UNIVERSIDAD PEDAGÓGICA NACIONAL

UNIDAD AJUSCO

PROPUESTA DE INTERVENCIÓN EDUCATIVA

DESARROLLO DE LA COMPETENCIA INTERCULTURAL EN ESTUDIANTES UNIVERSITARIOS EN UN ENTORNO DE APRENDIZAJE EN LÍNEA. QUÉ DEBEN Y NO DEBEN DE HACER LAS PERSONAS QUE VISITAN EL REINO UNIDO Y MÉXICO

TRABAJO RECEPCIONAL

QUE PARA OBTENER EL DIPLOMA DE

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

PRESENTA:

ELIZABETH CRUZ BAUTISTA

ASESOR: GERNOT RUDOLF POTENGOWSKI

México, DF. a 8 de julio de 2021

NATIONAL PEDAGOGICAL UNIVERSITY

CAMPUS AJUSCO

EDUCATIONAL INTERVENTION PROPOSAL

DEVELOPING INTERCULTURAL COMPETENCE IN UNIVERSITY STUDENTS IN AN ONLINE LEARNING ENVIRONMENT. DOS AND DON'TS FOR PEOPLE VISITING UK AND MEXICO.

FINAL PROJECT DISSERTATION

TO GET THE DIPLOMA OF

SPECIALIZATION IN ENGLISH LANGUAGE LEARNING AND TEACHING AS A FOREIGN LANGUAGE

BY

ELIZABETH CRUZ BAUTISTA

TUTOR: GERNOT RUDOLF POTENGOWSKI

México, DF. July 5th, 2021

Declaración de Originalidad
de Tesis o Trabajo Recepcional de Posgrado

**C. RECTOR(A)
DE LA UNIVERSIDAD PEDAGÓGICA NACIONAL
PRESENTE:**

Me dirijo a usted en mi carácter de autor(a) original del documento descrito al calce, mismo que presento como parte de los requisitos académicos establecidos para obtener el diploma o grado académico que me corresponde, de conformidad con el Reglamento General de Estudios de Posgrado, los Acuerdos del Consejo de Posgrado y las disposiciones del Instructivo de Operación del programa académico de posgrado en que he estado inscrito(a).

En apego al inciso d del Artículo 42, del Reglamento General para Estudios de Posgrado de la Universidad Pedagógica Nacional, que establece que la Coordinación de Posgrado —por acuerdo del Consejo de Posgrado— será competente para aplicar la sanción de baja definitiva en el caso de que el estudiante: "Presente como propios trabajos académicos que no son de su autoría entre ellos artículos, revistas, ensayos, libros, tesis profesionales o de grado, así como cualquier otro sin consentimiento expreso de su autor", suscribo esta declaración con la finalidad de manifestar a usted —y a quien corresponda — que he redactado mi documento de tesis o trabajo recepcional de manera original en todas y cada una de sus partes.
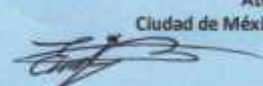
El documento en cuestión es un trabajo original, en español, no publicado ni presentado a esta ni a otra institución como tesis o trabajo recepcional previamente. Es producto original de mi autoría exclusiva y no contiene citas ni trascripciones ni ilustraciones diversas sacadas de cualquier tesis, obra, artículo, memoria, etcétera (en versión digital o impresa), sin haber mencionado en mi documento de forma clara y exacta su origen o autor, tanto en el cuerpo del texto, figuras, cuadros, tablas u otros que tengan derechos de autor. Asimismo, manifiesto que no he cedido los derechos patrimoniales ni he otorgado autorización a otra persona física o moral que se considere con derechos sobre el trabajo en cuestión.

En caso de existir alguna impugnación con el contenido o la autoría de mi trabajo recepcional o tesis, toda responsabilidad será exclusivamente mía. En este sentido, soy consciente de que el hecho de no respetar los derechos de autor y cometer plagio, son objeto de sanciones universitarias y legales de acuerdo con la normativa vigente.

Datos de identificación de quien suscribe y del documento en cuestión.

Título del trabajo recepcional o tesis:	Developing intercultural competence in university students in an online learning environment. Dos and don'ts for people visiting UK and Mexico.					
Tipo:	X	Proyecto Final			Tesis	
Presentado para obtener el grado de:	X	Especialidad		Maestría		Doctorado
Programa de posgrado:	Especialización de Enseñanza y Aprendizaje de Inglés como Lengua Extranjera.			Tutor(a), Asesor(a) o Director(a):		Gernot Rudolf Potengowski
Nombre completo del(la) autor(a):	Elizabeth Cruz Bautista					
Matrícula:	200926116					
Domicilio:	Calle Benito Juárez. Colonia Adolfo López Mateos. Huejutla de Reyes; Hidalgo.					
Teléfono:	7713384850					
Correo electrónico:	200926116@g.upn.mx					

Atentamente,
Ciudad de México a 8 de julio de 2021.

Elizabeth Cruz Bautista

Nombre completo y firma del(la) autor(a) de la tesis o trabajo recepcional

CCP   Tutor(a), Director(a) o Asesor(a) de la tesis o trabajo recepcional: Gernot Rudolf Potengowski
Coordinación de Posgrado UPN
Expediente en el Programa Educativo.

UPN/Coordinación de Posgrado

CONTENTS

INTRODUCTION

Teaching and learning languages are complex processes that include many variables. In this sense, an effective teacher has to know and put in his/her teaching practice, different theories, approaches, methodologies, strategies and techniques according to the context and students' needs.

Throughout this specialization, we studied different areas of knowledge in terms of English language learning and teaching as a foreign language such as content curricula and underlying theories; didactic and methodological competences; different types of communication competences in English, as well as attitudes and values.

The purpose of the final project is to reflect my new acquired knowledge within my teaching practice by designing and implementing a pedagogical intervention project which is a requirement for obtaining the Diploma as a specialist in teaching and learning English as a foreign language.

In this sense, I designed carefully a lesson plan taking into account everything I learned in this specialization by organizing content, designing materials and responding to the creation of new and meaningful learning environments in which students should have the ability to solve the possible problems they might face to avoid communication breakdowns and to improve the language in use.

Today, as the world has become a global community, the intercultural interactions have become a natural process and a necessity. Globalization, fast-developing technology, and migration in this era have contributed to the great importance of intercultural competence. In this sense, promoting intercultural competence is an important objective in foreign language education.

On the other hand, due to the pandemic situation we are living, it is very important to look for new scenarios to continue with the teaching and learning process in order to achieve the institutional program goals. These are the reasons why the present pedagogical intervention aims to develop intercultural competence in an online learning environment. In this respect, the project was carried out with fourth semester university students majoring

Computing Science, Management and Nursing at Escuela Superior de Huejutla which belongs to the Universidad Autónoma del Estado de Hidalgo.

In chapter one, I am going to describe my autobiography about my language learning and my language teaching experience. Here, I am going to explain how I learnt English and I am going to analyze the approaches and methodologies my former teachers used.

Then, I am going to explain a little bit about how I started teaching English in the past and the methodology I used to use. Also, I am going to describe my teaching context after and before the pandemic situation. In addition, I am going to talk about my professional perspective and development. Moreover, a brief summary mentioning the key aspects is included as well.

In the second part of the chapter, I am going to talk about the theory underlying my teaching practice and identity. Here, I am going to state all the theoretical foundations, principles, hypothesis, approaches, methods and techniques that are part of my new teaching style.

In chapter two, I am going to show the methodology and practice of the project where I am going to describe the lesson plan in detail; the necessary tools to assess the progress of the students; and the evidences of the procedures of the lesson. Also, a link of the video of the performed and recorded activities is included too.

Chapter three has to do with the experience report where I deeply reflect and analyze the results of carrying out the activities comparing and contrasting the results of the expected outcomes and possible solutions to improve the lesson.

Chapter four consists of the conclusions considering aspects such as conceptual, methodology, observation, analysis and report. Finally, chapter five contains the references considering the APA citation style.

CHAPTER 1: PHILOSOPHY AND THEORY

1.01 TEACHING IDENTITY AND PHILOSOPHY

AUTOBIOGRAPHY

Language learning experience

First of all, I am going to start talking about how my language learning was when I started taking my first English classes. When I had my first English class, I was at secondary school. At that time, I was 12 years old. I remember that my teacher entered the classroom greeting all the students in English and she spoke English in the whole class. As it was a public school, almost all the students had their first English class in that day. Everybody was amazed and interested and since that day, I knew I wanted to be an English teacher. My teacher used only the target language all the time, and she never spoke Spanish. So, all the students tried to manage to understand what the teacher said.

On the other hand, the teacher used to use pictures, realia, mime, drawings on the board and songs so that the students could understand. Also, she didn't teach isolated vocabulary for instance, "fruits", "animals" or "clothes". She always linked the vocabulary with meaning and form. For example, when she provided models, she would include in a sentence the new vocabulary and the form, including pictures to understand. With her method, I remember that I learned a lot of English in that year. All what I learnt was very meaningful. Part of her teacher's role was to provide oral and written models.

Analyzing my first teacher's teaching, I can say that she used the natural approach[1]. Furthermore, her teaching was based on the second language acquisition theory[2]. On the other hand, the rest of my teachers who taught me English in secondary and high school

---

[1] According to Richards & Rodgers (2016), the natural approach gives emphasis on exposure or input, rather than practice. It means that students are exposed to a prolonged period of attention hearing and reading spoken and written materials before they try to produce the language.

[2] According to this theory, language should be learnt the same way children learn their mother tongue (Krashen, 1982). In this sense, teachers should maximize student's opportunities to acquire the language by using authentic language.

were teachers who only based their work on structuralism[3] and on grammar translation method. That is to say, they only focus on teaching grammar rules and vocabulary. Only accuracy was emphasized and grammar was taught deductively. I think that I didn't learn much with this method.

Then, when I studied the B.A in English Language Teaching, all my subjects were taught in English and some of my teacher's didn't speak Spanish. In this case, all the teachers based their teaching on the content based approach[4].

I was forced to learn English on my own in order to succeed in my major. As I was interested, little by little I started to become more autonomous. I discovered myself some activities that helped me to learn English faster. For example: listening to music in English and study a lot of grammar and vocabulary in order to know more structures. I think I improved my writing and speaking skills with these self-learning activities.

Language teaching experience

When I became a teacher, I used to plan all my lessons using the PPP (presentation, practice and production)[5] lesson structure. Then, when I changed my job and became a university teacher, I was asked to follow a particular teaching cycle which is the combination of different methodologies and approaches. The teaching cycle is the following:

1. **Authentic language immersion**.- The teaching cycle begins with communication, exploring written and spoken natural texts with potentially interesting content with comprehension tasks.

---

[3] Structuralism conceptualized the language as complex structures describing several aspects of it such as phonology (sounds), syntax (grammar, including word order), and morphology (word formation).
[4] This approach integrates the learning of language with the learning of some other content. In this sense, language becomes a medium for learning content. (Larsen-Freeman & Anderson, 2011).
[5] According to Harmer (2007), the first step (presentation), is when the teacher introduces a situation which contextualizes the language to be taught and the language is presented. In the second step (practice), students practice the language using accurate reproduction techniques such as repetition, and practice on accuracy. Later, the students use the new language, making sentences on their own (production).

2. **Language discovery**.- At this stage with the previous input given, students have the opportunity to discover the language form and use by answering consciousness raising activities[6].

3. **Practice in context**.- After analyzing the language form and use, students have the opportunity to practice structures and vocabulary through different kind of activities.

4. **Meaningful Language use**.- At this stage students do a general activity (written or spoken) that they have to produce considering a real life situation related to the context previously set and the language form learned.

My present job is also based on the communicative approach because all the class is held in English. (Spanish is only used as a last resource). Furthermore, it is based on the input hypothesis[7] and on the content based approach.

TEACHING CONTEXT

Before the pandemic situation

Currently, I work at Escuela Superior de Huejutla which is located in the north of Hidalgo State and it is an extension of the Autonomous University of the Hidalgo State. The school offers High school and undergraduate programs. Most of the students, who study there, come from different communities around the town. Some of them speak Nahuatl and Spanish and they most of them come from poor families.

Among the university services, it offers scholarships to study in another country for a semester or a year. However, the few students who are interested in this scholarship don't get it because they don't have the required level. On the other hand, teachers always talk to students and try to motivate them to keep on studying English because they could get better job opportunities, opportunities to study a post-graduate program abroad, etc.

---

[6] Consciousness-raising is an approach to language teaching. Consciousness raising tasks help learners notice something about the language that they may not notice on their own.

[7] This hypothesis was developed by Stephen Krashen in 1982. He states that the acquirer understands input that contains i+1. In this sense, language is acquired through exposure to comprehensible input. It means that the comprehensible input contains structures a little beyond where the acquirer is now.

On the other hand, most of the students in my institution have had a bad experience learning English before. Sadly, some English teachers who work in Public Institutions in Huejutla don't have the methodology or the minimum English level required to be an English teacher. So, they don't give students the opportunity to develop speaking, listening, reading and writing skills. It could be an important reason why students who enter at university have almost no English knowledge.

In addition, before the pandemic situation, the school offers six levels of English (four hours a week) which was taken face to face. It is also important to mention that the groups have students with different level of English.

After the pandemic situation

Things have become a little bit difficult since the pandemic situation started. At first, teachers in my school didn't know how to handle the situation. So, we started using Google drive. In there, our students received the instructional designs and materials and they had to create their own file in Google drive in order to upload their activities weekly. To be honest, I did not like it too much because I think my students only focused on answering activities from their book, studying some presentations and webpages to cover a grammar structure. They stopped having speaking practice. They only received input from the audios and videos that we provided but it was not enough.

Then when the semester finished, our institution gave us a course in order to know how to work with a platform in Moodle in order to get a better learning management and how to work online. Now, what I do as a teacher in this pandemic situation is the following:

First, I prepare carefully instructional designs which include materials for the students to work on their own in an autonomous way. Then, I upload all the materials and instructional design in a platform to have a better administration of the learning. Later, in a virtual class, I check comprehension, provide students the opportunity to practice the language in communicative activities, solve doubts and provide feedback. The problem is that not all of my students have the possibility to attend the online classes because they do

not have internet access at home. What I do to solve this problem is to record my classes and give them the link to see the class later.

I prepare an instructional design for my students weekly. They read and listen about a specific topic; for example, environment. Then, they have to answer some consciousness raising activities where they have to infer the form and the function of some grammar patterns. Then, they have other resources such power point presentations and links to have practice and finally, they have to do a learning product. It could be written or spoken.

THEORETICAL BASIS OF MY TEACHING PHILOSOPHY

The process of teaching languages has been evolved throughout the time. Language schools and approaches, new concepts and communication models have been polishing the way of teaching a target language. In this sense, an individual teacher can build his/her own teaching philosophy in three main dimensions: cognitive which is the knowledge we learn in books and our experience; affective, our feelings about teaching, learning and working; and behavioral which are the decisions we make about what things we can and cannot do.

On the other hand, the teaching philosophy also implies teacher decision making before, during, and after the class, tailoring a lesson plan that best fits students considering several aspects such as, concepts, approaches, the learning goal, students learning styles, needs, the physical characteristics of the space, the students' cultural or linguistic background, the methodologies and techniques; the materials and the assessment instruments.

Talking about my professional perspective and development, I can say that in order to be effective language teachers, We not only should know about the language we are teaching, buy also, we should be updated and develop new skills according to the new challenges we are facing.

In this sense, we can take into account different approaches depending on our teaching context (level, place and system). In my context, I apply Krashen's hypotheis i+1 because me students feel motivated when they have challenging activities. Also, the book I use at

university use the Contrastive Analysis Hypothesis because there are activities where students are asked to compare L1 and L2 and analyze if the structures are similar. In addition, in my classroom, behaviorism takes place when I provide input to my students and they have an activity that requires them to respond; and after that, I provide feedback. In addition, structuralism also is important because it is necessary to teach knowledge to our students such as phonology (sounds), syntax (grammar, including word order), and morphology (word formation).

Other approaches and methodologies that best suit my teaching and are helpful to improve my classes are the following: Communicative approach, where the communicative competence is the main goal of language teaching. In this way learners must have constant interaction and exposure to the target language. Another approach that is part of my teaching practice is the natural approach. According to this approach, I give emphasis on exposure or input, my students hear and read spoken and written materials as a resource of comprehensible input before they try to produce the language. That is why the importance of using English as the main language for communication in the classroom. Of course it is not a sin to use Spanish, but I prefer to use L1 only as the last resource.

The content based method is also part of my teaching practice. I think that my students learn better and have meaningful learning when I integrate the learning of language with the learning of some other content, for example learning present continuous with the topic environment so that students talk about the actions they are doing to protect the environment in their hometown.

Besides that, I prefer to teach grammar inductively by using the inductive approach. With this approach, students learn grammar through guided discovery. That is, students don't learn grammar explicitly. Some of the advantages of this approach is that students rely on their critical thinking to figure out the language and they can gain deeper understanding of the language.

However, when teaching grammar inductively doesn't work for all the students, I use the deductive approach. It is when the teacher presents the rule first. Once the grammar is introduced and explained, the students usually complete grammar exercises to become familiar with the pattern. Some of the advantages of this approach are that time is spent

only in the language principle, the materials can be easily taught and it encourages faster learning of materials.

Talking about the use of technology, now more than ever, the teacher has to use technology in order to set a good learning environment. That is to say, it is necessary to use a learning management system such as Moddle. It is also important to do an instructional design and include resources and materials that will help the students to work autonomously.

As a material developer, I prepare presentations that contain visuals, sounds and examples, related to the topic in order to set the context, catch the students' attention and provide models. As we can see, technology is an important part of my teaching philosophy. The circumstances that we are facing now have made me use more technology. Now, I also apply my exams using technology for example in Google forms which gives me the results automatically. Technology definitely has changed my life and it has helped me a lot. The more I use technology, the better results I get.

Thanks to this specialization, now I know that it is important that teachers not only develop the linguistic and communicative competence on students, but also the intercultural competence. In addition, it is also important to develop the four skills in each of our lessons so that we will provide students with more opportunities to practice and acquire the language by solving real world problems.

Another thing that is part of my teaching philosophy is evaluation. In this respect, there are many types of evaluation that the teacher can use throughout the course: formal, informal, diagnostic, continuous, formative and summative. I provide my students opportunities to have meaningful language use by asking them a written or spoken product and I give them the rubric which specifies what is expected from the learner.

There are some other principles that are part of my teaching philosophy. They will be described in detail in the following pages. All of those principles included the ones that I have already mentioned were taken into account in order to design and implement this pedagogical intervention project.

To sum up, I want to mention that each teacher has his/her own teaching philosophy that has been constructed according to his/her own learning and teaching experience. That teaching philosophy can be changed or polished by taking updating courses like this specialization in order to have a positive impact in the cognitive, affective, and behavioral dimension. Whenever we plan our lesson, we have to take into account all the knowledge we have in terms of the teacher's roles, principles, theories, approaches, methodologies, strategies and techniques and take the best decisions in order to prepare a learning environment that better suits our students' needs taking into account the particular context and characteristics of our students and our institution's educative model and requirements as well.

1.02 THEORIES UNDERLYING MY TEACHING PRACTICE AND IDENTITY

LANGUAGE

Language theories

Structuralism.- It focused more on the features of language and the nature of these features. It went from a diachronic to a synchronic interest in language. Diachronic means to look at the language over time and synchronic means how language works to a particular time.

In this sense, Ferdinand de Saussure has been considered the father of mother linguistics. He established the concept of sing (word), signifier (sound pattern) and signified (concept). Based on this, he established the principle of arbitrary nature of language which means that there is no logical relation between the sound pattern of a word and its concept. Monaghan, Shillcock & Christiansen (2014) stated that the language is arbitrary because the sound of a word gives no hint of its meaning.

Functional linguistics.- The term Systemic Functional Linguistics was developed by M.A.K. Halliday in 1960. In this term language is considered primarily functional because the structure or form of language is important only to serve the function. Without function, structure would be completely pointless (Endarto, 2017).

Model on form, meaning and use

Another perspective of integrating different aspects of language is the one proposed by Diane Larsen-Freeman. She emphasizes the terms form, meaning and use (Larsen-Freeman & Anderson, 2013).

- **Form.-** It is the shape of the language and the rules that generate the forms. It involves pronunciation, spelling, grammar and word formation.

- **Meaning.-** It refers to the meaning of words and phrases such as vocabulary and semantic fields.
- **Use.-** It focuses on the context and intention of the expression. It involves language function, language use and sociolinguistics aspects.

An important point to mention here is that we can't work on one aspect without taking into account the others. All of them work together and gives meaningful language learning.

LANGUAGE LEARNING

Differences between acquisition and learning

According to Krashen (1982) acquisition and learning are different processes; adults have two distinct and independent ways of developing competence in a second language. The following chart explains the main differences.

Acquisition	Learning
- It is a process similar to the way children develop ability in their first language. - It is a subconscious process - Usually language acquirers are not aware of the fact that they are acquiring the language. However they are aware of using it for communication. - Language acquirers are not consciously aware of the grammar rules of the languages they have acquired. - Language acquisition occurs by implicit learning, informal learning and natural learning.	- Conscious knowledge of a second language. - Language learners know the grammar rules, are aware of them and are able to talk about them. - Formal knowledge of the language. - Explicit learning. - Intentional learning - Artificial environment

Stephen Krashen's hypothesis

Stephen Krashen is a professor emeritus at the University of Southern California. He is a well-known expert in the field of linguistics. He developed 5 hypotheses related to second language acquisition.

a) The Acquisition-Learning hypothesis

This hypothesis states that adults can have two different ways to develop competence in a second language, language acquisition and language learning. Acquisition is a subconscious and incidental process similar to the process children undergo when they acquire their first language. It occurs by implicit, informal and natural learning. It means that language acquirers are not aware of acquiring a language and not aware of grammar rules. On the other hand, learning is a conscious and intentional process. In this case, language learners know the grammar rules. They have a formal knowledge of the language, it is an explicit and intentional learning. Also it happens in an artificial environment which is the classroom.

b) The Natural Order hypothesis

The acquisition of grammatical structures proceeds in a predictable order. That is, acquirers acquire certain grammatical structures early, and others later. For example, is learners haven't acquired simpler structure they will not able to acquire more complex ones. Attempts to get the learners to produce structures before they are ready to do so may fail.

c) The Monitor hypothesis

This hypothesis states that acquisition and learning are used in very specific ways but they coexist in the adult. In one hand, with acquisition utterances start to emerge in a second language and it is responsible for fluency. On the other hand, learning has only one function, that is, as a monitor or editor. It means that learning can alter or change the form of the output of the acquired system before or after the spoken or written utterance has been produced. In other words, learners monitor their language production to be able to modify their output (focus on form, knowledge of the rule and time to think about the rules) (Schütz, 1998).

d) The Input hypothesis

This hypothesis states that the acquirer understands input that contains i+1. In this sense, language is acquired through exposure to comprehensible input. It means that the acquirer focuses on the meaning and not on the form. Comprehensible input contains structures a little beyond where the acquirer is now. Some elements that help the acquirer understand are: linguistic competence, context, knowledge of the world and extra-linguistic information.

e) The Affective Filter hypothesis

This hypothesis emphasizes that there are affective factors that influence the learning process in both positive and negative ways such as motivation, attitude, confidence and anxiety. The affective filter hypothesis implies that teacher's pedagogical goals should not only include supplying comprehensible input, but also creating a situation that encourages a low filter.

Sociocultural theory

It is a theory of learning and of human development developed by Lev Vygotsky. According to Vygotsky languages are learned as a result of interactions between social and cognitive factors.

Zone of proximal development

The zone of proximal development (ZPD) refers to the difference between what a learner can do without assistance and what he or she can achieve with guidance and motivation from a skilled partner. In other words, it refers to the abilities that an individual can perform with assistance but cannot yet perform independently. In this case, "proximal" means the abilities and skills are close to master. Vygotsky (1978) states ""the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined though problem solving under adult guidance or in collaboration with more capable peers"".

19

The following illustration represents the zone of the proximal development process.
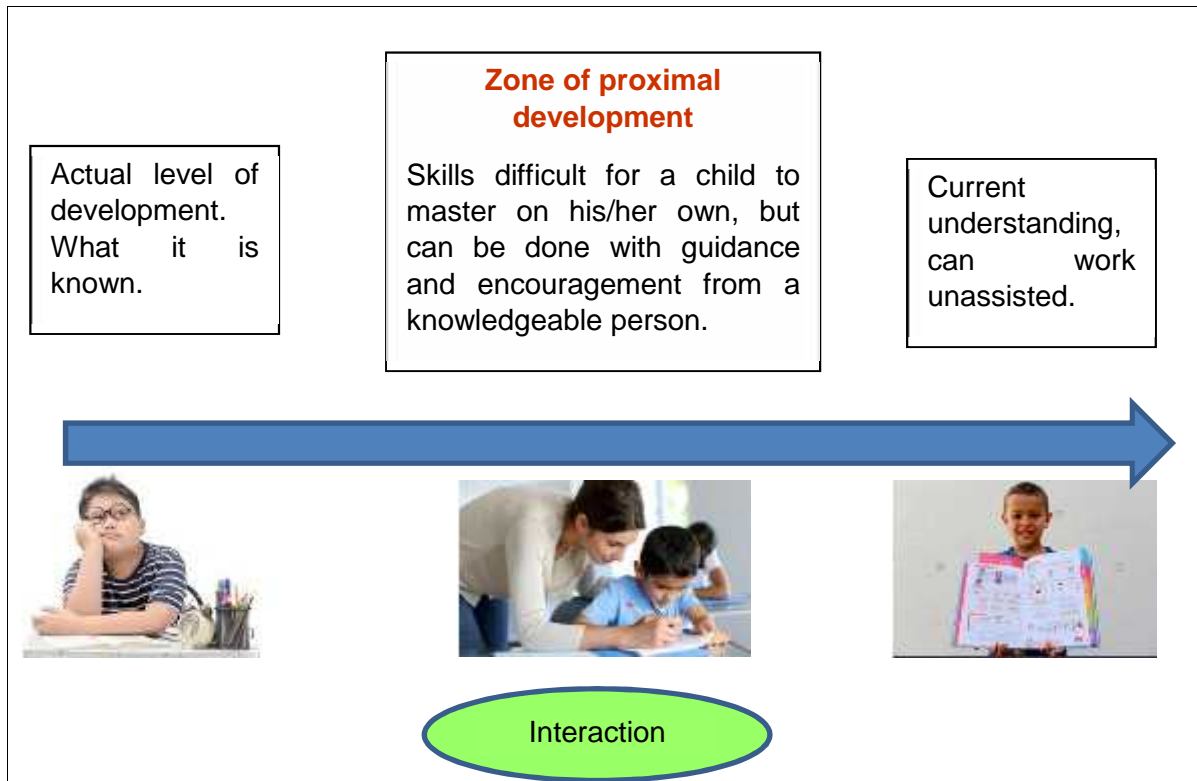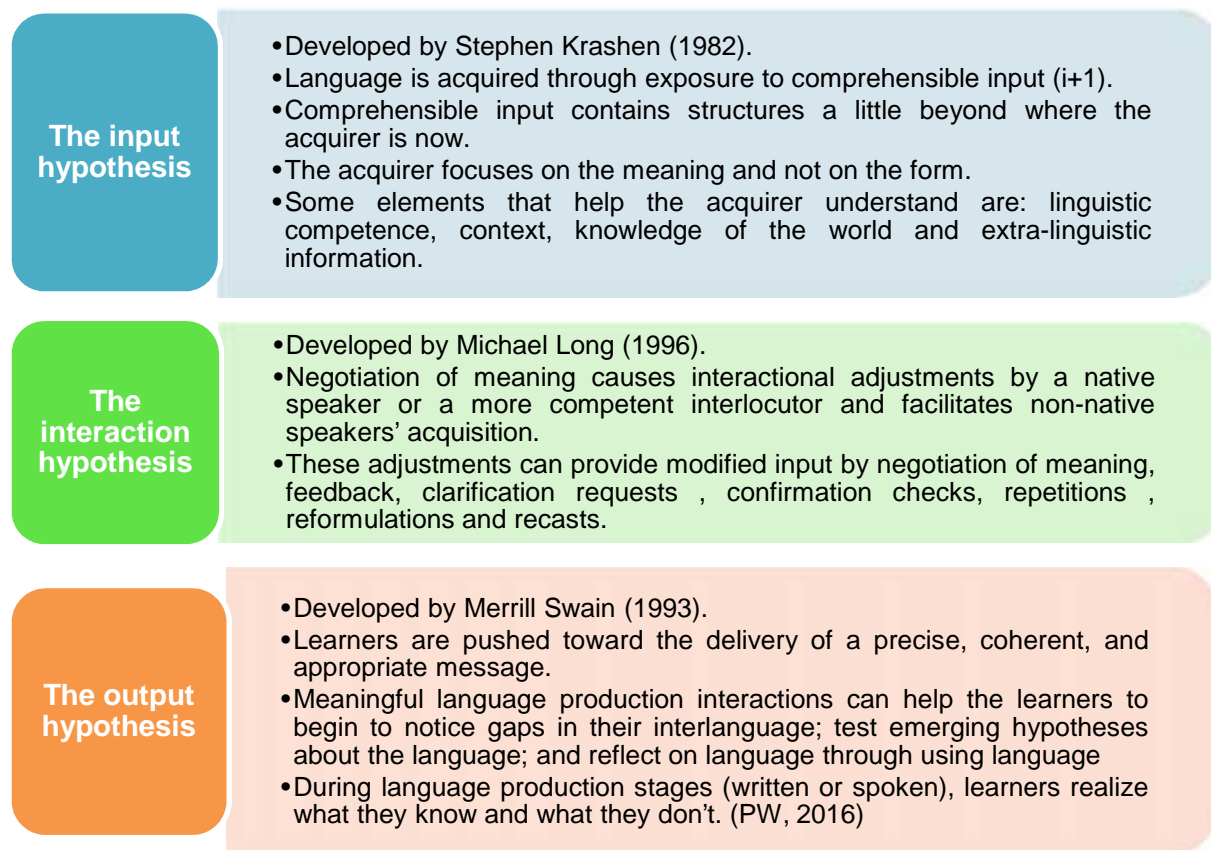

LANGUAGE TEACHING

Communicative approach

Students have to learn in terms of communicative competence rather than linguistic competence. The main goal is the ability to use the language appropriately. Students use the language through communicative activities such as games, role-plays and problem solving tasks. It means that students are expected to interact with other people either in pair work or group work. Also, attempts to communicate may be encouraged from the very beginning. Another characteristic is that effective communication and fluency are sought.

The role of the teacher is to act as **facilitator, guide, manager and advisor**. On the contrary, the student's role is communicator, someone who cooperates and collaborates and who is an active participant on his/her own learning process.

Second language acquisition hypotheses

There are many hypothesis related to second language acquisition. The following diagram shows some of them.

The input hypothesis
- Developed by Stephen Krashen (1982).
- Language is acquired through exposure to comprehensible input (i+1).
- Comprehensible input contains structures a little beyond where the acquirer is now.
- The acquirer focuses on the meaning and not on the form.
- Some elements that help the acquirer understand are: linguistic competence, context, knowledge of the world and extra-linguistic information.

The interaction hypothesis
- Developed by Michael Long (1996).
- Negotiation of meaning causes interactional adjustments by a native speaker or a more competent interlocutor and facilitates non-native speakers' acquisition.
- These adjustments can provide modified input by negotiation of meaning, feedback, clarification requests , confirmation checks, repetitions , reformulations and recasts.

The output hypothesis
- Developed by Merrill Swain (1993).
- Learners are pushed toward the delivery of a precise, coherent, and appropriate message.
- Meaningful language production interactions can help the learners to begin to notice gaps in their interlanguage; test emerging hypotheses about the language; and reflect on language through using language
- During language production stages (written or spoken), learners realize what they know and what they don't. (PW, 2016)

Developing reading skills

Approaches for reading

In order to strengthen reading skills in English, a teacher should consider some reading approaches and concepts in the preparation of activities such as the following:

- It refers to the use of background knowledge to predict the meaning or general idea of the reading or listening text. Also, the reader uses meaning and grammatical cues to identify unrecognized words.

Top-down approach

- It relies on the actual words or sounds. In this sense, students construct meaning from the most basic units of language, including letters, letter clusters, and words. The reader first processes the smallest linguistic unit gradually to comprehend the higher units.

Bottom-up approach

- It is the combination of botton-up and top-down. It means that there is an interaction between both the text and the reader in the reading process.

Interactive approach

Schema Theory

Schema is knowledge about the topic that individuals have already acquired through various experiences. The experiences and knowledge can help the reader connect previous experiences to the content of the text.

Strategies for understanding vocabulary

According to Cox (2019), students need to learn new words in context by reading. The more exposures students have to a word, the better chance that they will remember it. In this sense, some vocabulary instruction strategies are the following:

- ➢ Defining Words Within Context
- ➢ Using Context Clues
- ➢ Sketching or drawing the Words
- ➢ Applying the Target Words
- ➢ Analyzing Word Parts

➢ Semantic Mapping

➢ Word Consciousness

Principles of teaching reading

Now that we have seen a little bit of theoretical background, we are going to continue talking about some fundamental principles to teach reading skills in the classroom.

Rhalmi (2017), states that teachers need to set a purpose in order to train students to develop their reading skills. Furthermore, the reading material selected should be appropriate according to students' level considering the vocabulary knowledge they have to help them learn some words guessing from context. In addition, this author underlines that a reading task should integrate other skills such as listening, speaking and writing. Some skills that teachers should develop while setting a reading task are: awareness, spelling practice, vocabulary learning and grammar study. Moreover, some reading strategies teacher should develop are: previewing, predicting, asking questions, connecting to background knowledge, paying attention to text structure and guessing words from context. It is also important to teach students to differentiate between different types of text: For example: emails, reports, stories, newspaper articles, scientific texts, among others. On the other hand, a reading lesson plan should include three stages: Pre-reading, while- reading and post-reading.

Developing writing skills

Approaches to teaching writing

Writing approaches to first language users differs from the second language learners (Selvaraj & Aziz 2019). In this sense, these authors underline the following approaches to teaching Writing in ESL Classrooms:

- **Product based approach**.- It is a writing process which aims to see the end product. Students imitate model text to produce one.
- **Process based approach**.- There are four processes involved in the writing process; planning, drafting, revising and editing.

- **Genre based approach**.- It gives the importance to various types of writing and text types. The objective of this approach is knowledge and certain genre and the communicative reason which will enable writers communicate with the community.
- **Process Genre**-based Approach.- It is a combination of all the three above, it focuses on the process of writing, taking account knowledge of social context and purposes of text in genre writing and observes features of texts as in product-based approach.
- **Process Product Approach**.- It combines product approach and process approach. Students need to master writing mechanics and get familiar with sample texts or model essays at this stage and proceed with process writing.

Principles to teaching writing

It is necessary for the teacher to know some principles that underline the development of the writing skill. Brown (2007) suggests the following principles:

1. • Learn and use the habits that efficient writers have.
2. • Balance process and product.
3. • Value the knowledge Students bring to the writing task.
4. • Connect reading and writing.
5. • Provide opportunities for as much authentic writing as possible.
6. • Frame strategies and activities in terms of prewriting, drafting, and revising stages.
7. • Offer techniques that are as interactive as possible.
8. • Sensitively apply methods to respond to and correct your students' writing.
9. • Clearly instruct students on the rhetorical, formal conventions of writing.

Brown also adapted micro-skils and macro-skills that represent the specific areas that students should work toward in the writing process. In general, micro-skills focus on students'

linguistic competence. For example: graphemes, orthographic pattern of English, efficient rate of speed appropriate word order pattern, and acceptable grammatical systems. On the other hand, the broader sense of writing goal involve macro-skills which focus on cohesive devices in written discourse, rhetorical forms and connections of events and communicative, meaning and writing strategies (Susilowati, 2018).

Developing Listening skills

Characteristics of the speaker and the listener as well as the listening processes

The speaker has background knowledge and linguistic knowledge. In natural conversations, the speakers use redundancy, repeated speech, vacillation, hesitation, pauses and intonation. In the classroom, the teacher is the main speaker, the main voice for students with his/her own accent. That is why the teacher should choose recordings with a variety of accents so that students get used to listen to different accents. Also the teacher should choose short, simple listening texts with little redundancy for lower-level students and increase the difficulty according to the level.

Listening strategies

The bottom-up and the top-down strategies refer to the order in which the different types of knowledge are applied during the comprehension (Buck, 2001).

- **Top-down processing**.- Refers to the use of background knowledge or previous information of a specific topic in order to understand the meaning of a message to make inferences about what the speaker intended
- **Bottom-up processing**.- Comprehension starts with the received data that through the analysis of sounds, words, clauses, sentences, and texts, a message can be received; this is a process of decoding. Decoding means constructing a message from sounds, words, and phrases.

Guidelines for developing listening activities

Teachers are responsible for giving students guided practice and meaningful activities that will help students to achieve their goals in each of these stages: attention, perception, word recognition, syntactic parsing, comprehension and interpretation. While selecting materials for listening activities, teachers should take into account listening activities that are relevant and meaningful to students. Also, the material should be relevant according to students' level and context; and it has to match our goals in the class.

Developing Speaking skills

Characteristics of speaking activities

Speaking activities can be planned or unplanned. When it is planned, speakers rely on some visual aid such as notes or slides to regulate their speech. Activities like these could be presentations or class reports. When it is unplanned, it tends to be more informal and happens in an everyday talk. Furthermore, speaking employs fixed phrases, fillers, and hesitation markers (um, uh, er, ah, like, okay, right, you know).

Also, speaking contains slips and errors because it is delivered within fractions of seconds. In this sense, speakers don't have the chance to analyze the language before produce it, as we do in writing. Another difference between writing and speaking is that writing involves building blocks to produce sentences and paragraphs. On the other hand, speaking involves thought group where boundaries are unlike. Most of the times, speaking involves reciprocity, that means that it is necessary to have a speaker and a listener.

Speaking activities can be classified according to its function. They can be talk as interaction, talk as transaction and talk as performance. Talk as interaction refers to what we normally mean by "conversation" when two people are engaged in a dialogue or actively participating in the process. On the other hand, talk as transaction is when the speaker goes through the motions to get the discourse done. In this case, the speaker is not engaged with the other person or the process. Finally, talk as performance refers to public talk. It is often a monologue and the speaker focus on the message and the audience (Richards, 2008).

Social Interaction

Social interaction influences human communication, and more especially language learning. It is very important because it will help students to develop strong language skills for communicating in a wide variety of social situations and relationships. These situations can be taught trough different language functions for example: exchanging personal information, making suggestions, making invitations, talking about achievements, etc. (Kotz, 2013).

On the other hand, social interaction also fosters the development of social skills. Classroom interaction is very important because it is a social reality, a social context by itself. That is why it is important to establish a classroom chat in the target language. In addition, classroom interaction can be also conducted by simulation and role-playing.

Richards (2012) points out that when a learner interacts with a person who is a more advanced language user, the input the advanced user provides often helps the learner expand his or her language resources. For example, the reformulation of the learner's utterance may draw attention to, or help the learner notice features of the language.

In this sense, in my opinion social interaction helps weak students a lot because when they do an activity in pairs or in teams, after exchanging ideas, weak students notice a lot of new vocabulary and pronunciation that now becomes part of their repertoire for speaking. When I organize class discussions for example, I have seen that strong students are the ones who participate first, while the weak students remain shy and quiet. Later, after listening and analyzing other students' examples, weak students manage to participate imitating strong students' examples.

Authentic Materials

The use of authentic material in the classroom gives students the possibility to encounter the language as native speakers do. They also provide situations that can be highly exploitable and meaningful for our students. Besides that, authentic materials allow students to become aware of what is happening around the world. Examples of these are songs, weather forecast, news, radio, movies, websites, etc.

Technology

Nowadays multimedia has become accessible to teachers which has an integration of text, graphics, audio, and motion video in a range of combinations. In this context, students can interact in a wide range of formats. In general, technology makes the development of listening skills more meaningful, interesting, and fun for students. Thanks to the internet, teachers have access to many resources that can be used as part of the materials in class.so that they can enhance listening skills by using internet sites.

INTERCULTURAL COMPETENCE

According to Barret (2018) intercultural competence is defined as the set of values, attitudes, skills, and knowledge that are needed for understanding and respecting people who are perceived to be culturally different from oneself.

Importance of developing intercultural competence in our classroom

Intercultural competence is important for interacting and communicating effectively and appropriately with people from different cultures and countries, and for establishing positive and constructive relationships with such people.

Some topics that have to do with the understanding of the cultural diversity of the world such as immigration, international employment, foreign trade, study exchange, social network and foreign travel; facilitate daily contact between people of different cultural backgrounds. In this context, students need to develop communication skills which are necessary for multicultural exchange (Ilie, 2019).

The 'etic' approach to promote intercultural competence

It studies culture and behavior from the outside the system. It examines many cultures, comparing them; the structure is created by the analyst and criterion is considered absolute or universal.

The role of the teacher to encourage the development of intercultural communicative competences

According to Alvarez & Garrido (2004) the integration of intercultural skills remains behind the teaching of the language. In this context, the lack of a consistent methodology for the teaching of culture makes it difficult for practitioners to identify cultural objectives. In the developing of intercultural communicative competences, teachers should be cultural workers, that is to say, they need to facilitate and challenge the on-going interaction between learners and the other culture. In this sense, teachers should have knowledge of the nature and implications of the cultural dimension in their subject to support cultural understanding. That is why a teacher should be a learner and an observer, someone who fosters active research to create activities, tasks, and materials for the class.

Another Author, Thapa (2020), mentions that teachers need to have intercultural sensitiveness and intercultural communication skills to help students to do so. The teachers should act as mediators to make students be able to compare, contrast, and understand cultural similarities and differences as part of learning the language meaningfully.

In the same order of ideas, according to Romijn, Slot, & Leseman (2021), teachers should include different types of activities in the class to promote knowledge, values, attitudes and skills. Here, knowledge refers to knowledge of the self, of language and communication, and of the world in a broad sense (politics, law, human rights, cultures, religion). Values and beliefs comprise a wide variety of topics, such as diversity, inclusion, human rights and justice. Attitudes express respect, civic-mindedness, responsibility, self-efficacy and tolerance of ambiguity. In addition, some of the most important skills that teacher should develop in the students in terms of intercultural competences are listening and observing, co-operation and conflict-resolution skills, and communicative skills, as well as critical thinking. In order to develop those skills, teachers should have the roles of mediators, mentors and agents of change.

ASSESSMENT AND EVALUATION

Assessment and evaluation have always been important areas in English language teaching.

On one hand, testing or evaluation is used to examine someone's knowledge of something to determine what the student knows or has learned. It also measures the level of skill or knowledge that has been reached. Testing also involves collecting information in numerical form. In this sense, a test is a formal and systematic procedure used to gather information about students' behavior. The common types of tests are: placement tests, diagnostic tests, progress tests, achievement tests and standardized tests.

On the other hand, assessing is the process of documenting knowledge, skills, attitudes and beliefs, usually in measurable terms. The goal of assessment is to make improvements, as opposed to simply being judged. In an educational context, assessment is the process of describing, collecting, recording, scoring, and interpreting information about learning. Assessment includes a broad range of activities and tasks that teachers use to evaluate students' progress and growth on a daily basis.

There are two kinds of assessment: formal and informal: Informal assessment is incidental and the teacher gives unplanned comments. In this context, classroom tasks are designed to elicit performance without recording results. On the other hand, formal assessment is systematic and planned. An example could be tournament games that occur periodically in the course of teaching.

Furthermore, assessment could be formative or summative. Formative assessment is to evaluate students in the process of "forming" their competencies and skills with the goal of helping them to continue that growth process. Summative assessment aims to measure or summarize what a student has grasped and typically occurs at the end of a course.

In my opinion, testing and assessing have an essential role in the development of students' communicative competence and they are inseparable aspects of the teachers' tasks.

Validity and reliability

Test reliability and validity are two techniques that indicate the quality and usefulness of the test. These are the two most important features of a test.

Validity

Validity is the most important issue in selecting a test. Validity can be seen as the core of any form of assessment that is trustworthy and accurate. The term validity refers to whether or not the test measures what it claims to measure. On a test with high validity the items will be closely linked to the test's intended focus. In this sense, validity refers to what characteristic the test measures and how well the test measures that characteristic.

If a test has poor validity then it does not measure the competencies it ought to. When this is the case, there is no justification for using the test results for their intended purpose. There are several ways to estimate the validity of a test including content validity, concurrent validity, and predictive validity. The face validity of a test is sometimes also mentioned.

Reliability

It is one of the most important elements of test quality. It has to do with the consistency, or reproducibility, or an examinee's performance on the test. For example, if you were to administer a test with high reliability to an examinee on two occasions, you would be very likely to reach the same conclusions about the examinee's performance both times. A test with poor reliability, on the other hand, might result in very different scores for the examinee across the two test administrations (Professional Testing Inc; 2006).

There are several methods for computing test reliability including test-retest reliability, parallel forms reliability, decision consistency, internal consistency, and inter-rater reliability. As we can see, reliability is a very important factor in assessment, and it is presented as an aspect contributing to validity and not opposed to validity.

In my opinion, teachers should examine and evaluate the suitability and reliability of a test and only use instruments that have been demonstrated to be valid for the specific purpose for which they are being used. If the wrong instrument is used, the results can quickly become meaningless or uninterpretable.

CHAPTER 2: METHODOLOGY AND PRACTICE

2.01 LESSON PLAN

This lesson was created to promote intercultural competence on fourth-semester university students at Escuela Superior Huejutla which belongs to Universidad Autónoma del Estado de Hidalgo. The lesson starts with the introduction of the lesson where the teacher establishes rapport with her students by asking some personal questions. Then, the teacher activates prior knowledge by asking them a couple of questions related to traveling to another country. Later, the teacher sets the context by asking the students to predict the country according to the description of some cultural behavior. After that, the teacher motivates the students to take the lesson by using authentic material which is a video giving an introduction and the definition of culture.

On the other hand, the lesson developed the four communicative skills. In this sense, the teacher who has the role of agent of change tells the students that there are different cultures around the world and that each culture has its own norms, values, language and symbols. Then, the teacher asks students to solve a crossword related to culture elements designed in Educaplay Website. In this activity the teacher implements the top-down processing of language, where the students use background information to predict the meaning of language they are going to read. After reading a text about culture shock, students listen to an audio about the phases of culture shock. Students do the activity answering a worksheet which provides immediate feedback. The listening activity consists of two parts. In the first part, students listen for general information and in the second part, students listen for specific information.

After that, the teacher with the role of mentor tells the students that in order to cope with culture shock, they should investigate what people should or shouldn't do in that country. In this context, to continue with writing, students have some language immersion once again by using authentic materials. First, students watch a video, read an article and complete a chart in teams in order to know more about UK. Then, they watch another video and read an article about the Dos and Don'ts for people visiting UK. Later, the students have the opportunity to share their findings in the synchronous class (Practice in context). Once the students have

analyzed the language for completing a T chart, and after having some cultural input and being aware of some aspects, as learning product, students are going to complete another T-chart, this time about the Dos and Don'ts for people visiting Mexico. In this activity, students work collaboratively by editing an online document. This writing activity is evaluated by using an analytic rating scale for writing that will be described later.

Finally, for the meaningful language use, students give a presentation about the same topic. In this case, this activity is evaluated with a holistic rubric for speaking.

The lesson plan already described is shown next page.

Date & Place: <u>May 2nd, 2021. Huejutla de Reyes, Hidalgo.</u>

1. Lesson plan identification cell.	
Author	Elizabeth Cruz Bautista
Educational stage	A2 level University according to the Common European Framework of reference
Title of your Lesson plan	Dos and don'ts for people visiting the United Kingdom and Mexico
Learning Objective of the plan/Competency	**Objective:** By the end of the lesson fourth semester university students should be able to share in a T chart dos and don'ts for people visiting Mexico with the minimum of mistakes. **Competence:** know about cultural knowledge and awareness, both of UK culture and Mexican culture.
Communicative skill considered	Listening, speaking, reading and writing.
State of the following options	Recycling topic
Functions	Giving advice
Main Grammar structure	Imperative form in English/don't and don'ts/
Other Grammar structures	Present simple
Brief description of the plan	First of all, students will know the phases of culture shock by reading and article and by listening to an audio. After that, once they have realized that a person may face some problems regarding to culture shock, students will focus on a place to know more about it, in this case, UK. Then, students will watch a video and will read an article from a website to find out some Does and don'ts for people visiting UK. Finally, students will share dos and don'ts for people visiting Mexico.
Hours of the plan implementation	6 (5 hours synchronous and 1 hour asynchronous)
Number of sessions	5

Contents required for the lesson	• Text book Make it real professional A2.2 pages 37 and 38 which contains reading and listening activities. • Track 14 and 15 of Make it real professional A2.2 • Video "Cultures and Customs For Kids" • Video "United Kingdom. Basic Information everyone must know" • Video " Video "DOs and DON'Ts - UK / British Culture" *Website: Trip to England: The Do's and Don'ts" • Website: "UK Facts | United Kingdom" • Power point presentation • Crossword created in Educaplay • Electronic worksheet created in liveworksheets • Trivia activity created in quizizz • Online word document to be edited in teams • Google meet session (For synchronous class) • Platform created in Moodle to share the instructions and the materials
Link of the content	• Crossword created in Educaplay https://es.educaplay.com/recursos-educativos/8912568-culture.html • Listening activity. Material created with liveworksheets. https://es.liveworksheets.com/3-kc66956rn • Link of the audio for the listening activity: https://drive.google.com/file/d/1Z7ge3MFOkVjgHg6OpLIkCqy7VW2sMkPI/view?usp=sharing • Video "Cultures and Customs For Kids" https://www.youtube.com/watch?v=qIX_m44zcGA • *Video "United Kingdom. Basic Information everyone must

	know" https://www.youtube.com/watch?v=plAvFL9E02g
	• *Video " Video "DOs and DON'Ts - UK / British Culture" https://www.youtube.com/watch?v=_joW8biol9Q
	• *Website: "Trip to England: The Do's and Don'ts" https://www.edreams.com/blog/trip-to-england-dos-and-donts/
	• Website: "UK Facts | United Kingdom" https://www.kids-world-travel-guide.com/uk-facts.html
	• **Link of all the resources in Google drive:** https://drive.google.com/file/d/1nWal9FLoUy46lfuxcHfl8QDu0LREG09o/view?usp=sharing
EEAILE tutor on line	Gernot Rudolf Potengowski

2. **Introduction to the Lesson.**

Step of the lesson	Teacher activities	Students activities	Class Management	Materials	Session number
Activation **(Establishing rapport)**	• The teacher greets students and asks some personal questions to establish rapport and get students into track. For example: - How are you today? - What did you do at the weekend? - Did you go to the cinema?	• Students answer the teacher's questions orally. (5 min)	Whole class	Electronic presentation	1
(Activating prior knowledge)	• The teacher shows a presentation and asks students the following questions:	• Students look at the questions in a power point presentation	Whole class	Electronic presentation	

	- Would you like to visit another country? - What country would you like to visit? Why?	and answer the questions orally. (10 min)			
(Creating a context)	• The teacher shows students some pictures about the cultural characteristics of some countries and asks students to guess the country the picture belongs to.	• Students look at the pictures and guess the country the picture belongs to. (10 min)	Whole class	Electronic Presentation	
(Motivating students to take the lesson)	• The teacher shows a video about culture and customs and asks students some comprehension questions. - Apart from food and music, what other cultural elements can you identify in the video? - According to the video, what is the definition of customs? - In which country giving flowers is only for funerals? - In which country people celebrate la tomatina?	• Students watch the video and answer the comprehension questions on their notebook. Then, students share their answer with the whole group. (20 min)	Individually	Video "Cultures and Customs For Kids"	
Set the objective or competencies of the lesson	After the previous activities described, the teacher tells the students that it is very important to know the cultures of	Students read and identify the learning purposes of the lesson and share some	Whole class	Electronic presentation	1

	other places, especially when someone visits a place for the first time in order to facilitate adaptation and understand other people's behavior. Then, the teacher shows a slide and tells the students the topic and objective of the lesson as well as the expected outcome.	general impressions or questions if necessary. (5 min)			

3. **Communicative skills development.**

Reading						
Step of the lesson	**Teacher activities**	**Students activities**	**Class Management**	**Materials**	**Session number**	**Evaluation**
Vocabulary introduction	• T tells students that culture has four elements: norms, values, language and symbols. • T. asks students to do an online crossword about culture elements. (Material created in Educaplay https://es.educaplay.com/recursos-educativos/8912568-culture.html)	• Students watch the vocabulary and listen to the extra information the teacher mentions about them. (10 min) • Students do the inline crossword. (15 min)	Whole class Individually	Electronic presentation Crossword created in Educaplay	2	Continuous evaluation
Information processing activity and 1st practice.	• T. asks students to read the text "Culture shock" and asks them to add the title and the three subheadings that are missing in the text.	• Students read the text and answer the activity. (20 min)	Individually	Book Make it real professional, page 37.	2	Continuous evaluation

Summary	• The teacher checks the answers with the group and mentions some important points from the text.	• The students share their answers. (5 min)	Whole class	Book Make it real professional, page 37.	2	Continuous evaluation
Listening						

Step of the lesson	Teacher activities	Students activities	Class Management	Materials	Session number	Evaluation
Information processing activity and 1st practice.	• T asks students to listen to a podcast by a moving expert, Diane Peterson, and number the stages of culture shock in the order most people experience. **(Listening for general information)** Activity created in live worksheets https://es.liveworksheets.com/3-kc66956rn • T asks students to listen to the podcast again and write the number of stages (1, 2, 3, 4 or 5) that the feelings and behavior correspond to. **(Listening for specific information).**	• Students do the activity in the electronic work sheet. (10 min) • Students do the activity in the electronic work sheet. (10 min)	Individually Individually	Activity created in liveworksheets Activity created in liveworksheets	3	Continuous evaluation
Summary	• As the worksheet gives students their results as far as they	• Students share their results and give some	Whole class	Activity created in	3	Continuous evaluation

	finish, the teacher asks students how many correct answers they had. Also the teacher gives some comments about the stages of culture shock.	comments about the activity. (5 min)		liveworkshe ets		
Writing						
Step of the lesson	**Teacher activities**	**Students activities**	**Class Management**	**Materials**	**Session number**	**Evaluation**
Information processing activity and 1st practice. (Social interaction)	• The teacher gives students a link for them to watch a video and a link with some information about UK. Then, the teacher asks the students to fill in a chart with basic information about UK using the two resources given by the teacher. • The teacher asks students to share their findings about UK.	• Students in teams watch a video and read a text from a website in order to fill in a chart and edit together an online document. (25 min) • Students participate in class and share their answers orally. (10 min)	Teams Whole class	(Authentic material) Video "United Kingdom. Basic Information everyone must know" https://www.youtube.com/watch?v=plAvFL9E02g Website: "UK Facts | United Kingdom" https://www.kids-world-travel-	3 4	Continuous evaluation

				guide.com/uk-facts.html		
				Editable word document to work collaboratively https://docs.google.com		
Information processing activity and 2nd practice.	• T tells the students that in order to cope with culture shock, they should investigate what they should, must or mustn't do in that country. • The teacher gives students a link of a video and a link of a website in order to complete a T chart related to Dos and don'ts for people visiting UK. • The teacher asks students to share their findings.	• The students watch the video and read the website information in order to complete the chart. (30 min)	Individually Whole class	**(Authentic material)** Video "DOs and DON'Ts - UK / British Culture" https://www.youtube.com/watch?v=_joW8biol9Q Website: "Trip to England: The Do's and Don'ts" https://www	4	Continuous evaluation

Step of the lesson	Teacher activities	Students activities	Class Management	Materials	Session number	Evaluation
				.edreams.com/blog/trip-to-england-dos-and-donts/		
Grammar Focus	• Before presenting the rule, the teacher asks students to look at some phrases and find out the rule by themselves. If it is necessary, the teacher explains the rule of using the imperative form in English and corrects any mistake the students made while they were doing the previous activity.	• The students analyze the sentences and try to find the rule. They also pay attention to the teacher's explanation and ask questions if necessary. (10 min)	Whole class	Electronic Presentation	4	Continuous evaluation

Speaking						
Step of the lesson	**Teacher activities**	**Students activities**	**Class Management**	**Materials**	**Session number**	**Evaluation**
Information processing activity and 1ˢᵗ practice. (Social interaction)	• The teacher asks students to work collaboratively and write in a T. chart some Dos and don'ts for people visiting Mexico.	• Students edit collaboratively an online document (25 min)	Teams	Editable word document to work collaboratively https://docs.google.com	5	**Formative evaluation**
Summary (Meaningful language use)	The teacher asks students to prepare a presentation about the Dos and don'ts for people visiting Mexico.	• Students share their ideas orally. (25 min)	individually	Electronic presentation	5	**Formative evaluation**

4. **Intercultural component**   The students will be exposed to authentic language immersion using oral and written texts to know about culture shock and some basic information related to United Kingdom, including United Kingdom's culture; where students do vocabulary, reading, listening, writing and speaking activities.

5. **Evaluation**   As final product, students will do a writing production collaboratively which will be evaluated with an analytic rating scale for writing.

6. **Conclusion**   The categories will be divided in language & cultural knowledge and awareness. In this sense, students not only will develop the four skills of the target language but also they will apply what they have learned in real world situations.

7. **Follow up activities**   Students will search more information about the dos and don'ts for people visiting other countries.

2.02 DESIGNING OF NECESSARY TOOLS TO ASSESS/TEST THE PROGRESS OF STUDENTS

As it was mentioned before, the lesson has two outcomes that were evaluated with a formative evaluation.

The first outcome is writing about the dos and don'ts for people visiting Mexico in a T-chart. In order to evaluate this outcome, an analytic rating scale for writing was used. It is important to mention that this institutional rubric was taken from Centro de Lenguas which belongs to the UAEH which is the institution where I work.

The analytic rating scale for writing provides quantitative assessment. It is valid because it evaluates the content seen in class and at the same time it is reliable because it allows the teacher to evaluate objectively by using the indicator and the descriptors. The rubric has three indicators to evaluate writing:

- Task completion.- it refers to the completion of the task using the amount of words given.
- Language use.- It refers to grammar, vocabulary, spelling mistakes and register.
- Communicative quality.- It refers to ease of communication, style and organization.

On the other hand, the second outcome of the lesson is a presentation were students talked about the dos and don'ts for people visiting Mexico. In order to evaluate this outcome, a holistic rubric for speaking was used. It is also important to mention that this institutional rubric was taken from Centro de Lenguas which belongs to the UAEH.

The holistic scoring for speaking provides a quantitative assessment. This evaluation tool is valid and reliable because once again, it assesses the content seen in class and it is marked objectively by using a scale. It is also practical because I can evaluate the students' performance easily. The holistic rubric has five levels. Each level is generally described.

By using these rubrics the teacher was able to have a numeric grade in each one. These grades were taken into account to get the students' final grade. Furthermore, the rubrics

assess micro and macro skills in the sections of intelligibility, grammar, accuracy and fluency which are key elements when developing the writing and speaking skills.

The two rubrics previously described are the following:

Analytic Rating Scale for Writing

Task completion: refers to the completion of the task using the amount of words given.

4 Candidate's piece of writing **fulfills the number of words required**, allowing 10% more or less than the requirement, considering the aspect asked.
3 Candidate exceeds **more than 10% above or less** than the word requirement; (more than 10 words above or less than), using partially aspect asked.
2 Candidate writes **only half the words**. He/She partially describes the aspect required; difficulties in describing the task with some errors that affect clarity in expressions, and comprehension for the reader.
1 Candidate writes less than **25% of words**. He/She does not describe the aspect required; a lot of difficulties in describing the tasks that affect clarity in expressions.
0 Candidate is unable to describe any of the tasks or He/she shows irrelevant or illegible response to the task.

Language use: refers to grammar, vocabulary, spelling mistakes and register.

3 Few noticeable errors (3 maximum) of **grammar, spelling and use of vocabulary according to the task**.
2 Minor errors (3-8 maximum) in the structure of the language and spelling to describe the tasks and use of appropriate terms or chunks of language, however, does not interfere with comprehension.
1 Very noticeable errors (more than 8) in the structure of the **language and spelling to describe the tasks** and use of inappropriate terms or chunks of language, that impairs comprehension. Reader often has to rely on own interpretation.
0 Errors in the structure of the **language to describe the tasks** are so severe and extreme lack of vocabulary that make comprehension virtually impossible.

Communicative quality: refers to ease of communication, style and organization.

3 The writing displays an ability to communicate without causing the reader any difficulties as well as completely logical organizational structure.
2 The writing displays an ability to communicate with few difficulties for the reader as well as appropriate logical organizational structure.
1 The writing displays an ability to communicate although there is occasional strain for the reader as well as inappropriate logical organizational structure.
0 The writing displays no ability to communicate and no organizational structure.

Holistic Scoring for Speaking

5

Addresses the task fully with a successful performance; unnoticeable errors (0-5) in the expected language structure and vocabulary.

4

Contains some parts of 3 and 5.

3

Addresses some parts of the task satisfactorily within the level to be acceptable; noticeable errors (6-10) in the expected language structure and vocabulary. Pronunciation is clear at times; some parts of the message are not understood.

2

Contains some parts of 1 and 3.

1

Addresses only slight parts of the task with a performance below the level to be acceptable; very noticeable errors (more than 11), in the expected language structure and vocabulary. Pronunciation makes the message very difficult to understand.

2.03 ATTACHED EVIDENCES OF THE PROCEDURES OF THE LESSON (GRAPHICS, PHOTOS, IMAGES)

The evidences of the procedures of the lesson carried out (links of the videos, websites, images, and material created) can be found in the appendix section of this project and also can be found in the next link in Google drive:

https://drive.google.com/file/d/1nWal9FLoUy46lfuxcHfl8QDu0LREG09o/view?usp=sharing

2.04 EVIDENCES OF THE DESIGNED TOOLS TO ASSESS THE STUDENTS

ANALITIC RATING SCALE FOR WRITING

Analytic Rating Scale for Writing

TEAM 1

Task completion: refers to the completion of the task using the amount of words given.

4 Candidate's piece of writing **fulfills the number of words required,** allowing 10% more or less than the requirement, considering the aspect asked.
3 Candidate exceeds **more than 10% above or less** than the word requirement; (more than 10 words above or less than), using partially aspect asked.
2 Candidate writes **only half the words.** He/She partially describes the aspect required; difficulties in describing the task with some errors that affect clarity in expressions, and comprehension for the reader.
1 Candidate writes **less than 25% of words.** He/She does not describe the aspect required; a lot of difficulties in describing the tasks that affect clarity in expressions.
0 Candidate is unable to describe any of the tasks or He/she shows irrelevant or illegible response to the task.

Language use: refers to grammar, vocabulary, spelling mistakes and register.

3 Few noticeable errors (3 maximum) of grammar, spelling and use of vocabulary according to the task.
2 Minor errors (3-8 maximum) in the structure of the language and spelling to describe the tasks and use of appropriate terms or chunks of language, however, does not interfere with comprehension.
1 Very noticeable errors (more than 8.) in the structure of the **language and spelling to describe the tasks** and use of inappropriate terms or chunks of language, that impairs comprehension. Reader often has to rely on own interpretation.
0 Errors in the structure of the **language to describe the tasks** are so severe and extreme lack of vocabulary that make comprehension virtually impossible.

Communicative quality: refers to ease of communication, style and organization.

3 The writing displays an ability to communicate without causing the reader any difficulties as well as completely logical organizational structure.
2 The writing displays an ability to communicate with few difficulties for the reader as well as appropriate logical organizational structure.
1 The writing displays an ability to communicate although there is occasional strain for the reader as well as inappropriate logical organizational structure.
0 The writing displays no ability to communicate and no organizational structure.

This rubric was successful because the teacher could evaluate areas such as task completion, language use which includes grammar, vocabulary and spelling; and

communicative quality which refers to the ability of the student to communicate without causing the reader any difficulties as well as completely logical organizational structure.

Some changes that I would propose is to have this rubric in a chart and inside a platform that will allow the teacher to evaluate quickly and assign the grade automatically in the platform that saves students grades.

HOLISTIC SCORING FOR SPEAKING

Holistic Scoring for Speaking

Students Name: Guillermo Bautista Cruz

5
Addresses the task fully with a successful performance; unnoticeable errors (0-5) in the expected language structure and vocabulary.

4
Contains some parts of 3 and 5.

3
Addresses some parts of the task satisfactorily within the level to be acceptable; noticeable errors (6-10) in the expected language structure and vocabulary. Pronunciation is clear at times; some parts of the message are not understood.

2
Contains some parts of 1 and 3.

1
Addresses only slight parts of the task with a performance below the level to be acceptable; very noticeable errors (more than 11), in the expected language structure and vocabulary. Pronunciation makes the message very difficult to understand.

This rubric was successful too because the teacher could easily evaluate the students speaking performance without spending too much time. The evaluation includes grammar vocabulary, pronunciation and fluency.

The changes that I would propose is the same as the previous, to have this rubric inside a platform that will allow the teacher to evaluate quickly and assign the grade automatically in the platform that saves students grades.

2.05 VIDEO OF THE PERFORMED AND RECORDED ACTIVITIES

The lesson was implemented and recorded with the activities carefully planned. The activities are sequenced and there is evidence of the materials designed for the class which were used according to what was presented in the lesson plan.

In addition, the video contains in detailed the most important portions of each step of the lesson such as the structure of the lesson, the communicative skills development, activation, vocabulary introduction, technological resources, social interaction, assessment tools, learning outcomes with the highlights of the most memorable moments of the lesson. The link of the final edited video is the following:
https://drive.google.com/file/d/1CND4b5_xKEQAqDBiEPai8qpP7D-L1ekv/view?usp=sharing

Time mark	Stage	Activity	Methodological remark
0:53	Establishing rapport	Daily life questions	Getting students into track
1:27	Activating prior knowledge	Answering questions related to traveling abroad	Opener activity
2:21	Creating a context	International customs quiz	Authentic language immersion-input
3:20	Motivating students to take the lesson	Answering questions related to a video about culture	Authentic language immersion-input
5:11	Vocabulary introduction	Crossword about culture elements.	Top-down
5:24	Reading	Matching headings	Bottom-up skimming
6:11	Listening	Multiple choice	Listening for general information
6:16	Listening	Multiple choice	Listening for specific information
6:52	Pre-writing	Reading and watching a video to know about the dos and don'ts for people visiting UK.	Language immersion before writing
7:40	Writing	Completing a T-chart with the information gathered previously.	Language discovery and practice in context
8:47	Post-writing	Editing an on-line document about the dos and don'ts for people visiting Mexico.	Collaborative work /output/ social interaction
9:18	Speaking	Presentation	Meaningful language use/output

CHAPTER 3: EXPERIENCE REPORT

In order to prepare this lesson that promotes intercultural competence was a little bit difficult and time consuming for the teacher because it was necessary to look for the appropriate videos and websites that had to match the topic and the students level.

To plan the sequence of the activities was difficult too due to the topic. In this context, the teacher had to figure out how to introduce the lesson, how to engage students and activate prior knowledge, the sequence of the activities that little by little led to the learning outcomes.

As soon as the lesson and the materials were ready, it was checked carefully by the tutor who made some observations that were taken into account. The lesson was carried out at the end of the semester because it was the last topic of the syllabus. The lesson needed 5 hours of synchronous sessions and 1 hour of asynchronous work. The lesson was implemented with fourth semester university students at the Escuela Superior de Huejutla which belongs to the Autonomous university of Hidalgo state. The major of the students are: Management, Nursing and Computer science.

In spite of having poor internet connection, students could interact with the teacher. In order to minimize the internet connection problems, some of the students had to turn off their cameras. The students were engaged and interested in the topic since the beginning. It was because of the questions they answered in the opener activity and the custom quiz. Probably they didn't know much about customs, but when they watched the video and answered some comprehension questions about this topic, they learned the meaning of customs and some examples of cultural elements.

Here is important to mention that all the students had the links of all the videos of the lesson and materials in advance into the institutional platform just in case they couldn't attend the class or couldn't visualize the videos because of internet connection problems. That was a good idea because the students could catch up easily with the activities. It was possible because of the technology and the institutional learning management system which was Moodle.

When they did the crossword about cultural elements, it was a little difficult for them. I had to remind them about the cultural elements we had seen in class. I think that I could improve this activity by giving them in advance the words they could use in the crossword so that they remember the vocabulary and don't spend too much time answering the activity.

I have to say that while doing this project, I discovered some other ways to use the technology in my online class. I used *Liveworksheets*[8] to do the listening activity. With this website I could transform a traditional printable worksheet into an interactive online exercise with self-correction. This will allow me to do more activities like this in the future to practice listening, reading, grammar and vocabulary. With this kind of activities, students can work on their own, in an autonomous way at any time as long as they have internet connection.

Another wonderful tool that I discovered its usefulness for online classes to promote writing and collaborative work is to edit an online document. To be honest, I wasn't sure if it was going to work because I had my doubts whether my students knew how to use an online word document or not. Another worry I had was if their internet connection would let them do it. So, I decided to create the online documents with the template of a t-chart in advance; and in class, I made the teams and I gave each team the link to access to the document.

I discovered that some of my students couldn't have access to the document immediately because they tried to do it with their cellphones. In this case, they had to install and application first. With the rest of the students who were working in their computer, they could access to the document immediately.

My students told me that they had never done a collaborative work in an online document before but they could manage to do it. They also told me that they liked the activity a lot. With this activity I learned that students are digital natives because since they were born, they were immersed with technology; therefore, they have digital skills. So, next time I will take the risk again trying out more things like this by using technology.

---

[8] https://es.liveworksheets.com/

One thing that I had to change on the way was the presentation for the learning product. At first it was intended to be in teams but because of the time and because of the internet connection, many of them could have missed the opportunity to demonstrate what they had learned. So, I asked my students to record themselves giving the presentation and they shared their videos with me by using Google drive.

 In general the expected outcomes were achieved despite of the internet connection. The students had the opportunity to prepare themselves in advance, and they could interact with the teacher by using the target language. Furthermore, little by little the activities guided the students to do their final learning products. Most of the learning products had a good quality and my students impressed me a lot in their presentations. Some of them have to work more on pronunciation and grammar.

On the other hand, the evaluation tools helped me to evaluate objectively and easily. The grades of the two learning outcomes obtained by the students were taken into account to get the students' final grade.

Thanks to the intercultural lesson, students learned that there are other cultures where people have different customs and behaviors that must be respected and tolerated. They also learned that in order to live together or collaborate with people from other countries; it is a good idea to search some information about the customs in their country first to avoid culture shock.

CHAPTER 4: CONCLUSIONS

Teaching a language is a complex process. It is important for a language teacher to have a clear understanding of the arbitrary nature of language since it is essential to teach students the meaning of words according to different contexts, the rules of the language (grammar), the use (function) and the form (structure), spelling, prefixes, suffixes, parts of a sentence and sound system.

In this context, the teacher not only should be aware of proving the students the knowledge of the language (competence) but also make sure the students use the target language to solve different real world problems and communicate effectively in certain situations (performance).

During this specialization, I learned and refreshed a lot of principles, theories, approaches, methodologies, strategies, techniques and hypothesis related to language learning and teaching as a foreign language. For instance, in the first module I learned the difference between acquiring a language and learning a language. Now I know that an effective language teacher should provide input and help make it comprehensible that goes a little bit beyond the learners' level in a low anxiety situation. In addition, I could see the importance of the role of the teacher in the zone of proximal development and the importance of creating a context in our lessons.

 The teacher has a great variety of possibilities to prepare and carry out a class. In this sense teachers have to be reflective and after analyzing their contexts and students' needs, teachers have to make decisions and choose the methods, strategies and activities to use in order to have an effective class.

Moreover, I think that the teacher's role can be influenced by the type of lesson, the students, and other circumstances. I believe that the roles of the teacher have three stages: Before the lesson, which is to prepare the class and look and adapt resources. During the lesson, that is to be a counselor, guide, motivator, responsible for providing comprehensible input and for creating an interesting and friendly classroom atmosphere. And after the lesson, the teacher is an evaluator.

During module 2, I learned a lot of theories, approaches and principles to develop reading and writing skills in my students. Now I know that I can use different strategies to teach reading and writing, and I should follow stages such as pre-reading, while-reading and post-reading. We can also consider post-reading or post writing activities focusing on other skills such as listening, speaking and writing so that we can develop the four main skills in our students. Besides that, it is very important to activate students' previous knowledge to prepare them for the reading or writing activity. That is to say, activating schemata is very important before students tackle the text.

Another thing that I learned during this module is that there are three types of writing activities; controlled, guided and free writing. I believe that to develop writing skills in our students we should start with controlled writing which is the easiest one, then move to guided writing and finally, as soon as they have mastered some content and form, we should continue with free writing. In my opinion, it is easier for the students to do a writing product when they have a model and when they have analyzed some important features of that model.

Furthermore, I would like to highlight is that teachers also can help students develop micro-skills and macro-skills. I learned that micro-skills support cohesion and macro-skills support coherence. Now I have realized that micro and macro skills work together because we can teach the grammar structures and we can teach the function, the use and the intention of the language at the same time.

On the other hand, developing listening strategies for foreign language students is a big challenge for teachers. There is a difference between playing a recording and test students answers, and preparing a set of activities that are aimed to help students to develop their listening skills. These activities are guided, and follow different stages (pre-listening, while-listening and post-listening) and have a rationale behind which includes activating learners' schemata or prior knowledge that will prepare them for the listening activities; and setting the context which is very important. Apart from the recordings from the book, the teacher has to use authentic materials to show students the possibility to encounter the language as native speakers do. This material is meaningful for students and allows them to become aware of what is happening around the world.

In module 3, I learned that it is very important to take into account and develop in our language classes the linguistic competence, communicative competence and intercultural competence in order to avoid communication breakdowns.

Effective intercultural communication has become a priority today because of the importance it has gained in the understanding of the cultural diversity of the world. Immigration, urbanization, international employment, study exchange programs and ease of foreign travel are facilitating daily contact between people of different cultural backgrounds.

To be honest, I didn't know about intercultural competence before taking this specialization. Now, I can say that it is very important to make students reflect on their personal identities and cultures and be opened and tolerant towards other people from different cultural backgrounds. That is why I designed a lesson plan which develops intercultural competence. The designing process was a little bit difficult because I had to think carefully how to start the lesson, set the context, engage the students and how to match all the activities and integrate the four skills. The next step was to design the materials and look for the appropriate authentic material.

Honestly, I was a little worried about the delivery since the place where I work and live, there is not a good internet service and for my students who live in communities the situation is worst. Fortunately, I could manage to teach all the lessons I planned and I gathered a lot of material to do my video.

In this pandemic situation, I think that we as teachers had to rethink about new ways of teaching a language. We had to look for new scenarios to establish new learning environments. I learned that sometimes we have to take risks and try out new resources and avoid thinking that students won't know how to work with technology.

The asynchronous work helped my students to prepare and do some activities in advance. However, I consider that the synchronous activities reinforced the topic and gave me the opportunity to provide informal assessment in each activity we did.

Thanks to technology, my students could work collaboratively and they told me that they had never edited a document together but they learned quickly how to do it and they liked it. This activity forced my students to work actively because in a couple of minutes they had to edit a document, so the ones who were not prepared, were in a hurry and in that moment they had to watch the video, read quickly the webpage on their own and post their findings but they had to read first all the contributions for not to repeat the same idea. I think that in a face to face class, this activity in special would not have been possible because we have a poor internet access in the university and all the students would need a computer to edit the online document.

Another advantage that I could see is that in an online environment, the teacher can display and share videos taken from the internet, the students can research information or the meaning of words by using internet and their own computer at home. In an online environment, it was easy for me to set the context of my lesson whereas in the university sometimes I can not manage to do it because in some classrooms there are not projectors.

In general, I believe that there is much to know about how to work online. We as teachers have done our best to teach our students and give them as much as we can. In fact, I didn't expect to teach English online soon, it was part of my future plans but now I know that it is different from face to face education. Prepare a learning online environment requires more autonomy from the students, but in my context most of my students are not autonomous learners. However, I am a little optimistic and I am sure that because of the pandemic situation, some of them started to become more autonomous.

CHAPTER 5: REFERENCES

Alvarez & Garrido (2004) Teachers' roles and training in intercultural education. Retrieved from https://www.llas.ac.uk/resources/paper/2258

Barrett, M. (2018). How schools can promote the intercultural competence of young people. *European Psychologist.*

Brown, H.D. (2007). Teaching Writing. Teaching by Principles: An Interactive Approach to Language Pedagogy. White Plains: Pearson-Longman.

Buck, G. (2001). *Assessing listening.* Cambridge University Press.

Cox, J. (2019). Teaching strategies; 5 ideas for instructing vocabulary. Retrieved from: https://www.teachhub.com/teaching-strategies/2019/10/teaching-strategies-5-ideas-for-instructing-vocabulary/

Davis (2016). Make it Real professional A2.2. Mexico: UAEH.

Endarto, I. T. (2017). Systemic Functional Linguistics: A Brief Introduction. *Research gate,* 1-3.

Harmer, J. (2007). The practice of English language teaching. Harlow. *England: Pearson Education.*

Ilie, O. A. (2019). The Intercultural Competence. Developing Effective Intercultural Communication Skills. In International Conference Knowledge-based Organization (Vol. 25, No. 2, pp. 264-268). Sciendo.

Kotz, S. A. (2013) How relevant is social interaction in second language learning? Retrieved from: https://www.frontiersin.org/articles/10.3389/fnhum.2013.00550/full

Krashen, S. (1982). Principles and practice in second language acquisition.

Larsen-Freeman, D., & Anderson, M. (2011). Techniques and principles in language teaching 1st edition-Oxford handbooks for language teachers. Oxford university press.

Larsen-Freeman, D., & Anderson, M. (2013). Techniques and principles in language teaching 3rd edition-Oxford handbooks for language teachers. Oxford university press.

Long, M. H. (1996). The role of the linguistic environment in second language acquisition. In W. C. Ritchie & T. K. Bhatia (Eds.), Handbook of Second Language Acquisition (pp. 413-468). San Diego: Academic Press.,(pp. 451-452)

Monaghan, P., Shillcock, R. C., Christiansen, M. H., & Kirby, S. (2014). How arbitrary is language?. *Philosophical transactions of the Royal Society of London. Series B, Biological sciences*, *369*(1651), 20130299. https://doi.org/10.1098/rstb.2013.0299

PW, L. (2016). Second Language Acquisition: Swain's Output Vs Krashen's Input. Retrieved from: http://eslarticle.com/pub/english-as-a-second-language-esl/139016-Second-Language-Acquisition-Swain-s-Output-Vs-Krashen-s-Input.html

Rhalmi, M. (2017). How to teach reading skills – from theory to practice. Retrieved from: https://www.myenglishpages.com/blog/how-to-teach-reading-skills/

Richards, J. C. (2008). Teaching listening and speaking. Cambridge: Cambridge university press.

Richards, J. C. (2012) Interaction in Learning a Second Language.

Richards, J. C., & Rodgers, T. S. (2016). *Approaches and methods in language teaching*. Cambridge university press.

Romijn, B. R., Slot, P. L., & Leseman, P. P. (2021). Increasing teachers' intercultural competences in teacher preparation programs and through professional development: A review. Teaching and Teacher Education, 98, 103236.

Schütz, R. E. (1998). Stephen Krashen's theory of second language acquisition. English Made in Brazil. Retrieved from: https://www.sk.com.br/sk-krash-english.html.

Selvaraj, M., & Aziz, A. A. (2019). Systematic Review: Approaches in Teaching Writing Skill in ESL Classrooms. International Journal of Academic Research, 8(4), 450-473.

Susilowati, T. (2018). Building Fluency In Writing II Based On Micro And Macro Skills Of Writing By Using Peer Assessment. Kodifikasia: Jurnal Penelitian Islam, 12(1), 129-139.

Swain, M. (1993). The Output Hypothesis: Just Speaking and Writing Aren't Enough. The Canadian Modern Language Review, 50(1), 158-164.

Thapa, S. (2020) Assessing Intercultural Competence in Teacher Education: A Missing Link. In: Westerlund H., Karlsen S., Partti H. (eds) Visions for Intercultural Music Teacher Education. Landscapes: the Arts, Aesthetics, and Education, vol 26. Springer, Cham.

Vygotsky, L. (1978). Mind in society: The development of higher psychological processes. Cambridge: Harvard University Press, p. 86.

APENDIXES

EVIDENCES OF THE PROCEDURE OF THE LESSON

INTRODUCTION TO THE LESSON

a) **Establishing rapport**

b) **Activating prior knowledge**

c) Creating a context

d) Motivating students to take the lesson

Link of the video "Cultures and Customs For Kids":
https://www.youtube.com/watch?v=qIX_m44zcGA

READING

a) Vocabulary introduction (Top down)

Crossword created in Educaplay

https://es.educaplay.com/recursos-educativos/8912568-culture.html

b) Information processing activity and 1st practice (Bottom up)

Book: Davis (2016). Make it Real professional A2.2. Mexico: UAEH.

a) Information processing activity and 1st practice.

Listening activity. Material created with liveworksheets. (Listening for general and specific information) https://es.liveworksheets.com/3-kc66956rn

Link of the audio:
https://drive.google.com/file/d/1Z7ge3MFOkVjgHg6OpLIkCqy7VW2sMkPI/view?usp=sharing

WRITING

a) Information processing activity and 1st practice. (Social interaction).

Video "United Kingdom. Basic Information everyone must know"

https://www.youtube.com/watch?v=plAvFL9E02g

Website: "UK Facts | United Kingdom"

https://www.kids-world-travel-guide.com/uk-facts.html

Editable word document to work collaboratively

https://docs.google.com

UNITED KINGDOM (UK)

The UK consists of four countries:	England, Northern Ireland, Scotland and wales
Capital:	London
Main Language:	English
Majority religion:	Christianity
Currency:	Pound sterling
National fruit:	England (Apple)
National tree:	Royal Oak
National Animal:	Lion

b) Information processing activity and 2nd practice.

Video "DOs and DON'Ts - UK / British Culture"
https://www.youtube.com/watch?v=_joW8biol9Q

People don't like it if you jump the queue

DOs and DON'Ts - UK / British Culture (Manchester)

Website: "Trip to England: The Do's and Don'ts"
https://www.edreams.com/blog/trip-to-england-dos-and-donts/

Chart completed in the synchronous class

DOS AND DON'TS FOR PEOPLE VISITING UK

DOS	DON'TS
• Shake hands quickly and say "Nice to meet you" when greeting someone. • Greet people you meet. • Raise your hands to stop a bus. • Respect the queue. • Take your appointments seriously and be punctual.	• Don't kiss people on both cheeks when you meet them for the first time. • Don't say "hello" to strangers in a lift. • Don't stare at people you don't know. •

a) **Information processing activity and 1ˢᵗ practice. (Social interaction)**

First learning product: Creating a T-chart about Dos and Don'ts for people visiting Mexico.

DOS AND DON'TS FOR PEOPLE VISITING MEXICO

DOS	DON'TS
Try different kinds of Mexican food. • Taste the typical mexican foods. • Respect cultural resources • You have a home with all the mexican families. • Before boarding a taxi, ask for the cost.	Don't eat spicy food. • Don't leave your things anywhere. • Don't drink tap water • Don't carry valuables when you go to the street.. • Don't criticise other people in public. • Don't be negative just say "Gracias".

b) **Meaningful language use.**

Second product: Talking about Dos and Don'ts for people visiting Mexico.

Respect people's culture

EVALUATION TOOLS

Analytic Rating Scale for Writing

Task completion: refers to the completion of the task using the amount of words given.

4 Candidate's piece of writing **fulfills the number of words required**, allowing 10% more or less than the requirement, considering the aspect asked.

3 Candidate exceeds **more than 10% above or less** than the word requirement; (more than 10 words above or less than), using partially aspect asked.

2 Candidate writes **only half the words**. He/She partially describes the aspect required; difficulties in describing the task with some errors that affect clarity in expressions, and comprehension for the reader.

1 Candidate writes less than **25% of words**. He/She does not describe the aspect required; a lot of difficulties in describing the tasks that affect clarity in expressions.

0 Candidate is unable to describe any of the tasks or He/she shows irrelevant or illegible response to the task.

Language use: refers to grammar, vocabulary, spelling mistakes and register.

3 Few noticeable errors (3 maximum) of **grammar, spelling and use of vocabulary according to the task.**

2 Minor errors (3-8 maximum) in the structure of the language and spelling to describe the tasks and use of appropriate terms or chunks of language, however, does not interfere with comprehension.

1 Very noticeable errors (more than 8) in the structure of the **language and spelling to describe the tasks** and use of inappropriate terms or chunks of language, that impairs comprehension. Reader often has to rely on own interpretation.

0 Errors in the structure of the **language to describe the tasks** are so severe and extreme lack of vocabulary that make comprehension virtually impossible.

Communicative quality: refers to ease of communication, style and organization.

3 The writing displays an ability to communicate without causing the reader any difficulties as well as completely logical organizational structure.

2 The writing displays an ability to communicate with few difficulties for the reader as well as appropriate logical organizational structure.

1 The writing displays an ability to communicate although there is occasional strain for the reader as well as inappropriate logical organizational structure.

0 The writing displays no ability to communicate and no organizational structure.

Holistic Scoring for Speaking

5
Addresses the task fully with a successful performance; unnoticeable errors (0-5) in the expected language structure and vocabulary.

4
Contains some parts of 3 and 5.

3
Addresses some parts of the task satisfactorily within the level to be acceptable; noticeable errors (6-10) in the expected language structure and vocabulary. Pronunciation is clear at times; some parts of the message are not understood.

2
Contains some parts of 1 and 3.

1
Addresses only slight parts of the task with a performance below the level to be acceptable; very noticeable errors (more than 11), in the expected language structure and vocabulary. Pronunciation makes the message very difficult to understand.