UNIVERSIDAD PEDAGÓGICA NACIONAL

UNIDAD AJUSCO

PROPUESTA DE INTERVENCIÓN EDUCATIVA

PROYECTO FINAL "CULTURES OF THE WORLD"

TRABAJO RECEPCIONAL

QUE PARA OBTENER EL DIPLOMA DE

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

PRESENTA:

ALMA MARTÍNEZ ESCUTIA

ASESOR: RIVERA HERRERA NORMA SUSANA

GENERACIÓN 9   2020-2021

México, DF. a 13 de Junio de 2021

UNIVERSIDAD PEDAGÓGICA NACIONAL.

Campus Ajusco

Specialization in Learning and Teaching English as a Foreign Language (EEAILE)

Final Project: Cultures of the World

Modules 1-3

Tutor: Rivera Herrera Norma Susana

Student: Martínez Escutia Alma

TABLE OF CONTENTS

Declaración de Originalidad
de Tesis o Trabajo Recepcional de Posgrado

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

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

En apego al inciso d del Artículo 42, del Reglamento General para Estudios de Posgrado de la Universidad Pedagógica Nacional, que establece que la Coordinación de Posgrado —por acuerdo del Consejo de Posgrado— será competente para aplicar la sanción de baja definitiva en el caso de que el estudiante: "Presente como propios trabajos académicos que no son de su autoría entre ellos artículos, revistas, ensayos, libros, tesis profesionales o de grado, así como cualquier otro sin consentimiento expreso de su autor", suscribo esta declaración con la finalidad de manifestar a usted —y a quien corresponda — que he redactado mi documento de tesis o trabajo recepcional de manera original en todas y cada una de sus partes.

El documento en cuestión es un trabajo original, en español, no publicado ni presentado a esta ni a otra institución como tesis o trabajo recepcional previamente. Es producto original de mi autoría exclusiva y no contiene citas ni trascripciones ni ilustraciones diversas sacadas de cualquier tesis, obra, artículo, memoria, etcétera (en versión digital o impresa), sin haber mencionado en mi documento de forma clara y exacta su origen o autor, tanto en el cuerpo del texto, figuras, cuadros, tablas u otros que tengan derechos de autor. Asimismo, manifiesto que no he cedido los derechos patrimoniales ni he otorgado autorización a otra persona física o moral que se considere con derechos sobre el trabajo en cuestión.

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

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

Título del trabajo recepcional o tesis:	Final project: Cultures of the World			
Tipo:	✓ Trabajo recepcional		☐ Tesis	
Presentado para obtener el grado de:	✓ Especialidad	☐ Maestría		☐ Doctorado
Programa de posgrado:	Especialización en Enseñanza	Tutor(a), Asesor(a) o Director(a):	Rivera Herrera	
Nombre completo del(la) autor(a):	**Martínez Escutia Alma**			
Matrícula:	200926020			
Domicilio:	Volcán Teide Mz 1 Lt 10 El Mirador 3era Sección Tlalpan			
Teléfono:	5523368049			
Correo electrónico:	200926020@g.upn.mx			

Atentamente,
Ciudad de México a 13 de Junio de 2021.

Martínez Escutia Alma

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

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

Introduction

Learn how to teach is a journey; this work has the intention to show what has been learnt during this Specialization through a lesson plan, its implementation and the results; also the reflections on what has been learnt and on the challenges faced during this time.

The lesson plans that will be presented in this work are linked to different theories and methodologies but mainly to the Model of Intercultural Competence by Byram with the purpose to increase students' cultural awareness, the name of the Unit is "Cultures of the World"; and it must be said that each activity was planned with a rationale behind and with a clear learning objective to achieve.

Due to the cultural emphasis of this work, a concept that will be seen during this work is the use of English as a "lingua franca"; this refers to the use of this language to communicate with people from different cultures. Consequently, the Teacher´s work is to be a guide who helps them in their learning process to communicate as intercultural speakers who can communicate in real social contexts.

Additionally, a set of different theories, hypothesis and methodologies that have been adopted in the teaching philosophy will be described through these pages; a philosophy that has been evolving through time, study and experience; definitely it's not a static statement because the teaching conditions will be continuously changing as well as the students' needs. It´s important to be aware that this philosophy can be adapted, but the core of it will stay the same; because the driver is the motivation to be a better Teacher and create a unique learning experience.

Finally, when it comes to assessment, it must be said that is a valuable process to use during the course because the Teacher can evaluate students' progress, indeed it provides feedback for both; students and Teachers. This process is part of a continuous development as Teachers, is always important to learn how and what to improve about our daily practice.

1. Philosophy and theory

1.01 Teaching identity and philosophy

I have been teaching English for three years and I can say that is a beautiful and challenging profession. In the following lines "My Teacher Philosophy" will be explained in detail taking into account what I have learned through this Specialization.

Personal Profile

- I am a committed, analytic, creative and enthusiastic teacher who's dedicated to help students enhance their English learning experience.

My Teacher Philosophy

- My commitment is to build up a unique "English learning experience" that promotes intercultural communication, as well as, to keep a continuous professional development. My main goals as a Teacher are to create an engaging learning environment with the use of technology in classroom, together with an effective Classroom management.

Before I updated my Teacher philosophy, I thought about two fundamental concepts I wanted to include in the new version of my profile, these are:

- Use of Technology in classroom
- Cultural awareness

First, the **use of technology** in classroom has become essential due to the changing world conditions and the advantages it brings, for instance, now-a-days is a "need" to use technology to be able to share knowledge to our students. Once we go back to face-to-face classes we are not supposed to pretend that we are not going to use anymore all the tools we have acquired, what is more, we need to take advantage of it to avoid losing the progress we have gotten so far; students feel more acquainted to technology, we have to keep learning and

promoting its use in classroom to bring to classroom an appropriate input to create an environment for practicing and having cultural encounters thanks to the use of authentic material and "realia".

Second, **cultural communication** is important because English is considered a "lingua franca", it's a fundamental tool to communicate effectively in a range of cross-cultural contexts. Nowadays due to the Globalization is essential to share a same language, so everyone can speak and understand other people from different cultures, maintaining their own language of course. Mainly for these mentioned reasons is that this concept is now part of my Teaching Philosophy as an objective to achieve when talking about the desired output with my students; I want them to be "**intercultural speakers**".

o My Background and Learning Experience

I would like to write about my reasons to become an English Teacher, at the same time that I write about myself as a language learner. In 2012, when I was studying Accounting at UNAM, I got a scholarship to study in France, in an English program; I can say that being involved in a multicultural environment where people from different parts of the world were sharing the same language to communicate was key for me to realize that English is an excellent skill that helps us to build strong relationships. Back then, my French skills were limited, I had studied the language for only two months, and I had the necessity to communicate with my host family even for the basic chores at home, after four months, I realized that I had developed more my listening skill. Due to the fact that I have always loved to learn languages and this experience, I was curious to know more about how we learn, and I decided to be English teacher.

This previous paragraph was taken from my Module 1 assignment; for me it was interesting to look back and see that my motivation to learn languages and to become an English Teacher was interculturalism and the importance and interest I found on communicating effectively in a real context, which are two elements that I have learned during these Modules. In the next page, it is presented the updated version of My Teaching Philosophy.

ALMA MARTÍNEZ ESCUTIA

ENGLISH TEACHER AUTOBIOGRAPHY

*"Education gives you opportunities to make the difference"*

Personal Profile

I am a committed, analytic, creative and enthusiastic teacher who's dedicated to help students enhance their English learning experience.

My Teacher Philosophy

My commitment is to build up a unique "English learning experience" that promotes intercultural communication, as well as, to keep a continuous professional development. My main goals as a Teacher are to create an engaging learning environment with the use of technology classroom, together with an effective Classroom management.
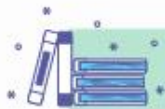
Teaching Approaches

- Task-based Language Teaching (TBLT) approach.
- Communicative Language Teacher & Learner-centered approach.

English Certifications

- Teaching Knowledge Test - Band 3
- TOEFL   B2

Work History

UVM COYOACÁN
English Teacher (2018 to present)

- Teach English (From basic to advanced level) to class sizes ranging from 23 - 28 students
- Communicative Language Teacher & Learner-centered approach.

ESCUELA SECUNDARIA "ESTADO DE QUNTANA ROO 151"
English Teacher (2019 to present)

- Teach English (Basic level) to class sizes ranging from 38-43 students
- Task-based Language Teaching (TBLT) approach.

Education History

UNIVERSIDAD PEDAGÓGICA NACIONAL. PLANTEL AJUSCO.

Specialization in Learning and Teaching English as a Foreign Language (EEAILE).

- Currently studying the 3rd trimester; learning English Teaching Linguistic History, different methodologies and approaches (M1); English learning skills (M2); as well as cultural awareness (M3).

UNIVERSIDAD NACIONAL AUTÓNOMA DE MÉXICO

Bachelor of Accountancy. 2018 - 2012

- Studied one semester of an English track program in France at Group Sup de Co La Rochelle.

1.02 Theoretical Foundations

Through this Specialization different principles, hypothesis, approaches, methods and techniques have been learnt, it will be explained the ones that have become part of the new teaching style of the Teacher.

To start with this theoretical foundations, it´s necessary to mention two authors that are key when trying to understand what Second Language Acquisition involves; Krashen and Vygotsky.

In the following diagram, will be described the main concepts and theories that each author stated and that now are part of the Teacher´s framework.

KRASHEN

- Acquisition is a subconscious and incidental process.
- Learning is a conscious and intentional process.
- Learning a language is viewed as information processing, which takes place at the cognitive level.
- The factors that affect learning are motivation, attitude, confidence and anxiety.
- Five Hypothesis : The input hypothesis, The Monitor Hypothesis, The Natural Order Hypothesis, The Acquisition-learning Hypothesis and Affective filter hypothesis.

VYGOTSKY

- Languages are learned as a result of interactions between social and cognitive factors.
- Learning is a social process that is mediated by tools.
- Sociocultural Theory of Mind (social dimension of learning).
- ZPD (Zone of proximal development).

Once that has been mentioned the theories of each author, it will be explained in detail the main theories and hypothesis that have been adopted as part of the Teaching Philosophy.

- o The Input Hypothesis

According to Krashen "language is acquired through exposure to comprehensible input, which he defined as the linguistic input *(i)* which is either at or just beyond the learner´s current level *(+1)*"[1]. This means that learners should be exposed to structures that slightly exceed student's current ability, in order to receive language.

- o The Affective Filter Hypothesis

Krashen proposed the Affective Filter hypothesis; which works as follows:

- When students are nervous or anxious, their affective filter is high or up, and therefore the input that students are exposed to cannot be acquired.
- On the other hand, when students are comfortable and calm their filter is lower, consequently the language input that students receive can be easily learned[2].

Affective filter	Learning
⬆	⬇
⬇	⬆

- o Zone of Proximal Development (ZPD)

In the following diagram it will be shown the concept of Zone of Proximal Development as Vigotsky stated it; in which the **actual development** represents what the student is capable to do independently, the **potential development** is what the student is not capable to do independently, and the **zone of proximal development** is what the student is capable to do with guided assistance or help, in other words, the learning the student will reach working in a collaborative environment.

---

[1] Krashen, S. (1982). Principles and Practice in Second Language Acquisition. New York: Pergamon Institute of English.
[2] Ibid.

Zone of Proximal Development (ZPD)

Actual development

ZPD

Potential development
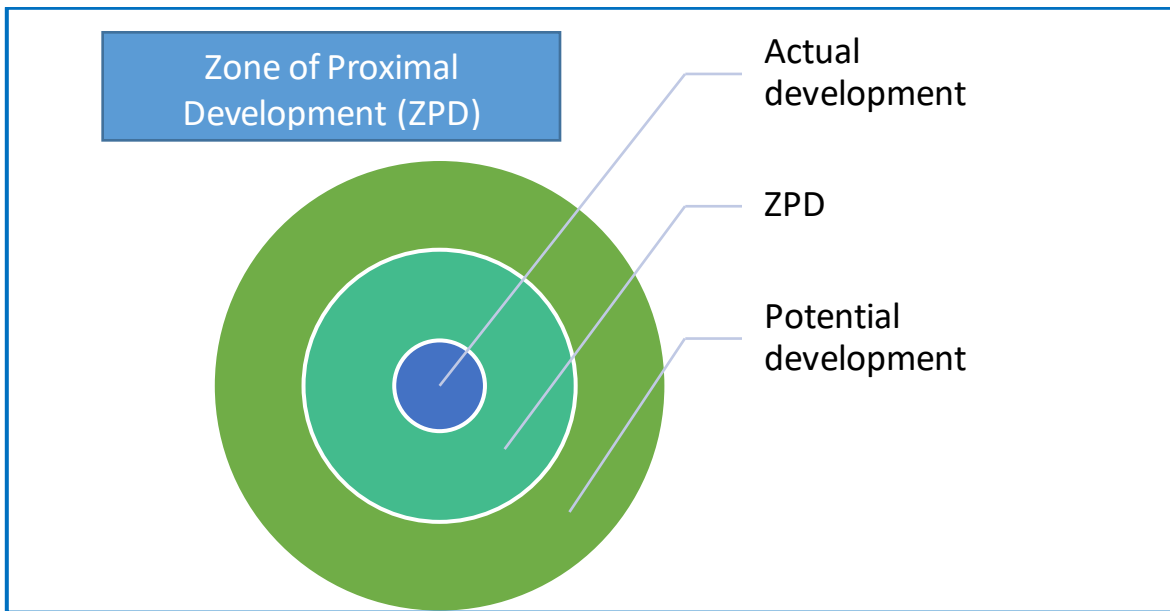
- Input, intake, interaction and output

Being a good Teacher means to be aware that learning a second language is a **process**; which involves to have an **input** (lesson plan, learning material), **intake** (what students will internalize), **interaction** (communication and collaboration; social practices implemented in classroom) and **outcome** (the acquired learning, what the student is capable to use or produce). The purpose of the following diagram is to have a visual aid of this process from the beginning to the end:

INPUT   INTAKE   INTERACTION   OUTPUT
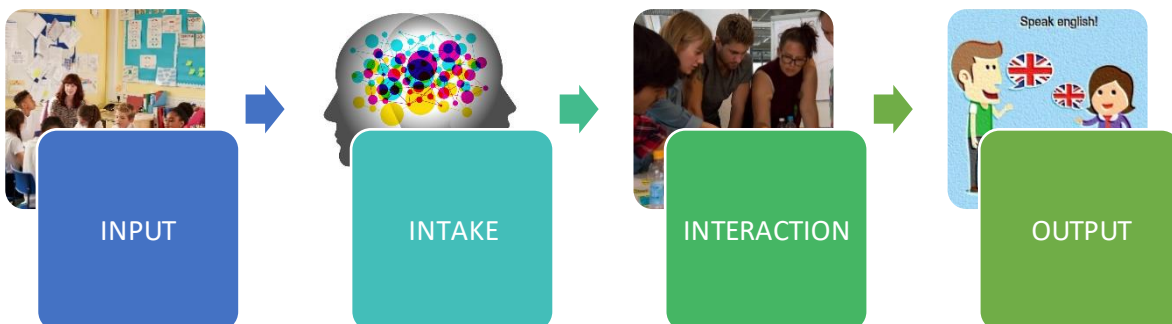
o Teaching approaches

Based on the Teacher experience and as it has been stated in the Teacher's Philosophy; at University school is used a Communicative approach, while in secondary school is used a Task-based approach. In the following lines both approaches will be explained.

o Communicative Approach

In the Communicative Approach, language is used to accomplish communication with some functions within a social context, using real-context situations. It's important to mention that the purpose of this approach is to communicate through interaction; so students need to get enough confidence through previous vocabulary activities, listening or reading activities, so they can speak and collaborate in teams. According to Larsen-Freeman "The role of the student in a CLT environment is mainly as communicator, with more responsibilities since it implies being a cooperative, collaborating, and active participant of his or her own learning process"[3].

It´s necessary to mention that in a Communicative activity the role of the Teacher needs to be a facilitator or guide that is always promoting the dialogue; the Teacher needs to walk around the classroom while the teams are working to make specific questions and when a team is presenting its work, the Teacher needs to be trying to make students get involved and make questions to their colleagues.

o Task Based Approach

The Task based approach achieves its learning objective through "tasks"; which are any target language resources students have in order to solve a problem, such as puzzles, games, or make a chore. At secondary school, this approach has been applied with positive results; mainly due to the class size of 40-45 students, it´s more complex to find and implement alternatives to use in classroom effectively.

o Kolb's model of Experiential Learning

The Experiential Learning Model was proposed by Kolb; this model is specifically Sociocultural in orientation and involves a 4-step-process.

---

[3] Larsen-Freeman, D. (1986). Techniques and Principles in Language Teaching. Oxford: Oxford University Press.

People apply this process unconsciously in their daily lives when learning a new skill; such as learning to ride a bike, trying a new recipe when cooking or baking or when learning to dance a new music style. For this reason, it is interesting to find out that it can be used it in classroom. As users, people do it unconsciously in their daily lives, now as Teachers, it´s necessary to be conscious of the process to know when and how to apply it with the students.

The following diagram shows the process stated by Kolb:
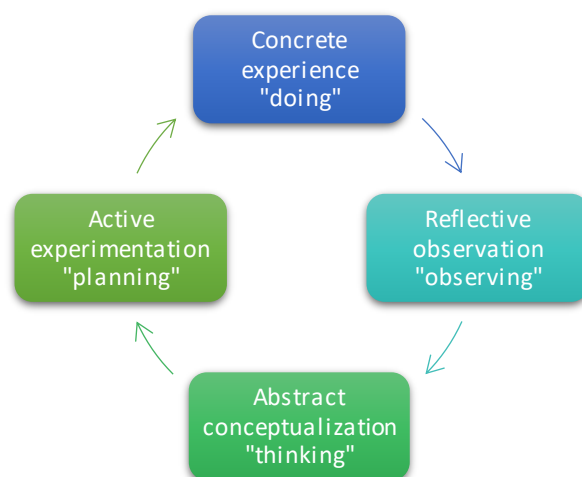
    o   Linguistic and Communicative Competence

Linguistic competence was studied by Noam Chomsky in 1965; according to this author this competence can be defined as the knowledge of a language as an unconscious process, so this is focused on first language acquisition.

When referring to a second language acquisition, this term focuses on the grammatical competence of a student but not in the social context in which the structures are being used.

Communicative competence; this theory states the importance to learn a second language with communicative purposes, so that students can be able to use the language in daily life situations. It's important to mention that this concept refers to both verbal and nonverbal communication. According to Hymes "the competence in a language includes not only grammar, words, and sounds but also the social knowledge of when and how to use them appropriately"[4].

---

[4] Hymes, D.H. (1971). On communicative competence. Philadelphia: University of Pennsylvania Press.

o   International or global language

It is established that English has become an international or global language, what makes it a "**lingua franca**" which is defined as a language that is used for communicative purposes even when the speakers may retain their first language they use English to communicate with others.

Talking about business, this concept of lingua franca is really important because nowadays due to Globalization; people around the world use English to communicate with others in order to arrange meetings and agreements with business purposes. Consequently; **intercultural competence** is about communicating effectively in a range of cross-cultural contexts.

o   Model of Intercultural Competence (MIC)

What Byram thinks about intercultural competence is really brilliant because he says that the main goal for a student who learns English is not to reach a native speaker proficiency, but to be an "**intercultural speaker**" who retains his own culture but communicates in a second language; it's necessary to mention that this goal talking about an educational context is achievable. In the following diagram; it can be seen the MIC:

Intercultural competence (savoir être)
•Curiosity and openness.

Knowledge of social groups (savoirs)
•Knowledge of social groups.

Skills of interpreting and relating (savoir comprendre)
•The ability to interpret an event from another culture.

Skills of discovery and interaction (savoir apprendre/faire)
•The ability to acquire knowledge from a new culture.

Critical cultural awareness (savoir s'engager)
•The ability to evaluate our own culture and a different one.

In the lesson plan created for this work, the Model of Intercultural Competence plays an important role, that is why the name of the project is "Cultures of the World".

- o Assessment

With the purpose to conclude this Theoretical Foundations section; it's necessary to talk about assessment. The assessment criteria can be divided in the following categories:

Formal vs. Informal	Formative vs. Summative	Norm-based vs. Criterion-based
Formal: Official feedback about students performance and achievement. Ex: tests.	Formative: Give students' feedback on their performance while acquiring the language.	Norm-based: Tests implemented to rank students; it's competitive.
Informal; Tell students what they are doing well and what they need to improve.	Summative: To measure the students' current abilities.	Criterion-based: Tests implemented to give to each student an individual score & feedback.

In Module 3 is explained that exists two common approaches of assessment; traditional and performance based.

o   Traditional assessment

It involves the most used tools in classroom by Teachers such as: multiple choice, true/false, dictation, and cloze formats. It´s important to mention that it provides an objective assessment measure. In the following diagram, it's explained in detail each tool that has been mentioned according to Kuhlman:

Multiple-choice test
- It's one of the most popular tests.
- Fast-check format because only one answer is correct.
- It can be computer-based.
- It focuses on language recognition and not on language production.

True & False
- It is mainly used to assess reading comprehension, grammar and vocabulary.
- The questions need to be clear to be understood by students; who have 50% of possibility to get it right.

Completion
- The main test types are: Fill in the blanks & short answers.
- Students answer with an open response or an answer from a word bank.
- The disadvantage of this test is that open answers may lead to a subjective criteria.

Cloze
- It consists on assessing the predictability of language.
- They are mainly used in grammar.
- It includes exac word answers.

Dictation
- It is helpful to asses listening comprehension and writing skills.
- It assess the ability to understand the spoken language.

o   Performance based assessment

According to O'Malley and Valdez Pierce's definition "it consists of any form of assessment in which the student constructs a response orally or in writing" [5]. Consequently, it can be shown that this theory is focused on the production skills.

---

[5] O'Malley and Valdez Pierce's, cited by Kuhlman, N. (2008). An Introduction to Language Assessment in the K-12 Classroom. ELT Advantage modules.

O'Malley's is the author of this type of assessment, so he included some characteristics that it may include:

- ✓ Constructed response
- ✓ Higher order thinking
- ✓ Authentic assessment
- ✓ Integrative assessment
- ✓ Process and product
- ✓ Depth over breadth

It is important to know that the Performance-based assessment approach is linked to the Communicative Approach. Previously, it was explained that through this assessment method a student is expected to construct a response orally or in writing; O'Malley stated that the purpose of this model was that a student could apply his knowledge on solving problems and using it in real situations and contexts.

- o Instruments of learning assessment (rubrics, tests and others)

When it comes to the learning assessment is important to separate productive and receptive skills, in the following diagram it will be explained how these different skills can be assessed:

RECEPTIVE

- *Listening*
  - To assess it Comprehension formats are used.
  - These comprehension formats can be: "Selective" (Selective listening tasks, specific information recording) or "Gist" (comprehension questions, translation, making decisions, dictation).
- *Reading*
  - Testing formats for reading: Cloze (A text to fulfill with the missing words).

PRODUCTIVE

- *Speaking*
  - Use of Rubrics
- *Writing*
  - Use of rubrics

2. Methodology and Practice

This work is going to be focused on the course "English IV" for University students; aged between 18 and 23 years old. The book that is used is called "Touchstone IV". The level IV can be considered as upper intermediate.

The Touchstone's Unit that the Teacher will work through these sessions is called "**World Cultures**"; it was found suitable for the context of Intercultural communication analyzed in this Specialization. According to the English IV syllabus; the grammar topic to be learned is Simple Present Passive Voice, the general CLO will be the following:

> **CLO**: At the end of these sessions students will use "Simple Present Passive Voice" to explain what a foreign Country is known for.

It's important to mention that the **productive skills**; speaking and writing, as well as the **receptive ones**; reading and listening, will be developed through three sessions.

Session	Learning skill	Activities
Session #1	Reading	"What not to miss"
Session #1	Listening	"Ice cream" (BBC)
Session #2	Writing	"Cultures of the world written presentation"
Session #3	Speaking	"Cultures of the world oral presentation"

2.01 Teaching Sequence

1. Lesson plan identification cell.	
Author	Martínez Escutia, Alma
Educational stage	Level: Upper intermediate
Title of your Lesson plan	Cultures of the World
Learning Objective of the plan/Competency	• General learning objective At the end of these sessions students will use "Simple Present Passive Voice" to explain what a foreign Country is known for. a) Reading learning objective: At the end of this session you will learn about manners and traditions in different cultures around the world, using Passive voice simple present in context. b) Listening learning objective: At the end of this session you will learn how ice cream is made in UK through a video using "Simple Present Passive Voice" to describe the process. c) Writing learning objective: At the end of this session you will use "Simple Present Passive Voice" to write about cultural aspects of a foreign City or Country. d) Speaking learning objective: At the end of this session you will use "Simple Present Passive Voice" to explain what a foreign City or Country is known for.
Communicative skill considered	<table><tr><td>- Listening - Speaking</td><td>- Writing - Reading</td></tr></table>
State of the following options	- Recycling topic: Cultures of the world (Unit 3)
Functions	Cultures of the World • Talk about your culture using the simple present passive voice. • Read an article about manners and customs. • Write a presentation about what a place is known for.
Main Grammar structure	• The simple present passive voice
Other Grammar structures	• Giving suggestions

	• Vocabulary: cultural items, customs and manners and culturally appropriate behaviour.	
Brief description of the plan	The objective of this lessons is to focus on promoting intercultural awareness.	
Hours of the plan implementation	• Implementation: 5 hours • Online evidences: 1 hour	
Number of sessions	3 online sessions (5 hours a week)	
Contents required for the lesson	- Microsoft Teams - Touchstone IV book - BBC video - PowerPoint slides	- Kahoot website - Padlet website
Link of the content	BBC. (2021). Ice cream. April 28th, 2021, retrieved on BBC Learn English Teens website: https://learnenglishteens.britishcouncil.org/uk-now/video-uk/ice-cream Padlet. (2021). Passive Voice. May 11th, 2021, retrieved on Padlet website: https://padlet.com/almaescutia/wem56sktkdl6u4i0	
EEAILE tutor on line	Norma Susana Herrera Rivera	

2. Introduction to the Lesson.

Step of the lesson	Teacher activities	Students activities	Session number
Activation -Before the lesson	-Teacher greets students and calls the roll. - T. asks through a poll. "In which country coffee is the most produced?"	-Ss enter to the website with a code given in order to answer the poll.	01
-During the lesson	- T. shows a picture from the book; page 21, and ask "What are some of the cultural traditions in your country?".	-Ss participate saying the most popular Mexican traditions.	
Set the objective or competencies of the lesson	- Teacher presents the learning objective of the lesson.	-Ss read the CLO together with the Teacher.	01

3. Communicative skills development

<table>
<tr><td colspan="6" align="center">READING</td></tr>
<tr><td colspan="6">CLO: At the end of this session you will learn about manners and traditions in different cultures around the world, using Passive voice simple present in context.</td></tr>
<tr>
<td>Step of the lesson</td>
<td>Teacher activities</td>
<td>Students activities</td>
<td>Materials</td>
<td>Session number</td>
<td>Evaluation</td>
</tr>
<tr>
<td>Vocabulary Introduction

Pre-reading</td>
<td>-T. shows text from the book "What not to miss"; page 22.

- T. asks Ss "What do you know about these cultures?".

-T. asks Ss the meaning of specific difficult vocabulary words shown in a PowerPoint slide with some pictures.

Ex: wrapped, carved.</td>
<td>-Ss give their own ideas about what they know about these Countries: Japan, South Korea, Peru and Australia.

-Ss participate guessing the unkown vocabulary word. Linking the words to the correct picture.</td>
<td>Reading "What not to miss".

PowerPoint slides.</td>
<td>01</td>
<td>-Students' participation</td>
</tr>
<tr>
<td>Information processing activity

During reading</td>
<td>-T. asks four Ss to participate reading the charts; correcting pronunciation, stress and intonation.</td>
<td>-Ss takes turns to read the four charts of the text.</td>
<td>Reading "What not to miss".

PowerPoint slides.</td>
<td>01</td>
<td>-Students' participation</td>
</tr>
<tr>
<td>Information processing activity

After reading</td>
<td>- T. asks Ss to identify the Passive Voice sentences in the text.

-T. asks Ss "What aspects of their</td>
<td>-Ss participate saying what sentences are in Present Simple Passive Voice.

-Ss participate saying what cultural</td>
<td>Reading "What not to miss".

PowerPoint slides.</td>
<td>01</td>
<td>-Exercise of gap fill with passive voice.

-Checking answers and</td>
</tr>
</table>

	Country's culture does each person talk about?" -T. ask to answer individually a gap fill exercise from page 22; T asks to rewrite four sentences, keeping the same meaning, using passive voice.	aspects in the text are being explained. -Ss rewrite the sentences using passive voice, based on the text.			identifying errors. -Students' participation
Grammar focus	-Teacher explains the main points of the use of Passive Voice Present Simple using an intercultural context through some PowerPoint slides. *Ex: Wine and cheese are produced by French people.* -T. asks students to rewrite some sentences from Active to Passive Voice. *Ex: "Children prefer chocolate" (active).* *"Chocolate is preferred by children" (passive).* -T. shows some pictures with international dishes and asks students to describe their ingredients and if they are eaten hot/cold; using	-Ss listen and read the Passive Voice use and examples. -Ss participate rewriting sentences from Active to Passive voice. -Ss participate explaining how some international dishes are made. -Ss write individually at least 2 sentences below the category they choose on Padlet; using Passive Voice. -St can read their classmates' sentences on the website before and after they have written theirs.	PowerPoint slides. Padlet website		-Cheking the exercises answers. -Groupal feedback on Padlet. -Students' participation

	passive voice present simple. *Ex: Sushi is made with rice and fish. It´s eaten cold.* -T. asks students to write at least 2 sentences according to the category they choose on "Padlet"; which is an online board. *Ex: A national food (category)* *"Tacos are made with corn and meat".* -T. asks students to read their classmates' sentences on Padlet. -T. gives feedback at that moment, so students can identify some common errors.				
Summary	Teacher monitors the reading skill and the use of grammar through the proposed exercises and practice. Teacher monitors the use of passive voice and promotes the use of technology in classroom.	Students can clarify their understanding of the grammar topic when they are reading their classmates sentences on the online board.			Students' participation

		LISTENING			
CLO: At the end of this session you will learn how ice cream is made in UK through a video using "Simple Present Passive Voice" to describe the process.					
Step of the lesson	Teacher activities	Students activities	Materials	Session number	Evaluation
Information processing activity **Pre-listening** Activity 1 Preparation matching	-T. asks Ss the following questions as a Warm up activity: Do you like ice cream? What's your favorite flavor? Do you prefer a cone or a tub? Describe your perfect ice cream. -T. shows a PowerPoint slide with a matching vocabulary activity. *Ex: thick milk that has a lot of fat and flavour -> rich, creamy.* -T. gives 3 minutes to match the vocabulary words with its definition. -T. asks them to raise their hand to participate. -T. shares the link for two activities Ss will do after watching the video; T. explains the activities and gives some time to read.	-Ss participate saying what their favorite ice cream is and what is their perfect ice cream. -Ss match the vocabulary words with its definition writing the answers in their notebooks. -Ss participate giving their answers in group, just after they finished the activity individually. -Ss read the questions they will answer after watching the video. -Ss ask for any vocabulary they don't know to clarify it; generally among students help each other due to their level upper intermediate.	-PowerPoint slides -Ice cream: Video UK exercises (PDF).	01	-Activate previous knowledge -Checking answers and identifying errors. -Students' participation

	-T. asks if there are unknown words in the text.				
During- listening Listening for details	-T. plays the video about how ice cream is made in UK from the BBC website.	-Students watch the video and pay attention on specific details and writing on their notebook.	BBC. (2021). Ice cream. April 28th, 2021, retrieved on BBC Learn English Teens website: https://learne nglishteens.b ritishcouncil.o rg/uk- now/video- uk/ice-cream	01	
Post- listening Activity 2 Listening comprehensi on.	-T. gives 5 minutes to answer the first section that is a True/False activity of 7 questions for listening comprehension. *Ex: Ice cream is popular all over the world (T/F)*	-Ss answer some questions individually according to the video they have just watched. -Ss answer the exercise and participate while T. gives them feedback.	Microsoft form	01	-Exercise of listening comprehensi on. -Checking answers and identifying errors. -Students' participation
Post- listening Activity 3 Grammar focus	-T. gives 5 minutes to answer a gap fill activity of 6 questions in order to check their grammar; particularly the use of passive voice present simple. *Ex: The milk ___is produced___ (produce) on a neighbour dairy farm.*	-Ss answer six questions individually according to the video and to the grammar knowledge they got. -T. and Ss answer together the exercise participating and	Microsoft form	01	-Exercise of checking grammar: gap fill. -Checking answers and identifying errors.

Step of the lesson	Teacher activities	Students activities	Materials	Session number	Evaluation
		giving the correct answers.			-Students' participation
		- T. corrects is necessary; also explains and clarifies common errors in the use of Passive Voice (feedback).			
Summary	-T. mentions the importance of focusing on key words and how to justify answers having a clear idea of it.	-Ss reflect on the importance of developing the ability of focusing on key words and getting the general idea.		01	

WRITING					

CLO: At the end of this session you will use "Simple Present Passive Voice" to write about cultural aspects of a foreign City or Country.

Step of the lesson	Teacher activities	Students activities	Materials	Session number	Evaluation
Information processing activity **Pre-writing** Critical cultural awareness	- T. asks Ss "What is Mexico known for?" in order to know what they would say to a foreigner visiting Mexico for the first time; this discussion has the purpose to activate the schema and promote intercultural communication and talk about prejudices and stereotypes. -T. previously asked to choose 1 foreign City or Country in order to bring	-Ss participate giving ideas about what is Mexico known for. -Previously Ss got information about the City, region or Country they will write about.	Book Touchstone IV.	02	-Students' participation - Writing

	general information about it.				
Grammar focus Activity 1 Critical cultural awareness	-T. shows a slide with world traditions; and ask Ss: *How the Day of the Dead is celebrated?* *How the Chinese New Year is celebrated?* -T. shows a PowerPoint slide with 10 sentences and asks students to identify which of those contains an example of passive voice. *Ex: "Chinese New Year begins on the first day of spring" (active).* *"A gala is televised each year." (passive).* -T. asks some Ss to read the sentences aloud and say if it's active of passive voice. Through this activity Ss are learning about cultural traditions, at the same time that they are practicing	-Ss participate giving some ideas about Mexican and Chinese traditions. -Ss read aloud and participate through an exercise to identify the structure of active and passive voice.	PowerPoint slides	02	Students' participation

	the grammar structure in context.					

Writing Activity 2 "What a place is known for"	-T. asks Ss to write at least 10 sentences to express what a foreign City or Country is known for, using Passive Voice Present Simple. *Examples:* *Switzerland is known for its chocolate.* *Brazil is known for their carnivals.* -T. asks some students to read the examples from the book, page 23. -T. posts the activity on Microsoft Teams in order to upload the writing once they finish. - T. monitors the activity to make sure students generate ideas and guide them. -Teacher reads and corrects the student's writings.	-Ss write at least 10 sentences to express what a foreign City or Country is known for, using Passive Voice Present Simple. -Ss search in the dictionary any vocabulary doubt they may have while they are writing. -Ss asks any grammar doubts they may have while writing. -Ss upload their activity on Microsoft Teams.	Book Touchstone IV	02	-Writing on Microsoft Teams Language structure - Free writing
	-T. asks Ss to make as homework a short presentation in	-Ss do a PowerPoint presentation as homework to include	PowerPoint	02	PowerPoint presentation.

Activity 3 PowerPoint presentation	PowerPoint with the 10 general ideas they wrote in class to express what it is known for. -T. asks to include some pictures in their presentation. - T. explains Ss that they will present next class their assignment.	their 10 main ideas in passive voice.			
Summary	- The Teacher asks what Mexico and China are known for. -The Teacher's mentions the importance of learning about prejudices and stereotypes of different cultures.	- Ss participate in a brainstorm activity giving ideas about what China is known for.		02	

SPEAKING					
CLO: At the end of this session you will use "Simple Present Passive Voice" to explain what a foreign City or Country is known for.					
Step of the lesson	Teacher activities	Students activities	Materials	Session number	Evaluation
Information processing activity Pre-speaking Activity 1	-T. shows a slide with the Chinese flag and ask "What is China known for?" to get acquainted to what they will present during this lesson and to promote talking about what prejudices and stereotypes are and where they come from (media).	-Ss participate giving their own ideas about what China is known for and what stereotypes and prejudices they know. -Ss give their ideas about where stereotypes come from. *Ex: The media and TV create*	PowerPoint slides	03	Students' participation Improvise speaking.

	Ex: Dogs, cats and rats are part of the diet.	*stereotypes about different cultures.*			
Speaking Activity 2 During presentation	-T. asks Ss to present their work during this lesson; presenting 10 ideas using passive voice to explain what a place is known for, including some examples to support the main ideas.	-Students present their work using PowerPoint.	PowerPoint Slides & Microsoft Teams	03	Student's speaking skill through a rubric
Social interaction Activity 3	-T. explains the importance of respecting other people´s ideas and traditions considering we live in a Globalized world; consequently, exists different cultures around the world. -T. allows students to participate while their classmates' presentations as much as possible to make some questions.	-Students will ask if they have any doubts about their peer's presentation about traditions of other cultures around the world; always with respect and using the respective vocabulary and grammar structure.	PowerPoint Slides & Microsoft Teams	03	Students' participation
Summary	-The Teacher asks what prejudices and stereotypes Ss know about different cultures. -The Teacher asks students to present their work about what a place is known for.	-Students will develop the ability to talk about what a place is known for; using passive voice present simple.		03	

2.02 Rationale behind the activities

In terms of Input Hypothesis i+1, it can be said that these activities fit well because students were requested to write about what a foreign Country is known for using new vocabulary, interpreting events from a different culture and using a new grammatical form that is Passive Voice Present Simple. Additionally, when students presented their work through PowerPoint slides to their classmates, they had the chance to give their own opinions and discuss about prejudices and stereotypes.

When it comes to the filter hypothesis; it was promoted a suitable learning environment in online classes by using the filter hypothesis; which stated that in order to receive the language input, students needed to have a low affective filter, which involves to keep students comfortable in order to motivate students, but at the same time, to keep a good classroom management; during these lessons an appropriate balance between these elements was found by promoting the participation in class and doing online interactive activities with the objective to engage students.

Regarding the Zone of Proximal Development; it was used at the "collaborative board" activity on the Padlet website; in which the actual development zone would be represented by those students with some difficulties to build sentences using Passive voice, and the ZPD would be represented by those students who read their colleagues' sentences on the board to compare the structure and consequently correct theirs. Additionally, the Teacher reads some well-structured sentences and explains the most common mistakes committed in order to prove an immediate feedback.

The following chart has the purpose to show the rationale behind for each of the four skills.

Skill/ Activity	Aspect to be analized	Rationale behind the activity
Reading: What not to miss	According to the Model of Intercultural Competence:	o Skills of interpreting and relating (savoir comprendre) Students were asked to read and interpret events from another cultures.

	Reading approach:	o Interactive Model of Reading; the Teacher wants to activate previous knowledge and experiences about cultural traditions (Top-down), at the same time they are thinking about prior knowledge of words and meanings (bottom-up).
Listening: Ice cream	According to the Model of Intercultural Competence:	- Skills of discovery and interaction (savoir apprendre/faire) - Students were asked to listen how the process of making ice cream is done in a different culture.
	Listening strategy	o The listening strategy to use is "Bottom-top" because students need to listen to the message to extract particular vocabulary and phrases, particularly for the True/False activity.
Writing: Cultures of the world	According to the Model of Intercultural Competence:	- Skills of discovery and interaction (savoir apprendre/faire) Students were asked to read and learn interesting facts from a new culture. - Critical cultural awareness (savoir s'engager) Students developed the ability to evaluate their own culture and a different one. - The intention of this activity is that students learn about prejudices and stereotypes; the only antidote to prevent these possible consequences of Ethnocentrism is get to know different cultures, researching information and understand their customs and beliefs.
	Writing approach:	- Language structure - Free writing: students need to use the patterns they learned previously "Passive Voice" to produce new texts. - The Teaching strategy for writing is "Real writing-academic" because is a text produced in classroom and shared with the Teacher.

Speaking: Cultures of the world	According to the MIC:	-The purpose of the activity was to develop students' intercultural communicative competence because as it was mentioned they needed to make a research about cultural aspects of a different country and present it to the group. -The intention of this intercultural lesson is to motivate students to get to know new and different cultures of the world, which can be helpful to avoid stereotypes and prejudices that come from the media. During the presentations, all the class has the opportunity to learn about different cultures, what will contribute to avoid stereotypes students may have from certain cultures.
	Speaking strategies:	o Communicative activity: students need to explain the reasons by which a country is known for. o Semi-controlled activity: students need to make a short presentation about a Country based on their previous writing.

2.03 Evaluation models

First of all, it's necessary to emphasize that the assessment types and approaches were explained in the Theoretical foundations section with the purpose to analyse in this part the assessment and evaluation aspects in the Teacher's professional practice.

Regarding the two common approaches of assessment used through these lessons, can be mentioned the traditional and performance based.

- o Traditional assessment

At the current English IV course, the traditional assessment criteria is based on the use of two bimonthly exams and book exercises mainly in the following formats: multiple-choice, true/false and cloze.

- o Performance based assessment

O'Malley is the author of this type of assessment; which is focused on the production skills because it implies any form of assessment in which the student constructs a response orally or in writing.

Based on the assessment approaches; the assessment criteria stated by the University is 50% based on PBA and 50% on Traditional assessment. On the one hand, the 50% regarding the Traditional assessment approach is basically a written exam and a series of online exercises in a Cambridge platform. On the other hand, the 50% regarding the PBA is composed by an oral project, a writing test, portfolio exercises, participation and laboratory activities.

Concept	%	Assessment Method
Online exam	40%	Traditional assessment
LMS	10%	Traditional assessment
Oral project	20%	Performance-based assessment
Portfolio (homework)	10%	Performance-based assessment
Lab (Work in class)	20%	Performance-based assessment
TOTAL	**100%**	

It is interesting to analyse how the school stated the percentages because these assessment criteria make sense now; it's a perfect match of two models that provide valuable information about the student's learning. Even when the PBA is based on the Communicative approach; in

which is essential to elaborate products to show writing and speaking progress, it is not possible to set aside the Traditional assessment approach because it provides objective information to measure students' learning, for this reason the English tests from Cambridge and the British Council take into account these formats (multiple-choice, cloze, true/false) of this approach to assess students' proficiency.

- o Instruments of learning assessment (rubrics, tests and others)

When it comes to the learning assessment is important to separate productive and receptive skills, it will be explained how these different skills were assessed:

a) Productive (Writing & Speaking): Performance-based assessment (PBA) through the evaluation with rubrics of the products "Cultures of the world"; which were based on a real situation.

b) Receptive (Reading & Listening): Traditional assessment through an exam and different online exercises such as multiple-choice, true/false and gap-fill.

o   Receptive skills' rubrics

The following rubrics are going to be used for evaluating the speaking and writing activities from the lesson plan; they were taken and adapted from the assignments in Module 2:

o   Assessment for the writing activity "Cultures of the World"

Element / Score	Excellent to very good	Good to average	Fair to poor	Very poor
Content 2 / ____.	knowledgeable; substantive; thorough development of thesis; relevant to assigned topic about Cultures of the World.	some knowledge of subject; adequate range; limited development of thesis; mostly relevant to topic about Cultures of the World, but lacks detail.	limited knowledge of subject; little substance, inadequate development of topic about Cultures of the World.	does not show knowledge of subject; not-substantive; not pertinent; OR not enough to evaluate
Organization 2 / ____.	fluent expression; ideas clearly/supported; well-organized; logical sequencing; cohesive.	somewhat choppy; loosely organized but main ideas stand out; limited support; logical but incomplete sequencing.	not-fluent, ideas confused or disconnected, lacks logical sequencing and development	does not communicate; no organization; OR not enough to evaluate.
Vocabulary 2 / ____.	sophisticated range; effective word/idiom choice and usage; word form mastery; appropriate register: *formal - academic*.	adequate range; occasional errors of word/idiom form, choice, usage but meaning not obscured.	limited range; frequent errors of word/idiom form, choice, usage; meaning confused or obscured	essentially translation; little knowledge of English vocabulary, Idioms, word form; OR not enough to evaluate
Language Use 2 / ____.	effective complex constructions; few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions	effective but simple constructions; minor problems in complex constructions; several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions but meaning seldom obscured.	major problems in simple complex/constructions; frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions and/or fragments, run-ons, deletions; meaning confused or obscured.	virtually no mastery of sentence construction dominated by errors; does not communicate; OR not enough to evaluate
Mechanics 2 / ____.	demonstrates mastery of conventions; few errors of spelling, punctuation, capitalization, paragraphing	occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured	frequent errors of spelling, punctuation, capitalization, paragraphing; poor handwriting; meaning confused or obscured	no mastery of conventions; dominated by errors of spelling, punctuation, capitalization, paragraphing; handwriting illegible; OR not enough to evaluate

o Assessment for the speaking activity "Cultures of the World"

Element / Score	Excellent to very good	Good to average	Fair to poor	Very poor
Accuracy 2 / ____.	The student's message can be followed entirely. No conjugation or other grammatical mistakes are commited.	The student message can be followed. Some conjugation or other grammatical mistakes are commited.	The student message can be followed with some difficulties. Many conjugation or other grammatical mistakes are commited.	The student message can not be followed. Plenty of conjugation or other grammatical mistakes are commited.
Range of vocabulary 2 / ____.	The student's message contains lots of vocabulary words related to cultural aspects.	The student's message contains some key of vocabulary words related to cultural aspects.	The student's message contains few vocabulary words related to cultural aspects.	The student's message doesn't contain lots of vocabulary words related to cultural aspects.
Task complettion 2 / ____.	The student follows the structure and format of presentation. The message and dialogue is clear.	The student follows the structure and format of a presentation but lacks some elements of it. The message and dialogue is clear.	The student follows with some difficulties the structure and format of a presentation. The message and dialogue is clear.	The student doesn't follow the structure and format of a presentation. The message and dialogue is not clear.
Communication 2 / ____.	The student's volume of voice and pronunciation is good.	The student's volume of voice and pronunciation is good.	The student's volume of voice and pronunciation is not clear.	The student's volume of voice and pronunciation is not clear.
Cohesion 2 / ____.	The student uses short sentences that are understood, connected and organized. The student uses linking words.	The student uses short sentences that are understood, connected and organized. The student uses enough linking words.	The student uses short sentences, many of them are not understood, connected and organized. The student uses few linking words.	The student uses short sentences that are not understood, connected and organized. The student doesn't use linking words.

o Formative and Summative assessment in classroom
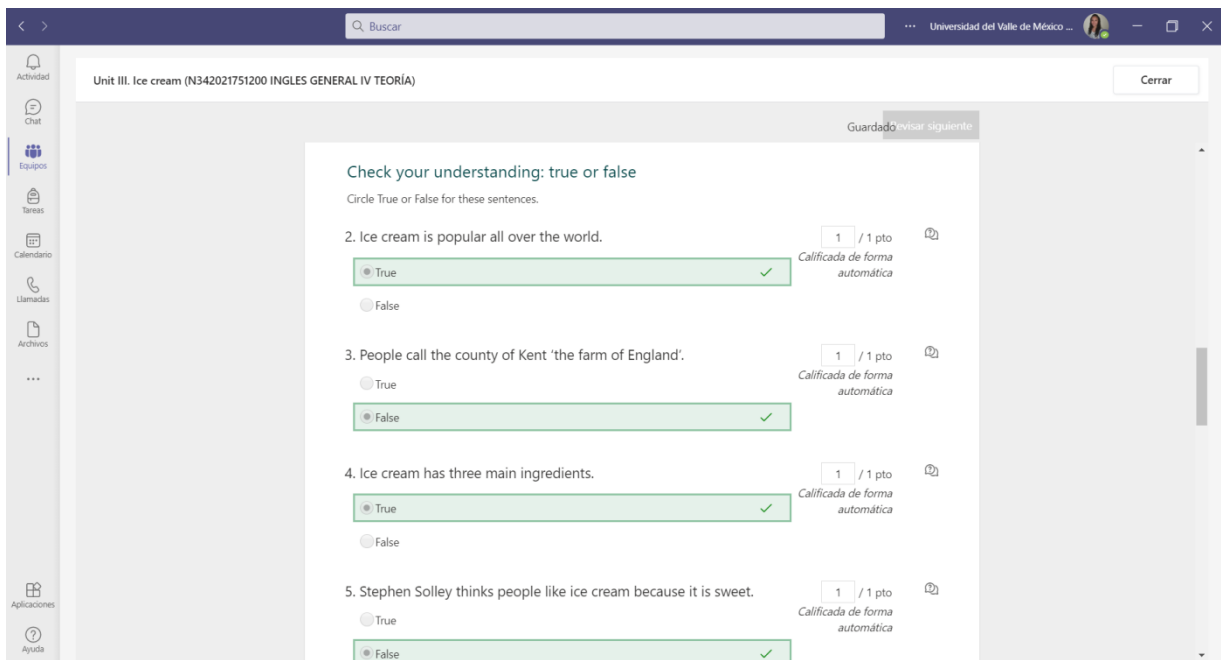
The following assessment criteria is used and applied in classroom with the purpose to get information about the student's learning and progress; which helps to implement some changes or adjustments to the lesson plans. Through these evaluations students get information about their strengths and weaknesses, with the intention to motivate them to improve.

o Formative: Give students' feedback on their performance while acquiring the language. It´s continuous and informal. In classroom, it has been done through laboratory activities that imply to do exercises in classroom and participate; the Teacher gives individual or class feedback during online sessions.

o Academic: To measure the students' current abilities in English. The instruments used in English IV are two bimonthly tests that are designed to evaluate what they have learned during the semester.

2.04 Real evidences of the assessment

In this section real evidence was taken from Microsoft Teams in order to show the assessment process.

- o Receptive skills assessment:
    - o Listening activity: Ice cream – True/False exercise; the feedback was given after students finished the activity, additionally students received their score in Microsoft Teams.

o   Listening activity: Ice cream – Gap-fill exercise.

o   Reading activity: What not to miss; students turned some sentences from active to passive voice in a book's exercise, in the picture the Teacher can be seen giving feedback when students participate giving their answers.

o Productive skills assessment:

  o Writing: Cultures of the World; the feedback and grade are marked in the red chart. Also, is included the rubric to support this grade.

o Rubric for assessing the writing activity

Element / Score	Excellent to very good	Good to average	Fair to poor	Very poor
Content 2 / __2__.	knowledgeable; substantive; thorough development of thesis; relevant to assigned topic about Cultures of the World.	some knowledge of subject; adequate range; limited development of thesis; mostly relevant to topic about Cultures of the World, but lacks detail.	limited knowledge of subject; little substance, inadequate development of topic about Cultures of the World.	does not show knowledge of subject; not-substantive; not pertinent; OR not enough to evaluate
Organization 2 / __2__.	fluent expression; ideas clearly/ supported; well-organized; logical sequencing; cohesive.	somewhat choppy; loosely organized but main ideas stand out; limited support; logical but incomplete sequencing.	not-fluent, ideas confused or disconnected, lacks logical sequencing and development	does not communicate; no organization; OR not enough to evaluate.
Vocabulary 2 / __2__.	sophisticated range; effective word/ idiom choice and usage; word form mastery; appropriate register: *formal - academic*.	adequate range; occasional errors of word/ idiom form, choice, usage but meaning not obscured.	limited range; frequent errors of word/idiom form, choice, usage; meaning confused or obscured	essentially translation; little knowledge of English vocabulary, Idioms, word form; OR not enough to evaluate
Language Use 2 / __2__.	effective complex constructions; few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions	effective but simple constructions; minor problems in complex constructions; several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions but meaning seldom obscured.	major problems in simple complex/constructions; frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions and/or fragments, run-ons, deletions; meaning confused or obscured.	virtually no mastery of sentence construction dominated by errors; does not communicate; OR not enough to evaluate
Mechanics 2 / __2__.	demonstrates mastery of conventions; few errors of spelling, punctuation, capitalization, paragraphing	occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured	frequent errors of spelling, punctuation, capitalization, paragraphing; poor handwriting; meaning confused or obscured	no mastery of conventions; dominated by errors of spelling, punctuation, capitalization, paragraphing; handwriting illegible; OR not enough to evaluate

o   Productive skills assessment

- o   Speaking: Cultures of the World; first is presented the picture with the student's exposition, then is presented the feedback given in Microsoft Teams.
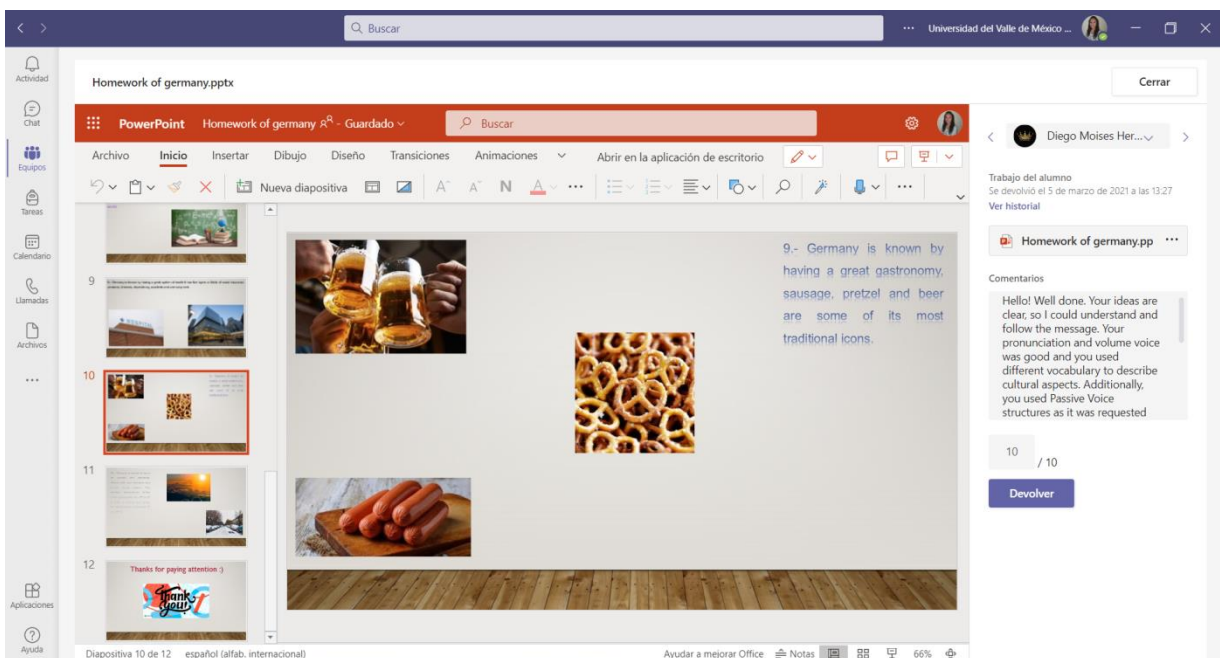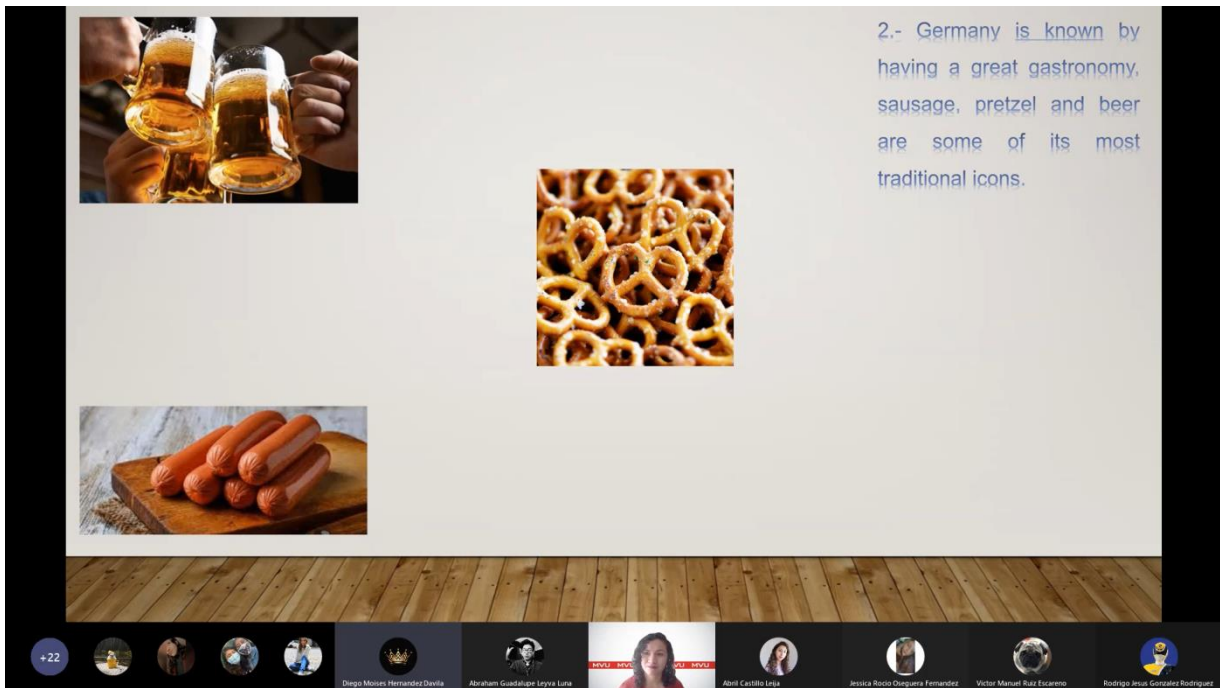
o Rubric for assessing the speaking activity

Element / Score	Excellent to very good	Good to average	Fair to poor	Very poor
Accuracy 2 / __2__.	The student's message can be followed entirely. No conjugation or other grammatical mistakes are commited.	The student message can be followed. Some conjugation or other grammatical mistakes are commited.	The student message can be followed with some difficulties. Many conjugation or other grammatical mistakes are commited.	The student message can not be followed. Plenty of conjugation or other grammatical mistakes are commited.
Range of vocabulary 2 / __2__.	The student's message contains lots of vocabulary words related to cultural aspects.	The student's message contains some key of vocabulary words related to cultural aspects.	The student's message contains few vocabulary words related to cultural aspects.	The student's message doesn't contain lots of vocabulary words related to cultural aspects.
Task completition 2 / __2__.	The student follows the structure and format of presentation. The message and dialogue is clear.	The student follows the structure and format of a presentation but lacks some elements of it. The message and dialogue is clear.	The student follows with some difficulties the structure and format of a presentation. The message and dialogue is clear.	The student doesn't follow the structure and format of a presentation. The message and dialogue is not clear.
Communication 2 / __2__.	The student's volume of voice and pronunciation is good.	The student's volume of voice and pronunciation is good.	The student's volume of voice and pronunciation is not clear.	The student's volume of voice and pronunciation is not clear.
Cohesion 2 / __2__.	The student uses short sentences that are understood, connected and organized. The student uses linking words.	The student uses short sentences that are understood, connected and organized. The student uses enough linking words.	The student uses short sentences, many of them are not understood, connected and organized. The student uses few linking words.	The student uses short sentences that are not understood, connected and organized. The student doesn't use linking words.

2.05 Recorded activities & outcomes

Once the lesson plan had been set, it was implemented and recorded in a video. Regarding the outcomes, it can be said that students learned the use of Passive Voice Present Simple through different exercises and the use of interactive tools that can be applied in a real cultural context. In the following chart it will be described briefly the development and outcome of the activities that were planned in terms of the students' learning process.

Learning skill	Activities	Development / Outcome
Reading	"What not to miss"	- Students were able to read a text and identify sentences in Passive Voice Simple Present. - Students practiced through some activities and tasks such as a collaborative board, and some quizzes to turn sentences from Active to Passive voice.
Listening	"Ice cream" (BBC)	- Students were able to give their own opinions about ice cream; through a brainstorm activity. - Students listened and watched a video about "how ice cream is made". - Students answered a True/False exercise and a Fill the gap exercise in order to assess listening comprehension.
Writing	"Cultures of the world written presentation"	- Students wrote about a City or Country to explain what a place is known for; using Passive Voice Present Simple. - Teacher gave feedback based on a rubric about the writing drafts before students did their PowerPoint presentation, so they could rewrite some information.
Speaking	"Cultures of the world oral presentation"	- Students participated in a discussion about prejudices and stereotypes. - Students presented their work in PowerPoint in order to explain what a City or Country is known for; giving examples and using Passive Voice. - Teacher gave feedback based on a rubric, so students could know and work on their strengths and weaknesses.

3. Experience report

3.01 Reflections on the implemented lesson plans

Planning these sessions focused on Culture that involved the four skills was a challenge but at the same time it was a good experience, because it could be seen that the outcome of a class will always reflect the lesson plan that the Teacher made. All the activities that were done were supported with a rationale that involved theories and methodologies behind learned through this Specialization. It´s important to mention that every single step in a lesson plan has a purpose to exists; for example, doing an exercise to activate schemata is essential because is the moment when the Teacher can provide valuable tools to use in the main exercise, besides this engages students and helps to prepare their minds to receive knowledge. In other words, it has been learned through this Specialization that teaching and learning a language follows a process in which every step needs to have behind a rationale to follow; which goes beyond than to be an empirical Teacher.

During the application of the lesson plans; students were participating in the class, they were engaged, giving their opinion and answering grammar exercises. Student´s participation in online classes is valuable because it can be observed if they are learning or if they have doubts. Undoubtedly is valuable to make interactive lessons using PowerPoint presentations in which students take time to answer different exercises and then receive feedback from the Teacher; it allows to have a good practice and to clarify doubts, generally if some points were not clear enough, the next session some minutes can be taken to review those specific topics.

It can be seen during the video that it was provided formative assessment when a student made a mistake by saying "Chocolate are produced" instead of "Chocolate is produced"; the student was told that the noun "chocolate" was singular, consequently the student knew what the mistake was, so she corrected the sentence. Something that is considered to be really important is always give immediate and positive feedback; that is why all the exercises are answered and if there are any doubts, they are clarified at that moment.

In these lesson plans different materials were included due to the fact that online lessons allow to use plenty of learning resources; consequently, the use of technology is essential during the class. In terms of interactive tools, a collaborative board called "Padlet" was used, it is not shown in the video but the online games at "Kahoot" were played too. The reading text was

taken from the book Touchstone, and the audio-visual was taken from internet (BBC website) with the intention to have updated and interesting material.

3.02 Reflections on the challenges faced in this Specialty.

During this Specialization and due to the COVID lockdown, it has been learned the importance of taking advantage of the tools and materials Teachers have; particularly the use of Technology in classroom and the use of interactive tools, during these sessions different learning resources were included such as online polls, quizzes, collaborative boards and games, reading texts from the book, and listening activities taken from learning websites.

4. Conclusions

After the analysis made in this work, it can be said that the objective of this lesson plan as a whole was to increase cultural awareness among students and it was achieved. Furthermore, it can be said that important concepts and theories have become part of the Teaching Philosophy such as the Model of Intercultural Competence by Byram, Vygotsky and Krashen's theories, the importance of cultural awareness and the use of technology in classroom.

The main outcomes after this analysis as a professional are the following;

- o Being a Teacher involves to be a guide and to be engaged to keep a continuous professional development in order to be ready to face different challenges.
- o It can be said that being aware of the rationale behind the activities helps to gain confidence when teaching a second language.
- o It was learnt that teaching the four skills is essential; it's a learning cycle, in which every step in the chain is important to follow in order to learn how to communicate in a second language.

The teaching philosophy recently adopted has to do more with promoting intercultural speakers who use English as a lingua franca; the important thing is not to speak as a native speaker, but to be capable to communicate in real social contexts with people of different cultures. It's for sure that this perspective will motivate and engage students to learn English.

Nowadays, learning about intercultural communication is essential because the whole world is immersed on a Globalization process; it is known that business will continue to be global, so students need to learn how to communicate in English. That is why, through this general lesson plan called "Cultures of the World" it was intended to learn that all cultures are as valuable and important as ours, with the purpose to avoid discrimination.

When it comes to the use of technology in classroom, it can be said that it has become really important due to the continuous changing conditions in the world and the importance of the idea that the future of education is technology oriented; consequently, Teachers can take it as an advantage to study and learn new tools and methods.
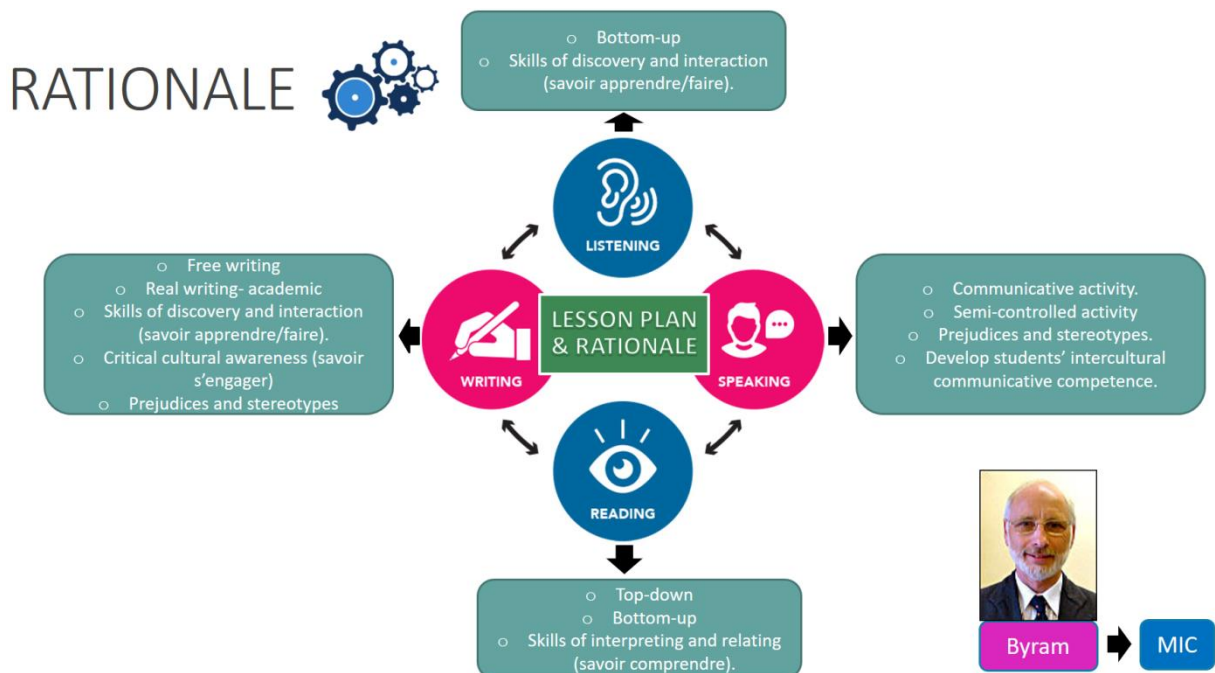
5. Appendixes and bibliography
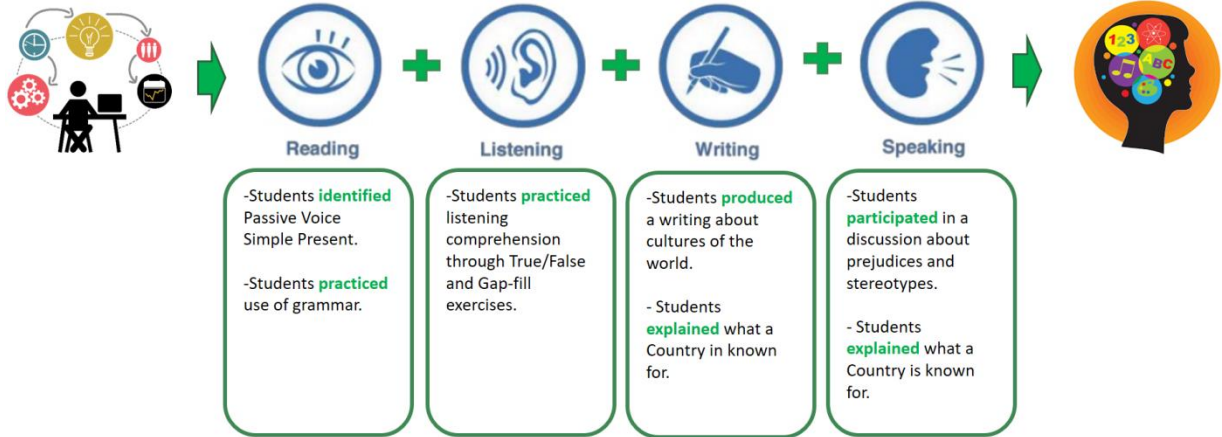
5.01 Appendixes

- o Collaborative board "Padlet"
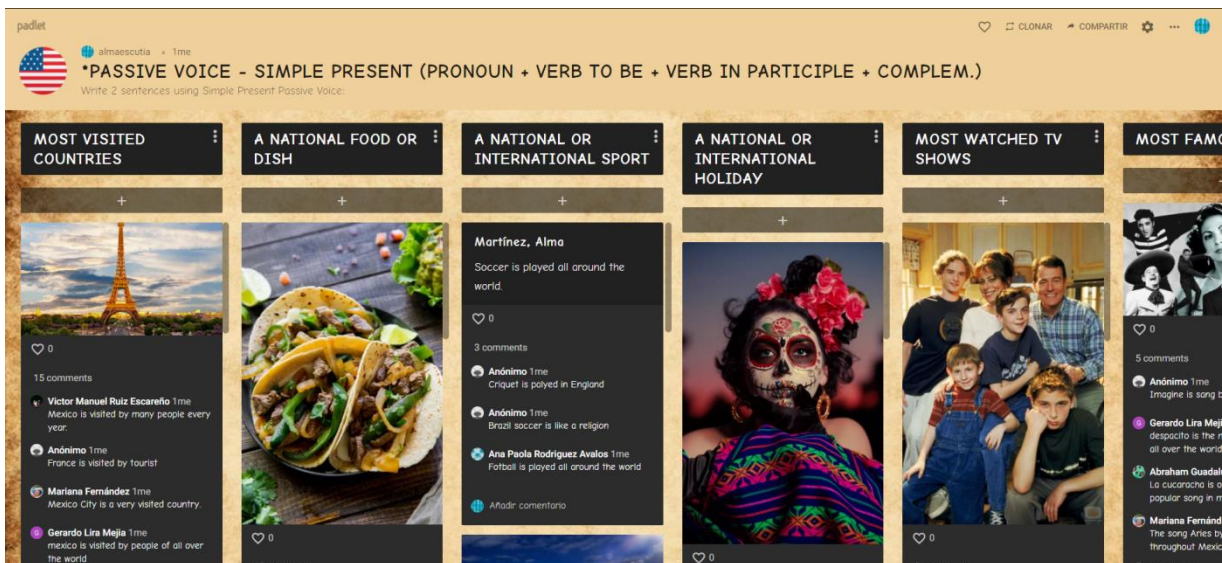
- o Rationale behind the activities presented in the Colloquium.

o   Outcomes presented in the Colloquium

OUTCOMES

Reading	Listening	Writing	Speaking
-Students **identified** Passive Voice Simple Present. -Students **practiced** use of grammar.	-Students **practiced** listening comprehension through True/False and Gap-fill exercises.	-Students **produced** a writing about cultures of the world. - Students **explained** what a Country in known for.	-Students **participated** in a discussion about prejudices and stereotypes. - Students **explained** what a Country is known for.

5.02 BIBLIOGRAPHY

EEAILE. (2021). G9 - Module 1. Retrieved June 1st 2021. From UPN EEAILE: http://eeaile.upnvirtual.edu.mx/course/view.php?id=128

EEAILE. (2021). G9 - Module 2. Retrieved June 1st 2021. From UPN EEAILE: http://eeaile.upnvirtual.edu.mx/course/view.php?id=125

EEAILE. (2021). G9 - Module 3. Retrieved June 1st 2021. From UPN EEAILE: http://eeaile.upnvirtual.edu.mx/course/view.php?id=132

BBC. (2021). Ice cream. April 28th, 2021, retrieved on BBC Learn English Teens website: https://learnenglishteens.britishcouncil.org/uk-now/video-uk/ice-cream

Padlet. (2021). Passive Voice. May 11th, 2021, retrieved on Padlet website: https://padlet.com/almaescutia/wem56sktkdl6u4i0

McCarthy, M., McCarten, J., & Sandiford, H. (2006). *Touchstone: 4.* Teacher's Edition. 180 pages. Cambridge, UK: Cambridge University Press.

Krashen, S. (1982). *Principles and Practice in Second Language Acquisition*. New York: Pergamon Institute of English.

Vygotsky, L. (1978). *Mind in society: The development of higher psychological processes*. Cambridge: Harvard University Press, p. 57

Byram, M. (1997). *Teaching and assessing intercultural communicative competence*. Clevedon, UK: Multilingual Matters.

M., Gribkova, B., & Starkey, H. (2002). *Developing the Intercultural Dimension in Language Teaching: a practical introduction for teachers*. Strasbourg: Council of Europe, pp.29-30.

Martin, J. & Nakayama, T. (2010). *Intercultural communication in contexts*. Boston: McGraw Hill.

Larsen-Freeman, D. (1986). *Techniques and Principles in Language Teaching*. Oxford: Oxford University Press.

Hymes, D.H. (1971). *On communicative competence.* Philadelphia: University of Pennsylvania Press.

O'Malley and Valdez Pierce's, cited by Kuhlman, N. (2008). *An Introduction to Language Assessment in the K-12 Classroom.* ELT Advantage modules.