



UNIVERSIDAD PEDAGÓGICA NACIONAL

UNIDAD AJUSCO

PROPUESTA DE INTERVENCIÓN EDUCATIVA

“THE ICEBERG OF CULTURE AROUND THE WORLD”

TRABAJO RECEPCIONAL

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

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- 1. INTRODUCTION**
- 2. CHAPTER 1: PHILOSOPHY AND THEORY**
 - 1.01 Teacher identity and philosophy**
 - 1.01.01 Teachers and students' roles**
 - 1.02 Theory underlying my teaching practice and identity**
 - 1.02.01 Teaching methodologies, approaches and techniques**
 - 1.02.02 Theories about acquisition and learning**
 - 1.02.03 Stephen Krashen's hypothesis**
 - 1.02.04 Vigotsky's Zone of proximal development**
 - 1.02.05 Communicative approach**
 - 1.02.06 Task-Based Learning**
 - 1.02.07 Kolb's Model of experiential learning**
 - 1.02.08 Interactive Model of reading**
 - 1.02.09 Schema Theory**
 - 1.02.10 Byram's Model of intercultural communicative competence**
- 3. CHAPTER 2: METHODOLOGY AND PRACTICE**
 - 2.01 Lesson plan**
 - 2.01.01 Intercultural competence**
 - 2.01.02 Rationale behind the lesson plan**
 - 2.01.03 Application of the lesson plan "The iceberg of culture around the world"**
 - 2.02 Assessment tools**
 - 2.03 Evidence of the lesson plan**
 - 2.04 Evidence of assessment tools**
 - 2.05 Recording of the activities**
- 4. CHAPTER 3: EXPERIENCE REPORT**
 - 3.01 Rationale behind the results**
 - 3.02 Results / Outcomes**
- 5. CHAPTER 4: CONCLUSIONS**
- 6. CHAPTER 5: APPENDIXES AND APA STYLE REFERENCES**

INTRODUCTION

The purpose of this project is to plan and develop a series of ideas and activities related to language skills, interculturality and reflections made throughout the specialization, following the framework of the plans that we are currently working on. In this project the concepts learned are put into practice and technology is used at the same time.

The activities carried out for the development of the students' language skills will be analyzed. The reflection that is provided in this work focuses on the methodological principles and approaches that have been analyzed in this specialization.

Reading skills serve as the foundation for writing. Reading helps people get information about events, places, and other people. It also enriches our vocabulary; we are able to learn new words or new terminology; improve grammar and spelling and from that we learn writing skills. In addition, through reading, people understand the ideas of the writer, what he thinks, feels and cares about. Readers better understand, analyze, evaluate, and summarize information skills as they read more.

Writing also enriches people's vocabulary, improves their ability to use and organize sentence structure as they write. Writing improves the effectiveness of a person's word use in both written and oral speech. It is essential to develop reading and writing skills, as it is necessary for our lives and is a useful tool for the cognitive development of people in contemporary society. (Kondrat, 2011)

Listening can be one of the most difficult skills to help students develop. Fortunately, there are a large number of new technological tools that can help any student with the development of their listening skills. Learning is evolving on several fronts with respect to technology. Students go beyond the simple acquisition of information to acquire knowledge, where they have absorbed information and can put it into practice. Many teachers use a multisensory approach to learning, providing materials for students to adapt to their learning style.

It is common to see that English is taught as a subject in school, exposure to the language for many students is very limited. Speaking is considered the most important skill and the most difficult to master within the 4 skills, since language is only heard in the classroom and is not practiced outside of it.

Because of speaking, students can communicate with other students, we can share ideas and opinions. Learning language also helps learners are able to express ideas and feelings, participate in society, and use an analytical and imaginative ability that was in theirs. Speaking is a complex and dynamic skill that involves the use of several simultaneous processes and a speaker needs to almost instantly activate knowledge and skills.

The intercultural competence recognizes that English has become a lingua franca and many English language learners will use English with other English language learners and not with native speakers of English. It puts forth particular attitudes, knowledge, and skills that contribute to students' abilities to function well in intercultural interactions. In this model the cultures of all people in an interaction are important.

The project shows how the term culture is defined and also discusses social and cognitive processes that all human beings naturally experience as part of their membership in cultures. Byram (EEAILE, EEAILE, 2021) points out that "If and individual knows about the ways in which their identities have been acquired, how they are perceived, and how they in turn perceive their interlocutors from another group, that awareness provides a basis for successful (intercultural) interaction".

The lesson plan establishes some general guidelines to effectively apply ideas about culture, intercultural communication and the development of intercultural competences in the language classroom. The development of cultural awareness is an ongoing process. It is important to remember that a person's cultural background often affects the way they interact in the classroom and how they learn English. Being sensitive to cultural ways of learning is a key step in developing an understanding of our students' culture.

Learning about different cultural orientations, along with ongoing self-reflection, enables us to develop intercultural competence and effective and culturally responsive teaching. The development of intercultural competence implies a transformation of thought; it is a continuous and very rewarding process. In fact, honest and open communication is key and highly relevant to teaching diverse students who need and deserve to be welcomed, supported, and heard. Since students need to interact with technology, they are required to present questions and actions to discover new information. Visual and audio learning comprehension skills increase,

asking the student to use a variety of inputs to gather information. They inspire curiosity and creativity. They develop empathy and skills to develop experiences. Students can explore a problem, often interacting with a variety of characters or situations, and they learn to see these situations from multiple points of view. (West, 2018)

Social isolation due to the COVID-19 pandemic has generated different changes not only in daily routine, mobility or social interactions, but also in our relationship with technology and various digital tools that have been necessary to continue activities related to the health, entertainment, faith, work, shopping and of course, education. Faced with this health emergency, pedagogical strategies must be modified and digital gaps can limit access to education for a part of the population.

To work remotely, it is necessary to transform many things that can work in the presence but not remotely. Teaching a talk-only class can be difficult for students to follow virtually. We have to design activities where students are active from a cognitive point of view and where they are asked to do and not just listen or watch.

"In order to be a citizen of this time, it is not only necessary to read and write in the traditional way, but to be able to function and communicate through reading and writing using digital tools" (Laxague, 2020)

Therefore, it is necessary for teachers and students to know the characteristics that digital tools offer and choose the ones that best suit their needs; since while some serve to collaborate, others are specialized in communication, information processing or to socialize content, that is, to share what was learned. (GARCÍA, 2020)

CHAPTER 1: PHILOSOPHY AND THEORY

1.01 Teacher identity and philosophy

Being a teacher is one of the most difficult jobs today. It demands enthusiasm, love for what you do, knowledge, a caring attitude and a few more. A great responsibility is in our hands.

The reflection of my teaching practice goes beyond what I have done during this course; it's what I've done since the first day I stood in front of a classroom with teenage students. Reflecting on my performance is helping me improve the way I used to teach and I can think about the good and bad things that have happened to me since then and how well I have the opportunity to improve.

I know that I must improve my teaching skills, I mean, the use of the right methodology which is a mix of methods and strategies applied in the teaching process which best work for students.

The shift from classroom teaching to remote teaching (at home) has changed me significantly, I think for the better. This change has forced me to use creativity, innovative things, technology and many of the things that teenagers love today. I am also in a learning process. Despite adversities, the learning process must continue, but it shouldn't be at the cost of the emotional well-being of the students (nor the teachers).

Regarding the classes, they have been a challenge, since I knew some technological tools for the classes but had not used them as such. Through trial and error I am learning to do things better. As we have discussed in the sessions with colleagues, we are working under difficult circumstances but we are discovering areas of opportunity that will improve our teaching practice.

I try to raise awareness about the importance of learning and using the English language today, breaking barriers, ideas and previous negative experiences with the language. I like the environment to be emotionally safe and trustworthy. I have never liked to be strict or tough. I like to empathize.

I believe that achieving the trust and interest of my students is beneficial part. What is not beneficial has more to do with their socio-emotional and economic condition. We struggle a lot

with desertion. So my work in my classroom does not end with a class, we work hard at keep them on the way.

The creation of a teaching philosophy is an innovative practice and should be a significant part for teachers since learning experiences, beliefs, goals, level of professionalism and personal development among other elements are presented. Some teachers usually write a teaching philosophy in order to complete a school assignment or to complete their curriculum vitae. However, in real life, and to be completely honest, teachers do not always implement all the good and pleasant ideas that are declared in their excerpts from philosophical reviews of their teaching. The objective of this activity is to reflect as teachers on the importance of developing this practice in our field to show its learning and growth over time. (Campos, 2012)

Through our teaching philosophy, it is important to consider the positive impact that our students and the environment in our classroom will have. In the same way, it will help us to improve our teaching practices. What should I organize in my philosophy? My personal experience, my values and beliefs, my teaching strategies and my goals for the future including my professional development. Throughout this first module and thanks to the reflection achieved through the various theories exposed in the course literature, I am convinced that there are things that I can improve and that I need to learn.

Now I can say that I am embracing a modified, improved teaching philosophy. I am discarding what is no longer useful to me and I am embracing everything that is beneficial and innovative both for me and for my students. Despite my school context, there are many positive things that I can do and I will.

This specialty has helped me to build a new philosophy in teaching, learning from the different theories and teaching methods in the acquisition of a new language. I consider that, as teachers, we create an identity and philosophy according to the background and the evolution of the theories that have been the basis for developing new methodologies and approaches to new learning needs. My teaching philosophy has the purpose of developing meaningful knowledge in students so that they can have communication skills and apply them in a personal and professional context.

By writing my teaching philosophy I have been able to think of my own learning, professional growth and goals for the future. I have also had the opportunity to develop my critical thinking,

understand my responsibilities as a teacher and reflect on the role of both the teacher and the student.

Now that I am coming to the final part of the specialization and it is time to reflect on my teaching practice in a much deeper way, I realize how much input I have received from my students and likewise have taken action accordingly and that, to a large extent, now influences my own classroom management.

As an English teacher, I have had several experiences in the classroom where my personal principles have served to guide my decisions regarding theory and practice. Outside of the classroom, my personal beliefs influence my choices as widely as my choices of theory or pedagogy. From my interactions with colleagues, to my friendships and my work experiences, everything I participate in is based on my reflections on teaching that motivate and inform my practices. As I grow in my identity as a teacher, I have come to the conclusion that my personal beliefs and my reflections on my professional development inform my pedagogical choices.

1.01.01 Teachers and students' roles

Teachers play a variety of roles inside and outside the classroom, formally in school and informally outside of it. As leaders, we are recognized as expert teachers, who spend most of our time in the classroom, but take on leadership roles.

Teachers' responsibility refers to the duty of a professional teacher in a classroom teaching students so as to achieve educational goals. Teachers are expected to ensure that teaching and learning take place by teaching the students, and also evaluating their work. They are also expected to be a good role model to students in both speech and conduct. In the classroom, teachers have a very important role that must be played with the aim that the learning we do in the classroom can be successful based on the learning objectives we have set before we begin the process of teaching and learning. The teachers' role which are discussed in this paper are: the teacher as the controller, the teacher as the organizer, the teacher as the assessor, the teacher as the prompter, the teacher as the participant, the teacher as the resource, the teacher as the tutor, the teacher as the observer, and the teacher as the performer. Therefore, it is

suggested that these roles have to be implemented by the teachers during teaching and learning, unless the teachers will not be success in their class. (Naibaho, 2019)

The teacher must be updated of his subject and have the ability to manage his classroom. Effective classroom management will enable the teacher to evaluate the students to determine if learning has taken place or not. The teacher must have a grip of his subject, he must have class control measures and be able to test students of their ability of having understood the lesson he had just taught. This could occur in an atmosphere where the teacher creates a strong relationship with students and having lessons that are student centred. Also by establishing clear expectations of students, this helps in constructing an effective classroom management structure. Therefore, the teacher's relationship with students will impact students' willingness to comply with classroom rules and expectations.

Teachers' responsibility within the school refers to the activities teachers engage in as part of the academic community. These responsibilities are both academic and administrative. In addition, they serve as advisor to students clubs and societies and on diverse programmes. Their academic roles include teaching students, serving on committees to select instructional aid and to implement the curriculum. Teachers as resource providers, they provide materials to colleagues in their teaching and learning. They also help colleagues with instructional strategies and in curriculum implementation. Teachers also provide support for other colleagues through mentoring and team teaching. In addition, they serve in committees and jointly plan professional development programmes. Teachers' responsibilities within the school look like those responsibilities are additional to what teachers are expected to do in schools.

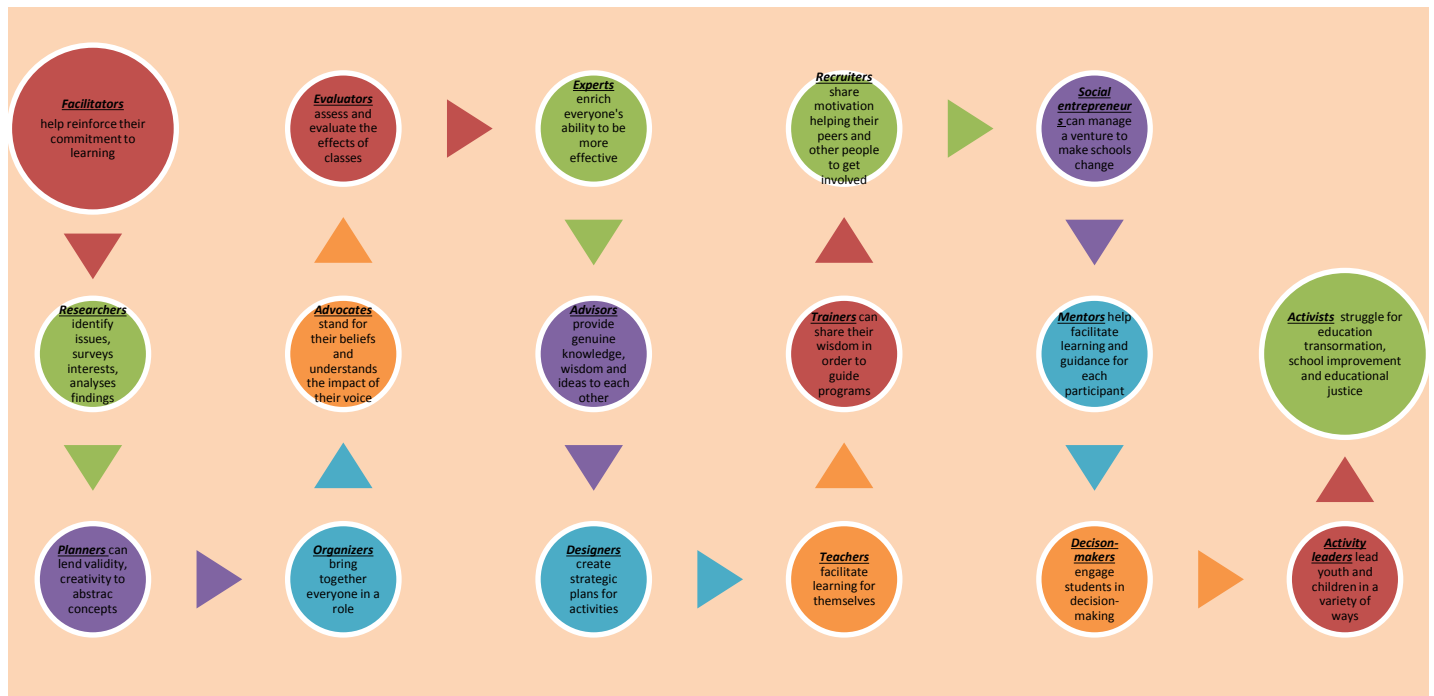
Teachers' roles extend outside the four walls of a classroom and outside the school gates. Teachers are able to perform this due to their legal-rational authority as teachers. It shows the significance of teachers' roles in moulding and shaping the characters of students into a productive life that will be beneficial to the students, parents and the community. (Olutola Olujuwon)

Roles for students:

The most important thing when engaging students in any role in school is to acknowledge their first duty: Learning. Their learning is paramount to begin meaningfully involved throughout

schools. Learning through meaningful student involvement should include: stated learning goals, meaningful action, and sustained, deep reflection.

Some roles for students through the education system



Based on: <https://soundout.org/2016/07/07/roles-for-students-throughout-the-education-system/>

The context of students in the educational system in Mexico today promotes competencies, but who can compete? Everybody? It is important to keep in mind that when it comes to learning, we are all different. Not all of us have an understanding of the same areas of opportunity and interest. It is educated to possess, to consume, to have, not to be, to be efficient, for pragmatism, but not so that culture is preserved, so that science is assimilated and developed, so that the state of the arts is expanded, for the individual to achieve a good number of freedoms, to live in a community and to generate democratic environments, which is the teleology of the Mexican educational system. Not so much is required.

The results of the PISA test do not reveal that Mexican students do not have intellectual capacities, but rather show the incapacity of those who are at the forefront of governments and their public policies, particularly in education.

They reveal the little interest that teachers, parents and society in general have in an education that engages and transforms. The top countries in the PISA test are not only the best in mathematics, reading or natural sciences, in most cases they are leaders in quality of life, anti-corruption and research. (Balderas, 2016)

It is not only the teachers and their evaluation who are responsible for "the silent catastrophe" that Gilberto Guevara Niebla spoke about in his famous book (Niebla, 1992), nor are Fox, Zedillo, Calderón and Elba Esther Gordillo, as stated by the Secretary, nor are the boys who are evidenced in the competition, we are all Mexicans who continue to refuse to take a book, to have the will to get ahead, to offer opportunities to those who have less, to open public spaces for learning. (Balderas, 2016)

Teachers in Mexico will constantly face different challenges during their working lives. The devaluation of teaching work is one of the challenges with the greatest impact in Mexico, sometimes by society, simply not recognized for the merits they deserve, or in some cases, teachers themselves are the cause of this devaluation.

Teachers are educated and trained to be the ones in charge of transmitting knowledge, developing skills and capacities of society in general, but unfortunately in some cases they are not given the social and even monetary value they really deserve.

Teaching is one of the most competitive careers in the country since to obtain the highest salary it is necessary to obtain a position, and at present it is a very difficult process, in addition to the great amount of teachers and graduates that exist at present.

Finally, it is necessary to mention that a good teacher always has to be updated, look for the best for his students, and always look for opportunities to improve his work. The teacher who is in this work by vocation, will always overcome the challenges that are presented.

1.02 Theory underlying my teaching practice and identity

The foundation of this work is based on the Theories of Second Language Acquisition; the purpose is to reflect and analyze how students learn languages and in the same way that teachers help students to create conditions so that the learning process is successful.

This project shows the result of the theories analyzed throughout the course and the reflections on my practices, procedures, the mistakes I commonly make and, most importantly, how I have improved my performance regarding my new teaching practice and style.

In order to achieve this goal, we will first review the concepts related to Second Language Acquisition. A chart with the differences of acquisition and learning from different theorists; Stephen Krashen's hypothesis and the concept of the Zone of Proximal Development of Vigotsky. In the same way, the Communicative approach, TBL, Kolb's Model of experiential learning, the Interactive Model of reading, The Schema theory and Byram's Model of intercultural competence will be reviewed.

1.02.01 Teaching methodologies, approaches and techniques

An approach is the “theoretical positions and beliefs about the nature of language, the nature of language learning, and the applicability of both to pedagogical settings.” A method is “a generalized set of classroom specifications for accomplishing linguistic objectives” focused on the role of teacher and student, sequencing, materials and how they can be used in many different learning contexts. Techniques are the specific types of exercises or activities used in class for the purpose of reaching pedagogical goals. (UPN, 2020)

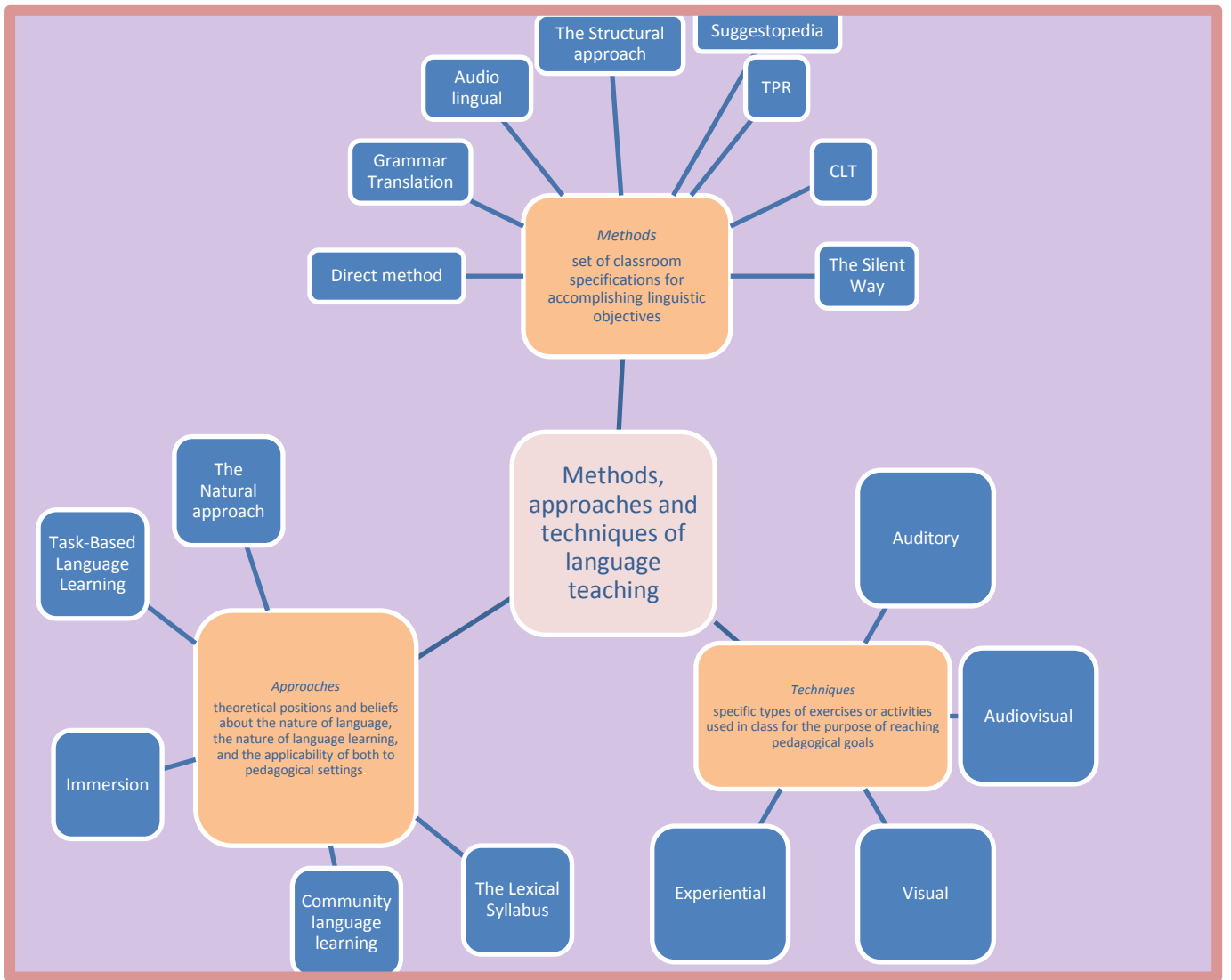
Teaching techniques are methodological tools that are developed consecutively with a series of activities in order to carry out teaching - learning processes in which individuals are an active part of the process. Many techniques are varied according to their purpose, the context, the characteristics of the group. They are actions coordinated by the teacher, in order to make the class active and that learning takes place naturally. Teaching techniques respond to multiple

needs and are of multiple forms; According to pedagogical need and existing resources, the classification of techniques arises.

Teaching approach is a set of principles, beliefs, or ideas about the nature of learning which is translated into the classroom. An approach is a way of looking at teaching and learning. Underlying any language teaching approach is a theoretical view of what language is, and of how it can be learnt. An approach gives rise to methods, the way of teaching something, which use classroom activities or techniques to help learners learn. Example: The communicative approach is the best-known current approach to language teaching. Task-based teaching is a methodology associated with it. Other approaches include the cognitive-code approach, and the aural-oral approach (audiolingual method). In the classroom: Learners in the modern language classroom often learn through techniques drawn from a variety of methods/approaches in what has been labelled an 'eclectic approach'. Teachers select techniques from various approaches according to the different needs of their learners. Most course books mix methods and techniques in this way. The term Teaching method refers to the general principles, pedagogy and management strategies used for classroom instruction. Your choice of teaching method depends on what fits you — your educational philosophy, classroom demographic, subject area(s) and school mission statement. Teaching theories primarily fall into two categories or "approaches" — teacher-centered and student-centered teaching technique is a well-defined procedure used to accomplish a specific activity or task. (Hoque, 2016)

The method etymologically means the way to reach an end, the way of teaching, it is the method, the way that every teacher travels to fulfill the teaching - learning process, in didactics the method is the straight and short way to reach an end.

The following are interrelated in the method: The teacher uses the method to teach, the student uses the method to learn. In this way, the teacher teaches a content and the student learns that content. The techniques allow the people who practice them to experience new methods that allow them to obtain better results in their studies, of which the norms, development, application and results are established, which they produce in the people who practice them; It should be noted that each of these techniques serve as a support for learning and its effectiveness will depend on the person who executes it. (webscolar, 2014)



Based on: <https://www.webscolar.com/las-tecnicas-de-ensenanza-y-su-clasificacion> ,
<https://www.goconqr.com/es/mindmap/6143844/methods-and-approaches-of-language-teaching>

1.02.02 Theories about acquisition and learning

Theory	Acquisition	Learning
<p>Behaviorism and structuralism</p>	<p>The <i>repetition of patterns</i> takes fundamental role in the acquisition of structures.</p> <p>According to CAH, learners of a second language would start the acquisition process using the habits formed in their L1 and, eventually, these habits would interfere with the new ones needed for the L2.</p> <p>Therefore, students are first taught to listen and speak, and then to read and write based on the assumption that this is the natural sequence in first language acquisition.</p>	<p>Visualizes learning under concepts of imitation, practices, reinforcement and habit formation.</p> <p>It is expected that learners would 'learn' based on mimicry and memorization.</p> <p>Another representative teaching method is audio-lingual, which is also based on the premise of learning through habit-formation.</p> <p>TPR attempts to teach languages through physical activity.</p>
<p>Universal grammar</p>	<p>UG permits all children to acquire the language of their environment during a critical period of their development.</p> <p>There are two models concerning the acquisition of an L2 through the UG theory: the <i>Direct Access Model</i> and the <i>Indirect Access Model</i>.</p>	<p>It gives significant importance to the mind and visualizes learning as a set of parameters and principles.</p> <p>Learners eventually know more about the language than they could reasonably have learned if they had to depend entirely on the input they are exposed to.</p>

	<p>The <i>Natural Hypothesis</i> argues that there are predictable sequences in which learners acquire linguistic knowledge.</p> <p>The <i>Input Hypothesis</i> argues that acquisition occurs when a learner is exposed to a comprehensible language that is a little bit beyond their proficiency level ($i + 1$).</p> <p>The <i>Affective Filter Hypothesis</i> explains that there are different emotional factors that prevent learners from effectively acquiring an L2.</p>	<p>Learners are not able to tap the resources of the UG directly, but they can still use their UG-related knowledge of the L1.</p> <p>Learners may assume that some structures of the first language have equivalents in the second language when, in fact, they do not.</p> <p>Some features of an L2 are easier or harder to learn, regardless of their level of complexity.</p> <p>The Natural Approach emphasizes the importance of lexical items and the use of the correct input to accomplish successful communication, exchanging not only messages but also meanings.</p> <p>Communicative Language Teaching agrees on the fact that the learning process will take place in a context that offers rich and natural input.</p>
Cognitivism	<p>The way in which knowledge develops is fundamental: what starts as declarative knowledge becomes procedural knowledge through practice and cognitive effort.</p>	<p>It claims that language learning is not completely different from other activities that involve the process of learning, thus, it is the result of the creation of networks and associations that take place in the human brain.</p>

	<p>Adaptive Control of Thought (ACT) theory, declares that there are three intertwined memory processes: declarative, procedural or long-term, and working memory.</p> <p>Learners are a central part in the acquisition process since the responsibility of practicing and learning patterns rests upon them.</p> <p>The role of interaction, feedback, and input are also very important in this theory since they increase the speed of development of SLA.</p> <p>Considering that the amount of space the mind has is limited, the four aspects of Competition Model compete between each other for the same space.</p> <p>The role of interaction, feedback, and input are also very important.</p>	<p>Language learning relies heavily on internal processes and associations.</p> <p>All learning is based on three processes: generalization, discrimination and strengthening.</p> <p>The <i>Information Processing Model</i> suggests that learning starts from controlled processes, which gradually become automatic over time.</p> <p>Learners go through <i>stepping stones</i> before achieving fluency in their speech, shifting from declarative to procedural knowledge.</p> <p>The Competition Model presupposes that language has four main components: word order, vocabulary, word forms, and intonation.</p>
<p>Sociocultural theory</p>	<p>Language learning is essentially a social mediation between the learner and someone else, where socially acquired knowledge becomes internalized.</p> <p>Internalization assumes that the source of consciousness comes</p>	<p>Learning occurs when a learner interacts with an interlocutor in the Zone of Proximal Development (ZPD).</p> <p>It exist an interface between a symbolic artifact, which is language, and thinking; some of</p>

	<p>from the outside world, and it is achieved through social interaction.</p> <p>It is essential for learners to interact with other individuals in order to develop L2 acquisition.</p> <p>Vygotsky visualized the human mind as a system capable of <i>higher order thinking</i>, which is culturally shaped.</p> <p><i>Private speech</i>, in which language is used to regulate mental functioning.</p> <p>It is essential for learners to interact with other individuals in order to develop L2 acquisition.</p> <p>The <i>Socio-Educational Model</i> explains how two important aspects such as motivation and ability, determine the learner's success.</p> <p>The relationship between L2 learners and the speakers of the target language arises as a crucial interplay of acquisition.</p> <p>Also, the acquisition process may be materialized through talking, or in other words, learning by talking.</p>	<p>these processes include learning, intentional attention and memory, logical thinking, and problem solving, among others.</p> <p>Learning is a cognitive and a social process, it is worth mentioning the relationship between thinking and speaking.</p> <p>Speakers co-construct knowledge together, and in this way, learning occurs through social interaction.</p> <p>Learning takes into account multilingual situations.</p> <p>Successful learning means <i>acculturation</i>, that is to say, becoming part of the target language community.</p> <p>Communicative Language Teaching (CLT) is the style where languages are learned through communication, and the activities should be focused on encouraging students to be engaged in speaking activities.</p> <p><i>Whole Language Approach</i> states that language should not be taught as a set of separate components of language, such as grammar and vocabulary, but rather as a whole.</p>
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	<p>It establishes that people learn a language more successfully when they use the language as a means of acquiring information, rather than as a target itself.</p>	<p><i>Community Language Learning</i> gives support and assistance to a learner who needs help, offer instances for naturalistic language learning, to develop successful and meaningful learning.</p>
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Reference: Mitchell, R., & Myles, F. (2004). *Second language learning theories* (2nd ed.). Hodder Arnold. Aravena Ruiz, E., Bascuñán Quezada, D., Briones Cáceres, H., Jara Pino, K., Lillo Sierra, D., Morales Morales, G., Muñoz Novoa, B. and Yumha López, E., 2015. *Second Language Acquisition Theories: Their Application In The Ministry Of Education’S Curriculum And Their Expected Impact On Teacher Training Programs From Three Chilean Universities*. Universidad de Chile Facultad de Filosofía y Humanidades Departamento de Lingüística.

1.02.03 Stephen Krashen’s hypothesis

The Acquisition-Learning hypothesis: According to Krashen, there are two ways of developing language ability. Acquisition involves the subconscious acceptance of knowledge where information is stored in the brain through the use of communication; this is the process used for developing native languages. Learning, on the other hand, is the conscious acceptance of knowledge ‘about’ a language (i.e. the grammar or form). Krashen states that this is often the product of formal language instruction.

The Monitor hypothesis: This hypothesis explains how acquisition and learning are used; the acquisition system, initiates an utterance and the learning system ‘monitors’ the utterance to inspect and correct errors. Krashen states that monitoring can make some contribution to the accuracy of an utterance but its use should be limited. He suggests that the ‘monitor’ can sometimes act as a barrier as it forces the learner to slow down and focus more on accuracy as opposed to fluency.

The Natural Order hypothesis: According to Krashen, learners acquire parts of language in a predictable order. For any given language, certain grammatical structures are acquired early while others are acquired later in the process. This hypothesis suggests that this natural order of acquisition occurs independently of deliberate teaching and therefore teachers cannot change the order of a grammatical teaching sequence.

The Input hypothesis: This hypothesis suggests that language acquisition occurs when learners receive messages that they can understand, a concept also known as comprehensible input. However, Krashen also suggests that this comprehensible input should be one step beyond the learner's current language ability, represented as $i + 1$, in order to allow learners to continue to progress with their language development.

The Affective Filter hypothesis: According to Krashen one obstacle that manifests itself during language acquisition is the affective filter; that is a 'screen' that is influenced by emotional variables that can prevent learning. This hypothetical filter does not impact acquisition directly but rather prevents input from reaching the language acquisition part of the brain. According to Krashen the affective filter can be prompted by many different variables including anxiety, self-confidence, motivation and stress. (UPN, EEAILE, 2021)

1.02.04 Vigotsky's Zone of proximal development

What is The Zone of Proximal Development?

"The distance between the level of actual development determined by independent problem solving and the level of potential development determined by solving problems under the guidance of adults or in collaboration with others more capable." ¹

¹ McLeod, S. A. (2019). What Is the zone of proximal development?. Simply psychology. <https://www.simplypsychology.org/Zone-of-Proximal-Development.html>

In other words, it is the range of skills that a person is able to perform with assistance, but cannot yet perform independently.

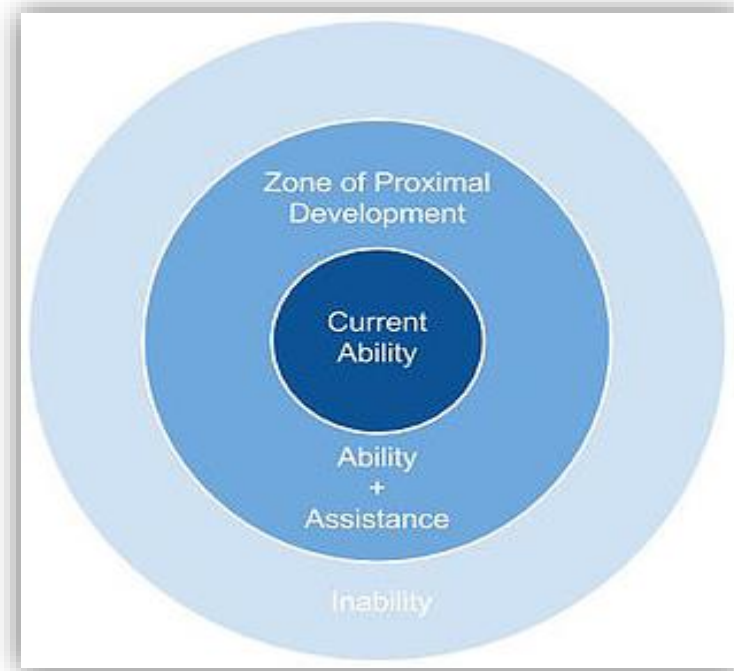


image retrieved from: <https://www.chapmanandcompany.co/blog/what-is-the-zone-of-proximal-development>

1.02.05 Communicative approach

Over the years, in the history of language learning, especially English as a second language, educators have explored increasingly practical approaches that depart a little from conventional methods such as the Grammar Translation Method, Direct Method, Situational Language Teaching, etc. to the latest mode of communicative approach. Conventional teaching methods gave an ineffective result as students were considered passive and the teaching-learning process was mechanical.

The communicative approach is an approach to language teaching that emphasizes interaction as both the means and the ultimate goal of study. According to CLT, the goal of language education is the ability to communicate in the target language.

Communicative Approach is an innovation with many specific characteristics. It views language as a tool for communication, and interaction speaking activities in classrooms is the instances of real communication. Most of students have sufficient exposure to the target language.

Firstly, from language teaching as a kind of knowledge teaching, a very effective way to teach ESL students is through the use of the Communicative Approach, because Communicative Approach puts the real-life situations into English teaching and learning. The teacher sets up a situation, which students are likely to encounter in their real lives by using real-life situations such as going shopping, going to the bank, buying stamps at the post office, meeting and greeting people, etc. Unlike the Grammar-Translation Approach, which relies on repetitious exercise and rules and is unnecessary to create contexts presenting the language in an unnatural way, the Communicative Approach can give students a flexible situation as to the out-come of a class exercise, which will be different among their reactions and responses, because the real-life situations change from day to day and within each conversation. Students are not only exposed to new vocabulary but also to sentential and grammatical patterns. Otherwise, the natural context is developed from the students' experiences with the language. Therefore, students' learning potential would be stimulated, because their motivation to learn comes from their desire to communicate in meaningful ways about meaningful topics. The students will have a much more varied exposure to language with communicating. They will be exposed to a whole range of lexical phrases, collocations and patterns as well as language forms.

Secondly, as language teaching is a kind of culture teaching, Communicative Approach gives students more opportunities to understand the culture of target language than other traditional approaches can. Students can easily compare the differences between their own culture and target culture when they practice the dialogue. They can feel the difference between two expressive styles through communicating. For instance, the western people prefer straightforwardness to express their thinking, but eastern characteristic is in an implicit way. Otherwise, students can learn how to use language with foreigners bravely, and then get more chance to understand the culture deeply. (Xu, 2010)

About the classroom application, Students are presented with a real life situation in which they will use the target language. Examples include ordering in a restaurant, buying a train or bus ticket, discussing activities they like to do outside of school, etc.

Examples:

FUNCTIONS: Socializing, greeting, leave-taking, introducing, thanking, apologizing.

Providing and obtaining information about: Facts, events, needs, opinions, attitudes, feelings.

Expressing personal feelings about: Facts, events, opinions, attitudes.

Getting others to adopt a course of action by: Suggesting, requesting, directing, advising, warning, convincing, praising.

SITUATIONS: The situations listed here indicate the contexts in which communication occurs. They define the communicative partners, their roles and the channels of communication (oral or written). They establish the parameters for the negotiation of meaning between two or more people or between one person and an oral and/or written sample of language. The situations are listed according to the primary skill students must use: listening, listening/speaking, reading or writing. However, it is important to note the several skills may be involved in any act of communication. In all cases, each situation must be considered in relation to the functions, topics and proficiencies. The age, ability and experience of the student should also be taken into consideration. (Teachers, 2020)

SITUATIONS LISTENING: Information and announcements from providers of common public services in face to face communications. Information (bulletins/announcements) provided over loudspeakers, radio and television. Short presentations of interest to the general public given in person, on radio or on television songs. Live and recorded feature programs on television, in the movies and on the radio.

LISTENING/SPEAKING: Interaction with providers of common public services in face-to-face communications. Informal everyday conversations with individual peers and adults. Informal conversations with peers and familiar adults. Interaction with providers of common public services by telephone Group conversations among peers and familiar adults. Group discussions with peers. Informal presentations to groups of peers and familiar adults.

READING: Information provided to the general public on forms, signs, billboards and posters, labels, programs, timetables, maps, plans, menus, etc. Announcements, ads, and short reports of general interest in newspapers, magazines, and other publications; short, informal notes. Simple business correspondence and pamphlets. Facts, opinions, feelings, and attitudes in correspondence from acquaintances and friends (peers and adults). Letters to the editor and feature articles from general-interest publications. Excerpts from poetry and prose for cultural appreciation.

WRITING: Forms to be filled out for the use of common public services. Informal notes for communications in everyday life situations. Brief reports describing simple situations and sequences of events. Personal letters to acquaintances and friends (peers and adults). Formal letters to agencies, institutions, and businesses on topics of personal needs. Short samples of expository or creative writing. (Teachers, 2020)

Communicative Approach has witnessed almost 40 years of history. Although the approach is the closest to the natural learning, it also has some disadvantages. Many reasons, such as teaching habits, examination system, teacher's educated level and class size, are the vital issues which limit the development of Communicative Approach. There is no single teaching method which deals with everything that concerns the form, the use, and the content of the target language. Teachers need to combine the new with the old, such as the Communicative Approach with traditional teaching methods. (Xu, 2010)

1.02.06 Task-Based Learning

In a task-based lesson, the teacher doesn't pre-determine what language will be studied, the lesson is based around the completion of a central task and the language studied is determined by what happens as the students complete it.

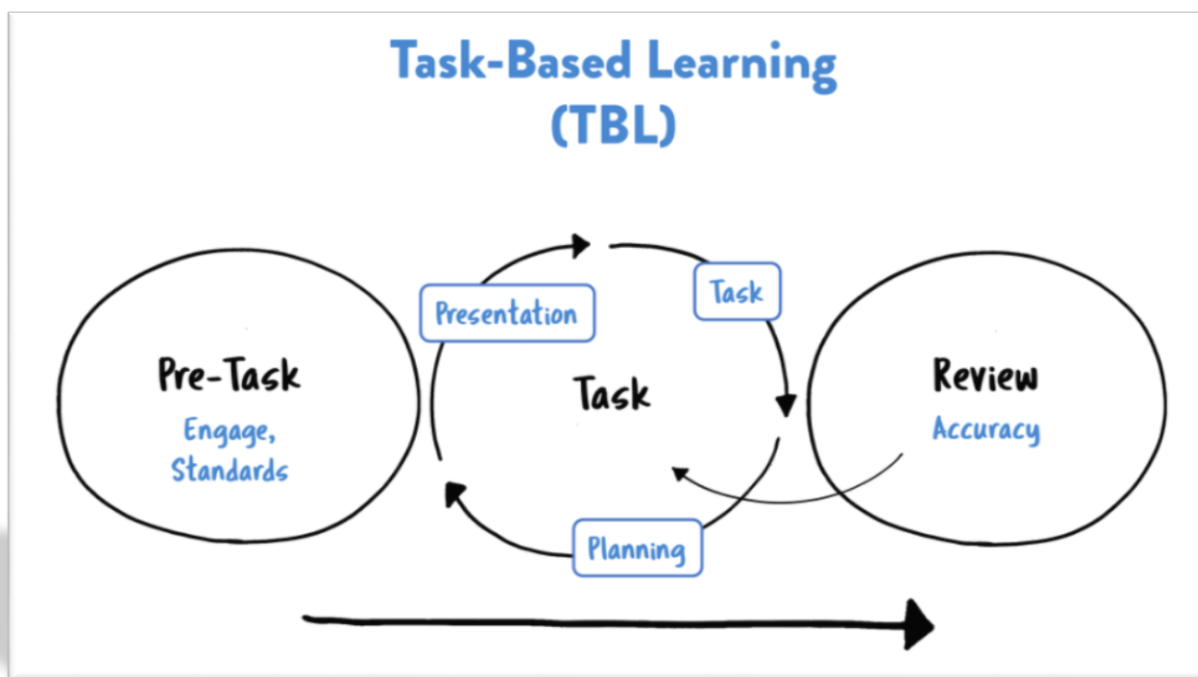


Image retrieved from: barefootTEFL.com

1st stage PRE TASK, It is when we introduce the task to the students and get them involved and excited for the task. Once they are engaged we should set our expectations from the task and we could show the students an example of the completed task. This is, to engage the learners, set expectations and give instructions.

2nd stage TASK. It is advisable to form small groups in which shy students do not hide so easily. We teachers will be monitoring and giving some clues in case the students get stuck. The objective of this stage is Fluency, using language to communicate without falling into L1 only when necessary.

3rd stage A REVIEW. Once the students have completed the task, it is time for a review. Peer review is preferable or teacher-led delayed correction is useful. The aim of this stage is accuracy reflecting on completed work and analyzing it.

ADVANTAGES: Student interaction is “built in” to the lesson as they need to communicate to complete the task, student’s communication skills and confidence can improve as tasks can mimic real life in realistic contexts.

DISADVANTAGES: Tasks have to be carefully planned to meet the correct criteria and can take longer than a plan. Students can avoid using target language if the tasks aren’t well designed, motivated or if they feel lazy or too excited.

Advanced learners that are enthusiastic, a model isn’t as important. Giving a model can steer students in a particular direction. Not giving a model lets them really use their imagination and creativity. (teacher, 2020)

However, there is little practical discussion of how tasks are actually implemented in school settings, particularly where conditions may be less than ideal, in terms of one or more of the following conditions: large class sizes, cramped classrooms, lack of appropriate resources, teachers not trained in task-based methodologies, teachers with limited language proficiency, traditional examination-based syllabi. (Carless, 2002)

About the classroom application, it seems like we could use the same situations as mentioned in communicative approach, but what we would approach is how they do the task. There would be less grammar focus until we get to the “review” section.

Example tasks might be going: food shopping, visiting the doctor, dealing with issues in an airport, making a telephone call, being interviewed or conducting an interview, ordering a taxi, complaining about a meal in a restaurant or resolving an issue in a shop. Task-based learning allows students to uncover their own vocabulary during the task.

1.02.07 Kolb's Model of experiential learning

Experiential learning is a process during which young people learn skills and develop knowledge through real-world, hands-on experiences. In Kolb's model, the experiential learning process begins with a concrete experience, followed by learner reflection (McLeod, 2017) As the name suggests, experiential learning involves learning from experience. The experiential theory takes a more holistic approach and emphasizes how experiences, including cognition, environmental factors and emotions, influence the learning process. (Cherry, 2020)

Stage	Description	Activities to help
Concrete experience	Kolb's cycle starts with a concrete experience. In other words it begins with doing something in which the individual or team are assigned a task. Key to learning therefore is active involvement. In this model one cannot learn by simply watching or reading about it, to learn effectively the individual must actually do.	<ul style="list-style-type: none"> • Ice breakers and energizers • Team games • Problem solving • Discussion • Practical exercises • Debates
Reflective observation	Taking time-out from "doing" and stepping back from the task and reviewing what has been done and experienced. At this stage lots of questions are asked and communication channels are opened to other members of the team. Vocabulary is very important and needed to verbalize and discuss with others.	<ul style="list-style-type: none"> • Ask for observation • Write a short report on what took place • Give feedback to other participants • Quiet thinking time • Tea and coffee breaks • Completing learning logs or diaries.

<p>Abstract conceptualization</p>	<p>It is the process of making sense of what has happened and involves interpreting the events and understanding the relationships between them. At this stage the learners make comparisons between what they have done, reflect upon and what they already know. They may draw upon theory from textbooks for framing and explaining events, models they are familiar with, ideas from colleagues, previous observations, or any other knowledge that they have developed.</p>	<ul style="list-style-type: none"> • Present models • Give theories • Give facts
<p>Active experimentation</p>	<p>The final stage of the learning cycle is when the learner considers how they are going to put what they have learnt into practice. Planning enables taking the new understanding and translates it into predictions as to what will happen next or what actions should be taken to refine or revise the way a task is going to be handled. For learning to be useful most people need to place it in a context that is relevant to them. If one cannot see how the learning is useful to one's life then it is likely to be forgotten very quickly.</p>	<ul style="list-style-type: none"> • Give learners time to plan • Use case studies • Use role play • Ask learners to use real problems

Based on:

<https://www2.le.ac.uk/departments/doctoralcollege/training/eresources/teaching/theories/kolb>

These four modes of learning are often described as a cycle. According to Kolb, concrete experience provides information that serves as a basis for reflection. From these reflections, we assimilate the information and form abstract concepts. People then use these concepts to develop new theories about the world, which they then actively test. Through the testing of our ideas, we once again gather information through experience, cycling back to the beginning of the process. The process does not necessarily begin with experience, however. Instead, each person must choose which learning mode will work best based upon the specific situation.

While situational variables are important, our own preferences play a large role, as people who are considered “watchers” prefer reflective observation, while those who are “doers” are more likely to engage in active experimentation. (Cherry, Very Well Mind, 2020)

Classroom application:

Concrete experience	Reflective observation	Abstract conceptualization	Active experimentation
<ul style="list-style-type: none"> • Readings • Examples • Fieldwork • Laboratories • Problem sets • Trigger films • Observations • Simulations/games • Text reading 	<ul style="list-style-type: none"> • Logs • Journals • Discussion • Brainstorming • Thought questions • Rhetorical questions 	<ul style="list-style-type: none"> • Lecture • Papers • Projects • Analogies • Model building 	<ul style="list-style-type: none"> • Projects • Fieldwork • Homework • Laboratory • Case study • Simulations

Based on:

<https://www2.le.ac.uk/departments/doctoralcollege/training/eresources/teaching/theories/kolb>

1.02.08 Interactive Model of reading

The interactive model of reading attempts to take into account the strong points of the bottom-up and top-down models. When giving interpretation to one has read, one should not only focus on the text nor the reader.

The interactive model suggests that the reader constructs meaning by the selective use of information from all sources of meaning (graphemic, phonemic, morphemic, syntax, semantics) without adherence to any one set order. The reader simultaneously uses all levels of processing even though one source of meaning can be primary at a given time. (Dechant, 171english, 1991)

It focuses on the belief that what motivates a student to read is important. A reader is more likely to retain knowledge of the material they are reading if they have an interest in what they are reading. A student's attitude toward reading is important, and a way to help students have a positive attitude toward reading is to allow them to pick topics of reading that interest them. (Ruddell, 1994)

The teacher serves as a mediator to assist the student in becoming consciously aware of knowledge already possessed. Background knowledge is an important part of the interactive reading model. Prior to reading, the students can tap into their prior knowledge about a topic by talking about what they already know or how the topic might relate something they already know about or have experienced in their own lives.

Even though reading is a complex process, cognitive psychologists generally agree that reading is an active thinking process. Four aspects can help define this process. First, readers use both what they know (reader-based inferencing) and information from the text (text-based inferencing) to construct meaning. A second aspect of the reading process is that readers elaborate what and how they read. They make connections that help them remember and to interpret what and how they are reading. These new connections become part of what readers know. A third aspect is that readers continually monitor their understanding to see if it makes sense. Readers continually check their understanding through self-questions that direct the use of fix-up strategies. Then they reread to remedy their misunderstanding or check their own prior knowledge. A fourth aspect is that readers use the situational context to focus their purposes

and frame their attitude toward the literacy event. Different situations affect what readers perceive as important, how information sources are combined, what is elaborated, how the text is monitored, and the students' perceptions about the literacy event. (Walker, 1989)

1.02.09 Schema Theory

Schema theory is a theory about how knowledge is represented and how the representation of facilitates the use of the knowledge in particular ways. All knowledge is packed into units, called schemata. In addition to knowledge itself, these packets of knowledge embedded information about how this knowledge is to be used. Therefore, schemata are used by readers to make sense of text.

Comprehension is making sense of the text. It is a process of using the reader's existing knowledge (schemas) to interpret texts in order to construct meaning. Reading experts agree that schema theory is one of the reasonable theories of human information processing. Schemas, the plural of schema, are believed to be the building blocks of cognition. For teaching and learning, teachers are expected to use different strategies in order to deal with the pre-existing knowledge and schemas of different students to maximize student learning.

The scheme theory in reading class takes place in a classroom with thirty, forty or even more students. Students have different abilities, interests, attitudes, and socioeconomic conditions. It is added to the so-called "background" and the background that each student brings to school constitutes a hidden curriculum of the person, the personal experience and the spirit of the student. Along with student differences, teachers when teaching reading in English are not trying to determine how to teach a student one by one. Rather, they seek the most effective approach and strategies to meet the needs of the majority students and create activities that can make students become active participants in the classroom. Reading is a complex act that requires certain skills. Several recognizable stages must be met and mastered along the way from the pre-reading level to the purposeful reading level. The student should have many opportunities to pay attention, listen, perceive and discriminate shapes and sounds, understand directions, move his eyes and hands from left to right, increase his spoken vocabulary and improve her vocabulary. These basic skills should be reviewed and maintained in order to

provide the foundation for the development of basic reading skills. Basic reading skills include the ability to develop vocabulary and the ability to understand what is read. (Fahriany, 2014)

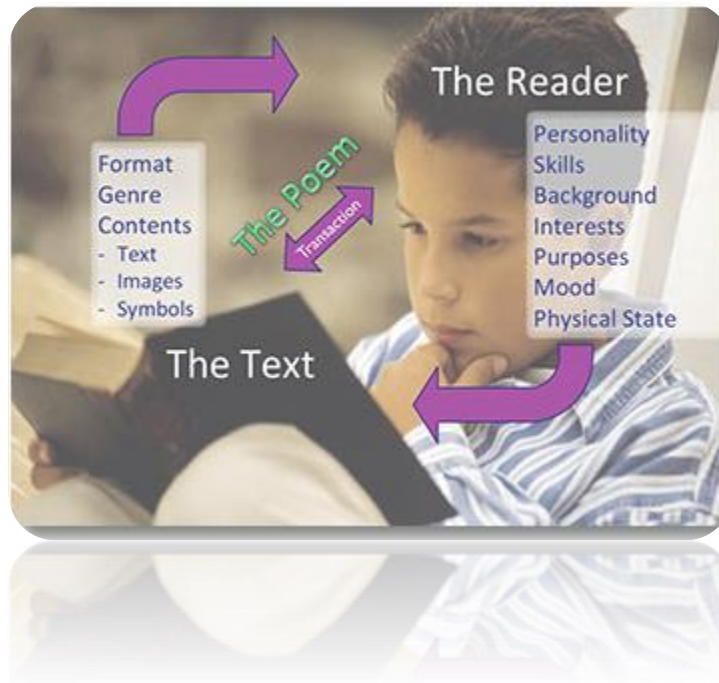


Image retrieved from: <http://www2.csudh.edu/tsr/schema-theory.html>

1.02.10 Byram's Model of intercultural communicative competence

There are three fundamental characteristics to Byram's model of intercultural competence.

- * It proposes an attainable ideal, the **intercultural speaker**, and rejects the notion of the native speaker as a model for foreign language learners.

- * It is a model for the acquisition of intercultural competence in an educational context, and includes educational objectives.
- * Because it has an educational dimension, it includes specifications of locations of learning and of the roles of teachers and students.

Model of intercultural competence

Intercultural attitudes (<i>savoir être</i>)	Curiosity and openness, readiness to suspend disbelief about other cultures and belief about one's own. Willingness to relativise one's own values, beliefs, and behaviours. Ability to "decentre".
Knowledge of social groups (<i>savoirs</i>)	Knowledge of social groups and their products and practices in one's own and one's interlocutor's country, and of the general processes of societal and individual interaction.
Skills of interpreting and relating (<i>savoir comprendre</i>)	Ability to interpret a document or event from another culture, to explain it and relate it to documents or events from one's own.
Skills of discovery and interaction (<i>savoir apprendre/faire</i>)	Ability to acquire new knowledge of a culture and cultural practices and the ability to operate knowledge, attitudes and skills under the constraints of real-time communication and interaction.
Critical cultural awareness (<i>savoir s'engager</i>)	Ability to evaluate critically and on the basis of explicit criteria, perspectives, practices and products in one's own and other cultures and countries.

Although this model may seem complex, in fact, it frees teachers from an impossible task: knowing and teaching everything their students may ever need to know about the target culture. Let's take a closer look at the five characteristics of the model. As you are reading this, imagine yourself in another country (not an English-speaking country) in a specific place. Where are you? In a meeting? In a restaurant? At a party? In your imagination, you are interacting with people from many countries and everyone is speaking English. Imagine that you possess the following characteristics:

Intercultural attitudes. Byram explains that in order to be interculturally competent, you must be curious and ready to learn about your own culture and also other cultures in an open, nonjudgmental way. It is common for people to judge others by their own standards or values (Rude waiter! He didn't bring the check! Rude waiter! He brought the check too soon!). This kind of judgment is the opposite of what Byram means. He is asking for openness to difference and newness, accepting others and being curious about them.

Knowledge of social groups. By interacting with the people you are with, you become aware of cultural differences. This is a type of social knowledge. By experiencing difference, you are learning more about your culture. This is the second type of knowledge in this category. This knowledge of social groups (i.e., other cultures) is similar to knowledge of the target culture in the communicative competence model of language learning.

Skills of interpreting and relating. When Byram refers to the skills of interpreting and relating, he means the ability to interpret events from another person's point of view, a perspective he calls ***decentering***. There is a saying: *Don't judge a person until you have walked a mile in his shoes*. Interpreting events from others' points of view is similar to walking in their shoes and seeing the world through their eyes.

Skills of discovery and interaction. Over time, you acquire new knowledge of the cultures and cultural practices and you begin to use this information. You are developing the ability to use the information in real contexts. Because we cannot know about everyone we meet, it is important to develop the skills of finding out new knowledge and integrating it with what we already know. By observing and asking questions, you are demonstrating the skills of discovery and interaction. Eventually you will be able to act as a mediator between people of different origins and identities.

Critical cultural awareness. Although most of the time, you have been opened, curious about, and accepting of other people's beliefs, values, and behaviors, at times you have reacted negatively to them. This response is natural in that our own values and beliefs are deeply embedded in us. Because of this response, you need to become aware of your own values and how they influence your reaction to the behavior of others. The ability to evaluate your own culture's perspectives and practices critically is a necessary step toward intercultural competence.

What is the role of language teachers in instructing students on intercultural competence? In discussing intercultural competence and teaching, Byram Nichols, & Stevens affirm that it is not the role of the teacher to change learners' values, but "to make them explicit and conscious in any evaluative response to others."

However, before teachers can guide their students through this process, teachers need opportunities to experience and reflect on cultural differences so they can deal with their own attitudes and open themselves up to accepting difference. (EEAILE, 2021)

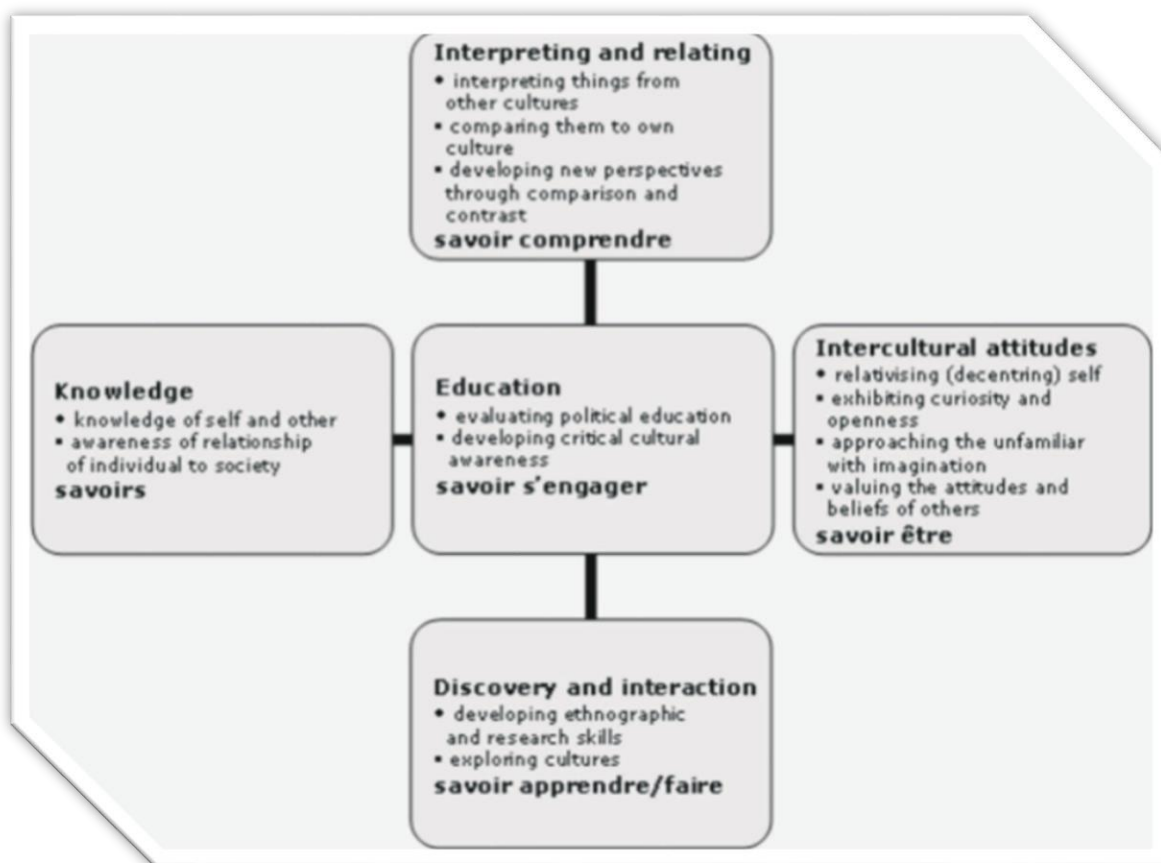


Image retrieved from: https://www.researchgate.net/figure/Model-of-Intercultural-Communicative-Competence-Byram-1997_fig1_319699557

CHAPTER 2: METHODOLOGY AND PRACTICE

2.01 Lesson plan

2.01.01 Intercultural competence

Professional competence means knowledge, skills, abilities and personal qualities, which are required by a specialist in order to solve professional problems. The professional competence of a teacher represents the combination of pedagogical knowledge, experience, individual characteristics and qualities necessary to effectively carry out educational activities, specifically to organize the process of pedagogical communication and personal development.

The development of intercultural communicative competence is a key element for the professional development. This concept of competence has become one of the main pedagogical theories of our contemporary world (Byram, 1997). An education system can be considered effective only when it educates an individual to be competent and capable of performing adequately and behaving appropriately in various situations, applying knowledge in practice and taking responsibility for the actions carried out. A competent professional not only possesses the ability to meet professional standards, but strives to evolve as a personality.

Intercultural competence is becoming the key to effective cooperation in the professional pedagogical community. Future teachers must not only be able to live in a multicultural society, but also be able to effectively solve professional tasks in a multicultural society. The model of intercultural competence in the modern educational space presupposes that a teacher masters a series of knowledge, skills, values, personality traits and special modes of behavior. The basic requirements for intercultural competence are knowledge of other cultures and understanding of the behaviors and ways of thinking of other people, communication skills with representatives of other cultures, tolerance, empathy and interest in the communicative situation, psychosocial sensitivity and lack of bias and prejudice. Intercultural competence implies knowledge of the principles and rules of intercultural communication, including the ability to understand and interact with different cultures while maintaining one's own cultural identity. (Nazarenko, 2014)

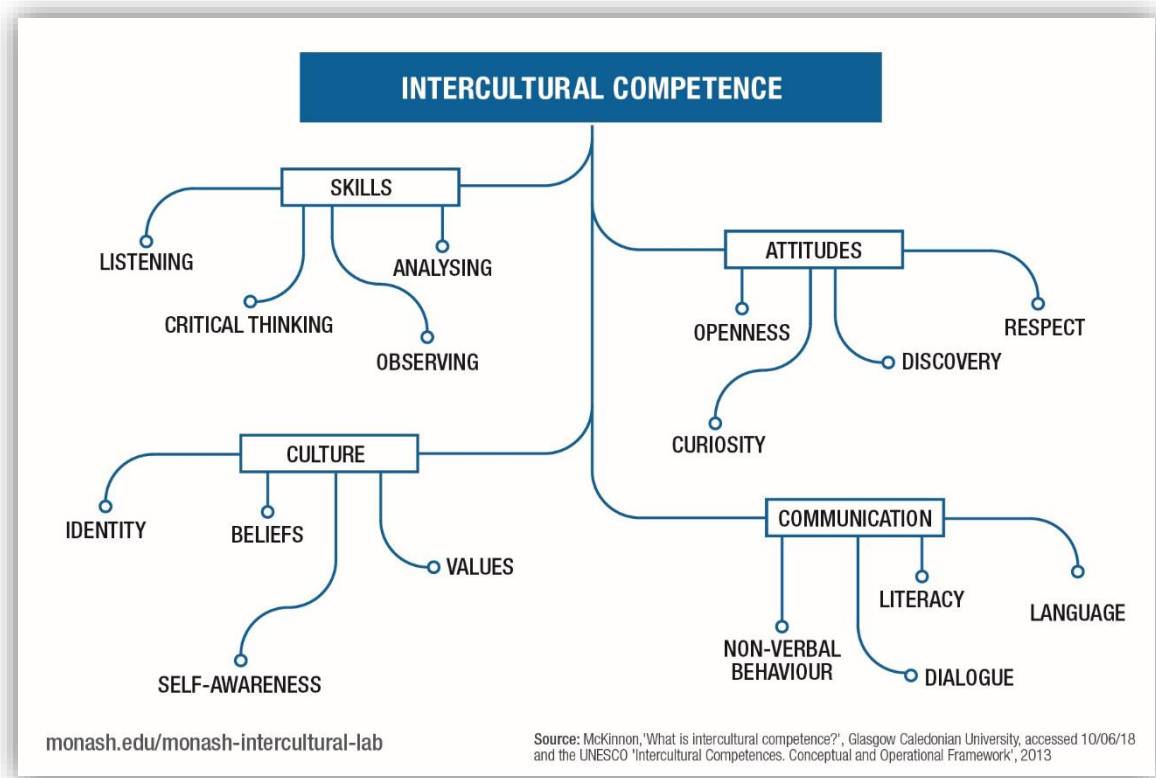


Image retrieved from: <https://www.monash.edu/arts/monash-intercultural-lab/about-the-monash-intercultural-lab/what-is-intercultural-competence>

Intercultural competence is in greater demand every day, as it provides the basis for professional mobility, prepares future professionals to meet global standards, and improves their chances of professional self-realization through communication and tolerance. The development of intercultural competence is promoted through didactic methods such as the linguistic-conceptual approach to teaching foreign languages, the formation of discursive frameworks necessary for professional and daily communication, interactive study, role play and training. Well-selected authentic texts and authentic films with culture information and a specific exercise system help students develop the ability to carry out successful communication and eliminate possible communication failures caused by cultural discrepancies. The objective is to reach a sufficient level of competence for an adequate and

correct implementation of the communicative objectives in the analyzed situations of daily and professional communication. (Nazarenko, 2014)

Understanding culture is like having a context that allows you to give the right meaning to each new word you learn. The more you know about the sociocultural background, the easier it is to get involved and learn new words, expressions and ways of speaking.

Culture is essential to learning a language well enough to communicate with natives. In fact, most universities and even high schools invest in exchange programs to allow students to learn languages in the right environments.

When you can place all this new information in a cultural context, it can help you engage at a different level with the foreign language. Learning about how native people live and talk introduces a human side to the language, which keeps you hooked on the learning process.

To understand culture, you need to go further than textbooks and dictionaries. You can use a wide range of alternative resources to get relevant information about the locals:

Understanding culture allows foreigners to use the right word, depending on the context. This way, there's less room for misunderstandings and confusion. (Clear Word Translations, 2017)

2.01.02 Rationale behind the lesson plan

To begin the lesson, I thought it would be a good idea to tune students with an intercultural video called "Cultural differences". Many students would like to have the chance of an exchange experience. I think it's a productive and enjoyable lesson for students. By working on this video to a teenage class, it makes the focus a lot easier to comprehend the passage and the intention of developing listening and speaking skills. I tried to make sure my lesson plan links to the concepts seen in the units of this module.

The lesson plan designed for this activity reflects the concepts learned. The students will work individually and in pairs, they will make use of previous knowledge to develop the activities. According to the Interactive Model of Reading, they are presented with a topic that is of interest and entertainment to them. It depends a lot on us teachers to do it in an enjoyable way so that they feel comfortable and maintain a positive attitude while working. While the reading and

writing activities, they will make connections that will help them remember and interpret what they are reading and how they are reading it.

Based on the top-down approach, comprehension a function of the interpretation that readers and listeners put on the text. Meaning does not reside in the text, it resides in the mind of the listener/reader. That is why students can read the same text and understand differently depending on their own personal background of language and world knowledge. Schema building activities are effective on reading comprehension because they strengthen the background knowledge of the learners. (Zarei, 2012)

2.01.03 Application of the lesson plan “The iceberg of culture around the world”

LESSON PLAN “The iceberg of culture around the world”

The following lesson is planned for a five-hour session.

Learning objective

- Students will be able to understand the concept of culture and to become aware of one's own culture and recognize its influence on one's behavior and attitude.
- The students will practice second conditional.

Materials and preparation

- Computer
- Video “CULTURAL DIFFERENCES”
- Link: <https://youtu.be/vO6N0ha22Mk>
- Internet
- Headset
- Objects brought and pictures downloaded by the students
- Appendixes 1 and 2 previously sent by e-mail.

Key terms

- Culture
- Differences between countries
- Customs
- Habits

Introduction (5 minutes)

- Explain to students that they will be watching and listening to a video called “Cultural differences – From all over the world... to Italy” and it’s about a group of exchange students from all over the world arriving in Italy.
- Tell students that they will watch the video as a whole group.
- First, they will listen to different habits and customs from the group of exchange students. Then they will be able to think about the information from the video and in teams, they will answer some questions related to it.
- In the second part of the activity, they will read about “The iceberg of culture” and will develop an activity related to that topic.

Explicit instruction / Teacher modeling (20 minutes) Listening (Sessions 1&2)

- Pre-listening. Ask the students the following questions: What is your typical breakfast? How do you greet your friends? Do you know what a stereotype is?
- While-listening. Ask students to write down notes from the video.
- Post-listening. Give them opportunity to give any comments to the group.

Guided practice (50 minutes) Speaking

- In this second part of the activity, divide the group in small teams and ask them to read and think about the answers for the following questions:
What is your typical breakfast?
How do you greet your friends?
How do you say “Yummy, very good!”?

Do you know your national anthem?

Mention a **stereotype** about people from your country.

What values were you raised with?

Say something difficult in your language (It can be a tongue twister)

Would you like to be part of an Exchange?

- Choose a student from each group to participate sharing his/her ideas.
- The second round of questions will be focusing on **Second conditional**:
What would you eat for breakfast if you were Japanese?
How would you greet a person if you were Turkish?
- Students will write their own questions and ask the partner they want

Guided practice (30 minutes) Reading and writing (Session 3&4)

- Ask students to bring an object or picture that represents their culture and ask each one to explain how they think it represents their culture.
- Ask them to take out and read Appendix 1- The iceberg of culture.
- Draw an image of an iceberg on a blank sheet of paper (word file, a jamboard or whatever you like).
- Explain the iceberg culture model: what is easily visible only represents 10% of the culture.
- Ask them to take out Appendix 2 and explain the instructions of the activity. They will have to relocate the different characteristics of the culture listed on this appendix, either below or above the waterline.
- Explain that what is above and visible are considered observable behaviors and artifacts while below the line we can find the invisible beliefs, values and taboos that are transmitted through culture.

(50 minutes)

- They will have 10 minutes for the reading of the appendix 2 and 30 minutes to relocate the characteristics.

- Ask their opinion on how the objects brought in represent the values and beliefs that are not visible (the 90% part of the iceberg) and write them on the iceberg under the water.

Review and closing (10 minutes)

- Reflection: When we encounter another culture, we tend to interpret observed behavior with our own iceberg, our own set of values and beliefs, which can be the cause of culture shock. It is important to note that demonstrated behavior is rooted in values that are not clearly visible.
- Homework: Write a brief paragraph of what you have reflected on this activity.

Assessment – (50 min) (Session 5)

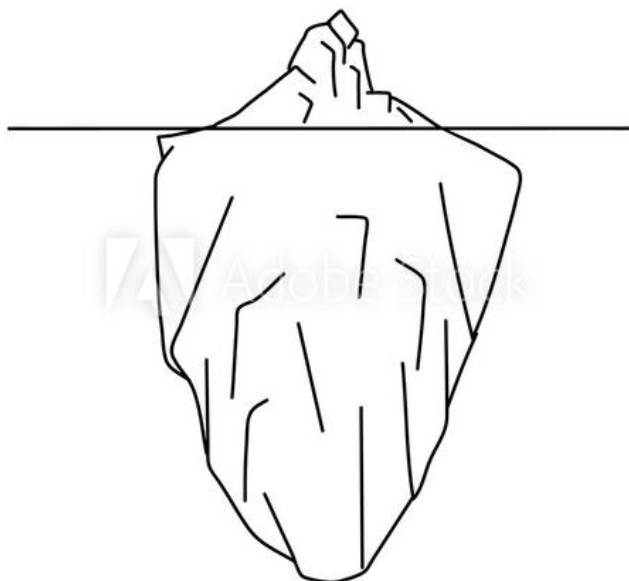
- The teacher will check with the students the rubrics and the evaluation criteria and give them feedback. (on GOOGLE CLASSROOM, MEET and email)

Appendix 1

The iceberg of culture: One models of culture is the iceberg. Its main focus is on the elements that make up culture, and on the fact, that some of these elements are very visible, whereas others are hard to discover.

The idea behind this model is that culture can be pictured as an iceberg: only a very small portion of the iceberg can be seen above the water line. This top of the iceberg is supported by the much larger part of the iceberg, underneath the water line and therefore invisible. Nonetheless, this lower part of the iceberg is the powerful foundation. Also in culture, there are some visible parts: architecture, art, cooking, music, language, just to name a few. But the powerful foundations of culture are more difficult to spot: the history of the group of people that hold the culture, their norms, values, basic assumptions about space, nature, time, etc. The iceberg model implies that the visible parts of culture are just expressions of its invisible parts. It also points out, how difficult it is at times to understand people with different cultural

backgrounds – because we may spot the visible parts of “their iceberg”, but we cannot immediately see what the foundations that these parts rest upon are.



Appendix 2

Facial expressions	Eating habits	Conception of cleanliness
Religious beliefs	Notions of modesty	Concept of justice
Religious rituals	Food	Approaches to problem solving
Importance of time	General world view	Drama
Paintings	Understanding of the natural world	Body language
Values	Folk dancing	Notions of adolescence
Literature	Styles of dress	Ordering of time
Childraising beliefs	Concept of personal space	Architecture
Concept of leadership	Rules of social etiquette	Popular music
Gestures	Concept of self	Handling of emotions
Holiday customs	Work ethic	Patterns of decision making
Concept of fairness	Conception of beauty	Nature of friendship

2.02 Assessment tools

Rubrics can be used to assess students' reading and writing comprehension in many ways. They help ensure that the learning objectives are clear. Students must be able to understand the learning objective in order to develop superior results. Students who have been given a criterion for reading comprehension will be able to complete complex tasks. They will be able to demonstrate the required skills that can be assessed by teachers. Another aspect of rubrics in reading comprehension is the fact that they help facilitate the design and delivery of instruction. Instructional design is an important part of the educational process because it must be able to use personalized and universal strategies to meet the needs of students. Instructional approaches can be used to improve the effectiveness of the learning environment. The evaluation process must be accurate and fair when designing rubrics. This is important specifically with reference to the needs to assess students' writing and reading comprehension.

Really good rubrics help teachers avoid confusing the task or activity with the learning goal, and therefore confusing completion of the task with learning. Rubrics help keep teachers focused on criteria, not tasks.

The primary purpose of these rubrics is to help students reflect on their work and understand more clearly what they need to do to improve.

In addition to the rubrics, Google CLASSROOM and email were used to assess students.

RUBRIC FOR WRITING

Features	4 Expert	3 Accomplished	2 Capable	1 Beginner
Quality of writing	<ul style="list-style-type: none"> * Piece was written in an extraordinary style * Very informative and well organized 	<ul style="list-style-type: none"> * Piece was written in an interesting style * Somewhat informative and organized 	<ul style="list-style-type: none"> * Piece had Little style * Gives some new information but poorly organized 	<ul style="list-style-type: none"> * Piece had no style * Gives no new information and very poorly organized

Grammar, usage & Mechanics	* Virtually no spelling, punctuation or grammatical errors	* Few spelling and punctuation errors, minor grammatical errors	* A number of spelling, punctuation or grammatical errors	* So many spelling, punctuation and grammatical errors that it interferes with the meaning
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RUBRIC FOR READING

Success Criteria	Level 4	Level 3	Level 2	Level 1
Prediction	Student is able to anticipate almost all upcoming events in the text.	Student is able to anticipate most upcoming events in the text.	Student is able to anticipate some upcoming events in the text.	Student is able to anticipate few upcoming events in the text.
Personal Response	Student independently reacts to text content or characters in complete ways.	Student reacts to text content or character in developed ways or with few teacher prompts.	Student reacts to text content or character in some ways or with some teacher prompts.	Student reacts to text content or characters in limited ways or with teacher prompts.
Self-Monitoring	Student almost always stops reading when comprehension is uncertain, or understanding is minimal.	Student usually stops reading when comprehension is uncertain, or understanding is minimal.	Student sometimes stops reading when comprehension is uncertain, or understanding is minimal.	Student keeps reading when comprehension is uncertain, or understanding is minimal.
Story Retell	Student is able to retell and summarize all major events	Student is able to retell and summarize most major events during	Student is able to retell and summarize some major events during	Student is able to retell and summarize major events during or after

	during or after reading.	or after reading.	or after reading.	reading in limited ways or with teacher prompts.
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RUBRIC FOR LISTENING

Excellent	Excellent at identifying the main idea general and specific information. No problems at recognizing vocabulary and expressions.
Very good	Very good at identifying the main idea general and specific information. Almost no problems at recognizing vocabulary and expressions.
Good	Good at identifying the main idea general and specific information. Some minor problems at recognizing vocabulary and expressions.
Fair	Still able to identify the main idea general and specific information. Some problems at recognizing vocabulary and expressions.
Unsatisfactory	Unable to identify the main idea general and specific information. Many problems at recognizing vocabulary and expressions.

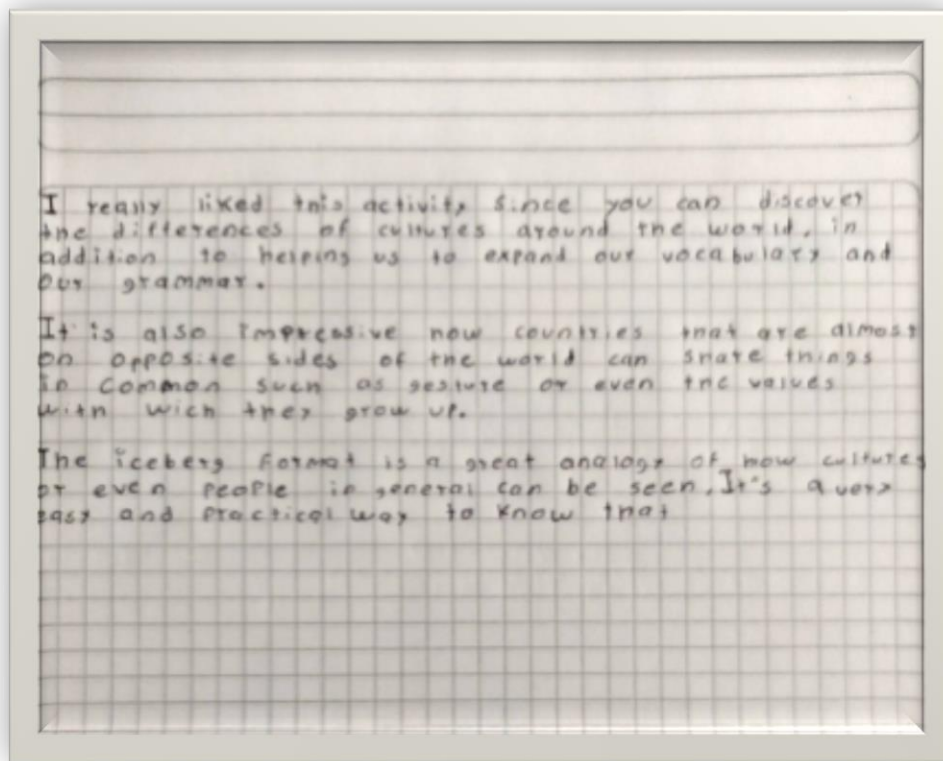
RUBRIC FOR SPEAKING

	1	2	3	4
Completion of the task	Information provided was inadequate	Information provided was limited	Adequate information provided	Extensive information provided
Grammatical accuracy	Multiple mistakes that take the meaning away	Frequent mistakes that make it somewhat	Some mistakes that do not interfere with meaning	Very accurate, few mistakes

		difficult to understand		
Pronunciation	Largely incomprehensible	Somewhat difficult to understand	Easy to understand	Sounds almost like a native speaker
Fluency	Does not flow	Frequent pauses	Occasional pauses	Natural pattern of speech
Effort	Lack of effort and attention to detail	Lack of effort or attention to detail	Good effort and attention to detail	Outstanding effort and attention to detail

2.03 Evidence of the lesson plan

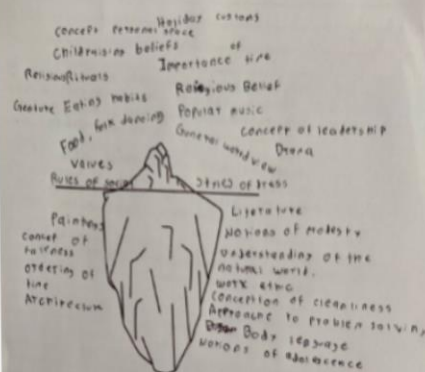
EVIDENCE:



well in this activity I learned the difference of cultures across countries in the world, and I understood other customs, how are people in different countries how they act and what are their stereotypes.

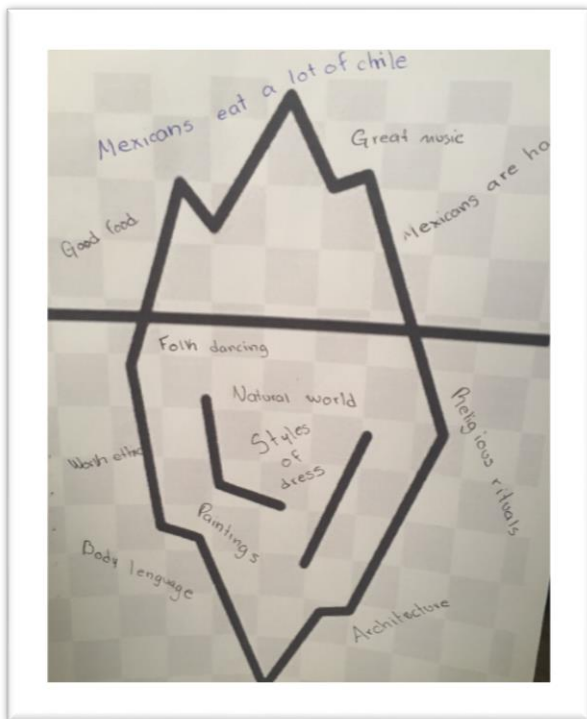
Because it is interesting how different countries think, and how are their different customs, from a foreign point of view.

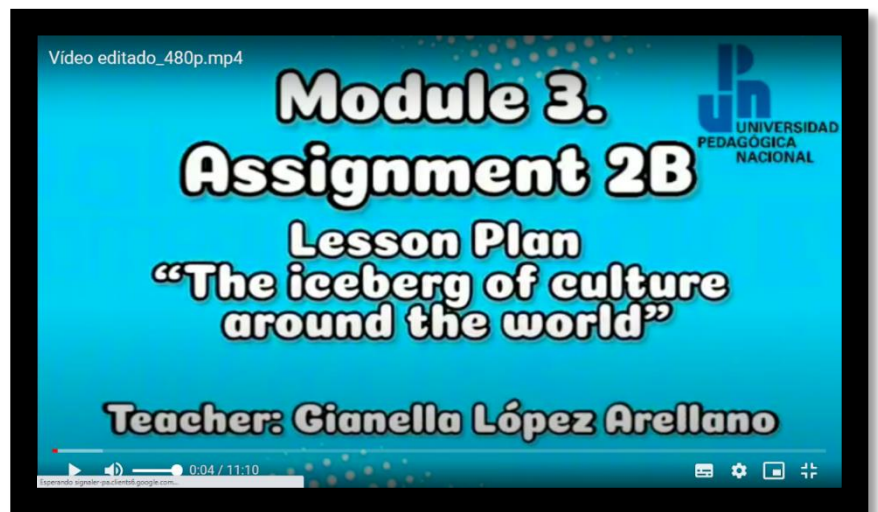
And apart from knowing the coincidences we have with other countries we learn that sometimes we are not so different.



Appendix 2

Facial expressions	Eating habits	Concept of cleanliness
Religious beliefs	Notions of modesty	Concept of justice
Religious customs	Food	Approaches to problem solving
Importance of time	General world view	Drama
Painting	Understanding of the natural world	Body language
Values	Folk dancing	Notions of adolescence
Literature	Styles of dress	Ordering of time
Children's beliefs	Concept of personal space	Architecture
Concept of leadership	Rules of social etiquette	Popular music
Customs	Concept of self	Handling of emotions
Holiday customs	Work ethic	Patterns of decision making
Concept of beauty	Concept of beauty	Nature of friendship





- Activities from Appendix 1 and 2:
https://drive.google.com/file/d/1sDy5WwdzT9_9XPqXnIHUM35R3UO8Dlme/view?usp=sharing
- VIDEO Reflection of one student : <https://drive.google.com/file/d/1luOX-5xi4tQVzu-aXOG5dZG0POWBsdeL/view?usp=sharing>

2.04 Evidence of assessment tools

A group created in CLASSROOM where students receive feedback and comments.

The screenshot displays a Google Classroom assessment interface. At the top, it shows the course name 'ENGLISH 4 4th semester' and the assessment title 'Trabajo del alumno'. The score is set to '100 puntos'. On the left, a list of students is shown with their names and scores. On the right, a summary of the assessment results is displayed.

Student Name	Score	Status
Agulla Sosa Héctor	100	Sin presentar
Sanchez Sanchez Jonathan	100	Sin presentar
Yael Ivan Ordóñez Gaona	100	Sin presentar

Category	Count
Entregaron	0
Asignadas	0
Calificadas	3

The 'Calificadas' section shows three students with their names and the status 'Calificada': Agulla Sosa Héctor, Sanchez Sanchez Jonathan, and Yael Ivan Ordóñez Gaona.

ENGLISH 4
4th semester

Instrucciones Trabajo del alumno

Devolver 100 puntos

Calificadas	Nombre	Puntuación	Estado
	Aguila Sosa Héctor	100	Sin presentar
	Sanchez Sanchez Jonathan	100	Sin presentar
	Yael Ivan Ordóñez Gaona	100	Sin presentar

Sanchez Sanchez Jonathan 100/100
Calificada (Ver historial)

1 comentario privado

Gianella López 17:13
Jonathan, you did a such a wonderful job. Your performance has been as expected and in a way the expectations were exceeded. I enjoyed the class very much. Maintain the enthusiasm shown that you will be able to achieve the goals you set for yourself. You will receive your rubrics by email.

Agregar un comentario privado...

Assessment

hectorsosa111203@gmail.com

Assessment

Hi Héctor,

These are the rubrics of your development in the activity "The Iceberg of culture around the world". See you in class so we can discuss any questions you may have.

Teacher Gianella.

RUBRIC Héctor.docx (16 K)

Enviar

STUDENT'S NAME: HECTOR AGUILA SOSA

RUBRIC FOR WRITING

Features	4 Expert	3 Accomplished	2 Capable	1 Beginner
Quality of writing	* Piece was written in an extraordinary style * Very informative and well organized	* Piece was written in an interesting style * Somewhat informative and organized	* Piece had Little style * Gives some new information but poorly organized	* Piece had no style * Gives no new information and very poorly organized
Grammar, usage & Mechanics	* Virtually no spelling, punctuation or grammatical errors	* Few spelling and punctuation errors, minor grammatical errors	* A number of spelling, punctuation or grammatical errors	* So many spelling, punctuation and grammatical errors that it interferes with the meaning

RUBRIC FOR READING

Success Criteria	Level 4	Level 3	Level 2	Level 1
Prediction	Student is able to anticipate almost all upcoming events in the text.	Student is able to anticipate most upcoming events in the text.	Student is able to anticipate some upcoming events in the text.	Student is able to anticipate few upcoming events in the text.
Personal Response	Student independently reacts to text content or characters in complete ways.	Student reacts to text content or character in developed ways or with few teacher prompts.	Student reacts to text content or character in some ways or with some teacher prompts.	Student reacts to text content or characters in limited ways or with teacher prompts.
Self-Monitoring	Student almost always stops reading when comprehension is uncertain, or understanding is minimal.	Student usually stops reading when comprehension is uncertain, or understanding is minimal.	Student sometimes stops reading when comprehension is uncertain, or understanding is minimal.	Student keeps reading when comprehension is uncertain, or understanding is minimal.
Story Retell	Student is able to retell and summarize all major events during or after reading.	Student is able to retell and summarize most major events during or after reading.	Student is able to retell and summarize some major events during or after reading.	Student is able to retell and summarize major events during or after reading in limited ways or with teacher prompts.

RUBRIC FOR LISTENING

Excellent	Excellent at identifying the main idea general and specific information. No problems at recognizing vocabulary and expressions.
Very good	Very good at identifying the main idea general and specific information. Almost no problems at recognizing vocabulary and expressions.
Good	Good at identifying the main idea general and specific information. Some minor problems at recognizing vocabulary and expressions.
Fair	Still able to identify the main idea general and specific information. Some problems at recognizing vocabulary and expressions.
Unsatisfactory	Unable to identify the main idea general and specific information. Many problems at recognizing vocabulary and expressions.

RUBRIC FOR SPEAKING

	1	2	3	4
Completion of the task	Information provided was inadequate	Information provided was limited	Adequate information provided	Extensive information provided
Grammatical accuracy	Multiple mistakes that take the meaning away	Frequent mistakes that make it somewhat difficult to understand	Some mistakes that do not interfere with meaning	Very accurate, few mistakes
Pronunciation	Largely incomprehensible	Somewhat difficult to understand	Easy to understand	Sounds almost like a native speaker
Fluency	Does not flow	Frequent pauses	Occasional pauses	Natural pattern of speech
Effort	Lack of effort and attention to detail	Lack of effort or attention to detail	Good effort and attention to detail	Outstanding effort and attention to detail

2.05 Recording of the activities

- **Link for the video of the lesson plan “The iceberg of culture around the world”:**

https://drive.google.com/file/d/1KBrr7IfVgMS-3mMODY5_ovr-tnTkQ5Rv/view?usp=sharing

- Student’s reflections on the activity:

Héctor:

<https://drive.google.com/file/d/1luOX-5xi4tQVzu-aXOG5dZG0POWBsdeL/view?usp=sharing>

Yael:

<https://drive.google.com/file/d/1VPIIgn9UwwlKYGH0SMecJpduKxhicxMa/view?usp=sharing>

CHAPTER 3: EXPERIENCE REPORT

3.01 Rationale behind the results

Reflecting on the results obtained once the activity was carried out, there are several ideas that I want to base according to the theories analyzed and learned in this specialization:

The role of input, intake, interaction and output in the process of SLA is essential in language acquisition. It is possible for a non-native speaker to possess near native-like proficiency in a foreign language if he or she has adequate and effective input, interaction and output as mentioned in theories of Krashen’s exposure to input, Long’s interaction and Swain’s comprehensible output. The ideal situation would be to be exposed to a wide variety of uses of English and to have interactions with NS. The more exposure to input (even though I’m a NNS), the more opportunities for students to learn the language. In a foreign language setting the only

way to improve oral expression is to make the most of the situations available for speaking. Students need to do more beyond what was taught in class.

Reading extensively is an important source of input in the foreign language setting: reading to comprehend English and reading to learn English. Try to see English as a means of communication as well. Comprehensible input alone is not enough, and when input is negotiated, the learners will possibly internalize what they have learned and experienced. (Zhang, 2009)

Regarding the use of the material as part of the input, authentic materials in English help us to create situations for the use of the target language. It is very common to read passages and understand the meaning of sentences, work on exercises but this ability to understand differs from the ability to use linguistic system to express meaning.

Faced with this situation, I try to adapt as much as possible to the students, so adaptation is in every way. Perhaps 10% of students in each classroom can understand 80% of what is explained to them in the target language. There's limited possibility of total immersion. Reflecting on my areas of opportunity, I know that I strive to create a positive and pleasant environment that encourages and motivates students to desire to learn the target language; I work to repair communication breakdowns that occur all the time, some students achieve the desired goal but others are lagging behind. Finding that balance is what has not allowed me to achieve a desired output many times. I need to focus more on interaction and negotiation process.

The affective filter hypothesis explains that language cannot be learned if a learner is blocking the learning process. In order to be able to learn effectively, a learner should feel safe and comfortable in the learning environment. The learner should not experience high levels of stress or anxiety during the learning process, they should feel motivated to participate in learning activities without worrying about making mistakes.

As we are working on ZOOM sessions and on GOOGLE CLASSROOM during this pandemic, the task assigned this time was individual, but it was intended to be a participatory session with information flowing back and forth (sender - message - receiver - feedback). When the students are in groups, different activities can be assigned that match the skill set of the different

students (Kurt, 2020). The students who are more proficient can support the ones who are not as proficient.

3.02 Results / Outcomes

The results obtained in this activity were as expected. The students performed the activity as requested. It was evident that there is a type of intrinsic motivation in the students since their work showed that they made use of resources that helped them to carry out the activity. It is notorious when they do the things by themselves. In this case, they demonstrated that they have language and communicative competences.

The activities organized for this intercultural lesson plan, were the following:

The students watched a video of a group of exchange students called “Cultural differences” on Youtube. They worked on this activity in order to develop listening, speaking reading and writing skills. It’s an activity for a five-hour class and it was worked online.

The expected result of this activity was that the students, supported by their previous knowledge and with the acquisition of new ones, have the ability to express ideas in English in a communicative way. They expressed their ideas and opinions about culture and stereotypes. This interaction between teacher and students was intended to be relaxed and productive.

I consider that an advantage of working with authentic materials is preparing students for “real world communication” and that they find motivation to communicate and can communicate in the real world.

Unfortunately we are not with the group face-to-face and the time and space factor does not benefit us. There are many communication breakdowns and we cannot have adequate interaction with students.

Errors are an opportunity for learning, both for students and teachers. As students experience new things and develop new competencies it is inevitable that they will make mistakes. If mistakes and failure are seen as a sign of incompetence and something to avoid (rather than something to expect), our students will begin to avoid the challenges necessary for learning. We must show our students that mistakes can actually help us develop and improve our skills

and abilities and we can also teach them that mistakes are an important part of the learning process. They have the chance of an assessment so they can be aware of their strengths and weaknesses.

CHAPTER 4: CONCLUSIONS

The EEAILE has been a great opportunity for personal and professional growth. It is the moment in which I contrast what I learned as a student and what I have done as a teacher for some years. It has given me great learning.

For many years, the way in which language learning has occurred has been from a structuralist perspective. In recent years this has changed to a language-in-use approach. Diane Larsen-Freeman's analysis of the form, meaning and use model has helped me understand the fact that grammar is not just form, but to communicate, language users need to know the meaning of forms and when to use them appropriately. The models studied allowed me to see the elements that have to do with communication.

This experience has helped me to improve my communication skills as a teacher with my students and it has given me an idea on how to respond to the difficulties that they may have. But most importantly, now I have a better sense of how to help them to overcome these struggles and challenges.

Engaging students to contents that are relevant to them help them to get an emotional connection to the learning content, they tend to be more motivated to express themselves about it. The goal is to make them get involved in learning English. How can I do it? Having communicative approach. Language learning comes through having to communicate real meaning. When learners are involved in real communication, their natural strategies for language acquisition will be used. In this way they will learn to use the language. The objective is to present a topic in context as natural as possible.

The preparation of this project has been quite useful to expand my teaching professional knowledge. In fact, thinking about and writing a teaching philosophy is a great practice as a

teacher since doing so I am learning to reflect on my work and also put into practice my ideals in terms of teaching and learning. In addition, I've been thinking about my beliefs, values, expectations and goals. We teachers need to have a clear idea of what we do in our work. It's been quite useful to improve the quality of my work, and I can say that I am developing a stronger identity as a teacher.

By writing my teaching philosophy I have been able to think of my own learning, professional growth and goals for the future. I have also had the opportunity to develop my critical thinking, understand my responsibilities as a teacher and reflect on the role of both the teacher and the student.

The most important role a teacher has is in his / her relationship with the students. Students will not respond to academic content if they do not first have an established trust and confidence in their teacher. This means that they are open to share who they are as individuals, but also that they are willing to develop their individual strengths and struggles under the guidance of a caring adult. A caring educator is always willing to accept this role as a duty within the context of teaching.

Learning a foreign language is a risk-taking exercise. When students feel comfortable and safe in the classroom climate that has been established by a caring leader, they will be willing to take more risks in speaking, writing, reading, and also be more open to respecting classmates in listening attentively during conversations in the target language.

In addition, the teacher needs to have a strong mastery of the content of the foreign language. If he / she does not, the students can only rise to that level of proficiency. This includes an understanding of the cultures in which the target language is spoken so that students see the world relevance to the language they study.

Reflecting on the advantages and usefulness of the use of technological tools in the development of our teaching activity is a task in which we teachers must pay close attention when implementing strategies in the classroom, in order to help our students acquire, develop and strengthen communication skills in L2.

Since reading and writing are two essential skills in the cognitive development of the human being, we teachers play a fundamental role so that our students develop those skills that allow them to achieve an intellectual appropriation of the world around them.

Teaching speaking is a very important part of learning a second language. The ability to communicate in a second language clearly and efficiently contributes to a student's success in school and later success at every stage of life. Therefore, it is essential that language teachers pay close attention to teaching speech. Rather than driving students to pure memorization, you want to provide a rich environment where meaningful communication takes place. To this end, various speaking activities can greatly contribute to students developing the basic interactive skills necessary for life. These activities make students more active in the learning process and at the same time make their learning more meaningful and fun for them. (Kayi, 2006)

The appropriation and interpretation of reality occurs progressively with the acquisition of communication skills, listening, speaking, reading and writing. The acquisition and development of reading allows us later to express ourselves through writing. Knowing this, ESL teachers must take considerations when selecting the materials that we will present to our students; which, according to what has been studied and learned in these two thematic units, must be materials at their level, likes and interest; Likewise, we know that the materials have to be adequate to fulfill both, the acquisition and development of the skills, and the academic purposes of the official SEP program.

Regarding the materials on the web and all the resources available there, teachers must take into consideration that access to information on the Internet represents a world of possibilities, however, we must make the selection of materials and the implementation of strategies seeking that our students develop a critical and reflective thinking so that the acquisition of communication skills is the basis of their greater cognitive development.

The fundamental idea behind the concept of “skills development” is to educate for life, which means that teachers must have a vision for the future, that is, teach our students to select strategies for the acquisition and strengthening of communication skills. , help them gain independence; This will surely give them the possibility to face the daily challenges of the academic and work world in a more effective way to be better students, entrepreneurs or employees.

Today more than ever, the use of communication and information technologies are an essential element in the achievement of our educational objectives. The Secretariat of Education at all levels has implemented programs that emphasize the use of digital media, from television to educational platforms; and we teachers have had to emigrate from traditional practice, towards virtual spaces, Zoom, Classroom, WhatsApp, Teams, just to mention some options that some students and teachers have access to continue our work; unfortunately there are a large number of students and teachers who, due to various circumstances, have been left behind or completely out of the dynamics that the COVID-19 pandemic has imposed on us.

Despite the lack of resources (in some cases), or the lack of training (in others), teachers have managed to obtain very good results under these circumstances; Those of us who have already been familiar with the use of digital resources are now learning to elaborate, design, select and implement strategies and activities appropriate for the moment and also meaningful for our students.

But to tell the truth, the implementation of strategies 100% virtually, has turned out to be a challenge, because is not only issues related to access to technological resources, we have also had to deal with emotional, economic and health issues, of ourselves, of our relatives and of some students and their families. However, we understand that this situation will not end very soon and we must all make an effort to remain actively in this dynamic.

Being intercultural as a teacher is important because as a role model for linguistic structures of language, a teacher needs to understand what the culture is like in countries where people speak English. Language that is necessary for certain situations is often affected by cultural customs and practices. Culture may differ in different areas of a country where the language is spoken too. While we cannot know everything about these cultures, we can learn through research, talking with friends who live or lived in those countries and watch videos, tv programs and movies.

Using language efficiently and in culturally appropriate ways helps the speaker to save time, effort and money while traveling. In a school setting, it helps students overseas to make new friends and have more fun traveling. In business, a person who understands cultural cues is more successful and has stronger relationships with colleagues.

Culture makes a language come alive. There are parts of culture that focus on customs and routines, like sharing a meal in a restaurant or buying something in a store. Other parts of culture focus on experiences and places to visit. I thought this would be a unique experience for the students to explore in this lesson.

After the lesson, we could also talk about the things that the students learned or experienced in this lesson. We could think about things that would be interesting and / or different for a visitor from a different country to see in Mexico. This reflection helps students to appreciate the parts of their own culture that are valuable, and maybe we don't notice because it is common for us to experience these things every day.

When designing the assessment tools, I asked myself several questions: How are my students doing in their progress? Are they reaching the objective of the lesson? What kind of assessment should I include in the lesson plan? What is clear is that the intention is to evaluate their progress and let them know what their strengths and weaknesses are and how to make them improve.

We have to remember that assessment is a valuable tool in the classroom and always taking into account that it's all about the student. We must teach our students not to be afraid and explain that the feedback is essential and will make their learning more oriented. Knowing how to assess students in order to improve instruction is the key in a learner-centered classroom. As Maya Angelou said "When you know better you do better". (Pesce, 2018)

CHAPTER 5: APPENDIXES AND APA STYLE REFERENCES

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