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**EXPLORING TRAVELOGUES: A LEARNING PROPOSAL FOR  
ENGLISH LANGUAGE SKILLS AND INTERCULTURAL  
COMPETENCE FROM THE COMMUNICATIVE APPROACH**

**TRABAJO RECEPCIONAL**

**QUE PARA OBTENER EL DIPLOMA DE  
ESPECIALIZACIÓN EN ENSEÑANZA Y APRENDIZAJE DE INGLÉS COMO LENGUA  
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# UNIVERSIDAD PEDAGÓGICA NACIONAL

## ESPECIALIZACIÓN EN ENSEÑANZA Y APRENDIZAJE DE INGLÉS COMO LENGUA EXTRANJERA

EXPLORING TRAVELOGUES: A LEARNING PROPOSAL FOR ENGLISH  
LANGUAGE SKILLS AND INTERCULTURAL COMPETENCE FORM THE  
COMMUNICATIVE APPROACH

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## INTRODUCTION

Contemporary society, influenced by globalization, is facing constant social, cultural and educational changes. Therefore, it has become essential to strengthen knowledge and skills in communication and linguistic diversity. Learning and teaching languages could be considered fundamental to confront the challenges of today's reality. In this sense, the Specialization in Teaching and Learning English as a Foreign Language is positioned as a pedagogical proposal which contributes to strengthen teacher formation.

All the contents developed during this course inevitably lead to a process of constant reflection on the teaching practice, as it is a period of learning and knowledge acquisition in which different areas of teaching are reconsidered. It is also a stage in which the different theories, strategies and tools gained can be implemented and put into practice, in order to make learning an enriching and meaningful experience.

This document is the result of all that phase of learning, reflection and practice. It involved designing and implementing a pedagogical intervention project that demonstrates all that has been learned. In other words, it is a project with a theoretical-methodological proposal in the field of didactics that compiles the diverse contents that structure the specialization, and that are applied to a specific educational reality.

This project was developed virtually in "Libertadores de México School" a public primary institution in Mexico City. For three weeks, work was carried out with a group of twenty students of fifth grade, using various media and technological resources. The description, analysis and evidence of the work performed are presented in the following pages.

The contents of the whole document were organized into five chapters, which are briefly described below:

The first chapter is an insightful reflection on teaching philosophy and the methodology and approaches that shape it. It discusses professional goals, the relationship teacher-student, and the new experiences and changes experienced through the specialization.

The second chapter focuses on the lesson plan and its development. It contains the teaching sequence as well as the theoretical explanation behind each activity. It also includes a

description of assessment strategy and the different mechanisms used. There are then three sections focusing on visual evidence; the first one is composed of the products elaborated by the students during the lesson; the second one shows the different assessment tools; and the third one is a link to a video showing the sequence of activities.

The third chapter narrates in detail the results of the implementation of the lesson plan, describing what happened in each session. a critical analysis is also made to point out those strategies that worked, those that did not and those that can be improved.

The fourth chapter contains the conclusions and focuses on highlighting the relevant points of the project, as well as reflecting on the knowledge explored throughout it and the lessons learned during the entire specialization.

Finally, chapter five consists of the Appendixes, where visual evidence of the materials used for the lesson is attached. And lastly, the bibliographical references are listed.



## 1. PHILOSOPHY AND THEORY

### 1.1. Critical Statement of my Teaching Philosophy: Setting goals

Before I started my journey into the teaching profession, I had set a bunch of goals about the kind of educator I wanted to be. I was genuinely convinced that I would be the “cool teacher”, best friend of my students. Nevertheless, reality is quite different from which is said in theories and books, those dreamy ideas have changed, and that does not mean that I am disappointed or that a theoretical background is not important or helpful, but being in an actual classroom full of students from different context gave me another perspective of what teaching-learning process involves. Loughran says that only in our own classrooms do we have the opportunity to control and explore the significance of teaching and the strategies we adopt. (2003, p. 20)

I have been a teacher for almost seven years, so I would not say that I have an ample experience. But, during this short period, I have had meaningful and valuable moments of learning, through the practice I have assembled some principles and beliefs about my way of teaching and the goals I want to reach now. Brown suggests some practical goals and ideas to encourage a career of growth for teachers, and I share some of them:

- Knowledge of theoretical foundations
- Awareness of alternative teaching techniques
- Knowledge of students
- Interpersonal communication skills
- Attitudes of flexibility and openness to change (2007, p.426)

Considering this, I do not expect to achieve all of them for tomorrow and become the "model teacher", however it is important for me to keep in mind what I want to accomplish professionally. In this sense, I have set realistic objectives and I feel comfortable knowing that I cannot control everything in class and that some learning situations are not going to work properly, that I am allowed to make mistakes. As Brown comments “If you try to focus on everything in the classroom all at once, you may end up doing nothing well”. (2007, p. 427)

Accordingly, “failures” are also part of the learning process and the point is trying to improve the next time. Throughout experimentation, I know that I will develop the appropriate strategies to reach the target goals, and my students and I will have gained new experiences and new

knowledge. When you risk a new technique in the classroom, try a new approach, you must be willing to accept a possible “failure”, the key is to turn it into an experience that teaches you to calculate the next risk. (Brown, 2007, p.428)

#### 1.1.1. My classroom and teacher-student relationship

The way a teacher conceives his or her classroom expresses a lot about his or her ideas and principles of teaching. For me, it is important to build a classroom that is a safe space, where students feel comfortable and free to express themselves. One of my objectives is encouraging them to work together and learn from each other, as well as be respectful to the differences among them.

Building rapport and being in touch with my students is essential, I intend to find out about their interests and hobbies, doing this, sets a significant difference in the quality of their involvement at class. Kids appreciate the opportunity to weigh in and have their opinion heard on how the class is going or what it is about. As Krashen explained, the student who feels at ease in the classroom and likes the teacher may seek out intake by volunteering, and may be more accepting of the teacher as a source of intake, showing positive attitudes toward the classroom. (1981, p.23)

In this way, for me it is indispensable to connect with students, get involved in the knowledge of their personal background, strengths and weaknesses. In the classroom, when I plan a lesson it is necessary take into account those characteristics and the different types of students I have, so that I can propose them an appropriate set of goals and activities.

My particular vision is clearly oriented to foster an ethic teacher-student relationship; to be enthusiastic and creative; and to work effectively to accomplish our target language learning. I firmly believe that:

Successful classrooms foster enthusiasm and motivation for learning, active participation and high levels of engagement, with teachers not only knowing the content to be taught, but also knowing the impact their teaching has on their student’s ability to become self-directed lifelong learners (OECD, 2005).

Therefore, I try to make my classroom a space for dialogue where students feel confident, comfortable and safe. Despite of their personal or home problems, I want them to find in me a



supportive teacher. I think it is essential to “strengthen the social-emotional skills that allow students to be happy, determined, persevering and resilient, that is, to be able to face new situations and be creative.” (Reimers, 2016, p. 11)

## 1.2. My methodology and approaches

Nowadays, we teachers have a wide variety of methodological options in order to address our learners’ needs, the school requirements or even our own preferences according to our personal view of teaching and learning.

During my years of experience being an educator, I have been working with the National English Program for Basic Education, which is aimed at orienting language teaching towards social interaction, with the intention of involving learners in varied oral exchanges and meaningful reading and writing practices. (SEP, 2017, p. 158). This program has a focus on the social practices of the language, where learning is considered a social process; the environment, or setting where education takes place is a social institution, and knowledge is transmitted in social contexts through relationships (Kale, 2003, p. 1).

Considering that, my pedagogical practice is aimed to work with the Communicative Approach and the Task-Based Language Teaching, based on the idea that learning comes when learners are involved in meaningful and real communication, knowing how to use language for a range of different purposes and functions (Richards, 2006, p. 3). These approaches are oriented to offer students opportunities to participate in diverse communicative exchanges. Learners have to participate in classroom activities that are based on a cooperative rather than individualistic approach to learning. (Richards, 2001, p. 5). Through my practice and the theoretical basis from the specialization, I have learned that students’ participation on the social practices of the language demand communicative interaction, which leads to the development of tasks that promote the real use of English.

Bearing this in mind, my theoretical position and beliefs adhere primarily to the Communicative Approach, but are also supported by a pedagogical framework with Sociocultural Theory, which emphasizes that “learners first need the help of experts in order to 'scaffold' them into the next developmental stages before they can appropriate the newly acquired knowledge.” (Myles,

2002). So, for my teaching practice I have also considered the concept of “zone of proximal development” which is defined as the interactional space where a learner is able to perform a task with help which is beyond his or her current level of competence alone (Bado & Roux, n.d.)

Thus, the methodology and approaches that guide my teaching are based on encouraging students learning the target language by using it in real and familiar communicative situations, through the interaction with their peers.

### 1.2.1. New experiences and changes

There is a popular phrase that says “be the teacher you needed when you were younger”. When I read this, I instantly see reflected my compromise as an educator; being a teacher implies more than just imparting the contents of the curriculum and expect students’ academic success.

From my perspective it is a work that requires solid theoretical knowledge to select with responsibility the approaches and methods of teaching. I believe that it is necessary to be constantly updated and to know about new trends, strategies and techniques to implement in the classroom. It is always positive to strengthen and increase my skills and attitudes to improve my practice.

During this specialization I have gained a lot of meaningful learning; my theoretical knowledge has certainly broadened and my perspectives on the language are more solid. I have tried to connect all these new strategies and methodologies with the classroom challenges and it has been reflected in a transformation of my ways of teaching.

Nevertheless, it is not an easy task, as the context in which I work has many limitations. Sometimes the theoretical contents seem too ambitious and therefore difficult to achieve, but I know that I am on the way to building a partnership with my students to ensure learning.

I consider that there are some important factors which define my teacher identity and philosophy such as my personal experiences as a student and my professional teaching experiences as well as classroom-related factors such as curriculum, my approaches and methods, and even the learning goals that I set with my students. The articulation of these factors guides my classroom practice and the thinking which trigger my choices as a teacher.

I mean, that who I am as a teacher did not emerge spontaneously and it is changing because it is an “ongoing process which develops in various ways and in response to multiple discourses about teaching” (Hsieh, 2010). So, my identity has been constructed through my beliefs, values and commitments coping with the current needs which I have experimented.

I consider myself a professional with high expectations who is truly committed to a just and humanistic society. I want my teaching practice to contribute to the formation of responsible citizens who are creative, critical, analytical, and reflective, so that in their future school experiences they will be independent and autonomous.

So that, a significant aspect of my teaching philosophy is related to the humanistic angle. I attempt to look beyond the immediate classroom benefits; I am not obsessed about my students getting high test scores. Rather, I make an effort to encourage students to recognize their own value, to respect themselves and others, to express and solve conflicts assertively, in order to enhance their personal and social development.

Throughout the development of the different assignments in the specialization, I had the opportunity to measure in a certain way my performance as a teacher and deeply reflect on my beliefs, strengths and my weaknesses. There are many issues that I need to improve in order to encourage my students to develop learning tools that will provide them interest and motivation for life-long learning.

Regarding to my theoretical position and methods about language learning, I must say that it is a part of my identity that is under construction. Before this course I did not have very clear the objectives of the program (PRONI) or at least I did not understand them completely, I could not comprehend why grammar was not prioritized, now it makes more sense and I am conscious that all these academic knowledge (theories, approaches, methods, techniques) are part of a process, and implementing new strategies considering the theoretical suggestions will not work instantly or automatically, they will be developed by working with students, getting them involved in their own learning process.

Finally, I would like to express that writing about my identity and philosophy have made me acquire more awareness of my teaching practice and I feel committed to ensure meaningful experiences for my students by presenting them appropriate and challenging tasks. I will continue identifying the methods and techniques that best meet my learners needs, explore their reaction to them, evaluate the benefits and use the research as a source for improving my ways of helping students reach effective communicative competences.

## 2. METHODOLOGY AND PRACTICE

### 2.1. Lesson Plan

#### 2.1.1. Lesson plan identification

<b>Author</b>	Viviana Yaremi Estrada Urbina
<b>Educational Stage</b>	Fifth grade of Elementary School
<b>Social Learning Environments</b>	Recreational and literary
<b>Communicative activity</b>	Understanding oneself and others
<b>Social Practice of the Language</b>	Read a travelogue to discover natural aspects and cultural expressions.
<b>Expected learnings</b>	To explore travelogues. To do a guided reading. To identify and express similar and different natural and cultural aspects between Mexico and other countries. To write sentences with descriptions and comparisons. (SEP, 2017, p. 185)
<b>Number of sessions</b>	6 sessions of one hour
<b>EEAILE tutor</b>	Alma Delia García Salazar

2.1.2. Teaching Sequence

Session	Procedure	Teacher activities	Students activities	Skill	Materials
1	Activation	<p>Teacher presents pictures of different tourist places.</p> <p>Teacher encourage students to share their travel experiences.</p>	<p>Students explore pictures and express their opinion about the places.</p> <p>Students participate mentioning places in México that they know or they would like to visit.</p>	Speaking	Pictures of different tourist sites
	Development	<p>Teacher asks students to check the travelogue “A visit to the Sumidero Canyon” from their book.</p> <p>Ask them to make some predictions about the text.</p> <p>Have them skim the text to identify new vocabulary.</p> <p>Ask them to read again finding specific information to answer some questions.</p>	<p>Students share some ideas about the kind of information may be included in the text.</p> <p>Students skim the text, inferring meaning of new words.</p> <p>Students read again in order to get information for answering questions.</p>	Reading	Activity Book
	Closing	<p>Teacher asks students to reflect on the kind of information a travelogue has.</p>	<p>Students write a list of the characteristics in a travelogue.</p>	Writing	Travelogue
<b>Assessment:</b>		Comprehension quiz completed			

		List of travelogue's characteristics			
2	Activation	Ask students about things they would say about Mexico to a foreign visitor.	Students share their recommendations and register them to refer to them later.	Speaking	
	Development	Have students look up for the meaning of some words in a bilingual dictionary, then read two short travelogues about Mexico and Canada.  Ask students to complete a chart with information from the travelogues and their previous knowledge.	Students find the meaning of the words and read the both texts  Students complete the chart comparing the two places.	Reading Writing	Bilingual dictionary  Travelogues
	Closing	Considering the information from the texts, teacher asks students to focus on the nature and cultural differences between two countries.	Students divide a paper in two parts and draw the natural and cultural aspects of each country.		
<b>Assessment:</b>		Chart completed			
	Activation	Encourage students to play a guessing game "Which country are we talking about?"	Students read some clues and then try to guess which country it is.	Reading	Game in Genially
	Development	Teacher presents some information about two cities:	Students check the table carefully and analyze the diagram	Reading Speaking	Activity book

3		<p>Guanajuato and Williamsburg.</p> <p>Then introduces a comparative table and a Venn Diagram from the book about both cities.</p> <p>Explains the use of “both” and “too” to express similarities. For differences “while” and “but”.</p>	<p>to understand general ideas.</p> <p>Students complete example sentences to describe and compare two places.</p>		
	Closing	<p>Teacher guide students to answer: What is similar about the two places? What is different?</p>	<p>Students create sentences using both, too, while and but, to compare Guanajuato and Williamsburg.</p>	Writing	
		<p><b>*For the final product:</b></p> <p>Teacher asks learners to choose one place in Mexico and one in another country to read about.</p>	<p>Students find travelogues about the places they chose.</p>		
<b>Assessment:</b>		Writing of sentences to describe and compare two places.			
	Activation	<p>Play “Simon says”</p> <p>Teacher uses action verbs related to the topic for students to mime the actions (swimming, take pictures, snorkeling, admire)</p>	<p>Students mime the actions only if teacher says “Simon says”</p>	Listening	



4	Development	Teacher have learners read and order the paragraphs in a travelogue about a beach in England (Falmouth) as they listen.	Students read and listen to the text, identify unknown words.  They order the paragraphs	Listening	Audio  Travelogue
	Closing	Teacher invites children to suggest ways in which Falmouth beach is similar to a beach in Mexico.	Students complete a Venn Diagram with similarities and differences	Speaking  Writing	Venn Diagram
		For the final product:  Teacher asks learners to find natural and cultural aspects from the two places they selected.	Students mention some cultural and natural aspects		
<b>Assessment:</b>		Paragraphs ordered, Venn diagram completed			
5	Activation	Teacher invite children to reflect on the advantages and disadvantages of comparative tables and diagrams	Students discuss about the formats and models to present information and exchange ideas.	Speaking	
	Development	Teacher asks students to make notes about the two places selected for the final product (weather, nature, cultural activities, food, flora and fauna, etc.)	Students register the information form their travelogues and decide a format to present it.	Speaking  Writing	Travelogues

	Closing	Teacher monitors students' progress	Students present a draft of their comparative table/diagram.	Writing	
<b>Assessment:</b>		Comparative chart draft.			
6	Activation	Teacher revises charts final versions  Suggests students to set guidelines for the presentation of the chart.	Students get ready for their presentation		
	Development	Teacher invites students to present their table or diagram to class.	Students present their comparative chart and listen to their classmates' presentations	Speaking Listening	Comparative charts
	Closing	Teacher organizes a survey to vote for the favorite place to visit.  Teacher organizes a class feedback session.	Kids vote for a place they would love to visit.  Children reflect on their feedback and identify what they have learned.	Speaking Listening	
<b>Assessment:</b>		Comparative chart presentation			

### 2.1.3. Rational behind the activities

In the previous plan are included different activities, all of them supported by a theoretical basis, which is described in the following lines.

First of all, it is important to mention that the pedagogical proposal in this plan is based on the Communicative Approach, each stage of the lesson has the aim of encouraging pupils to engage in communicative interactions through a social practice of the language.

Considering that, “activating prior knowledge means both eliciting from students what they already know and building initial knowledge that they need in order to access upcoming content” (Ferlazzo and Hull, 2018) the first session is mainly focused on stimulating students' previous knowledge and familiarizing them with the structure and characteristics of travelogues, so they are asked to share their opinion about some tourist places and their own traveling experiences in order to recall background information and feel comfortable at the same time. Then, when students explore a travelogue, they have to use inferencing strategies to guess meaning of new items and predict outcomes (Brown, 2000, p. 35). Later, when reflecting on the features of this type of narration, children begin to become familiar with this type of text and thus enhance their reading comprehension. Ferlazzo and Hull say that this kind of task “can be very helpful in building background knowledge and reading confidence” (2018)

The second session is designed to do a guided reading and start comparing similarities and differences between two cultures. The completion of the chart has the aim of encouraging pupils to identify key information in the text, so children will need to use reading comprehension strategies; first skimming, to get the main topic of the texts, and then scanning to extract the specific data to complete the information required (Brown, 2007, 308). Also, this lesson invites students to express through images how they imagine the natural and cultural aspects about both countries, in order to strengthen cultural understanding (Brown, 2000, p.200).

The third session is fully aimed to have learners identify and express similarities and differences between a city in Mexico and other country. Two formats for organizing information were presented to children, so they can choose the one they consider better for comparing places, in this way the class keep engaged as they have to analyze each format and give reasoning for why they picked a certain one. This phase is considered essential because “learning to

make their own choices helps children be more independent, responsible, and confident” (Williamson, 2020)

Then, when creating sentences to compare both cities, students have a guided practice which is essential to connect reading and writing, so they “can gain important insights both about how they should write and about subject matter they may become the topic of their writing.” (Brown, 2007, p. 347). This part is also relevant because children learn to use certain information to express elaborated comparisons from the models provided. They are required to use different cognitive strategies such as deduction and recombination in order to apply their knowledge to produce or understand the second language and also constructing a meaningful sentence by combining known elements in a new way (Brown, 2000, p. 135).

The fourth session begins with a “Simon says” game, using Total Physical Response strategies to recall action verbs vocabulary and enhancing positive and enthusiastic classroom climate. For the development of the class, children are expected to listen to a travelogue and order the paragraphs of this text. Previous to the listening practice, students can scan the text and make some predictions about it. When they first listen to the audio, they are expected to use their top-down skills showing global understanding, lately, when listening for the second time they would be able to solve the exercise because “the task of the student is not to process everything that was said, but rather to scan the material selectively for certain information.” (Brown, 2007, p. 257). For the closing, students have the opportunity to continue practicing comparisons and getting more knowledge about natural and cultural aspects from other countries.

The fifth session it is completely focused on providing guidance and support for students to develop their final product (comparative chart or diagram). They have to apply note taking strategies; writing down the main ideas, important points, outline, or summary of information (Brown, 2000, p.135) in order to organize and compare the data they gathered about the two places they chose. In this stage children need to incorporate the whole knowledge they have been constructing through the lessons, including what they have learned from travelogues, charts, diagrams and structures about similarities and differences.

The sixth session is a closure of the topic. In this class, final observations to students’ work are made before they present the ultimate version of their comparative diagram to the whole class. This last phase of the lesson is crucial as learners would be able to reflect on the aspects they have learned and the things they need to improve which also strengthens children’s self-

involvement in the process of learning (Brown, 2007, p. 415). Moreover, having the chance to socialize their work with classmates becomes a motivation to encourage themselves and empathize with others. Finally, the “survey” to vote for the favorite place to visit is a helpful exercise to promote the development of cultural understanding and becoming aware of others' thoughts and feelings. (Brown, 2000, p. 131)

## 2.2. Assessing tools

For the development of this lesson it was considered a model of assessment based on formative evaluation which implies “assessing students in the process of “forming” their competencies and skills in order to help them continue that growth process” (Brown, 2007, p. 402). In this sense, it was contemplated having students create a portfolio with samples of their work and using a rubric and checklists to evaluate their performance. These tools will consider different elements described below.

### 2.2.1. Assessment of work in class

A checklist was used to evaluate students' development during each class, which allows to keep a quick but accurate record of children's daily work. The format employed takes into account the following aspects:

<b>Aspect</b>	<b>Description</b>
Attendance	Learner logs in punctually to the session and stays until the end.
Participation	Learner is involved, participates actively and makes significant contributions to the class.
Development of tasks	Learner develops correctly all the activities proposed during the class.
Product	Learner complete the class product correctly.

### 2.2.2. Portfolio and self-assessment

“Portfolios contain a selected sample of student work that demonstrates the student's progress toward instructional goals. Advantages of portfolios include ongoing evaluation of student progress, student empowerment and involvement in self-assessment” (Newman & Smolen, 1993). Accordingly, the portfolio developed during this lesson contains samples of learners' work and shows their growth during the lesson. Including this kind of assessment keep learners actively engaged in their learning process as they are able to observe their own work and identify their strengths and weaknesses. The elements included in the portfolio are the following:

- Comprehension quiz from “A visit to the Sumidero canyon”
- List of travelogue's characteristics
- Mexico/Canada comparative chart
- Sentences about similarities and differences between Guanajuato and Williamsburg
- Falmouth, England Travelogue
- Falmouth/Mexican Beach comparative diagram
- Comparative chart (draft)
- Comparative chart (final version)

A portfolio implies students self-reflection and self-assessment as they can monitor their progress through reviewing portfolio components. In order to help them check their advancement, I developed this indicators checklist:

<b>I can...</b>	<b>Yes</b>	<b>No</b>
Mention many places		
Express my opinions and emotions about a place		
Make recommendations about a place		
Write comparative sentences (similarities and differences)		
Talk about cultural and natural aspects of a place		

### 2.2.3. Assessment of final product

To evaluate the final presentation a rubric was used, it was adapted from Brown's model (2007, p.357). As the final product is composed of two parts; a comparative chart and an oral presentation, the rubric is divided in two sections. The criteria considered are explained in the next chart.

#### **A) Comparative chart**

Content	Includes clear information and important details. Data are organized in different aspects or categories.
Vocabulary and Language use	Word choice; use of specific adjectives, nouns and action verbs. Word order, descriptive sentence patterns.
Mechanics	Spelling, punctuation, capitalization, legible handwriting.

#### **B) Oral presentation**

Organization	Expresses sequenced main ideas and relevant data, uses expressions to compare two places, uses visual aids.
Fluency Pronunciation	Speaks clearly, the discourse is easy to follow, keeps rhythm and intonation.



According to these aspects, the rubric was arranged incorporating levels of proficiency in the following way:

<b>Content</b>	<b>Vocabulary and Language Use</b>	<b>Mechanics</b>	<b>Organization</b>	<b>Fluency and pronunciation</b>
<p><b>Excellent (20%)</b></p> <p>Solid expression of ideas. Include accurate details.</p>	<p><b>Excellent (20%)</b></p> <p>Appropriate word choice, variety of sentence patterns.</p>	<p><b>Excellent (20%)</b></p> <p>Correct capitals, punctuation, spelling, legible.</p>	<p><b>Excellent (20%)</b></p> <p>3 or more well sequenced sentences, clear and logical order.</p>	<p><b>Excellent (20%)</b></p> <p>Comprehensible discourse, very accurate.</p>
<p><b>Good (10%)</b></p> <p>Need more details.</p>	<p><b>Good (10%)</b></p> <p>words used repetitiously.</p>	<p><b>Good (10%)</b></p> <p>Almost all words spelled correctly</p> <p>Some words not capitalized.</p>	<p><b>Good (10%)</b></p> <p>2 or less sequenced sentences.</p>	<p><b>Good (10%)</b></p> <p>Occasional pauses, easy to understand.</p>
<p><b>Need Editing (5%)</b></p> <p>Very little information given.</p>	<p><b>Need Editing (5%)</b></p> <p>Lack of precise language.</p>	<p><b>Need Editing (5%)</b></p> <p>Spelling mistakes</p> <p>Inconsistent use of punctuation.</p>	<p><b>Need Improvement (5%)</b></p> <p>Information provided was unclear.</p>	<p><b>Need improvement (5%)</b></p> <p>Frequent pauses, difficult to follow.</p>
<p><b>Unsatisfactory (0%)</b></p> <p>Inconsistent information.</p>	<p><b>Unsatisfactory (0%)</b></p> <p>Insufficient amount of words.</p>	<p><b>Unsatisfactory (0%)</b></p> <p>Multiple mechanical errors Illegible.</p>	<p><b>Unsatisfactory (0%)</b></p> <p>Random order.</p>	<p><b>Unsatisfactory (0%)</b></p> <p>Does not flow, multiple mistakes.</p>

### 2.3. Evidence of the lesson development

This section presents graphical evidence of the different products developed with students during each session of the lesson.

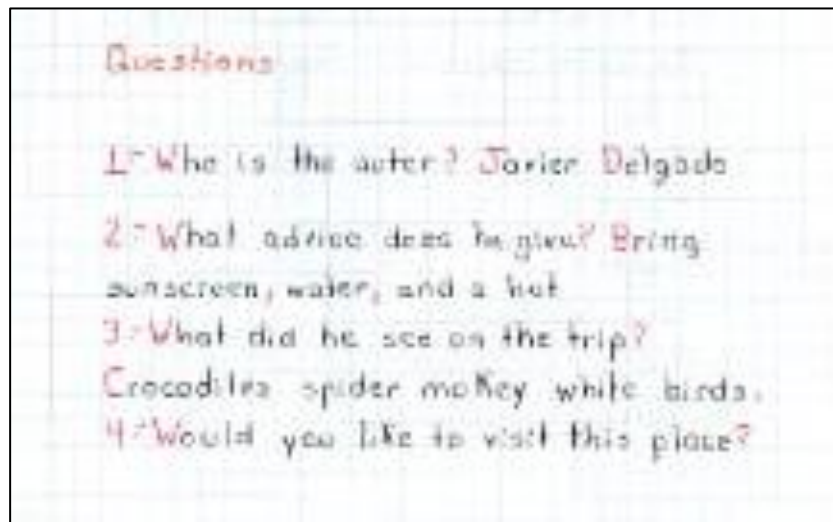
- **Session 1:**

- a) Comprehension quiz from “A visit to the Sumidero canyon”

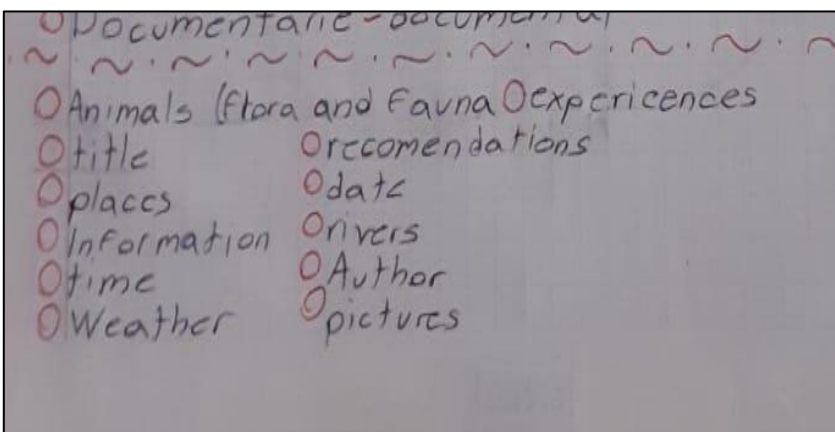
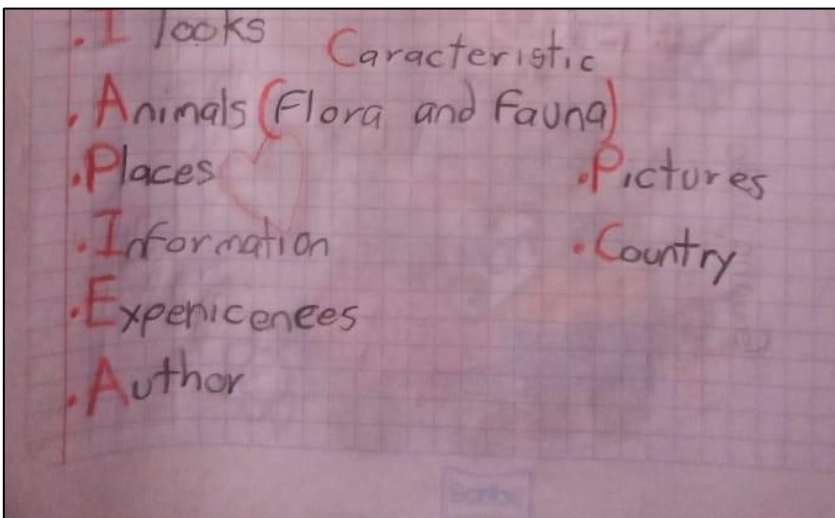
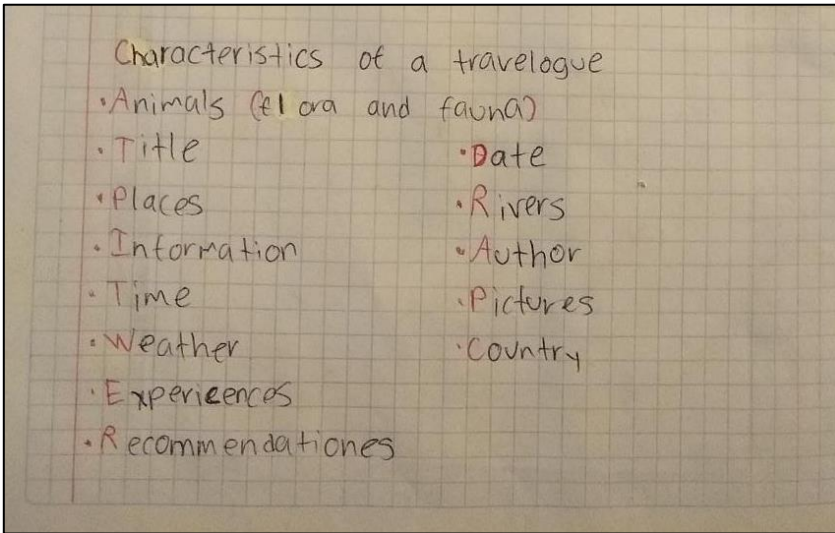
The image shows a presentation slide titled "Questions" with a purple header. The slide contains four multiple-choice questions with radio button options. The questions and their corresponding answers are:

- Who is the autor? Javier Delgado
- What advice does he give? bring sunscreen, water, and a hat
- What did he see on the trip? crocodiles, spider mokey, white birds
- Would you like to visit this place?

The slide is displayed in a video conference window. On the right side, there are several small video thumbnails of participants. At the bottom of the slide, there is a Windows taskbar with the search bar containing "Escribe aquí para buscar" and the system tray showing the time as 09:16 p.m. on 05/06/2021.



b) List of elements in a travelogue



- **Session 2:**

- a) Mexico/Canada comparative chart

Comparing Cultures

**ACTIVITY 1**

-Look up for the meaning of the following words. Then, read the texts.

a) Weather: Tiempo / Clima / clima  
 b) Settle down: Establecer / Establecerse  
 c) Wheat: Cereales / Trigo  
 d) Multicultural: Diversidad de cultura

**Around Mexico**

Mexico has different places to visit: prehispanic sites, colonial cities and beaches. The weather is nice most of the year. It is famous for its variety of plants and trees. Every state has its own typical dress, music and dance. We love music and festivals and carnivals.

We are very happy to have visitors. Come and share!

**Canada: a multicultural country**

Canada is a country where people from different cultures come to settle down.

It has beautiful and modern cities. The weather is very cold especially in winter. Here we cultivate cereals like wheat and oats. We celebrate Canada day and Victoria Day. Whenever you have the opportunity come and visit!

Sean Jones

-Compare the information from the previous texts and complete.

	Mexico	Canada
Weather	Nice most of the year	Cold especially in winter
Vegetation	Variety of plants and trees	Cultivate cereals (wheat and oats)
Celebrations	Festivals and carnivals	Canada day and Victoria Day

Comparing Cultures

**ACTIVITY 1**

Thursday, May 13th, 2021

-Look up for the meaning of the following words. Then, read the texts.

a) Weather: climate  
 b) Settle down: establish  
 c) Wheat: cereal  
 d) Multicultural: diversity of cultures

**Around Mexico**

Mexico has different places to visit: prehispanic sites, colonial cities and beaches. The weather is nice most of the year. It is famous for its variety of plants and trees. Every state has its own typical dress, music and dance. We love music and festivals and carnivals.

We are very happy to have visitors. Come and share!

**Canada: a multicultural country**

Canada is a country where people from different cultures come to settle down.

It has beautiful and modern cities. The weather is very cold especially in winter. Here we cultivate cereals like wheat and oats. We celebrate Canada day and Victoria Day. Whenever you have the opportunity come and visit!

Sean Jones

-Compare the information from the previous texts and complete.

	Mexico	Canada
Weather	nice most of the year	very cold
Vegetation	variety of plants and trees	cereals (wheat and oats)
Celebrations	festivals and carnivals	Canada Day and Victoria Day

- b) Illustrating natural and cultural aspects from Mexico and Canada.

Mexico

Canada

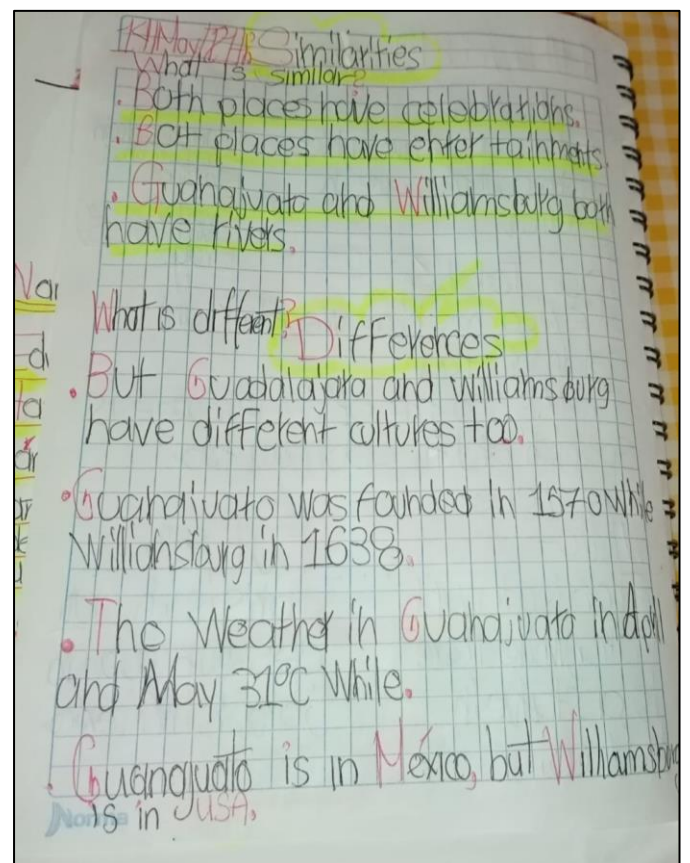
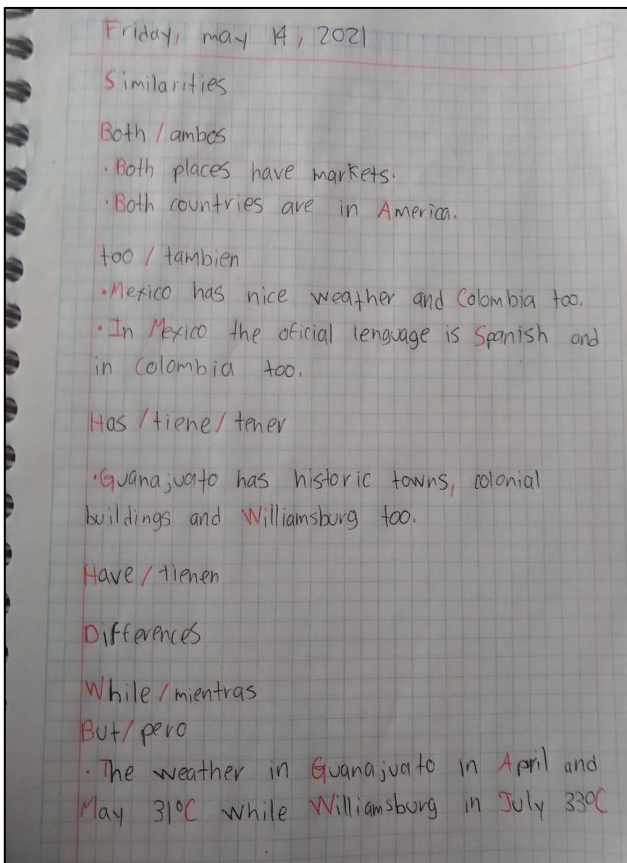
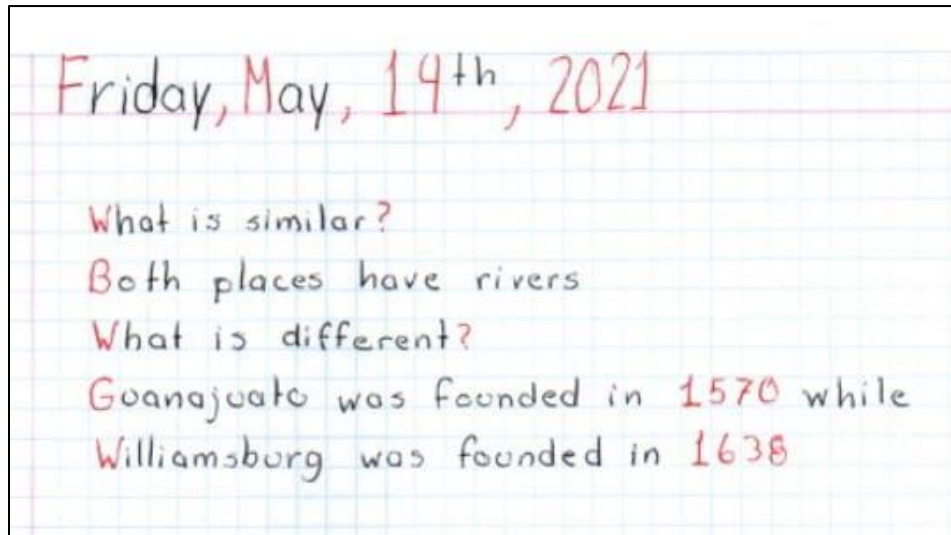
Thursday, May 13th, 2021

Natural and cultural aspects



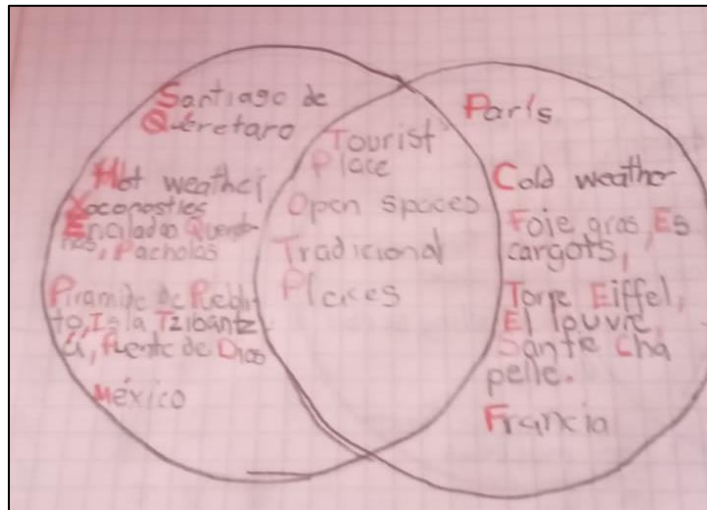
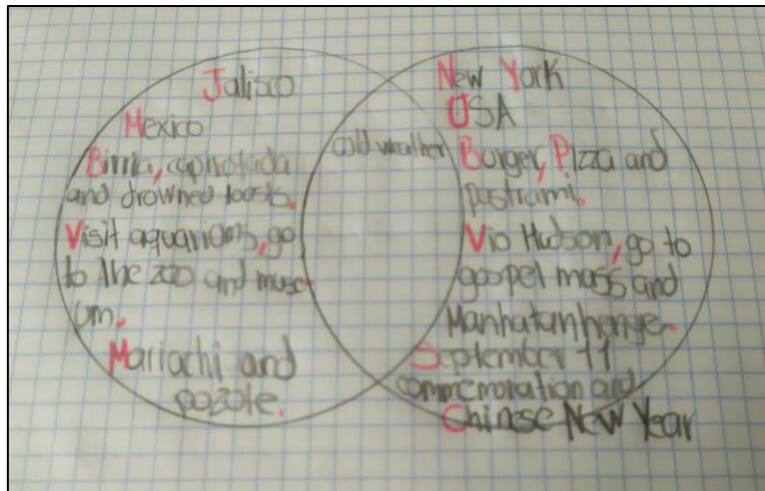
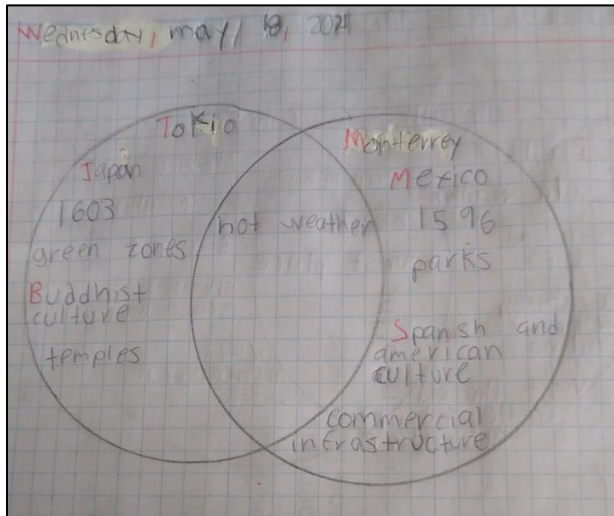
- **Session 3:**

a) Sentences about similarities and differences between Guanajuato and Williamsburg

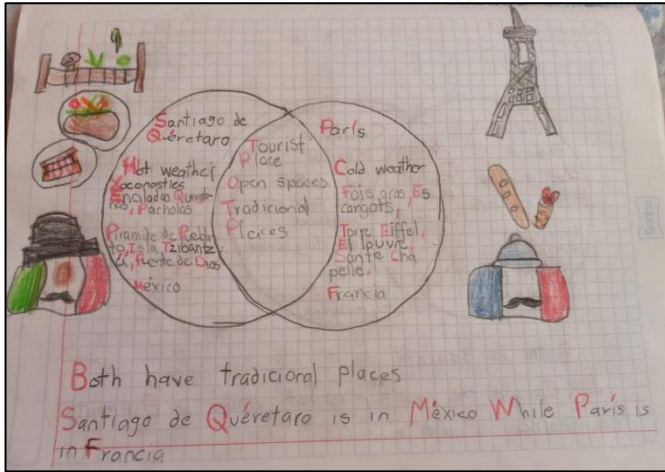


- **Session 5:**

a) Final product drafts; comparative charts or Venn diagrams.



- **Session 6:**
- a) Final version of the comparative chart



**DIFFERENCES AND SIMILARITIES**

	NEW YORK	CDMX
Country	EEUU	Mexico
Food	Hot dogs, burgers, pretzel, cupcakes, etc.	tacos, aguas, quesadillas, corn and esquites, etc.
Activities	Ice skating, strolling through Central Park, taking a tour of the, etc.	Theater, sports, golf, tour, etc.
Tourist place	Central Park, Times square, empire state building, statue of liberty, etc.	National museum of anthropology, palace of fine arts, the stage of independence, etc.
Weather	Nice weather	Nice weather
Infrastructure	Hotels, restaurants, museums	Hotels, restaurants, museums
Culture	Macy's Fashion Show, et	alebrijes parade



New York, Po...of Veracruz

**COUNTRY**

- New York is in the USA. In Port of Veracruz is Mexico

**WEATHER**

- Both places have col weather

**TYPICAL FOOD**

- In Port of Veracruz typical food is "Veracruz Fish", while in New York typical food is "Hog Dog"



## 2.4. Evidences of assessment tools

This section provides evidence of the tools used in the assessment process, and an analysis of the results of their implementation.

- **Daily work checklist**

To keep track of students' daily work, a checklist was used, which provides an overview of each student's performance. The advantage found with the use of this mechanism is its practicality and accuracy, because it can be done during the course of the lesson through a spread sheet. This register is also used to communicate to parents on a weekly basis the work done by pupils, so that they are well informed about all aspects that are considered when assessing.

ESCUELA PRIMARIA LIBERTADORES DE MÉXICO										
DAILY WORK REGISTER 5ºB Teacher Viviana Yaremi Estrada Urbina										
	SESSION 1				SESSION 2					
L.N.	NAME	ATTENDANCE	PARTICIPATION	TASKS	PRODUCT	ATTENDANCE	PARTICIPATION	TASKS	PRODUCT	ATTENDANCE
1	CONTRERAS RODRIGUEZ MARÍA ANGELA	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	FLORES ACEVEDO CAMILA YARELY	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
3	GARCÍA BAUTISTA EDUARDO	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	GARCÍA GIRÓN GAEL	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	GARCÍA REYES YARETZI TONALLI	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
6	GARCÍA VILLALOBOS ITZAMNÁ	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
7	HERNÁNDEZ CORTÉS MARÍA FERNANDA	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
8	MARTÍNEZ PÉREZ ANA ESPERANZA	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
9	MARTÍNEZ RAMÍREZ KARLA	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
10	MOLINA ALVAREZ OSMARA	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

	SESSION 1				
L.N.	NAME	ATTENDANCE	PARTICIPATION	TASKS	PRODUCT
1	CONTRERAS RODRIGUEZ MARÍA ANGELA	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	FLORES ACEVEDO CAMILA YARELY	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	GARCÍA BAUTISTA EDUARDO	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	GARCÍA GIRÓN GAEL	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
5	GARCÍA REYES YARETZI TONALLI	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
6	GARCÍA VILLALOBOS ITZAMNÁ	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
7	HERNÁNDEZ CORTÉS MARÍA FERNANDA	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
8	MARTÍNEZ PÉREZ ANA ESPERANZA	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	MARTÍNEZ RAMÍREZ KARLA	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	MOLINA ALVAREZ OSMARA	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
11	MONTIEL GARDUÑO AIKO MICHEL	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
12	MORALES BAEZA ANTONY ZAID	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13	OCHOA LOAIZA KORAL MABELLE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14	PEREZ MIRANDA ALISON JARETZI	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
15	POSADAS ARANA CARMEN ABIGAIL	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
16	RAMÍREZ BAGUR JESÚS GUILLERMO	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
17	RODRÍGUEZ MORALES DANIELA IRAIS	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
18	ROJAS LECHUGA ZURY VALERIA	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
19	RUPERTO BENAVIDES LUNA DAYAMI	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
20	SÁNCHEZ MARTÍNEZ EDWIN HAZIEL	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

- **Self-assessment**

A self-assessment was carried out to make students aware of their achievements and the aspects they still need to improve. This process made them responsible for their own knowledge and involved them strongly in the learning process.

Their final reflections on their work and their peers' work were expressed orally at the end of session six, and were also supported by a checklist with statements.

**SELF-ASSESSMENT.**  
 Name: Aiko Michel Motel Gordo Group: 5-B  
 Date: Monday June 7 2021  
 Check (✓) the things you learned.

I can...	Yes	No
Mention places	✓	
Express my opinions and emotions about a place	✓	
Make recommendations about a place	✓	
Write comparative sentences (similarities and differences)	✓	
Talk about cultural and natural aspects of a place	✓	

**SELF-ASSESSMENT**  
 Name: María Fernanda Hernández Cortés Group: 50B  
 Date: Monday, June 7th, 2021  
 Check (✓) the things you learned.

I can...	Yes	No
Mention many places	✓	
Express my opinions and emotions about a place	✓	
Make recommendations about a place	✓	
Write comparative sentences (similarities and differences)	✓	
Talk about cultural and natural aspects of a place	✓	

- **Final product assessment: rubric**

In order to have a well-organized and reliable assessment process, a rubric was used to assess students' final presentation. It was a tool that made scoring easier and faster, as well as accurate and consistent. One of the main benefits was that it allowed students to have clear goals of what they were expected to do. It was also helpful at feedback to provide children with useful comments on areas of strength and weakness.

**ASSESSMENT RUBRIC**

**Social Practice:** Read a travelogue to discover natural aspects and cultural expressions.

Name: Mantiel Garduño Aiko Michel Group: 5ºB  
 Date: May 21st

Content	Vocabulary and Language Use	Mechanics	Organization	Fluency and pronunciation
<b>Excellent (20%)</b> Solid expression of ideas, include accurate details.	<b>Excellent (20%)</b> Appropriate word choice, variety of sentence patterns.	<b>Excellent (20%)</b> Correct capitals, punctuation, spelling, legible.	<b>Excellent (20%)</b> 3 or more well sequenced sentences, clear and logical order.	<b>Excellent (20%)</b> Comprehensible discourse, very accurate.
<b>Good (10%)</b> Need more details.	<b>Good (10%)</b> words used repetitiously.	<b>Good (10%)</b> Almost all words spelled correctly. Some words not capitalized.	<b>Good (10%)</b> 2 or less sequenced sentences.	<b>Good (10%)</b> Occasional pauses, easy to understand.
<b>Need Editing (5%)</b> Very little information given.	<b>Need Editing (5%)</b> Lack of precise language.	<b>Need Editing (5%)</b> Spelling mistakes inconsistent use of punctuation.	<b>Need Improvement (5%)</b> Information provided was unclear.	<b>Need Improvement (5%)</b> Frequent pauses, difficult to follow.
<b>Unsatisfactory (0%)</b> Inconsistent information.	<b>Unsatisfactory (0%)</b> Insufficient amount of words.	<b>Unsatisfactory (0%)</b> Multiple mechanical errors illegible.	<b>Unsatisfactory (0%)</b> Random order.	<b>Unsatisfactory (0%)</b> Does not flow, multiple mistakes.

Total: 9

Comments: A couple of words in Spanish  
Good organization, confidence

**ASSESSMENT RUBRIC**

**Social Practice:** Read a travelogue to discover natural aspects and cultural expressions.

Name: Rodriguez Morales Daniela Irais Group: 5ºB  
 Date: May 21st

Content	Vocabulary and Language Use	Mechanics	Organization	Fluency and pronunciation
<b>Excellent (20%)</b> Solid expression of ideas, include accurate details.	<b>Excellent (20%)</b> Appropriate word choice, variety of sentence patterns.	<b>Excellent (20%)</b> Correct capitals, punctuation, spelling, legible.	<b>Excellent (20%)</b> 3 or more well sequenced sentences, clear and logical order.	<b>Excellent (20%)</b> Comprehensible discourse, very accurate.
<b>Good (10%)</b> Need more details.	<b>Good (10%)</b> words used repetitiously.	<b>Good (10%)</b> Almost all words spelled correctly. Some words not capitalized.	<b>Good (10%)</b> 2 or less sequenced sentences.	<b>Good (10%)</b> Occasional pauses, easy to understand.
<b>Need Editing (5%)</b> Very little information given.	<b>Need Editing (5%)</b> Lack of precise language.	<b>Need Editing (5%)</b> Spelling mistakes inconsistent use of punctuation.	<b>Need Improvement (5%)</b> Information provided was unclear.	<b>Need Improvement (5%)</b> Frequent pauses, difficult to follow.
<b>Unsatisfactory (0%)</b> Inconsistent information.	<b>Unsatisfactory (0%)</b> Insufficient amount of words.	<b>Unsatisfactory (0%)</b> Multiple mechanical errors illegible.	<b>Unsatisfactory (0%)</b> Random order.	<b>Unsatisfactory (0%)</b> Does not flow, multiple mistakes.

Total: 9

Comments: Spelling mistakes  
Awesome presentation!!  
Creativity

## 2.5. Performing and recording activities

During the lesson implementation phase, all sessions were videotaped. The following video is a compilation with extracts from each stage of the lesson, including the most relevant moments.



<https://drive.google.com/file/d/1582Nk-Jy7I-OCqIUXp3JPtbk7hhtleuW/view?usp=sharing>

### 3. EXPERIENCE REPORT

#### 3.1. Results of the lesson plan: application

During the application of the lesson plan, the strengths and weaknesses of each student were observed, as well as their progress. The following lines are a report of what happened in each session.

- **Session 1:** Students shared their opinion about the different tourist sites that were introduced to them. They were not able to talk much about their travel experiences, as most of them have not had the opportunity to visit other places. When doing the reading activity, they had no difficulties in understanding the travelogue, as they knew most of the vocabulary and were able to answer the questions satisfactorily. In plenary, they listed the characteristics of a travelogue, and considering this, they decided to create their own list individually including the elements they considered most important, and finally they shared it with the class.
- **Session 2:** Students shared the recommendations they would make to tourists by mentioning places they could visit and food they could try. For the second task which involved looking up words in the dictionary, a roulette wheel was used to choose who would look up the words, students enjoyed this activity. Then, a couple of students offered to read the travelogues aloud and in plenary they completed the comparative table about Mexico and Canada. To close, they looked for images and made drawings showing the natural and cultural aspects of both countries.
- **Session 3:** The group played a guessing game “Which country are we talking about?” and learners successfully guessed the country. Then, it was showed to them information about Guanajuato and Williamsburg in a table and a diagram, most students commented that they found the diagram more functional for understanding the information. When it was explained how to express similarities and differences, students did not need to do the sentence completion exercise, they were able to write their own sentences straight away.
- **Session 4:** Students had lots of fun playing “Simon says”, some of them even wanted to be “Simon”. The listening exercise was too easy for them, they had no trouble ordering the text or understanding the reading. They chose to compare Falmouth beach with Cancun. Some students participated by saying the similarities and differences using the words from the previous class (both, too, while and but)

- **Session 5:** To monitor the progress of the final product, it was organized individual 15-minute sessions with each student. The drafts of their diagrams were reviewed and received some feedback on how to make their oral presentation. Most students chose to present their information with a Venn diagram.
- **Session 6:** Students presented the final version of their diagrams. At the end they voted for their favorite place to visit. Finally, some of them offered some feedback to their classmates' work. The whole class reflected on their achievements and the aspects they still need to improve. All of them seemed really satisfied.

### 3.2. Critical analysis

For this lesson plan, several activities were developed addressing the skills of Reading, Writing, Listening and Speaking, in all of them the focus was not only on the content but on students' needs. Although everything was prepared carefully, there are some elements and details that can be improved, to point them out the following analysis is made.

What worked?	What did not work?	What can be improved?
<p>-Having a warm-up activity in each session helped students feel more comfortable and engaged in class.</p> <p>- To accompany the travelogues with visual support, so the students could make predictions and have a better understanding of the text.</p> <p>-Presenting the final projects to the whole class motivated the students and made them reflect on their own achievements.</p>	<p>-Students were not able to share about their travelling experience as they have not had the chance to travel a lot.</p> <p>-The listening activity was very easy for students; it should have been more challenging.</p>	<p>-Accompany the travelogues with videos, as many students have not had the opportunity to travel and have limited knowledge of other places.</p> <p>-Explain clearly to the students the difference between city and country, as some of them got confused when doing their final project.</p> <p>-Modify the input for the listening activity, because "We acquire by understanding language that contains structure a it beyond our current level of competence (i + 1)" (Krashen, 1982, p. 21)</p>

## 4. CONCLUSIONS

The process of preparing this document was an opportunity to analyze theoretical elements of English language teaching and learning, and to take a critical and reflective approach to teaching practice. It was also a great chance to integrate what was learned during each module of the course, as well as what was shared among peers during forums and virtual meetings. Therefore, it can be considered a very valuable knowledge-building experience.

In order to reach the conclusion of this final project, there was a long journey that involved developing different competences and skills on a communicative, theoretical and practical level. In other words, it is the result of the sum of knowledge of content and concepts, strength in teaching competences and language skills, and reflection on attitudes and values about education.

Thus, the project consisted of different stages that involved obtaining data on the students and their needs, learning about the curriculum and its components, designing a lesson plan with meaningful activities, using technological resources, implementing the lesson plan and reflecting on the impact of the work done. In this sense, each phase of the process also required an individual reaffirmation of knowledge.

Firstly, referring to concepts and methodology, for this project was stated that in order to have a full approximation to the language, it is necessary to have an integral perspective which develops connection, engagement and participation in practical activities with different purposes and covering diverse contexts. Accordingly, it was proposed to work on the four macro-skills from an integrated approach, creating learning situations similar to those that students may face in real world and in which they could practice the different skills all together in a single activity.

Also, there was considered the importance of recognizing the cultural dimension as a key component in the classroom to contribute to the acquisition and development of diverse language and cultural skills. Then, the lesson plan included activities in which students were guided towards new discoveries about other cultures and their own culture, encouraging them to explore contrasts and connections.



In terms of the use of technological resources, the project aimed to implement tools that would be interesting for the students, which allow them to interact and even design their own products using technology.

Regarding the implementation stage, it can be said that it was an enriching experimentation exercise that included new strategies, tools and resources that empowered learners and enhanced their learning. Although there were some activities that did not turn out as expected, it was possible to identify areas for improvement in order to support students more effectively in the future.

Then, with reference to the assessment process, it can be said that it was integrated not only as a mechanism for obtaining information on student performance, but also as an element to help improve classroom practices. It can also be emphasized that the selection of tools and strategies was aimed at taking into account processes and not only results.

To close, it is important to say that one of the most relevant lessons learnt during this course was to articulate theory and curriculum with teaching practice. It was very significant to be able to understand the essence of how language is structured as form, meaning and use, and to recognize it as a social practice. The design of a lesson plan is now based on a set of decisions that consider the specific needs of the students, curricular content, materials and, of course, the incorporation of meaningful activities that encourage adequate participation and reflection on language as a social practice.

With all this background, the commitment to contribute to the formation of students with critical, reflective and creative thinking is reinforced. It is essential to inspire them to have self-confidence, to be aware of their English language skills and to be responsible for their learning processes, encouraging them to construct knowledge together with their peers through the different experiences offered to them.

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## 5.1. Appendixes

This section contains graphical evidence of the materials used during each session of the lesson plan.

- Session 1:


### A Visit to the Sumidero Canyon By Javier Delgado

**April 23<sup>rd</sup>**


Today, My family and I took a boat ride along the Sumidero Canyon in Chiapas. It was easy to get a motorboat at Chiapa de Corzo, a municipality in the Mexican state of Chiapas. The guide told us the canyon was formed millions of years ago by the Grijalva River.


It's hot at this time of the year so I suggest you take a sun hat and put on sunscreen. It's a two-and-a-half-hour trip, so take some water too.


There were crocodiles sunning themselves on the sides of the river. Further on, we also saw a lot of white birds and then, we saw a spider monkey in the trees. I was so excited, I stood up to take photos and nearly fell off the boat!





The best part of the trip was the stunning views of the canyon. The cliffs rise up to a thousand meters above the river! And there is a lot of interesting rock formations, like the Christmas Tree. We arrived back in Chiapa de Corzo hot, but happy! What an experience! I really recommend visiting!











Taken from Llanas, A., Williams, L. & Flavel, A. (2020) *Go English! Activity Book 5*. México: Macmillan Publishers, p. 90.

- Session 2

# Comparing Cultures

## ACTIVITY 1

-Look up for the meaning of the following words. Then, read the texts.

a) Weather: \_\_\_\_\_

b) Settle down: \_\_\_\_\_

c) Wheat: \_\_\_\_\_

d) Multicultural: \_\_\_\_\_

**Around Mexico**

Mexico has different places to visit: prehispanic sites, colonial cities and beaches. The weather is nice most of the year. It is famous for its variety of plants and trees. Every state has its own typical dress, music and dance. We love music and festivals and carnivals.

We are very happy to have visitors. Come and share!

**Canada: a multicultural country**

Canada is a country where people from different cultures come to settle down.

It has beautiful and modern cities. The weather is very cold especially in winter. Here we cultivate cereals like wheat and oats. We celebrate Canada day and Victoria Day. Whenever you have the opportunity come and visit!

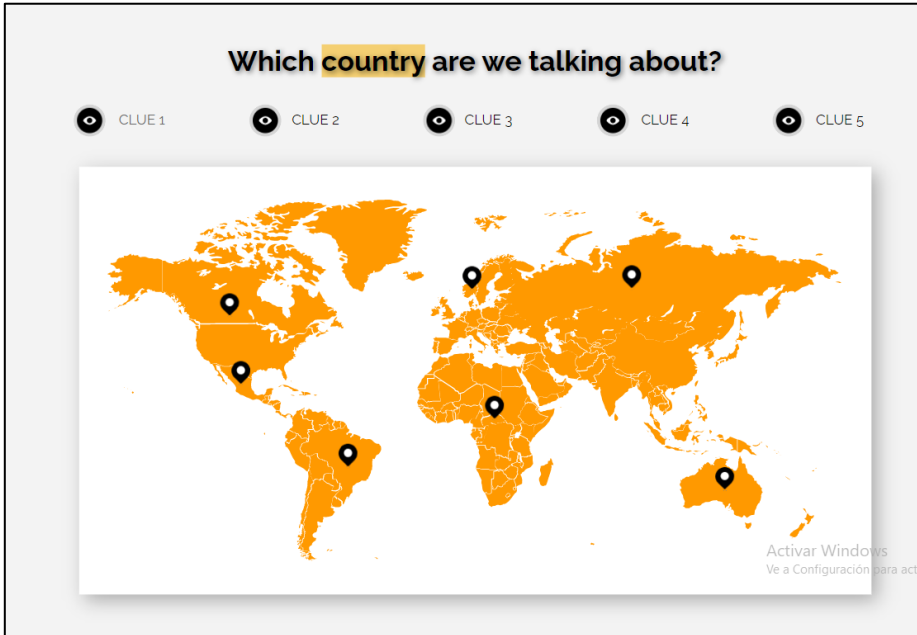
Sean Jones

-Compare the information from the previous texts and complete.

	Mexico	Canada
<b>Weather</b>		
<b>Vegetation</b>		
<b>Celebrations</b>		

Adapted from Salazar, J. & Fernández, M. (2012) Brilliant Five. México: Santillana, p. 86

- Session 3



Gamification created on Genial.ly “Which country are we talking about?”

	Guanajuato	Williamsburg
Country	Mexico	USA
Founded	1570	1638
History	Historic town, colonial buildings	Historic town, colonial buildings
Infrastructure	Hotels, restaurants, museums	Hotels, restaurants, museums
Nature	Lerma and Pánuco rivers	James and York rivers
Weather	April, May 31 °C January, February 22 °C	July, 33 °C January, February 1 °C
Culture	Cervantino International Festival every fall	A living museum about the colonial period

Taken from Llanas, A., Williams, L. & Flavel, A. (2020) *Go English! Activity Book 5*. México: Macmillan Publishers, p. 94.

- Session 4

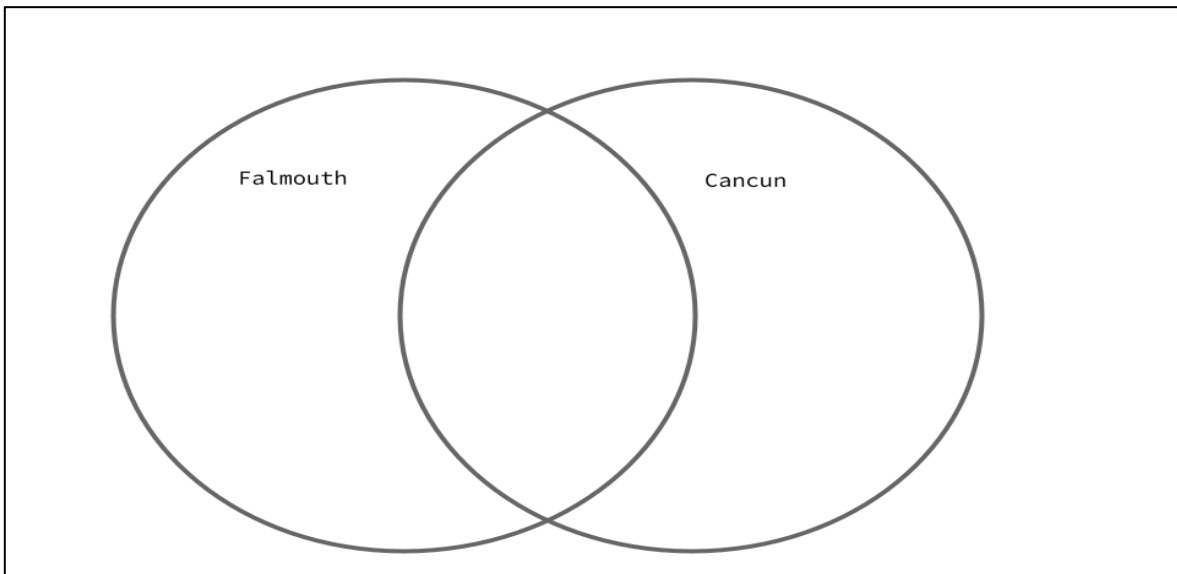
## FALMOUTH, ENGLAND

by Roukan

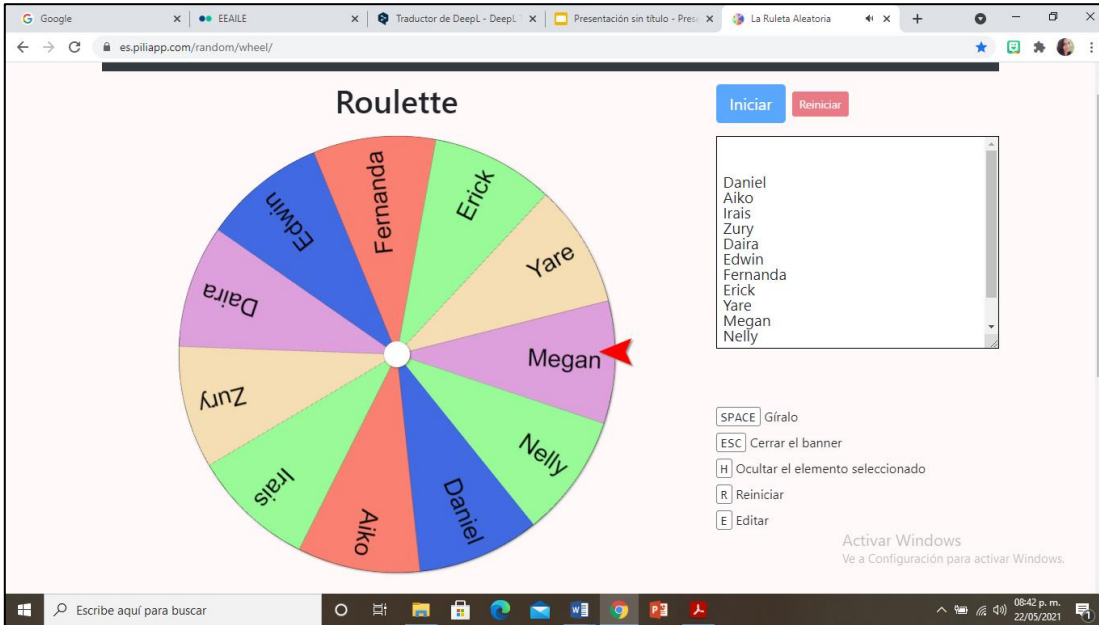
- We took a boat trip and saw dolphins and gray seals! Everything here is very green.
- In Falmouth the weather isn't very warm, but the beach is nice! The ocean is too cold to swim in for us, but people go swimming, kayaking, windsurfing, and sailing here.
- We love the food here, especially fish and chips, fish pie, and cream teas. Delicious!
- We went to visit the old castle and one of the many art galleries here.



Adapted from [learningandcreativity.com](http://learningandcreativity.com)



- Session 6:



Roulette wheel created on: <https://es.piliapp.com/random/wheel/>

	Tokio	Guadala-jara, Jalisco	Mèrida, Yucatàn	Veracruz	Rome, Italy	Paris	New York	Monte-rrey	Greece	Querè-taro	Tijuana
11 participantes +	✓2	✓0	✓0	✓1	✓0	✓3	✓3	✓0	✓0	✓1	✓0
Nelly							✓				
Daniel Alexander						✓					
Miss Vivi							✓				
Aiko							✓				
Zury Rojas											
Fernanda										✓	
Daniela				✓							
EDWIN	✓										
Erick	✓										
DAIRA						✓					
Megan Ramírez Patr						✓					

Survey "which is your favourite city?" created on: <https://doodle.com/es/encuesta>