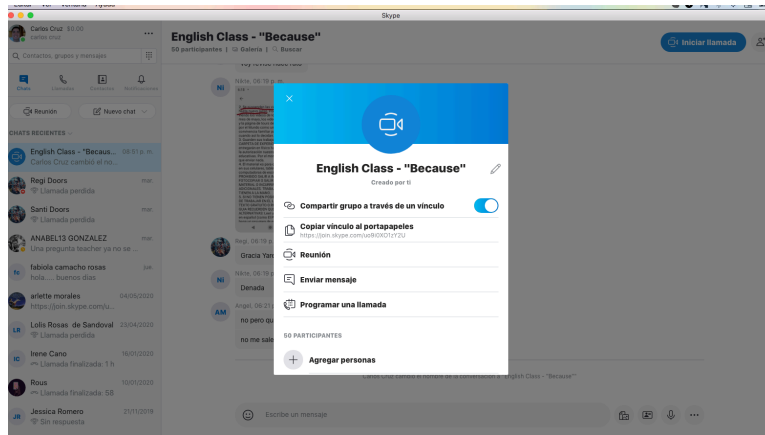


- Link1: Gramar Intro1: <https://www.youtube.com/watch?v=6CwmOkz3nD0>
Link2: Grammar Intro2: <https://www.youtube.com/watch?v=WbeaSDAphQk>
Link3 Pronunciation of Because Practice: <https://www.youtube.com/watch?v=AcO1D5KVxok>
Link4: Steping into de CALL, read the Uses of Because!!!: https://avi.cuaed.unam.mx/repositorio/moodle/pluginfile.php/2587/mod_resource/content/13/contenido/index.html
Link5: Getting to know International Breakfasts around the World: <https://www.youtube.com/watch?v=B4cKAoipapU>
Link6: Getting to know International Comfort Food Dishes around the World: <https://www.youtube.com/watch?v=T4NOt727wqI>

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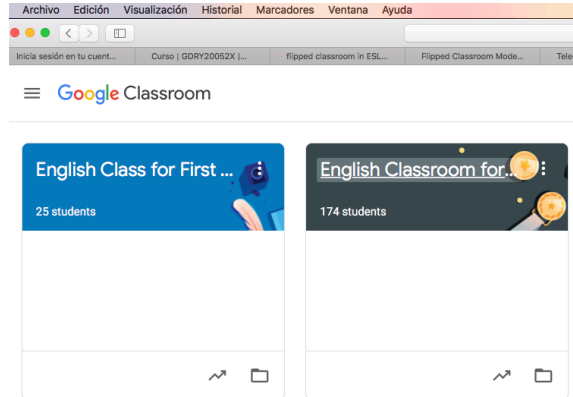
1) Skype's Group: English Class - "Because"

Link to join: <https://join.skype.com/uo9i0X01zY2U>

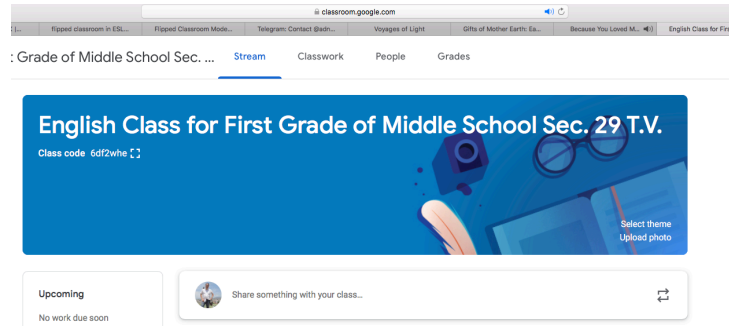


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1) Verified Google Classroom for Donato Guerra Elementary School and Secundaria No.29 Diurna T.V. Don Miguel Hidalgo y Costilla



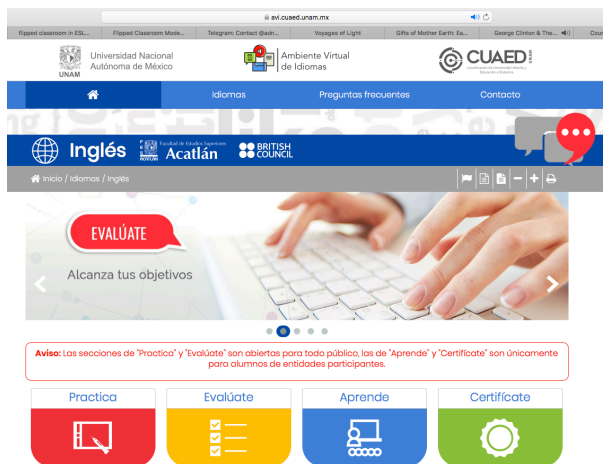
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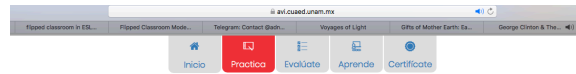
Link: <https://classroom.google.com/u/0/c/NzE2MDY3Mzc5OTBa>
Class Code: 6df2whe

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1) UNAM-FES Acatlán's CALL's Website



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Desarrolla tus habilidades de Inglés a través de las 184 Unidades Temáticas que se encuentran disponibles para tu aprendizaje del idioma Inglés.



La UAPA es una unidad de aprendizaje que tiene la característica de ser autogestiva y contiene partes de aprendizaje con rúbricas y retroalimentación que te permitirán autoevaluarte. Cada UAPA tiene una sección de Contenido que presenta información gramatical, audios que te ayudarán a desarrollar tu comprensión auditiva, textos para practicar tus estrategias de comprensión lectora, actividades de producción oral y finalmente, una sección de producción escrita, donde crearás escritos bajo ciertos parámetros.

A1-	A1+	A2-	A2+	B1-	B1+	B2-	B2+
Verbo to be. Formas: afirmativa, negativa, interrogativa. (Primera parte)							

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Look at the picture, what job is it?

*Lead-In

*Listening for gist

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Copyright©: Thomas Oscar, CareerAddict ©.

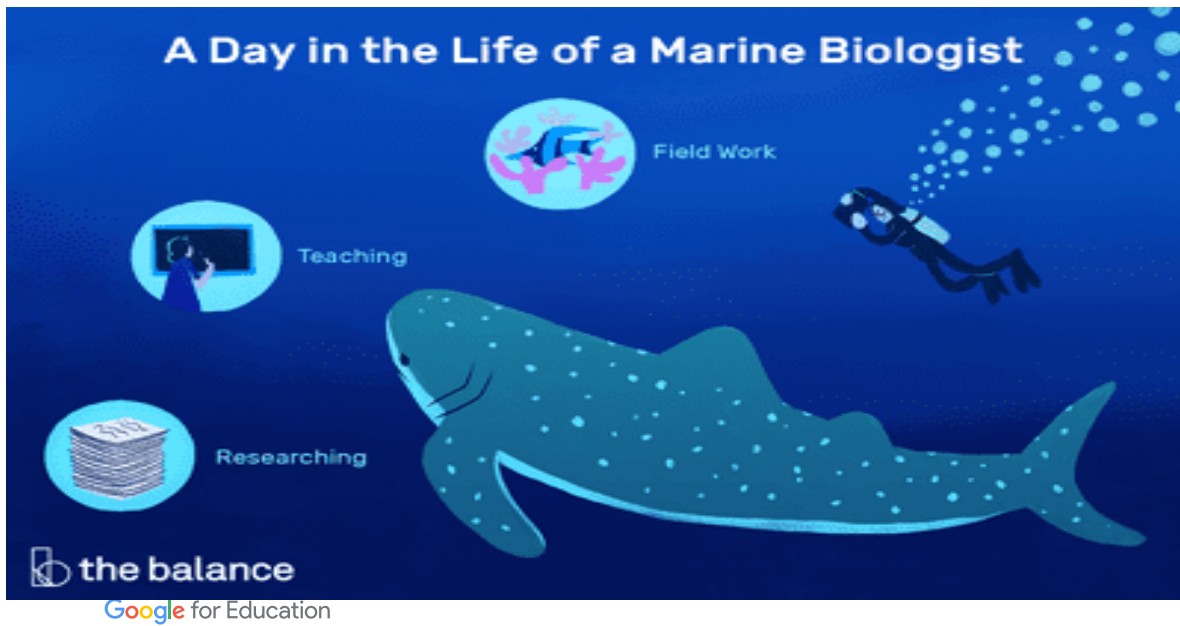
Intensive Listening Task

Language Focus: Like's and Dislike's

Grammar Structure: Present Participle's -ING in Noun Form

- I like_____outside.
- I can't stand_____at a desk all day.
- I absolutely love_____.
- I don't like_____in a team. I prefer working alone.
- I don't mind_____my hands dirty.
- I'm keen on_____new things.
- I hate_____under pressure.
- I'm not very keen on_____for a company. I want to be my own boss.

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Copyright©: Emile Dunphy, The Balance.

Answer Key

- I like working outside.
- I can't stand sitting at a desk all day.
- I absolutely love traveling.
- I don't like working in a team. I prefer working alone.
- I don't mind getting my hands dirty.
- I'm keen on learning new things.
- I hate working under pressure.
- I'm not very keen on working for a company. I want to be my own boss.

Assessment: Rubric and Self-Assessment

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 CICLO ESCOLAR
 2019-2020

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Student's Name: _____

Evaluation Criteria Actual Rating _____

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You can use the language chunks to express likes and dislikes correctly.	You can spell words correctly, capitalizes words adequately and use punctuation marks when needed.	Your ideas are logical and clear. You can write complete and correct sentences.
Yes/No	Yes/No	Yes/No


Google for Education

READING SELF-ASSESSMENT


Read the following passage and complete the chart according to what Anthony and Julia like for Breakfast, Lunch and Dinner
 Note: You may use your bilingual dictionary

Reading comprehension: Meals in Britain

Read the texts about the meals in Britain and fill in the table.



Hi, my name is Anthony. I'm sixteen years old and I live in Sheffield. I usually eat bread with jam or honey and I drink some milk or orange juice for breakfast. At school, I often eat a sandwich with cheese, salad and tomatoes for lunch. But I also eat hot meals like Pasta, hamburgers or some tomato soup. I don't eat any crisps, I don't like crisps! I sometimes eat fish and chips for dinner.



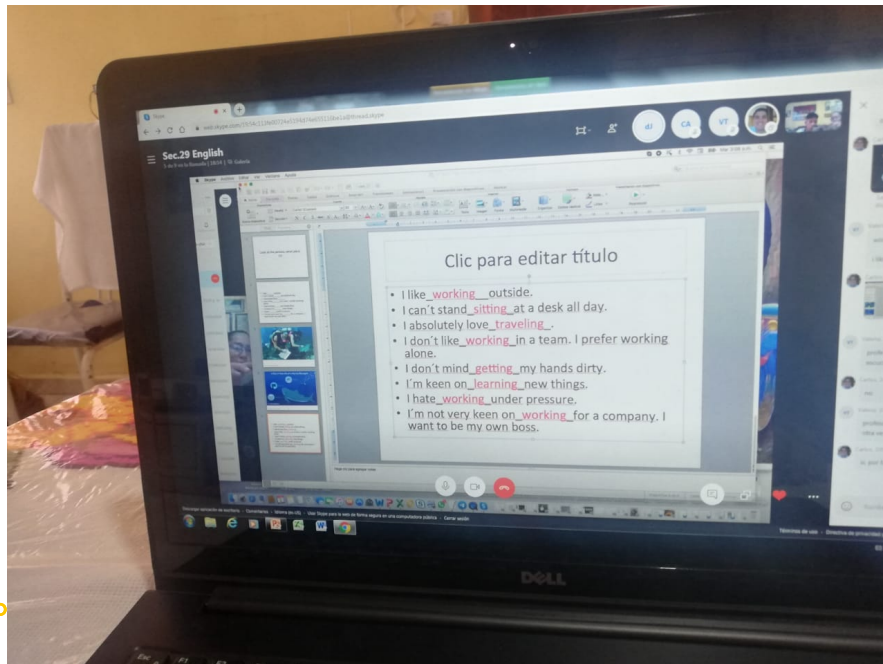
Hello, I'm Julia. I'm sixteen years old and I live in York. I often eat some cereal with milk for breakfast. I never eat sausages, I don't like that! At school, I usually eat a tuna salad with vegetables and eggs. I also eat some fruit and drink some water. I sometimes go with friends to a restaurant and we eat chicken with potatoes and vegetables for dinner. I don't eat any hamburgers, I don't like that!

When?	Anthony	Julia
Breakfast		
Lunch		
Dinner		



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Go

Behind the Scenes ICQs



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¡Thank you!

