



## **UNIVERSIDAD PEDAGÓGICA NACIONAL**

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**UNIDAD AJUSCO**

**PROPUESTA DE INTERVENCIÓN EDUCATIVA  
HABLAR DE DIFERENTES SISTEMAS EDUCATIVOS PARA  
PROMOVER LA COMPETENCIA INTERCULTURAL CON  
ALUMNOS DE BACHILLERATO**

**TRABAJO RECEPCIONAL**

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

**PRESENTA:**

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México, DF. a 5 de Julio de 2021



## **NATIONAL PEDAGOGICAL UNIVERSITY**

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**CAMPUS AJUSCO**

**EDUCATIONAL INTERVENTION PROPOSAL**

**TALKING ABOUT DIFFERENT EDUCATIONAL SYSTEMS  
TO PROMOTE INTERCULTURAL COMPETENCE WITH  
HIGH SCHOOL STUDENTS.**

**FINAL PROJECT DISSERTATION**

**TO GET THE DIPLOMA OF  
SPECIALIZATION IN ENGLISH LANGUAGE LEARNING AND TEACHING AS A  
FOREIGN LANGUAGE**

**BY**

**LILIANA CRUZ BAUTISTA**

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**México, DF. July 5th, 2021**

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## INTRODUCTION

Language teaching and learning have changed over the years in which the way to see the language has changed too. In the past, there was a focus on the language as a system rather than for communication and this perspective was adopted by many institutions in their language programs and language teachers.

Nowadays, English language programs conceive the language as an instrument to communicate and emphasize its use as social practice. As a result, communication is the most important aspect when teaching where students learn the language in a more natural context by having meaningful transactions and finding a purpose to communicate because it is relevant for them.

All of the above demand from teachers to be prepared and have all the necessary linguistic knowledge and methodology to teach the language appropriately to become more effective teachers understanding the different approaches, theories, principles, that can be used with the skills and by creating suitable, meaningful and communicative activities, tasks and lessons that can help, guide, motivate and prepare students to work and master them in a real context to improve their level of English.

This project is aimed to improve the teaching practice by demonstrating the knowledge acquired throughout the three modules seen in this specialization. In this sense, a pedagogical intervention project was designed and implemented in an online environment.

It is a compilation of the different areas that were worked during the specialization and involves areas such as theories and concepts regarding teaching and learning a language, teaching philosophy, lesson planning, didactics and methodology to teach, assessment, use of technology to teach the language and the development of languages competences emphasizing the intercultural competences where is based the idea of the project.

Also, it is expected that the project helps to redefine the teaching philosophy and identity of a teacher after analyzing and identifying the different ways that we have to learn and teach a language and reflecting on our teaching praxis.

Consequently, the project will impact both teachers and students with the implementation of some activities, strategies, and methodology since it that can help students to learn the language in a more meaningful way by developing their communicative competence in a good classroom environment. Moreover, the developed project can help to solve some language problems that can affect students when communicating to improve the language they use.

Therefore, this project is divided into 5 chapters. In the first chapter, the teaching identity and philosophy are stated once the teaching and learning experience has been analyzed and taken into account as a basis to reshape the teaching philosophy. In addition, in the same chapter, the theories underlying the teaching identity and practice are described proving the support of different authors.

In the second chapter, which is about methodology and practice, a lesson plan is presented including the relational behind the activities presented, the materials used for the lesson, the assessment tools with the rationale behind them, and a detailed description of the learning outcomes to see the relation between them. Also, in chapter two there is a link with a video showing implementation of the recorded activities and most important moments in the lesson plan.

In the third chapter, the experience report, the results of the implemented class are described mentioning if the learning outcomes were achieved or not and by analyzing some possible solutions to the problems faced during the implementation.

In the fourth chapter, the conclusions of the project are presented showing an analysis of the experience, the work carried out during the specialty, and the knowledge acquired.

Finally, in the fifth chapter, the references and appendixes can be found where there is a compilation of the different sources and material that were used to support the project.

# CHAPTER 1: PHILOSOPHY AND THEORY

## 1.01 TEACHING IDENTITY AND PHILOSOPHY

Autobiography

Language learning Experience

Language teaching has changed over the years. In the past there was a focus on the language as a system where the emphasis was to teach in an isolated way some features of it like pronunciation, grammar, spelling, vocabulary etc. without a real context to communicate successfully.

When I first started to learn English I had a very different perspective of the learning process, the importance of learning the language and what was needed it to communicate in English.

My first encounter with the English language was in a public secondary school and high school and I can say that it was not as I expected because during the 3 years that I took classes I mainly learned basic vocabulary about common topics such as numbers, members of the family, means of transport, animals, etc. and grammar. In addition, translation of words into Spanish was a very frequent activity.

The teacher was influenced by the structuralism school of thought and he used to apply the grammar translation approach. Redundant information was eliminated here. Even though during this time the teachers used different approaches, techniques, activities and materials I was not able to speak in English at all or use it for daily communication and I could not achieve a great proficiency. Redundant information was eliminated here

Finally, when I enrolled at the university my learning experience changed a lot. The university teachers used to base their English classes according to functions and real contexts. Also, grammar was taught inductively and the objective was communication using the correct language to perform different situations. The methodology used was Presentation, Practice and Production (PPP) to teach the language.



## Teaching Language Experience

As a result, when I started to teach English because of the training that I received in the university, I knew theoretical foundation and implementation of some approaches such as the audiolingual method, direct- method, grammar translation, Task based, PPT, Suggestopedia, Communicative Language Teaching and Content Based approach.

Although, I had knowledge about the different approaches and how to use them, I needed more teaching experience to apply them in real and diverse classrooms because I used to teach by using the Presentation, Practiced and Production approach<sup>1</sup>.

Redundant information was eliminated here

After that, I started to work in a public university where I was asked to use communicative approaches to teach the language such as Content Based, Task-Based Learning, Skill Based, Text Based approach or any other approach that was under that language view. The objective by using a communicative approach is that students can learn functions of language, notions, vocabulary always in a context that is related to their field of study, trendy topics, social phenomena, etc.

Consequently, I had to change a lot my teaching practice in all senses since my lesson planning and class delivery, because I must confess that I used to teach language not in a very communicate way. I lacked of many communicative principles as well as techniques and activities to have a real communicate class and that my students could develop their language competence.

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<sup>1</sup> According to Harmer (2007), every PPP lesson has a language aim; which students should fulfil by the end of it. Not only can the PPP be applied to teach grammar items, but it can also be used to teach functions, vocabulary and even pronunciation.

## Teaching Context

I work at Escuela Superior de Huejutla from the Autonomous university of Hidalgo State. I teach highschool and university students from different degrees. The students that are part of the university mainly come from different places around “La Huasteca” specially from the communities, but also there are students from other states such as Veracruz, San Luis Potosi, Mexico, Tamaulipas and Hidalgo. Also, most of them speak and indigenous language that is Nahuatl as their L1 or L2 and have low economic resources.

In addition, at the beginning of the course the institution receives a large number of secondary and highschool students that are true beginners in English because different factors they have not had the opportunity to learn the language.

Currently, in the university virtual classes are being taught because of the pandemic situation. In order to do that, a Learning Platform in Moodle has been implemented where students have access to their different subjects and they can find their complete course, materials, tasks, activities and evaluation. Also, different applications are used to keep in touch with students and virtual classes are carried out totally in English and where explanations and feedback are provided to the topics.

Despite the fact, there is a well-organized teaching and learning context there are some difficulties mainly because of the bad internet connection that affects both teachers and students. Furthermore, some students do not always attend to the virtual sessions and some of them have not fully adapted to the new virtual environment and they reflect those attitudes during the live sessions and evaluations.

## Teaching Philosophy

Nowadays, after the 3 modules of the specialization, I can say that English language is an instrument to communicate and to maintain social relations. As a result, communication is the most important aspect when teaching since students can learn language in a more natural context by having meaningful transactions and finding a purpose to communicate because it is relevant for them.

When teaching a language, we have to integrate different aspects<sup>2</sup> of it as a whole so we can have an effective communication with a real purpose by using the appropriate language. We cannot convey a meaning if we isolate the different language features.

First of all, in our Mexican context we need to work hard to overcome many factors that may affect teaching and learning English because our students at the basic levels and also at higher levels are not achieving the language proficiency they are supposed to have.

For this reason, I think that all language teachers should see language for communication and our objective then will be to develop our students' communicative competence<sup>3</sup> rather than just focus on grammar or isolated skills because that may be the reason our students are not acquiring the language.

In addition, teachers should give students more opportunities to practice and interact using the language in real contexts by incorporating communicative activities such as interviews, debates, find someone who, information gap activities, role plays, to help them intake the language I can provide my students more comprehensible input (oral and written) that are just at the right level of the students not too easy, but a little bit above their current level) and set contexts so they can easily relate, identify and internalize the language in use.

Also, if students are motivated, we can reduce the affective filter<sup>4</sup>.

Moreover, Inductive grammar should be a must in classes. In addition, the use of different authentic materials such as realia, visuals, authentic text, songs, games and different activities are needed to try to create a good atmosphere and according to student's needs, learning styles and learning factors.

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<sup>2</sup> According to Larsen-Freeman's & Anderson (2013) refer to meaning and form which involve semantic, vocabulary, phrases, structures, pronunciation, etc. that constitute the language and the use will be the intention that we have when we use that meaning and form to communicate.

<sup>3</sup> Hymes (as cited in Hoque 2019) is the knowledge that speakers and listeners have in order to communicate appropriately in different social contexts. To achieve this, we need to provide our students learning contexts and teach them functions of the language where they can see that English is relevant for them.

<sup>4</sup> According to Krashen (1982) if we reduce the affective filter in the classroom students will feel more confident and motivated to acquire the language in a natural context because we will reduce the anxiety that can be present in the process.

It is also necessary to take different roles in class and act as a facilitator, monitor, counsellor, prompter, researcher, cultural breaker and be more emphatic with them since students need to be absolutely communicators. This means that we need to reduce our teaching talking time and increase theirs.

Furthermore, to evaluate student's performance there should be always a language product <sup>5</sup>at the end of each class to see real communication happens.

Finally, according to the sociocultural theory <sup>6</sup>we should promote interaction among our students by grouping them and asking them to work collaboratively where the strong students can help the weak students. In addition, culture should be part of the English classes because we have to teach students that the language is essential to communicate, skills, attitudes, and knowledge about the world in order to respect, accept and learn about other cultures as well. This requires to develop the intercultural competence in the students.

This new teaching philosophy is the result of different language theories, approaches, concepts that helped me to rethink language teaching, learning, the language itself, and that can be summed up in the following lines:

All the language skills should be integrated and taught as a whole with a context to guarantee that communication can take place so students can develop communicative competence. In addition, teachers need to give students opportunities to practice and interact with the language by using communicative activities and authentic materials. Consequently, inductive grammar is suggested and teacher talking time. Finally, taking different roles is essential to guide students in their learning processes, and intercultural competence is needed to help them communicate globally.

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<sup>5</sup> According to Swain (1985) an oral or written product that challenges students to communicate precisely, coherently and appropriately.

<sup>6</sup> As stated by Vygotsky (1978) "learning a language is the result of social interaction and culture"

## 1.02 THEORIES UNDERLYING MY TEACHING PRACTICE AND IDENTITY

### Language Theories

#### Functionalism

According to Yogyakarta (2017) language is considered primarily functional. The structure or form of language is important only to serve the function. Without function, structure would be completely pointless. This theory sees the language not as a system, but they worked with the language in use

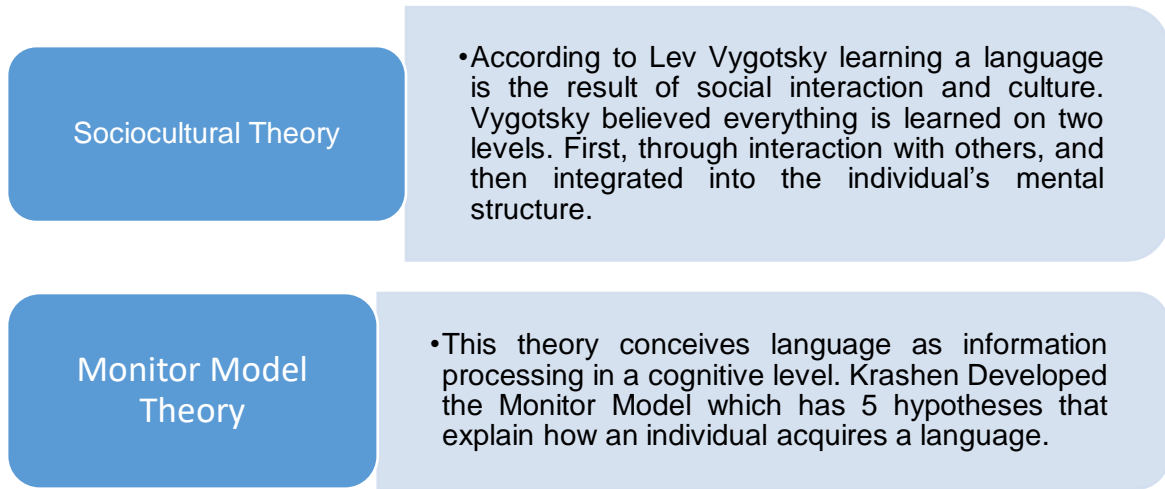
M.A.K. Halliday, a British Linguist, has also developed the area of language functions, giving body to the field of Functional linguistics. Halliday (in Fontaine, 2013) posits that “a theory of linguistics must incorporate the functions of language in use.” Also, the Linguist Roman Jakobson (1960) called language function as the things you do with language.

#### Generative Linguistics

According to M. Aronoff and J. Rees-Miller (2003) Generative Grammar was developed by Noam Chomsky. Also known as transformational grammar claims that is based on the idea that all humans have an innate language capacity and it pretends show how language is generated. It underlies a speaker's ability to produce and interpret utterances in a language. Noam Chomsky make the distinction about competence and performance. Where the competence is the knowledge of the language and the performance is the production of the language.

#### Language Acquisition Theories.

There are remarkable SLA theories that has been useful in a great extend to understand the process of the language acquisition as information processing in a cognitive level which I consider two of them the most important.



According to Vygotsky (1978) “learning a language is the result of social interaction and culture”. As, a result I should promote interaction among my students by grouping them and asking them to work collaboratively where the strong students can help the weak students.

The Monitor Hypothesis developed by Krashen in 1970 conceives that language acquisition occurs in a natural context where the individual can be exposed to the language and some processes are necessary to develop communicative competence.

The Monitor Model has 5 hypotheses that explain how an individual acquires a language.

1. The Acquisition-Learning Hypothesis
2. The Monitor Hypothesis
3. The Natural Order Hypothesis
4. The Input Hypothesis
5. The Affective Filter Hypothesis

The Acquisition-Learning Hypothesis

This hypothesis makes a distinction between acquisition and learning. As stated by Krashen (1982) On one hand acquisition is subconscious, incidental, implicit and it is usually carried in informal situations. Learners pick the language when it is in used and in a natural context without knowing the grammar or focusing on accuracy in language because they focus on meaningful communication. On the other hand, learning is conscious, intentional, explicit and

formal because learners know about the language rules and grammar and they focus on the correct use rather than in communication.

#### The Monitor Hypothesis

When learning a language an individual can develop conscious knowledge of the grammatical structure and be aware of the correct use of the language. The Monitor Model explains that learners use the learned knowledge of the language to test or verify the grammar of their language they have produce. So, the learners can successfully monitor, edit or correct the language that has been previously acquired through communication before we speak or write.

#### The Natural Order Hypothesis

According to (Krashen 1982) we acquire the rules of language in a fixed and predictable order. The Natural order hypothesis shows that when learning a language there is a logical order of acquiring the morphemes from the easier structures to the complex ones. This means that, some structures are acquired early and others are acquired later in the process because of the complexity of the language.

#### The Input Hypothesis

This hypothesis explains that language is acquired through the exposure of comprehensible input. To define Krashen proposes that students learn best when they receive comprehensible input (oral or written) that is just at their level or slightly above their level ( $i + 1$ ) in order to keep them motivated and because learners move from  $i$ , their current level, to  $i+1$ , the next level along the natural order, by understanding input containing  $i+1$  (Krashen 1982).

#### The Affective Filter Hypothesis

The affective filter hypothesis states that Emotions and feelings play an important role in language acquisition and they should not act as a barrier in the acquisition process. According to Krashen (1982) comprehensible input may not be utilized by a second-language acquirer if there is a 'mental block' that prevents them from fully profiting from it. So, affective filter should be down in order acquisition takes and place and students feel confident using the language in context.

## Language Learning Factors

**Input:** According to Hoque (2019) It can be defined as the language information (written or oral) to which the learner is exposed.

Input is essential in second language acquisition and as teacher we can provide our students with comprehensible input. For instance, I use a communicative teaching cycle that always starts with written or oral texts (input) according to the topic of the lesson. I provide my students authentic written texts (articles, brochures, blogs, reviews, e-mails, etc) and oral texts (podcasts, videos, songs, conversations, share my own experiences etc.) where they can easily see the language in a context. I try to give them enough input first a writing material and then an audio or vice versa so I make sure that my students have been exposed to the language.

**Intake:** According to Hoque (2019) intake is that part of input that has actually been processed by the learner and turned into knowledge of some kind. I have promoted different activities to allow my students internalized the language acquired. In all my classes there are different moments where students can participate and give their own examples, they can share ideas, opinions, identify and correct language.

**Interaction:** Refers to the face to face communication that learners have and how such communication facilitates second language acquisition. I try to promote interaction with my student most of the times. Since I arrive to class and talk with them about their day or ask them personal questions. Moreover, they work in groups and have interviews, discuss topics, and share ideas and opinions, and

**Output:** Output is the language a learner produces. According to Swain (1985) when learners are “obliged” to produce comprehensible output to acquire the language and extend their knowledge.

In my teaching practice, I always have an oral or written product at the end of my lesson. I ask my students to write posts, blogs, e-mails, descriptions, articles about different topics for example they write proposals about taking care of the environment, medical procedures, describe their hometown or themselves, predictions about the future life, summaries about interesting articles etc. In addition, they have interviews with classmates, record podcasts about their plans and preferences, give personal information, oral presentations, opinions etc.



## The role of motivation in second language acquisition

Motivation plays an essential role in learning a language because it is a powerful tool that encourages students to become more aware of their learning by giving them a reason to work hard and keep on. There are different types of motivation. In my own teaching practice, I have observed some of them.

According to Krashen (1982) if we reduce the affective filter in the classroom students will feel more confident and motivated to acquire the language in a natural context because we will reduce the anxiety that can be present in the process. Inductive grammar should be a must in my classes. In addition, I need to use different authentic materials such as realia, visuals, authentic text, songs, games and different activities to try to create a good atmosphere and according to my student's needs, learning styles and learning factors. This means that I need to reduce my talking time and increase theirs.

## Language Teaching

### **Communicative Approach**

According to Richards (2016) the main goal and philosophy behind the inception of CLT is "developing communicative competence". This means that we have to give our students communicative activities where they can perform different situations using the language.

In addition, it is considered to be the most effective theoretical model in English language teaching because language carries not only functional meaning, but also carries social meaning. In other words, language learners should be competent enough to associate the linguistic forms and meaning.

As the objective of the communicative approach is to develop communication there are some principles that can be applied in class as stated by Larsen-Freeman and Anderson (2013):

Language View	Language is for communication.
Role of the teacher	Facilitator and monitor
Role of the student	Communicator
Language areas emphasised	Language functions might be emphasized over forms.
Role of student's native language	Target language is used, but Judicious use of the students' native language is permitted.
Evaluation	Teacher evaluates accuracy and fluency.
Techniques	Authentic materials, scrambled sentences, Language games, Role-plays, Picture Strip story.

To introduce new language in class I use authentic written or oral texts, realia, visuals for meaning and form and there is always an activity where students answer some comprehension questions based on the material presented. I usually use some communicative activities in my class for example information-gap activities, debates, presentations, role-plays, interviews, games etc. Also, I teach grammar inductively using noticing and consciousness-raising exercises. Finally, there is an oral or written product where students have to use the language freely to communicate their ideas.

### Role of The Teacher

I teach highschool and university students using a communicative teaching cycle where I mainly take different roles because since the beginning I have my students working in a particular way and because of their needs, the institutional objectives I am sometimes a facilitator or a guide, a monitor, a helper, a controller and a counsellor.

According to the teaching cycle that I implement, I facilitate communication and interaction in the class by carefully planning and giving my students different communicative activities, tasks, exercises etc. According to Harmer (2007) the teacher should avoid unnecessary intervention because this may prevent learners from becoming involved with the activity and developing their communicative skills.

As teacher we have to reduce our teacher talking time in class because we should not reduce student's opportunity to practice using the language if we want them to take advantage of any change to practice it.

In addition, if we increase students' talking time in class, we can encourage and have a student-centered instruction rather than a teacher-centered instruction since students are not "empty boxes" on which only teachers can record the knowledge; instead, they have knowledge and experiences of life and language which can contribute greatly to the learning process.

According to Nunan (1991)

Our Teacher Talking Time (TTT) is decisive because it determines students' motivation and interest to learn and progress. If we do most of the talking in class, our students are likely to feel bored listening to us, and so they lose their interest and motivation to get engaged. Not letting their voices heard can also make them more dependent on us.

Therefore, students need to be actively participating at different moments during the class and all their efforts and ideas should be taken into account because they know their opinions are important in class and it is better to motivate them to speak by using different techniques such as eliciting, asking questions, creating a positive environment etc. Moreover, we need to help our students when is necessary to reflect on the use of the language giving them examples, meanings, extra material and strategies.

When working with high school students sometimes we need to be controllers because of their age and characteristics they misbehave or easily lose the attention in class or do not follow the instructions I need to ask them to follow directly my indications.

Besides that, we need to take the monitor role when we are checking students' performance during the activities, or tasks and taking notes of what we have observed to plan some activities or later give them feedback to improve the language.

Because of this reason, students can gradually become and take the role of communicators because they are always free to express their ideas without feeling nervous or anxious to be wrong or interact.

Many times the role of a counsellor is also taken inside and outside the classroom since students have difficulties not only when learning the language, but also in a personal level. So, the teacher needs to provide them advice and assistance if they are having problems.

Finally, as teachers we have a big responsibility because we are models for our students in different aspects not only inside, but also outside the classroom and the roles that we take will impact directly our teaching in a positive or negative way. So, we need to invest time preparing ourselves, and especially in these times, we need to be empathic all the time with our students they need to know that we do care about them and we are there to support them in their learning process.

### Roles of The Teacher When Implementing and developing Intercultural Competence.

Teaching and developing intercultural competence in our classroom can be sometimes challenging because our students have different cultural backgrounds and they come from different contexts which have already shaped their way of thinking and see things. As a result, when they are learning about new different cultures they can have some negative attitudes, thoughts or they may not be so receptive, respectful, and tolerant with other's culture.

Because of this reason, as teachers, we need to be well prepared in different ways and take into account different roles to be able to teach our students intercultural communication, so they can develop skills, attitudes, and knowledge about different cultures. According to Diamond and Moore (as cited in Michielil, 2003), teachers should assume some of the following roles to encourage intercultural communication in the classroom:

**Cultural-broker:** The teacher should facilitate the acquisition of cultural knowledge by mediating cultural incompatibilities and building bridges or establishing linkages across cultures that facilitate the instructional process in the classroom with the students.

**Cultural Organizer:** The teacher facilitates strategic ways of accomplishing tasks so that the learning process involves varied ways of knowing, experiencing, thinking, and behaving.

**Cultural mediator:** Teachers should create opportunities for critical dialogue and behaving.

**Facilitator:** The teacher helps to build on the ideals of freedom, justice, equality, equity, and human dignity.

**Reflexive Teacher:** Teachers should be aware of the practices and beliefs of the cultures of their students, because they have to deal with the learners from various cultural backgrounds.

**Researcher:** The teacher becomes a participant as well as an observer, and fosters active research to create activities, tasks, and materials for the class. Teachers may use action-research to observe how students work and react with their classmates.

**Role-Model:** Above all the teacher should be a role-model, in respecting and embracing the multicultural aspects. Students can also be guided to developing cultural competencies such as understanding, negotiating, interpreting, comparing, and contrasting their culture to a different one.

### Teaching Language Skills

Mastering the four skills in English is a gradual process where many things need to be considered. The receptive skills listening and reading follow certain processes when they are acquired by the learners, because it is necessary to comprehend the information that is being received.

**The top-down approach:** is about guessing the meaning of the target reading or listening material. The approach shows that students predict the information based on their existing or background knowledge. This model is applied when interpreting assumptions and drawing inference or they need to find out the overall purpose of to get main ideas

**Bottom-up process:** Is declared as a decoding process of constructing meaning at the “bottom”. Readers begin decoding letters, words, and syntactic features of a text, then they build textual meaning. The approach suggests that when reading we have to focus on individual words, phrases in a logical ordered to understand the text and by not taking into account the prior knowledge.

**The interactive approach:** combines elements of both bottom-up and top-down processes simultaneously.

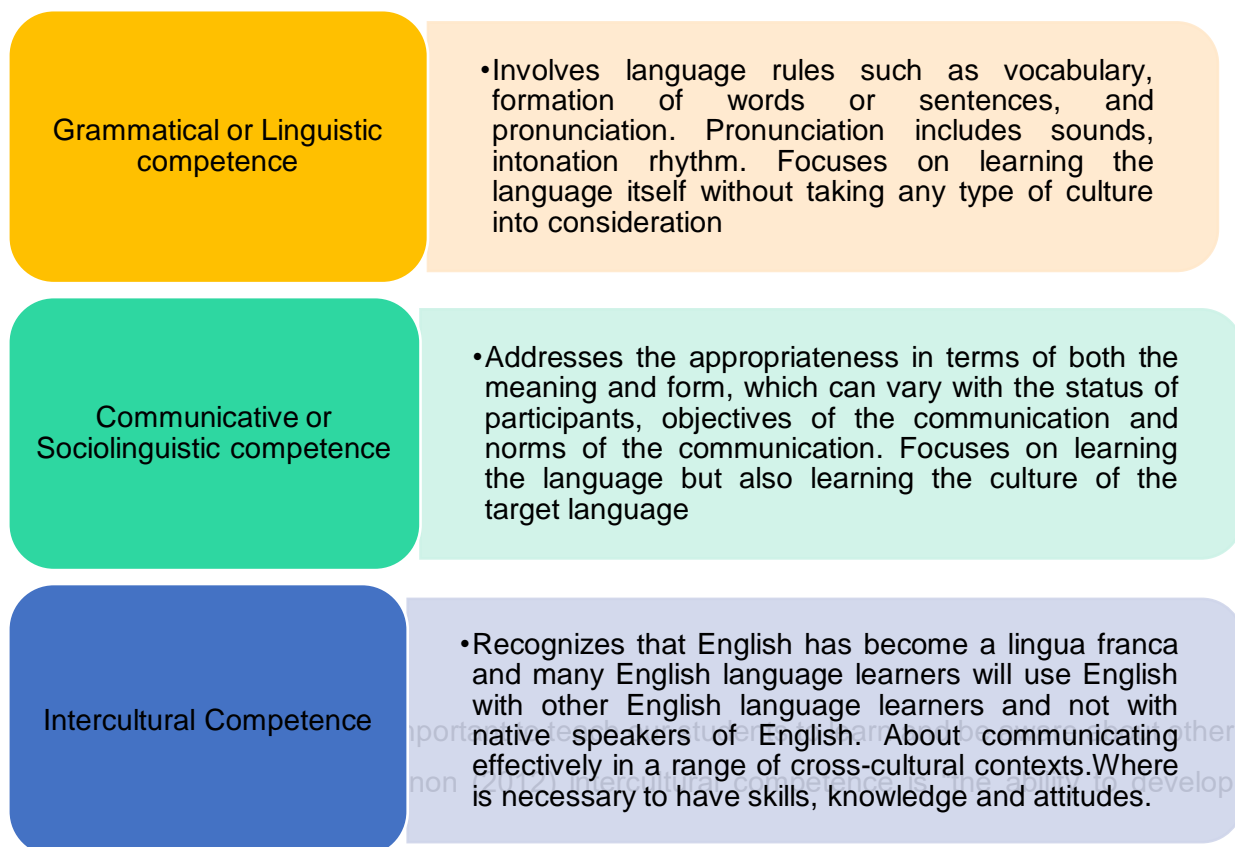
While the speaking and writing skills demand from the students to be able to produce the language in a written and oral way being more challenging for the students since most of them lack of abilities and practice to do it.

## Language Competencies

Communicating and interacting with others using the target language is a complete process where individuals have to produce the appropriate language in real time and in an immediate context be able talk about various topics and communicate with people from different cultures.

In order to be able to do this, speakers need to use different competencies and skills when using the language.

According to Canale (as stated in Torcky, 2006) speaking and interacting with others is a manifestation of the learner's communicative competence. He proposes 3 different competencies that must be develop in order to fully communicate with any person (native and no native) in the target language.



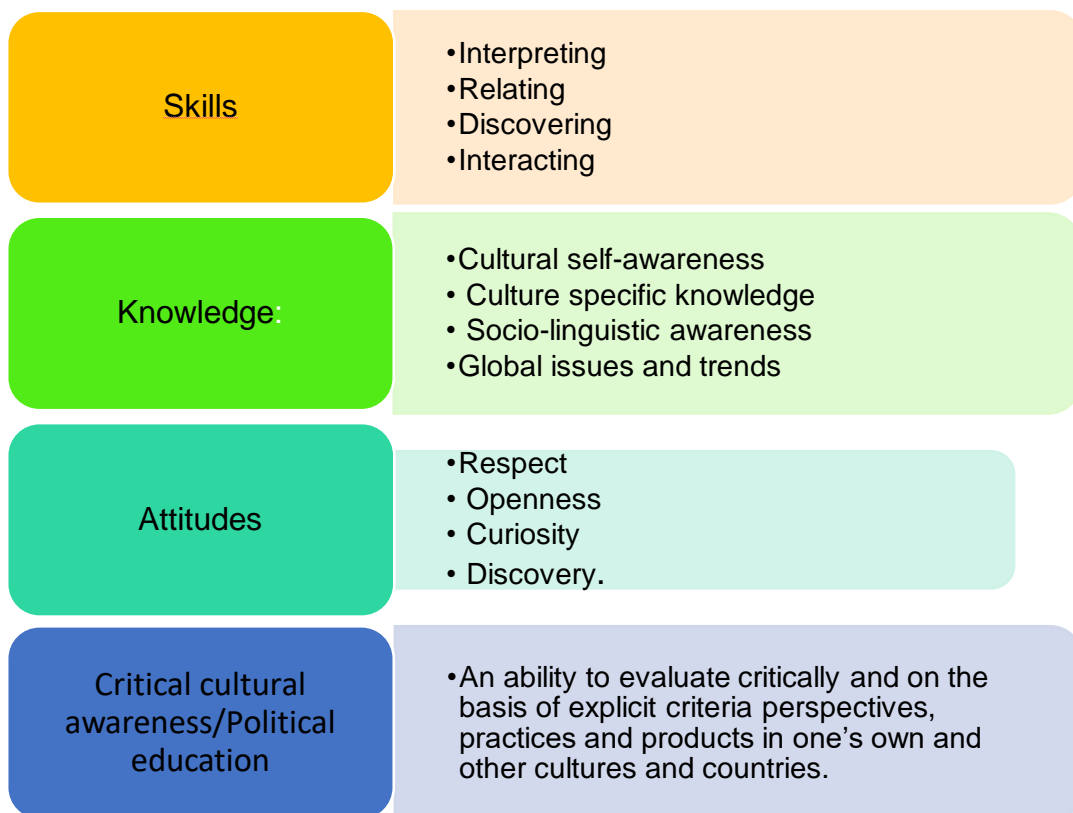
knowledge, skills, and attitudes that lead to visible behavior and communication that are both effective and appropriate in intercultural interactions.”

Our students come from different social groups where they have been shaped and taught with their own culture and have a strong sense of belonging and identity and if we want them to be intercultural competent speakers they should accept and think about all cultures as equally valuable.

By communicating with people from different cultures students can analyze, compare, and reflect on other lifestyles, believes, attitudes, traditions, values, habits, and ways of thinking. This can give them the opportunity to expand their knowledge and their perspectives becoming more globalized people and most importantly, they find a reason to communicate in English.

### Model of The Intercultural Competence

Intercultural competence aims to develop in our students a set of attitudes, skills and knowledge to communicate and interact with other people. Byram (1997) proposes a Model with some elements which involve the intercultural competence.



It studies culture and behaviour 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.

## Authentic Materials

There are plenty of materials that we can use and find from different sources in our daily lesson if we want our students to be exposed to authentic language, so they can practice and develop their listening skill as much as they can. First, we have to invest time and look for materials that are according to our students' level, topic and learning objectives and that is authentic by containing everyday language in a context.

As stated by Mallapiang (2014) we can expose students to authentic language in English by using the following materials to develop their listening skill:

- Movies
- Videos
- Songs
- Documentaries
- Radio
- News
- Tv
- Weather reports
- Podcasts about current topics
- Tutorials
- Teacher
- Audiobooks



## Technology

Technology plays a key role when teaching to our students because it is the main source where we can find plenty of authentic material such as videos, songs, podcasts, conferences, movies etc., that can connect real life information from different parts of the world and about current situations and topics. Secondly, there is a variety of activities including the respective audios which we can take advantage of and use in our classes. Thirdly, when using technology students feel motivated because they can use many interactive resources and that can break the routine from the traditional class. Finally, we must have a device which can reproduce the audios with a good quality, so all those devices are a representation of the technology.

## Assessment

### Testing and Assessment

When teaching a language, is important to evaluate our students' progress, measure their linguistic knowledge and abilities, etc. The reasons for evaluating them may vary, but it is an important and essential process in language learning and development. There are two different evaluations that we can implement in our classes to see the performance and progress of our students.

The first one is testing. According to Basanta (1995), it can be defined as a tool that can help teachers identify students' strengths and weaknesses and evaluate the effectiveness of their program.

Besides that, testing helps to measure a person's ability, knowledge, or performance in language and the method used must be explicit and structured like multiple-choice questions, a writing prompt with a scoring rubric and oral interview based on questions and a rubric of the expected responses, etc.

Different types of tests can take place in a course according to different purposes. For example, placement tests, diagnostic tests, achievement tests, standardized tests, etc.

The second one is assessment. As stated by Jerrold, (2012) it is how to identify the learner's needs, document their progress, and determine how the teachers are doing as teachers and planners. Ideally, assessment should be seen as a way to guide the students on their road to learning, to know how they are progressing, and to gauge the effectiveness of our methodology and materials.

The main difference between testing and assessment will be that testing will evaluate the effectiveness of the program, course, books, materials, methods, and language abilities. However, the assessment goes beyond that and it is much more than a simple test because the objective is to document students' progress and growth.

#### Principles for Assessment and Testing

When developing and managing testing and assessment it is important to consider certain principles that can make them objective, achievable, and valid.

According to Davis and Pearse (2013) there are 5 general principles in order to have an objective evaluation system which are:

- ✓ Validity: We need to assess and test what we teach and how we teach.
- ✓ Reliability: Consistently grading objectively the tests and assessment.
- ✓ Authenticity: The testing and assessment tools are related to real-world situations
- ✓ Practicability: Related to the practicability of test administration.
- ✓ Washback: Positive or negative feedback given.

On one hand, Validity according to Davis and Pearse (2013) Refers to the condition that tests have to be fair and justifiable. An instrument is valid when it is measuring what is supposed to measure.

There are different types of validity:

**Content Validity:** Refers that the grammar, vocabulary, and functional content of a test should be carefully selected based on the course syllabus. This is only logical and fair. For example,

if the students have not practiced vocabulary related to comparatives and superlatives, they should not be tested on it.

**Construct Validity:** This means that the exercises and tasks in a test should be similar to those used in the course and correspond to the general approach of the course. If the main objective of the course is to learn how to communicate, grammar should not be tested isolated within context.

On the other hand, a test also must be reliable in all senses. As stated by Davis and Pearse (2013) reliability is a matter of how far we can believe or trust the results of a test. It also depends partly on how far it can be marked objectively, the length, and administration.

A specific assessment or test exercise /task is considered reliable when:

- \*The instructions are clear and unambiguous for the activity or task
- \*The indicators in the assessment tool control to some extent how learners respond
- \* It is used an objective quantitative assessment tool like a rubric or numeric checklist.

As a result, when designing and developing tests to evaluate our students it is a must to consider validity and reliability if we want to have an objective test free of bias that can provide us real results.

## Types of Assessment

We can identify different types of assessment:

- **Formal:** They are planned and systematic. For example, the use of different tests.
- **Informal:** They are spontaneous, unplanned comments, responses, collection of activities that can easily be incorporated into the classroom. For example, observations, portfolio, etc.
- **Formative:** it is used to evaluate students in the process of “forming” their competencies and skills with the goal of helping them to continue that growth process.
- **Summative:** It aims to measure or summarize what a student has grasped and typically occurs at the end of a course.

## Assessing Communicative Skills

I work with a communicative methodology in my classes I need to assess speaking and writing skills. As stated by Kuhlman (2018) when assessing speaking we need to evaluate the interaction, non-verbal language, and our student's errors and achievements.

In addition, according to Brown (2010) assessing speaking skills requires focusing on macro and micro speaking skills because they constitute the language as a whole.

**Macro-skill:** are concerned to produce the smaller chunks of language such as phonemes, morphemes, words, collocations, fluency, and phrasal units.

**Micro-skills:** imply the speaker's focus on the larger elements such as accuracy, discourse, style, cohesion, nonverbal communication, and strategic option.

In the case of writing and speaking in order to have a reliable assessment, we need to grade both skills, objectively and consistently so that the results can be real and there can be a positive washback that helps the students to identify their strengths and weaknesses and develop their micro and macro skills.

According to Richards (2003) the use of rubrics allows this because they provide students with clear expectations, plus they give concrete details about how to obtain a particular score.

In addition, by using them we:

- Helps students to identify their strengths and weaknesses.
- Make justifying scores
- Give quick, objective, and efficient feedback.

## Assessment and Learning Outcomes

When testing and assessing I expect by all means that my learning objectives set at the beginning of the lesson are achieved. This means that the activities or final products to be evaluated can reflect my students' progress in the language because this will be the necessary

evidence for them to demonstrate what they have learned in terms of competencies, skills, fluency, accuracy, etc., but also if as a teacher I did the necessary to fulfill that and what later can be the improvements.

According to Stevens and Levi (2012), The most important component is to be sure there is a match between the objectives of the unit/course/lesson being assessed, the teaching/learning activities used, and the assessment or testing tool.”

With listening and Reading receptive skills I expect my students should be able to comprehend, guess, identify general or specific information according to the level they have and they also can do it using some strategies. In addition, I expect my students can read and listen to the information in a specific real context and by being exposed to different topics.

With speaking and writing productive skills, I hope that my students are able to take part in conversations and they also can interact by opening, keeping, and closing them with real interactions and by using different language functions according to the situation. Moreover, students need to demonstrate they can provide and exchange information, give opinions – suggestions, etc.

In the case of writing the learning outcomes expected are that students can be able to summarize, describe, compare, complete, etc. in order to produce pieces of writing like posts, essays, letters, stories, e-mails by using the micro and macro skills as accurate as possible regarding their English level.

## CHAPTER 2: METHODOLOGY AND PRACTICE

### 2.01 LESSON PLAN

#### Rational Behind the Lesson Plan

The following lesson was designed with the purpose to develop intercultural competence with a group of A2.2 High school students from the fifth semester in a public institution at Escuela Superior de Huejutla which belongs to Universidad Autónoma del Estado de Hidalgo.

The learning objective of the unit according to the language program is that students can give their opinion about global issues and different topics by reflecting, analyzing, and comparing information. As a result, the topic chosen was Education Systems in different countries (Finland, South Korea) because they have different successful educational systems which can be a referent for other schools in the world. Therefore, the topic can result interesting and it is familiar to the students since they are immersing and have experience in that context.

The lesson starts with a brainstorming activity where students provide some words related to education to set the context and elicit some previous information they already have as well as start working with vocabulary in a context.

In addition, in the first session of the class students watch a video related to the importance of having a good education where some students around the world give their opinion about it with the purpose to exposed them to authentic input and that they can also listen for general information since they have to identify the most important information that was mentioned.

In the same session, students guess information about some flags (authentic images) that represent the two countries, they are going to be talking about in the lesson to motivated them for the next class and give them a reason to learn about them.

In the second session students have to identify, recognize and start learning about the two countries Finland and South Korea by playing a game and answering some questions using “Quizzis”. This activity can be very motivating to students and they can feel curious about learning more information about the countries.

After that, vocabulary is introduced to the lesson with a communicative activity where students have to rank some characteristics that are part of a good education according to their opinion and they have to mention the reason they chose the order. This activity, is a key component in the lesson because the video, reading, listening and learning outcomes will require later this vocabulary for the production of the language.

In addition, a video is presented so students can see the reason those countries are an example around the world for having an excellent system. In the same session, students listen information from an audio where they have to identify specific information and use the bottom up strategy in order to start having more information and be able to provide an opinion about it.

In session three, students read a text and practice where the mixed- reading approach is used because first students read and identify the general information in the text by using the subtitles and later they read again to focus on specific information. After, reading students have to complete a char to see their comprehension and by working in teams to help each other and foster socialization and collaborative work which is one of the principles of the communicative approach.

Moreover, in the same session students work with subskills of the language and they learn, identify, and use phrases to give opinions in an inductive way and they have the opportunity to practice by using an interactive online web page with some scrambled sentences.

In the last session of the classes. students compare, analyze and reflect on their education system by interacting with their classmates using English to have a solid, true opinion. Finally, students actively can participate and interact with their classmates in a forum by respecting, accepting their classmate’s opinions about the educational system they consider better.

The learning outcome of the class is strongly related to the learning objective since students have to record an audio to demonstrate that they are able to give opinions by integrating all the information that they learned during the sessions as well as integrating the skills they worked with previously since they will need to use vocabulary, grammar, pronunciation etc.

In almost all, the activities students activate their previous schema because they are asked to think about what comes next or the answer of the activity so they can relate their real context situation (content schema) directly to the question.

Different material is used in the lesson the audios, videos, images, technology, gamification which according to different authors is necessary when working with intercultural competence.

In addition, the roles that are taken by the teacher are different because she needs to act as a guide, facilitator a model when providing her own opinion when talking about the different educational systems. Finally, the 4 skills are incorporated and developed in the lesson because when teaching this competence is important to take advantage and encourage our students to give their opinions in different ways.



Date & Place: May 2, 2021 Huejutla de Reyes , Hidalgo

## Lesson Plan

1. Lesson plan identification cell.	
Author	Liliana Cruz Bautista
Educational stage	Higschool A2.2 Level
Title of your Lesson plan	Education in Different Countries
Learning Objective of the plan/Competency	<p><b>Objective:</b> By the end of the lesson, A2.2 High school students from fifth semester should be able to give their opinion about the different educational systems including theirs by using phrases to provide opinions and vocabulary related to education with a minimum of mistakes.</p> <p><b>Competence:</b> Students can learn and share their opinion about other cultures and lifestyles (Educational systems).</p>
Communicative skill considered	Reading, Listening, Speaking and Writing
State of the following options	Recycling topic
Functions	- Giving opinions
Main Grammar structure	- Phrases to give opinions and Simple present
Other Grammar structures	<ul style="list-style-type: none"> <li>- Comparatives and Superlatives</li> <li>- Connectors of reason, contrast and to add information</li> <li>- Past simple</li> </ul>

Brief description of the plan	Students will identify and learn general cultural aspects about South Korea and Finland. Later, they will watch a video and listen and audio as an introduction to the two different educational systems. After that, students will read a text about the differences between the two countries educational systems. Then, they will reflect on their own Mexican educational system and finally will provide an opinion about the best educational system after comparing them.
Hours of the plan implementation	4 hours
Number of sessions	4 synchronous sessions
Contents required for the lesson	<ul style="list-style-type: none"> <li>• Graphic organizer</li> <li>• Video 1 about “Importance of having a good Education”</li> <li>• Electronic presentation with images</li> <li>• Electronic Presentation 2</li> <li>• Online quiz</li> <li>• Handout 1 “Vocabulary about Education”</li> <li>• Video 2 “Finland Education”</li> <li>• Handout 2 “Listening Activity”</li> <li>• Live worksheet</li> <li>• Handout 3 (Textbook Make it Real Junior A2.2.C Consolidation 1 page 26)</li> <li>• Web page</li> <li>• Google drive document (chart)</li> <li>• Electronic presentation 3</li> <li>• LMS Garza platform</li> <li>• Forum checklist</li> <li>• Speaking Rubric</li> </ul>
Link of the content	Link of other resources in google drive: <a href="https://drive.google.com/drive/folders/1vL0xuoasBV7VVolbyun6W_KDcnd_EHMY?usp=sharing">https://drive.google.com/drive/folders/1vL0xuoasBV7VVolbyun6W_KDcnd_EHMY?usp=sharing</a>
EEAILE tutor online	Gernot Rudolf Potengowski

## 2. Introduction to the Lesson.

Step of the lesson	Teacher activities	Students activities	Class management	Materials	Session number
<p>Activation</p> <p>English as main source of communication</p>	<ul style="list-style-type: none"> <li>Teacher greets and asks students some questions about learners lives outside the classroom as an icebreaker to have a positive environment</li> </ul> <p>How are you doing?</p> <p>Do you have plans for the weekend?</p> <p>How is the weather like in your city?</p>	<ul style="list-style-type: none"> <li>Students greet the teacher and the class and reply to some of the questions they were asked.</li> </ul>	<ul style="list-style-type: none"> <li>Individually</li> <li>Whole class</li> </ul>	<p>Google meet</p> <p>Laptop</p>	<p><b>01</b></p> <p><b>6 min.</b></p>
<p>Activating Previous Knowledge</p>	<ul style="list-style-type: none"> <li>Teacher shows Students the word Education on a slide and asks them to think about some words related to it</li> </ul>	<ul style="list-style-type: none"> <li>Students read the word and brainstorm some ideas related to the word education.</li> </ul>		<ul style="list-style-type: none"> <li>Graphic organizer</li> </ul>	<p>Graphic organizer completed</p> <p><b>10 min.</b></p>

Listening into speaking	<p>What comes to your mind when you hear education?</p> <ul style="list-style-type: none"> <li>• Teacher shares her own definition about Education.</li> <li>• Teacher asks students to watch a video about the importance of Education in life and get some ideas.</li> <li>• Teacher elicits from the students to share their own opinion about why education is important.</li> </ul>	<ul style="list-style-type: none"> <li>• Students pay attention and listen to the definition.</li> <li>• Students watch the video and take some notes about the ideas mentioned.</li> <li>• Students share their ideas about the importance of education for them.</li> <li>• Students observe the flags and try to guess the countries they belong to.</li> </ul>		<ul style="list-style-type: none"> <li>• Video 1 about “Importance of having a good Education”</li> </ul>	<p><b>4 min.</b></p> <p><b>5 min.</b></p> <p><b>10 min.</b></p>
Predicting	<ul style="list-style-type: none"> <li>• Teacher shows students two flags from different countries (Finland and Korea)</li> <li>• Teacher asks Ss’ to identify which countries do they belong and what are nationalities of the people who live there.</li> </ul>	<ul style="list-style-type: none"> <li>• Students share their ideas with the whole class.</li> </ul>		<ul style="list-style-type: none"> <li>• Electronic presentation with images</li> </ul>	<p><b>5 min.</b></p>

	<ul style="list-style-type: none"> <li>Teacher listens to the students' responses and helps them to guess.</li> </ul>				<b>5 min.</b>
Set the objective or competencies of the lesson	<ul style="list-style-type: none"> <li>Teacher shows a slide to the students with the topic and objective of the lesson as well as the expected outcome.</li> </ul>	<ul style="list-style-type: none"> <li>Students read and identify the learning purposes of the lesson and if they want share some general impressions.</li> </ul>	Whole class	<ul style="list-style-type: none"> <li>Electronic Presentati on 2</li> <li>Google meet</li> <li>Laptop</li> </ul>	<b>01</b> <b>5 min.</b>

3. Communicative skills development. [You can freely change the order of the steps and/or leave blanks the ones not applying for a particular skill.]

Listening						
Step of the lesson	Teacher activities	Students activities	Class management	Materials	Session number	Evaluation
Guessing	<ul style="list-style-type: none"> <li>Teacher gives Students a link to play a Trivia quiz where they have to identify some cultural aspects about Japan and Finland like currency, languages spoken, capitals, famous places, culture, nationality.</li> </ul>	<ul style="list-style-type: none"> <li>Students answer the trivia game online about cultural aspects of Japan and Finland.</li> </ul>	Individually Whole class	Online trivia quiz created in quizizz  Google meet  Laptop  U	<b>02</b>  <b>6 min.</b>	Trivia quiz answered.
Vocabulary introduction	<ul style="list-style-type: none"> <li>Teacher asks students to share their answers by asking them randomly.</li> </ul>	<ul style="list-style-type: none"> <li>Students share their answers with the whole group.</li> </ul>			<b>4 min.</b>	
Reading into-Speaking	<ul style="list-style-type: none"> <li>Teacher gives students a list of words with some vocabulary related to education.</li> <li>Teacher asks to read the words and mention</li> </ul>	<ul style="list-style-type: none"> <li>Students read and analyze the list of words</li> <li>According to the list of vocabulary provided, students</li> </ul>		Handout 1	<b>5 min</b>	Handout 1 answered

	according to their opinion what are the most important elements that make a good education.	mention the 3 most important elements that make a good education. Students participate actively and share their answers with the whole group.				Students participations
Information processing activity & 1st practice  Authentic material  Predicting  Listening for specific information	<ul style="list-style-type: none"> <li>Teacher asks students to watch a video twice about Education in Finland and identify the characteristics that are mentioned.</li> <li>Teacher asks students randomly to share their answers.</li> <li>Teacher asks students if they know how the Education System in Korea is or think about how it can be</li> <li>Teacher asks students to listen an audio about a typical day in a South Korean Higschool and</li> </ul>	<ul style="list-style-type: none"> <li>Students watch the video, take notes and share their character</li> <li>Students try to figure the education system in Japan or recall what they know and share their ideas.</li> <li>Students listen to the audio and answer a</li> </ul>	Whole class Individually	Video 2 "Finland Education"  Laptop  Handout 2	<p><b>02</b> <b>10 min.</b></p> <p><b>3 min.</b></p> <p><b>7 min.</b></p>	Students participations  Students' handout 2 answered

	answer some comprehension questions.	multiple choice exercise.				
Summary	<ul style="list-style-type: none"> <li>Teacher elicits the students' answers from the previous activity.</li> <li>Teacher asks students to remember one interesting aspect about the two educational systems presented.</li> </ul>	<ul style="list-style-type: none"> <li>Students share their answers and final comments about the two educational systems presented.</li> </ul>	Whole class.	Google meet Laptop	<b>02</b> <b>15 min.</b>	Students participations
<b>Reading</b>						
Step of the lesson	Teacher activities	Students activities	Class management	Materials	Session number	Evaluation
Vocabulary introduction	<ul style="list-style-type: none"> <li>Teacher asks students to answer a live worksheet with more vocabulary related to education and later provides feedback by having students sharing and checking the answers.</li> </ul>	<ul style="list-style-type: none"> <li>Students answer the live worksheet and have feedback by checking their grades automatically.</li> </ul>	Individually Whole class	Live worksheet Google meet Laptop	<b>03</b> <b>5 min.</b>	Live worksheet with an automatic final score.
Information processing activity and 1st practice	<ul style="list-style-type: none"> <li>Teacher gives students handout 4 and asks them to read text about two Successful Educational Systems (Finland and South</li> </ul>	<ul style="list-style-type: none"> <li>Students read the text, analyze the information and answer the comprehension questions.</li> </ul>	Individually Whole class Teams	Handout 3 (Textbook Make it Real Junior A2.2.C Consolidation 1 page 26)	<b>03</b> <b>10 min</b>	Students' handout 3 answered.



Reading for general information	Korea) and answer the questions.			Google meet Laptop		
2nd practice or Social interaction Reading for specific information	<ul style="list-style-type: none"> <li>Teacher asks students read the text again and focus on the differences between the two educational systems that are mentioned in the text.</li> </ul>	<ul style="list-style-type: none"> <li>Students read the text again and identify the differences between the two educational systems.</li> </ul>		Google meet Laptop	<b>5 min.</b>	
Reading into writing	<ul style="list-style-type: none"> <li>Teacher asks students to work in teams and complete a chart comparing the two educational systems (Finland and South Korea) and also compare them with the Mexican educational system.</li> </ul>	<ul style="list-style-type: none"> <li>Students work in teams by using meeting rooms, discuss, analyze and complete a chart by comparing the 3 educational systems. Students use the information provided in the text and in previous sessions about Finland and South Korea.</li> </ul>	Teams Whole class	Google drive document (chart)	<b>10 min.</b>	Students' chart completed in teams
Social interaction	<ul style="list-style-type: none"> <li>Teacher asks the teams to share their charts completed.</li> </ul>	<ul style="list-style-type: none"> <li>Students share the information in teams.</li> </ul>			<b>5 min.</b>	Students' participations

Writing						
Step of the lesson	Teacher activities	Students activities	Class management	Materials	Session number	Evaluation
Grammar Focus Noticing /Inductive grammar	<ul style="list-style-type: none"> <li>Teacher shows students some sentences and asks them to notice the phrases in the sentences that are expressing an opinion.</li> <li>Teacher asks students to visit a web page and answer exercises 1, 2 and 3 (scrambled sentences).</li> <li>Teacher provides feedback if necessary.</li> </ul>	<ul style="list-style-type: none"> <li>Students analyze the sentences presented and identify the phrases to give opinions and reflect on the use.</li> </ul>	Individually Whole class	Electronic presentation 3  Web page  Google meet  Laptop	03  <b>15 min.</b>	Students' participations  Exercises form the webpage answered
Information processing activity & 1st practice  Skill integration (vocabulary, grammar and writing)	<ul style="list-style-type: none"> <li>Teacher asks students to think about the Mexican educational system in terms of levels, years, subjects, tests, teachers, facilities, homework, etc.</li> <li>Teacher asks students to write their opinion about the Mexican</li> </ul>	<ul style="list-style-type: none"> <li>Students reflect on their own educational system (Mexican educational system)</li> <li>Students participate in the forum following the instructions.</li> </ul>	Individually Whole class   Forum checklist	Google meet  Laptop   LMS Garza platform	04  <b>5 min.</b>  <b>15 min.</b>	Forum checklist

	<p>school system by using the phrases seen before in a forum opened in their institutional LMS by answering the following questions and replying to one classmate.</p> <ul style="list-style-type: none"> <li>Teacher monitors the activity and provide feedback to the language used if necessary.</li> </ul>				5 min.	
Summary	<ul style="list-style-type: none"> <li>Teacher asks students to share in class their opinion after posting their comments.</li> </ul>	<ul style="list-style-type: none"> <li>Students share their opinions by using some phrases to do it.</li> </ul>	Whole class	Google meet Laptop	04 5 min.	Students' participations
<b>Speaking</b>						
Step of the lesson	Teacher activities	Students activities	Class management	Materials	Session number	Evaluation
Information processing activity & 1 <sup>st</sup> practice	<ul style="list-style-type: none"> <li>Teacher gives instructions to the students for the following task:</li> <li>Teacher asks students to identify and reflect on the 3 educational systems presented</li> </ul>	<ul style="list-style-type: none"> <li>Students analyze, identify and reflect on the 3 educational systems at home.</li> <li>Students choose the best or most</li> </ul>	Whole class	Google meet Laptop Speaking Rubric	04 20 min.	Speaking Rubric Students' recordings

Learning outcome	<p>(Finland, South Korea and Mexico)</p> <ul style="list-style-type: none"> <li>Teacher asks students to choose the best or most interesting educational system of the three seen in class and record a 1:00 minute audio giving their opinion about it mentioning some reasons in a mp3 format for homework.</li> <li>Teacher asks students to share their audios in their drive portfolios.</li> <li>Teacher shares with the students a speaking rubric</li> </ul>	<p>interesting educational system of the 3 and record an audio giving their opinion using the correct phrases to do it and the vocabulary seen in class.</p> <ul style="list-style-type: none"> <li>Students share their recordings to their personal portfolios.</li> </ul>				
Summary	<ul style="list-style-type: none"> <li>. Teacher provides her own opinion about the best education system for her</li> <li>Teacher tells students the importance to know about other educational systems</li> </ul>	<ul style="list-style-type: none"> <li>Students listen to the teacher and reflect on the importance about knowing about other educational systems.</li> </ul>	Whole class	Google meet Laptop	04 <b>5 min</b>	None

4. **Intercultural component:** The lesson works with the four language skills followed by communicative activities where the teacher will teach students to identify, learn, compare and appreciate Finland and South Korea educational systems as part intercultural components and they will also reflect on their own.
5. **Evaluation:** The activities planned in the lesson allow to have both formative and summative assessment, first with students actively participations and then with the final expected outcome that is the oral production which will be assessed with a formal holistic speaking rubric.
6. **Conclusion:** The conclusion will be divided in two categories language & cultural knowledge and awareness because students will demonstrate the correct use of the language presented by giving their opinions in English about the topic educational systems, but also they will be aware of other cultures and educational systems as well. In addition, the lesson aims to promote critical thinking.
7. **Follow up activities:** After the teacher reviews her students' recordings and gives them feedback, students will look for an educational system they are interested or where they would like to study in the future and will give a presentation in class about it.

## 2.02 ASSESSMENT TOOLS

In the institution where the lesson plan was implemented they carry out both assessment and testing where students have to demonstrate the mastery of the four communicative skills as well as the subskills grammar and vocabulary in a real context according to the specific levels. In the intercultural lesson that was presented a checklist and a rubric to assess writing and speaking skills were designed and implemented.

### Forum Checklist

**Learning Outcome:** Students have to write their opinion about the Mexican educational system in 50 words using phrases to give opinions.

	<b>Yes 2</b>	<b>No 0</b>
1 The post was written in not less than 50 words		
2. The post shows students opinion about the Mexican Educational System		
3. It includes a phrase to give an opinion.		
4. There is a coherence and cohesion in the ideas of the post.		
5 The post was written completely in English		
<b>Grade:</b>	_____	

### Created by Liliana Cruz Bautista

This checklist is quantitative and assess students writing micro and macro skills in the indicators 3 and 4. In addition, it is valid and reliable because it is assessing the content seen in class and it is marked objectively using a scale. In addition, it is practical and authentic because it is assessing a task in giving all the specifications to do it and the task it is assessing is a real world activity since students have to post a comment like they will do it in a social media or in this case a forum.

## Speaking Rubric

**Learning outcome:** Students have to give an opinion about the most interesting or the best educational system seen in class in an oral form recording a 1-minute audio.

Student \_\_\_\_\_ Semester: \_\_\_\_\_ Group: \_\_\_\_\_ Date: \_\_\_\_\_

Teacher: \_\_\_\_\_ Level: \_\_\_\_\_

<b>A1.1</b>	<b>A1.2</b>	<b>A2.1</b>	<b>A2.2</b>	<b>B1.1</b>	<b>B1.2</b>
-------------	-------------	-------------	-------------	-------------	-------------

Marking Criteria	Deficient (.5)	Poor (1)	Acceptable (1.5)	Good (2)	Excellent (2.5)
<b>1. Task Completion</b>	Task not accomplished. Majority of aspects missed.	Task attempted, but major components missing.	Task partially completed, but with some missing components.	Task completed, but without elaboration.	Task completed with elaboration.
<b>2. Intelligibility</b>	Majority of student talk was incomprehensible.	Only partially comprehensible due to pronunciation problems.	Mostly comprehensible, but with noticeable effort on the part of the listener.	Comprehensible with little effort on the part of the listener.	Totally comprehensible without effort on the part of listener.
<b>3. Grammatical, lexical, and socio-linguistic appropriateness</b>	Most utterances incorrect in grammar and/or vocabulary.	Grammar and/or vocabulary often used incorrectly or socio-linguistically inappropriately.	Grammar and vocabulary used correctly in more than 50% of utterances. Minor socio-linguistic errors.	Relatively few errors in grammar and vocabulary. Utterances culturally appropriate.	Isolated errors only in grammar and/or vocabulary. Socio-linguistically appropriate language use.
<b>4. Fluency</b>	Student speaks very laboriously. Frequent unnatural pauses.	Frequent pauses while student searches for words.	Occasional pauses in student speech which affect natural flow of communication.	Generally fluent speech. Pauses don't interfere in communication.	No unnatural pauses. Natural flow of speech.

**Total: 10 points** Calif. \_\_\_\_\_

The previous rubric is intended to assess the speaking skill by using an analytic scale because it allows students to focus on different micro and macro skills at the same time since speaking is an integrative skill which require language competences and linguistic knowledge.

This rubric is valid because it is measuring task completion where students have to give their opinion about the best or most interesting educational system. In addition, it is completely reliable because it shows consistency when grading the skill in an objective way by using a rubric.

By using this rubric I am carrying out formal and summative assessment because it will be used to obtain a grade that later will be added to the students' final grade.

Moreover, it assesses micro and macro skills in the sections of intelligibility, grammar and fluency which are key elements in when developing the speaking skill. Finally, it will be used in the lesson in the last part to grade students learning outcome that shows the assessment is related to the learning objectives.



## 2.03 ATTACHED EVIDENCES OF THE MATERIALS FOR THE LESSON PLAN

The material of the lesson presented regarding reading, audios, links, webpages, live worksheets, videos, images can be found in Chapter 5 in the appendixes section in the order they are presented in the lesson and they also can be found in the next link at google drive.

Link with the materials used for the lesson:

[https://drive.google.com/drive/folders/1vL0xuoasBV7VVoIbyun6W\\_KDcnd\\_EHMY?usp=sharing](https://drive.google.com/drive/folders/1vL0xuoasBV7VVoIbyun6W_KDcnd_EHMY?usp=sharing)

## 2.04 EVIDENCES OF THE DESIGNED TOOLS TO ASSESS STUDENTS

After implementing the lesson students' outcomes were assessed with the tools designed and these are some examples of their results.

Speaking Rubric

Rubric for Oral Performance

Student Jorge Ramos Sánchez Semester: 5 th Group: 1 Date: May 30<sup>th</sup>, 2021

Teacher: Liliana Cruz Bautista Level: A.2.2

A1.1 | A1.2 | A2.1 | **A2.2** | B1.1 | B1.2

Marking Criteria	Deficient (5)	Poor (1)	Acceptable (1.5)	Good (2)	Excellent (2.5)
1. Task Completion	Task not accomplished. Majority of aspects missed.	Task attempted, but major components missing.	Task partially completed, but with some missing components.	Task completed, but without elaboration.	<b>Task completed with elaboration.</b>
2. Intelligibility	Majority of student talk was incomprehensible.	Only partially comprehensible due to pronunciation problems.	Mostly comprehensible, but with noticeable effort on the part of the listener.	<b>Comprehensible with little effort on the part of the listener.</b>	Totally comprehensible without effort on the part of listener.
3. Grammatical, lexical, and socio-linguistic appropriateness	Most utterances incorrect in grammar and/or vocabulary.	Grammar and/or vocabulary often used incorrectly or socio-linguistically inappropriately.	Grammar and vocabulary used correctly in more than 50% of utterances. Minor socio-linguistic errors.	<b>Relatively few errors in grammar and vocabulary. Utterances culturally appropriate.</b>	Isolated errors only in grammar and/or vocabulary. Socio-linguistically appropriate language use.
4. Fluency	Student speaks very laboriously. Frequent unnatural pauses.	Frequent pauses while student searches for words.	Occasional pauses in student speech which affect natural flow of communication.	<b>Generally fluent speech. Pauses don't interfere in communication.</b>	No unnatural pauses. Natural flow of speech.

Total: 8.5 /10 points **Calif. 8.5**

The speaking rubric was successfully implemented and the student received feedback according to the elements he demonstrated. The rubric could be introduced in the LMS that is being used in the course in order to have a faster grading.

### Forum Checklist

#### Forum Checklist



Re: Mexican Educational System

de TONANTZIN BAUTISTA FLORES - viernes, 21 de mayo de 2021, 13:49

In my opinion, the Mexican educational system is good but it could be better. There is a lot of deficiency in terms of facilities and technology. Lately there is not enough resource allocated to education. There are not enough books or material to teach. Extraordinary measures need to be implemented to adapt education to the scarce resources available.

	Yes 2	No 0
1 The post was written in not less than 50 words	X	
2. The post shows students opinion about the Mexican Educational System	X	
3. It includes a phrase to give an opinion.	X	
4. There is a coherence and cohesion in the ideas of the post.	X	
5 The post was written completely in English	X	
<b>Grade:</b>	10 points	

The numeric checklist was a great tool to assess the students written product on the forum since it was easy to handle, practical and it considered the main aspects to have a good contribution. In addition, students could get was they were going to be evaluated and achieved the activity trying to not missing anything from what was required. The checklist could be introduced in the LMS that is being used in the course in order to have a faster grading.

## 2.05 VIDEO OF THE CLASS

The lesson was implemented and recorded with the activities carefully planned 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 the most important portions of each step of the lesson such as Activation, introduction, vocabulary introduction, skill integration activities, use of technological resources, social interaction, assessment tools, learning outcomes with the highlights of the most memorable moments of the lesson.

In the next link the video of the class can be found:

[https://drive.google.com/file/d/1Eq1zWk3c9z9P3\\_ON1403nIFMfIDjOi9x/view?usp=sharing](https://drive.google.com/file/d/1Eq1zWk3c9z9P3_ON1403nIFMfIDjOi9x/view?usp=sharing)

The video was edited according to the tutor's suggestions to have a better quality and was added to the appropriate folder and the final video script is described in the following chart:

Time mark	Stage	Activity	Methodological remark
<b>39</b>	Introducing the topic	Graphic organizer about the word "Education"	*Opener activity * Getting students into track
<b>2:19</b>	Integrating skills Listening Speaking	Watching a video and giving opinions about the importance of having a " Good Education"	*Activating prior knowledge *Listening into speaking *Listening for general information
<b>3:08</b>	Creating a Context	Identifying countries with flags.	Guessing Information
<b>3:48</b>	Identifying cultural aspects	Finland and South Korea quiz	Authentic language immersion-input

<b>4:21</b>	Pre- Listening	Answer a live worksheet and rank some words related to Education	Introducing Vocabulary
<b>5:20</b>	Listening	Answering questions related to an audio about the South Korean Educational System	Listening for specific information
<b>5:47</b>	Reading	Reading about Successful International Educational Systems and answering questions	Bottom-up Reading approach
<b>8:47</b>	Social Interaction Reading	Completing a comparative chart in teams.	*Interactive reading approach *Collaborative work *Output
<b>8:55</b>	Writing	Writing an opinion in a forum about the Mexican Educational System	*Language Practice *Learning product 1
<b>9:02</b>	Speaking	Giving an opinion about the best educational system from the 3 seen.	*Meaningful language use *Using micro and macro skills *Learning outcome

## CHAPTER 3: EXPERIENCE REPORT

After planning and delivering the intercultural class I came up with some conclusions and experiences that helped me to reflect many aspects of my teaching practice. First of all, planning an intercultural class it is not an easy thing because requires a lot of preparation since the selection of the topic and the cultural approach we want to use, but the most important is to try to make students to be aware of different cultures and that English is by all means the necessary tool to learn about them and share our own culture.

In my case, I matched the material of my textbook and the topic of my syllabus with an intercultural one, later I wrote my learning objectives in terms of competences and skills and I dedicated time looking for authentic materials and activities to integrate all the skills and subskills. In addition, I incorporated different technological resources with some activities to later use a communicative teaching cycle to teach it.

During my online sessions, despite the fact that the internet access in my teaching context was not working very well because we lost the connection many times in a session and that most of the time my students have their camera off since in this way they can have a better connection and it is not a barrier to actively participate in classes, I could develop all my planned activities in a meaningful way, probably I had to pressure myself and my students to do it otherwise if I would have missed a part of my lesson , I would not have reached my learning objective at the end.

In the online sessions, my students were actively participated some more than others and they could practice the four skills. In the first session, they could identify the topic of our cultural class, practice the guessing strategy, learn some vocabulary related to education and practice listening for general information strategy. I realized that I had to play the video 3 times so they could get the information that was mentioned in the video.

In the second session, they liked a lot the trivia quiz because they could play in real time and the best thing was that I made my class more dynamic and broke the routine. Students enjoyed

a lot specially when they answered a question related with a famous south Korean band that they like. Moreover, in the second session they listened and read information about the two educational systems and started to analyze and be aware about how the education in those countries is.

In the third session, after being exposed to the information about the educational systems, students were able to compare them, reflect on their own educational system and they worked collaboratively. In this session not many students joined the class because internet problems and not all the students wanted to participate collaboratively as they have not had a lot of face to face communication with the classmates, so I struggled making the teams because I grouped them to do it quickly, however I would have let them choose their own teams.

In the fourth, session they had to post a comment about the Mexican system in a forum and they did it pretty well because even the shy students participated in that activity and even the students who almost cannot connect to the classes and they used the phrases that I taught them before.

Finally, regarding the assessment tools as I worked with a communicative approach in my institution, I decided to link the assessment with my learning objectives so I elaborated 2 summative quantitative assessments tools, a checklist and a rubric. I tried to include the 5 principles that are validity, reliability, practicability, authenticity and washback. However, I think that it was difficult to assess all my students speaking products because I used an analytic rubric, but the most important is that they received a feedback about their performance.

In my personal opinion, working in an online environment is very challenging, but not impossible if you find the correct strategies and the most important thing that I learned as teacher with my intercultural class was to have empathy with both myself, but specially with my students because there are a lot of difficulties they may face in this environment, but we are becoming more technological and good things are happening because of the technology that we may not achieve in a face to face class such as save time while doing the activities and the plenty of online resources that are available and we can use now.

## CHAPTER 4: CONCLUSIONS

Teaching and learning a language are processes that teachers need to consider when deciding to give English classes. The learning experience that someone has had can affect the way to conceive the language and those tendencies and beliefs can be extrapolated to teaching practices and affect students positively or negatively.

The specialization allows to explore and that reflect on those aspects with the knowledge acquired during the three modules seen. On one hand, the theories and concepts were the basis to know more about language learning and teaching, to later design lesson plans following the principles learned considering a real scenario with context and students.

On the other hand, the implementation of the activities planned and the assessment of those lead to having the experience to challenge ourselves and use new meaningful activities, strategies, and methods to later analyze the aspects that work well in our class and we should keep them or change.

This was the result of the knowledge acquired in the different modules that can be described above:

In the first module, was possible to understand the history of the English language that made it possible to exist as we know it today, identify and explore language learning and teaching theories such as, behaviorisms, structuralism, the sociocultural theory with an emphasis on the Monitor Model from different experts. In addition, teaching philosophy was identified as a personal vision of teaching and it will vary from one teacher to another.

Also, in the same module, the input, interaction, and output hypotheses were identified and that later were taken into consideration for the designing of the lesson plan.

Moreover, to understand better language acquisition was necessary to think about the different affective and cognitive factors that can affect learners such as acquisition such as motivation, anxiety, attitude, learning styles, previous experiences, etc.

In the first module, principles, activities, and techniques behind the different approaches, we have to learn and teach English. For example, the Grammar-Translate method, the

Audiolingual method, Direct method Task-Based instruction, Experiential Model, and the Communicative approach.

In addition, in the module, the importance of promoting a more learner-centered instruction was emphasized as a way to move from the traditional way of teaching classes to more communicative contexts. Also, it was realized the importance to have different types of materials and that we can incorporate them in our classes for meaning, form, and use.

In the second module, there was a lot of work on the language skills, and the information regarding the teaching of those was stated and learned. In the first two units of the module, the principles about how to teach the reading skills were analyzed as well as the different approaches around it such as the bottom-up, top-down and the interactive approach. Besides that, the schema theory which includes 3 types of schema (content schema, the linguistic, schema, and the formal schema) were recognized.

To continue, the unit 2 I learned about the principles and the importance to teach vocabulary before any skill because students need to have a linguistic background to be able to integrate the subskills when communicating. In addition, I learned about different approaches to teach writing, listening and speaking skills and that helped me to take risks that I would not have taken before when working with the language skills in classes.

In module 2, information about micro and macro skill was given and acquired that is essential when teaching communicative skills in English. In the last part of the module, we understood that technology is the best tool that we can have nowadays to first stay in touch with students and then to continue teaching them English in a synchronic and synchronic way. In this module, learned more about how to work with technology when teaching the language skills that was one of the best parts of the specialization because we need it as teachers and it was very useful and meaningful that the specialization provided us we deep knowledge and examples about how to use the technology with a teaching purpose and by choosing the best tool for each skill.

Nowadays, we are living in a globalized world which means that it would be impossible to think about learning English without interacting with people and cultures around the world.



Teaching and learning a language does not mean only have linguistic and communicative competence. We have seen that learn intercultural communication skills in the classroom is necessary to be a good speaker in the language.

Because of that, In the last module, I learned how to work with intercultural competence which is very important and amazing especially because in the teaching context where I work I have indigenous students and many students from different states, so I can say that I have by all means cultural diversity groups.

In the last unit, I explored the literature regarding language competencies. Mainly focusing on intercultural competence which is necessary to communicate globally. This helps any teacher to develop a set of skills, attitudes, and knowledge about other cultures and our own culture. Moreover, the importance of incorporating intercultural competence in our classes was stated since we teach students from different cultural backgrounds and they need to learn to respect, be aware and accept different cultures to be able to become global language speakers.

In addition, the principles of language assessment were analyzed and learned during the last module. Therefore, a rubric and a checklist were designed and implemented trying to follow the principles around assessment and by incorporating the micro and macro skills of the language. Finally, the three modules in the specialization were meaningful and allowed to consolidate all the knowledge, methodology, and assessment that was shown in this project.

## CHAPTER 5: APPENDIXES AND REFERENCES

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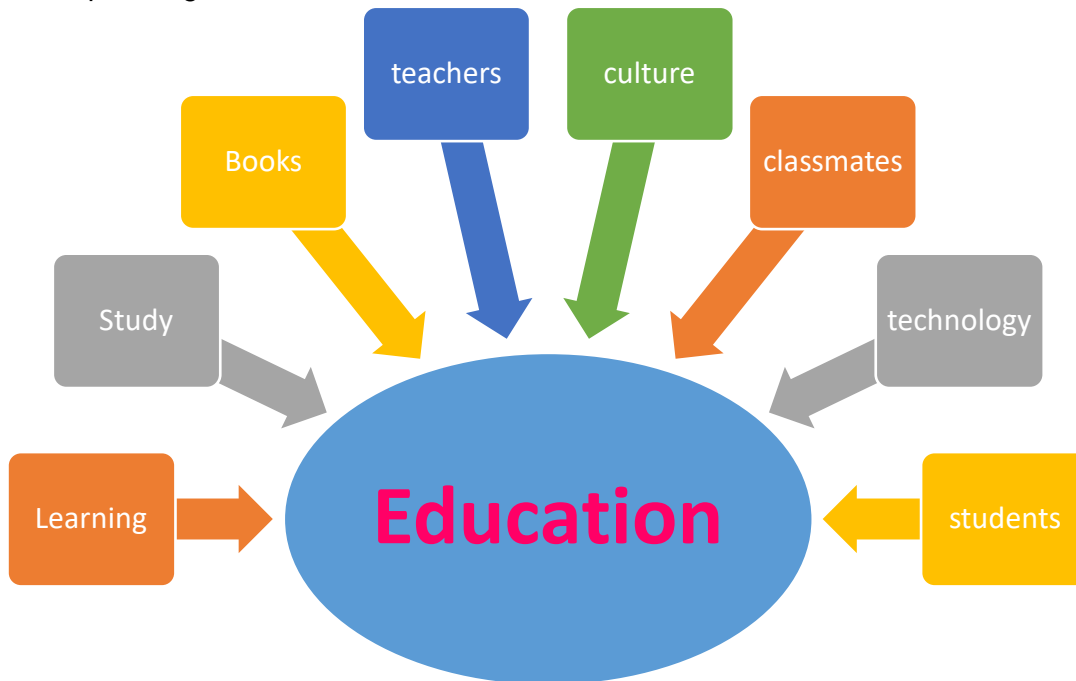
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## Appendixes

### 1. Graphic Organizer



### 2. Video 1 about “The Importance of Having a Good Education”

Link: <https://youtu.be/v6PwW3qds50>

### 3. Electronic presentation with images

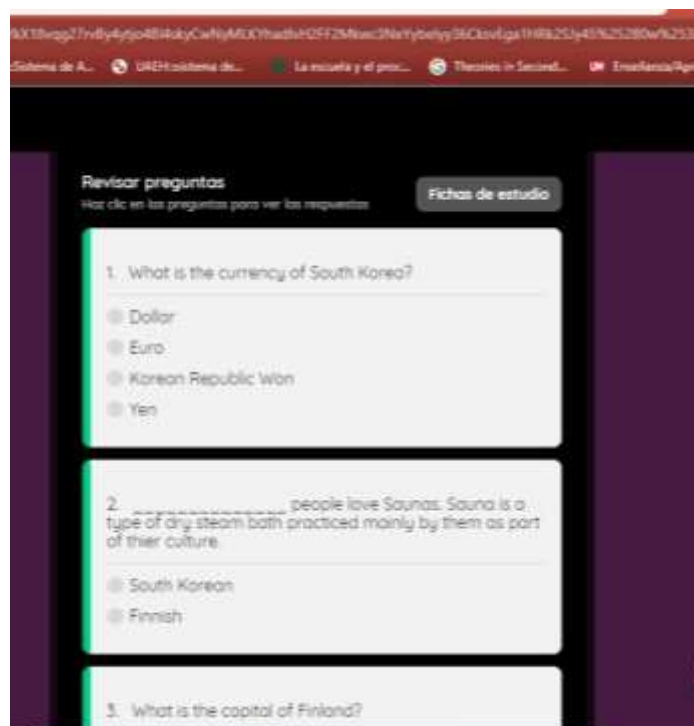


#### 4. Electronic Presentation 2



#### 5. Online quiz

Link: <https://quizizz.com/join?gc=20108166> .To access you need to ask for permission to the teacher.



6. Handout 1 “Vocabulary about Education”

Handout 1 Look at the list of words and order according to importance the most essential to have a good education. Put numbers from 1 to 6	
Excellent Facilities (libraries, self-access centers etc.) <input type="checkbox"/>	Relevant Programs and Contents <input type="checkbox"/>
Qualified Teachers <input type="checkbox"/>	Adequate Material (Textbooks, ) <input type="checkbox"/>
Technology <input type="checkbox"/>	Correct Evaluation System <input type="checkbox"/>

7. Video 2 “Finland Education”

Link: <https://youtu.be/oZkPgsGLnP4>

8. Handout 2 “Listening Activity”

Listening Valerie Phillips was an exchange student at a South Korean high school. Listen to her talking about a typical weekday at that school. Underline the correct answer for each question.

**1 What time did Valerie and Choon-Hee leave home?**

A 7:05 am                      B 7:15 am                      C 7:50 am

**2 How did she go to school?**

A By bus    B On foot                      C By car

**3 Who controls the reading and study session and the music session in that South Korean high school?**

A The principal                      B Teachers                      C Students

**4 What do South Korean students do before they leave their school in the afternoon?**

A They clean their classroom    B They clean the school                      C They put their books away

**5 Where did Valerie and Choon-Hee go after regular school?**

A To a place for private classes                      B Home                      C To an Internet café


**6 How long were they at school and extra classes in total?**

A About nine hours                      B About thirteen hours                      C About eight hours

9. Live worksheet


<https://es.liveworksheets.com/2-Is800636sp>

**VOCABULARY ABOUT EDUCATION**



Select the best words (A, B or C) for these sentences about education. Use a dictionary if necessary

- At some schools, \_\_\_\_ give classes to small groups of students.  
A professors      B masters      C teachers
- University students \_\_\_\_ different types of learning sessions.  
A assist      B attend      C go
- These may include classes, seminars, tutorials and \_\_\_\_.  
A conferences      B lectures      C speeches
- University students spend a lot of time reading in the \_\_\_\_.  
A library      B bibliography      C booking
- Many students have a busy study \_\_\_\_ and also work.  
A schedule      B hours      C overtime
- They have to work to pay for their studies and get their \_\_\_\_.  
A grades      B titles      C degrees
- It is terrible if they \_\_\_\_ after four or more years.  
A reprove      B fail      C approve
- They write assignments, \_\_\_\_ tests and some write a thesis.  
A present      B make      C take



## 10. Handout 3 (Textbook Make it Real Junior A2.2.C Consolidation 1 page 26)

Read the article, and answer the questions below

### SUCCESSFUL NATIONAL EDUCATIONAL SYSTEMS

PISA (the Program for International Student Assessment) evaluates 15-year-old school students in over 60 nations and territories in three key areas: mathematics, science and reading. Although their educational systems are very different, Finland and South Korea are among the countries with the best results in the PISA studies, and in other studies also. What makes these systems successful?

### CONTRASTING EDUCATIONAL SYSTEMS

Unlike more traditional countries, Finland has short school days, little homework, and many extracurricular activities in school after classes. Individual development and the pursuit of personal interests are encouraged. The aim is to help children understand and apply knowledge, not just memorize and repeat it. As they advance to higher levels, students have more and more elective subjects. They can also choose how many exams they want to take and which subjects they want to take exams in.

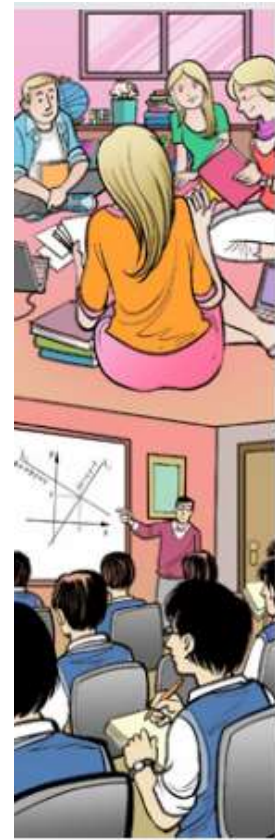
In contrast, South Korea has long school days, and most children take private classes after regular school. It is common to spend 12 hours a day studying school subjects. Much of that study is memorization and repetition, but with the class as a collaborative community. The emphasis is on preparation for fixed examinations. All this fits with the Confucian cultural tradition of east Asia, and the historical institution of examinations for government posts.

Another important difference is that classes are small in Finland and quite large in South Korea. For example, in Finland, science classes are limited to 16 students. This means students can do experiments in every class. In South Korea, however, there are around 35 students in a class.

### COMMON KEYS TO SUCCESS

With all those contrasts, it is difficult to see how both the Finnish and the South Korean systems can achieve similar results. One reason is almost certainly high investment in education and assurance of quality in teacher preparation and certification. Probably even more important is the strong belief in both countries that education is fundamental for a successful society, as well as for individual success, and has a moral purpose. Also, “cultural congruence” may be important – a relaxed, individualistic approach may suit Nordic Finland, while a disciplined, communal approach may be better for Confucian Korea. In any case, these two countries show that there is more than one road to success

- 1 What is PISA, and what does it do?
- 2 Is education in Finland very traditional?
- 3 What are some differences between schools in Finland and South Korea?
- 4 Why do both countries get outstanding educational results?





## 11. Google drive document (chart)

<https://drive.google.com/file/d/1SqrQWpa8g5bZaCHlq0sA7Y1foImktMVr/view?usp=sharing>

Activity:

- Work in teams and read the text again about "Successful National Educational Systems" and focus on the differences between Finnish and South Korean educational systems that are mentioned in the text.
- Complete a chart comparing the two educational systems (Finland and South Korea) and also compare them with the Mexican educational system.

EDUCATIONAL SYSTEMS AROUND THE WORLD			
CHARACTERISTICS	FINNISH	SOUTH KOREAN	MEXICAN
Amount of Homework (A lot of/ Less)			
Extra-curricular Activities (Many / Few)			
Exams (Do they have exams?) Yes, No			
School Days (Short / Long )			
Learning process *Traditional (memorization, repetitions) * Apply the knowledge			
Length of the class (small groups/ large groups and number of students)			

## 12. Web page

<http://inenglish.pe/e-learning/aula/socializing-expressing-opinions-exercises.htm>

### 20.B. Expressing opinions 1

UNSCRAMBLE!

**UNSCRAMBLE ACTIVITY**

0:34

Form one sentence by clicking on the words in the right order, including the punctuation marks.  
**IMPORTANT:** Hurry up! You only have one minute!  
 When you think your answer is correct, click on "Check" to confirm it. If you make a mistake, click on "Undo". If you want to start again, click on "Restart". If you get stuck, click on "Hint" to find out the next correct part.

Check
Undo
Restart
Hint

to report that it is me incomplete . seems the

### 13. Electronic presentation 3

The presentation consists of three slides. The first slide, titled 'Phrases to give Opinions', features a yellow sticky note with a star icon. The second slide, titled 'Read and analyze the next sentences', asks 'What are the bold phrases expressing?' and lists three examples: 'It's obvious to me that a good education needs excellent teachers and facilities.', 'As far as I understand it, the Finish Educational system is one of the best in the world.', and 'In my opinion the best way to improve your English is by using English, not studying English.' The third slide, titled 'Phrases to Give Opinions', lists 13 phrases: 'In my experience...', 'As far as I'm concerned...', 'I'm absolutely convinced...', 'Speaking for myself...', 'In my opinion...', 'Personally, I think...', 'I'd say that...', 'I'd suggest that...', 'I'd like to point out that...', 'I believe that...', 'What I mean is...', and 'It's obvious to me...'.

### 14. LMS Garza platform

The screenshot shows a discussion post on the LMS Garza platform. The title is 'Mexican Educational System'. The post content includes a prompt: 'Think about the Mexican educational system in terms of years, subjects, tests, programs, teachers, facilities, homework, school days, etc. Write your opinion about it. 50 words'. An example response is provided: 'In my opinion, the Mexican Educational system is good because it has good programs and the content is relevant and meaningful, but it does not have good facilities. Many schools do not have good technology or the classrooms are very small and there are many students, ...'. The post is by 'Rafael' and was created on 'Viernes, 21 de mayo de 2021, 12:20'. The post content includes a prompt: 'Think about the Mexican educational system in terms of years, subjects, tests, programs, teachers, facilities, homework, school days, etc. Write your opinion about it. 50 words'. An example response is provided: 'In my opinion, the Mexican Educational system is good because it has good programs and the content is relevant and meaningful, but it does not have good facilities. Many schools do not have good technology or the classrooms are very small and there are many students, ...'. The post is by 'Rafael' and was created on 'Viernes, 21 de mayo de 2021, 12:20'. The post content includes a prompt: 'Think about the Mexican educational system in terms of years, subjects, tests, programs, teachers, facilities, homework, school days, etc. Write your opinion about it. 50 words'. An example response is provided: 'In my opinion, the Mexican Educational system is good because it has good programs and the content is relevant and meaningful, but it does not have good facilities. Many schools do not have good technology or the classrooms are very small and there are many students, ...'. The post is by 'Rafael' and was created on 'Viernes, 21 de mayo de 2021, 12:20'.

15. Forum checklist

Forum Checklist

	<b>Yes 2</b>	<b>No 0</b>
1 The post was written in not less than 50 words		
2. The post shows students opinion about the Mexican Educational System		
3. It includes a phrase to give an opinion.		
4. There is a coherence and cohesion in the ideas of the post.		
5 The post was written completely in English		
<b>Grade:</b>	_____	

## 16. Speaking Rubric

Student \_\_\_\_\_ Semester: \_\_\_\_\_ Group: \_\_\_\_\_ Date: \_\_\_\_\_

Teacher: \_\_\_\_\_ Level: 

A1.1	A1.2	A2.1	A2.2	B1.1	B1.2
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Marking Criteria	Deficient (.5)	Poor (1)	Acceptable (1.5)	Good (2)	Excellent (2.5)
<b>1. Task Completion</b>	Task not accomplished. Majority of aspects missed.	Task attempted, but major components missing.	Task partially completed, but with some missing components.	Task completed, but without elaboration.	Task completed with elaboration.
<b>2. Intelligibility</b>	Majority of student talk was incomprehensible.	Only partially comprehensible due to pronunciation problems.	Mostly comprehensible, but with noticeable effort on the part of the listener.	Comprehensible with little effort on the part of the listener.	Totally comprehensible without effort on the part of listener.
<b>3. Grammatical, lexical, and socio-linguistic appropriateness</b>	Most utterances incorrect in grammar and/or vocabulary.	Grammar and/or vocabulary often used incorrectly or socio-linguistically inappropriately.	Grammar and vocabulary used correctly in more than 50% of utterances. Minor socio-linguistic errors.	Relatively few errors in grammar and vocabulary. Utterances culturally appropriate.	Isolated errors only in grammar and/or vocabulary. Socio-linguistically appropriate language use.
<b>4. Fluency</b>	Student speaks very laboriously. Frequent unnatural pauses.	Frequent pauses while student searches for words.	Occasional pauses in student speech which affect natural flow of communication.	Generally fluent speech. Pauses don't interfere in communication.	No unnatural pauses. Natural flow of speech.

**Total: 10 points**      Calif. \_\_\_\_\_