



UNIVERSIDAD PEDAGÓGICA NACIONAL

UNIDAD AJUSCO

PROPUESTA DE INTERVENCIÓN EDUCATIVA

**COMUNICACIÓN, INTERCULTURALIDAD Y TECNOLOGÍA
EN EL SALÓN DE CLASES DE INGLÉS COMO LENGUA
EXTRANJERA**

TRABAJO RECEPCIONAL

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

PRESENTA:

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**COMMUNICATION, INTERCULTURALITY AND
TECHNOLOGY IN THE EFL CLASSROOM**

RECEPTIONAL DISSERTATION

**TO OBTAIN THE DIPLOMA OF THE SPECIALIZATION IN ENGLISH LANGUAGE
TEACHING AND LEARNING, ONLINE COURSE**

PRESENTS:

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INTRODUCTION

This present document is a dissertation paper to obtain the diploma of the Specialization in English Language Teaching and Learning at the UPN (Universidad Pedagógica Nacional) in Mexico.

The project described along the paper is about an English language teaching practice applied in a Mexican public primary school. The school is located in Mexico City, specifically in San Miguel Chapultepec. The group is conformed by 21 students and they are between 11 and 12 years old.

Due to the pandemic of COVID-19 the classes are online. In face-to-face classes children have 3 hours of English class a week, however, in this condition they are only getting an hour class per week.

The English level of the students is around elementary and basic (A1, according to the CEFR).

A characteristic of public education is that the teacher can encounter students with different contexts that can affect the way in which students progress in class.

The beginning of the paper is an introduction to the Teaching Philosophy of the author where she mentions her beliefs, values and roles that, as a teacher, plays when working with students.

Coupled with the reflection of self-conception as a language facilitator, the teacher tells the impact that some of her experiences related to language learning and teaching have shaped her Teaching Philosophy.

The teacher will mention the Theoretical Foundations of her teaching and more specifically of the teaching practice described in this project. Some theories that have made impact in her career as a teacher as well as the theories learned during the specialization impacted her conception of teaching. Those theories shaped the perspective of her teaching in both, Teaching Philosophy and Theoretical Foundations.

This project will detail the Theoretical basis of the project presented in this paper. It is a project that involves a mixed skills lesson with intercultural competences development, and communicative skills development.

The lesson plan will present a Project-Based Learning lesson, where students are guided to throughout the sessions in order to present an oral or written product at the end of the lesson. Other theories, approaches, and techniques will be mention so as to clarify the objectives of the class and the beliefs of the teacher regarding language learning.

A description of the lesson plan will be presented in Chapter 2, as well as the actual lesson plan and its components. The teacher will analyze and describe the activities stated in the lesson plan. Expected outcomes of the activities will be mentioned during this section of the paper.

Assessment is another important consideration in the second chapter of the project. The tools designed for assessing the progress and evaluation of the students is going to be part of the body of the document. The assessing tools will be presented in order to show the most accurate evaluation and assessment tool due to the context, the students' profiles and needs.

Evidences of classwork will be provided as well as some photos taken from the recording of the classes and the final products delivered by students at the end of the lesson. The evidences of assessment will present a viewpoint of general results of students' work.

Afterwards, the teacher will analyze and reflect on the outcomes of the assessment tools being used. In this section the teacher will show the results of the assessment tools used with students so as to notice whether the tools are appropriate or needed improvement. The teacher makes a reflection about the application of the tools and its result.

The evidences are accompanied with the link of a video produced by the teacher in which she shows the highlight moments of the application of the lesson. The video contains short sections of the online classes and the evidences of work provided by the students.

Inside the Chapter 4, the author will present the analysis of activities applied during the sessions. Furthermore, there will be a reflection of the results in which the teacher will compare the expected outcomes of the activities with the actual outcomes resulting from the application of the lesson. A proposal of possible solutions to the unexpected outcomes will be an important part of this chapter.

Finally, Chapter 4 will contain a general conclusion of the full document. The reflections in this chapter will talk about concepts, methodology, observation as well as the analysis and reflections made throughout the paper.

Chapter 1: Philosophy and teaching

1.01 Teaching Identity and Philosophy

Along my years of experience teaching English, I have learned many things related to **methodologies, theories, approaches and pedagogical knowledge** that is considered vital to properly work on this field. On the other hand, I consider that my teaching experiences have been truly meaningful to my professional development over the years.

I can assure that my teaching philosophy comes along with my learning experiences as a language learner and as a language teacher. I try to be the teacher I would like to have and that is a constant reminder of the impact that teachers can have on students. Now I am conscious that we can provide students with meaningful experiences that can change their lives.

My teaching philosophy is also constituted by **the roles** that I have in the classroom which define my values, expectations, objectives and the aspects I consider the most important when teaching. One of the core points of my teaching philosophy is that the classes must be **student centered**, that means that the Teacher Talking Time should be limited, therefore, learners are the main actors of the class. However, this does not mean that the teacher is not an important part of the class, it means that the roles the teacher plays are focused on **guiding, facilitating, motivating, providing with tools** and **supporting** students as much as possible.

The context in which I work defines many of the aspects I consider when teaching. Features such as the location of the school, the resources we have, the school's institutional guidelines, students' profiles and contexts, etc.

When I started teaching kids, I realized that knowing the basis of language learning and teaching was not enough to deal with the enormous amount of challenges that it actually means to teach young learners.

The strategies and techniques differ from teaching early cognitive stages to late cognitive stages.

When working with adults we can focus on many features in order to plan and create lessons based on students' profiles and the knowledge they are supposed to acquire. Nonetheless, working with young learners requires much more emotional effort towards children's development of their mental and emotional processes.

The mental and emotional stability of children who are going through hard situations is an important focus in my everyday classes. Knowing the way my students feel is not only important for planning my classes but also for them taking into account that their socio-emotional state affects their learning process.

I learned that even if I can put into practice the best approaches to teach a second language, if students are not motivated to learn it is going to be hard for both, the teacher and the students. **Motivation** is essential when learning since it is an impulse that makes the process an enjoyable challenge.

During this specialization I enjoyed reading about the **Affective Filter Hypothesis** by Steven Krashen because it really echoes in my personal experiences and beliefs as a teacher. There are many things I can do to foster language learning and to motivate students to enjoy the process.

Giving them confidence, understanding that every student is different and has different types of learning styles, being aware that their needs and interests are diverse and that providing a comfortable and friendly atmosphere in class is game changing for many students. Taking those aspects into consideration can determine the class' outcomes and attitudes towards the language learning process.

Talking about language learning theories and methods I think that I have an eclectic teaching. I like to learn from many different sources and to put into practice the ones that fit every situation specifically. The context of the language learning environment takes an important place when planning the lessons.

As a matter of fact, I have learned a lot not only with my experiences teaching English in different contexts but also with my experiences teaching Korean. Although it is a totally different

language, in terms of origin, grammar and vocabulary, I have been able to analyze the processes of language learning from another perspective.

My Teaching Philosophy is built up by academical experiences and teaching experiences but it also considers the possibilities of changing throughout the time due to upcoming knowledge and circumstances. I am enlightened by the amount of new perspectives I have gained due to this specialization. My Teaching Philosophy has changed enormously, nevertheless, it is true that it can be reshaped with time, reflection, analysis, experiences and new knowledge.

1.02 Theory: Teaching Practice and Identity

When it comes to foreign language teaching, we count with a huge variety of methods, approaches and theories that are part of our daily teaching work, however, institutions sometimes ask teachers to attach to only one methodology which is limiting our possibilities to exploit the competencies and abilities of our learners. Adapting my teaching philosophy to the methodological requirements will provide my students with varied and challenging classes that are appropriate to their language level and cognitive stages.

The basis of the lesson presented is a project-based type of learning according to the guidelines that SEP, the Secretary of Public Education in Mexico, (*Secretaría de Educación Pública*) requires for elementary school language teaching. The textbooks provided to students follow the method and propose a final product after each lesson.

We immerse students in the use of the language through developing competences that will help them achieve the final goal of the lesson, which is a product. In this case the product is a written, then oral, presentation of two pictures that frame cultural aspects from two different cultures.

Although, the main focus is to succeed in the product or project throughout the acquisition of the language during the sessions I also include aspects of different approaches such as the Communicative Language Teaching.

The Affective Filter Hypothesis is always part of my classes, especially nowadays that children are struggling with the lockdown. At the beginning of every class I ask students about their emotions, likes, or interests in order to be aware of their contexts. Being aware of the struggles they are going through or any other information they want to share is valuable since it can help me understand other aspects that can affect their learning process.

The communicative approach is one of my favorite theoretical bases due to the fact that I strongly believe that the main purpose of learning a second language is to communicate and to understand what others communicate, in other words to understand and to be understood in certain situations. I remark the importance of understanding that perfect speakers do not exist and that students are allowed to make mistakes as well as being realistic that native like pronunciation would be hard to achieve in many cases.

Having communicative activities and practices show students that second language learning is purposeful, helpful and can be fun.

Throughout the second language learning process we assume that the communicative competences are essential to understand and to be understood by other English speakers, either native or non-native. However, there are other competences that play an important role for students to successfully communicate in the L2.

There are English speakers from all over the world and sometimes we encounter information in English that talk about places where English is not the L1 or meet people from other cultures who communicate in English as a second language.

The intercultural experiences may enrich our outlook of the world. However, this situation can generate communication breakdowns. To avoid communication breakdowns teachers must include in their classes lessons that develop students' intercultural competences.

The attitude that students have towards other cultures is very important as well as the openness to understand that every culture has its own view of the world.

When we talk about culture, we refer to groups that share values, beliefs and language.

Byram's model of intercultural competence is a guide to understand the components of intercultural competence in educational programs of language learning.

This model proposes some characteristics of the intercultural competence, Attitudes, Knowledge, Skills of interpreting and relating, skills of discovery and interaction, and Critical cultural awareness/political education.

The intercultural communicative competence is the one that permits students to have a respectful posture towards other cultures as well as an open mind to understand that every culture has aspects that can seem very different to our own reality, nevertheless, this reality differs for every person and the culture they are part of.

Teachers have many different roles in the classroom, one that is very important for intercultural competence is teacher as a role model. Teachers have to first develop their own intercultural competence in order to be a guide who promotes respect among the class but also towards other cultures, avoiding stereotypes and prejudice.

Teachers are also agents of change, that means that education is a transformation process. Teachers are mediators, managers, mentors, learners, ethnographers and researchers. These roles on the whole will determine whether students achieve intercultural competences in the class or not.

Understanding that students' minds are connected with their own cultures is vital to be aware that not all of them will develop the competence in the same way or speed. We need to start from the students' profiles to generate appropriate classes that foster self-awareness and cross-cultural awareness.

It is important that students reflect on their own culture in order to later overcome stereotypes and prejudice about other cultures.

We have to work on values that teach students to be empathic, tolerant, flexible and respectful with other cultures and their customs. Input is the key to immerse learners into different realities and the importance of acknowledging the characteristics of our own culture.

In the present paper I share the plan for four classes with primary 6th graders. This lesson follows the content of the syllabus where I include authentic material, material I make, resources from the internet, and the material provided by SEP which is the textbook.

The unit 8 in the textbook 'Go English 6' provides information and activities related to describing pictures that show customs of other cultures.

My main objective regarding the development of intercultural competence in my students is sharing information and activities that provide opportunities of analysis and reflection about the cultures around the world. Showing videos, pictures and such material they get in touch with aspects of other cultures that may be unfamiliar to them.

"It is important to emphasize the cultural input in teaching of a foreign languages well as of analysing the factors of failure in cultivation of students' capacity of intercultural communication"
Zhu H. 2010

Foundations of this paper are the inclusion of certain aspects of the four approaches to develop intercultural competences.

The Cultural Critically Approach and Cultural Dialogism, the Emic and Etic Approach, the Dynamic Process Approach, and the Experiential Learning Approach are the guides to develop a lesson that can provide with opportunities to work with intercultural competences in class.

Even if we think that we know our students really well, the truth is that they have multiple cultural backgrounds that affect the way they perceive other cultures. Using the ethnography to observe our students will be important in order to identify reactions, expressions and comments they make during a class that requires intercultural competences.

Working interculturality with kids is not easy because they tend to say whatever they think without considering if the comment they are saying is being rude.

I believe that my students are capable of developing intercultural competences as well as cross-cultural awareness. Their context is favourable to have an open mind towards new information and different cultures.

I really hope that they continue learning communicative competences but especially that they enjoy learning about other cultures and develop empathy and respect for people that have different customs.

Working with a lot of input during the class and guiding the information into a purposeful lesson brings out great outcomes in terms of cross-cultural awareness.

Chapter 2: Methodology and practice

2.01 A Practical and Useful Lesson Plan

In this chapter the lesson plan of the project will be presented as well as an explanation of the activities that are part of it.

This lesson plan was created based on the context and the needs of the students, following the institutional guidelines established by SEP and the requirements established by UPN for this specialization. It is a plan created for a public primary school in Mexico City.

Due to the sanitary measures regarding the pandemic of COVID-19 the application of the sessions take place via Google Meet, along with the use of other online sources such as Google Classroom, YouTube, Quizizz, and more.

The students have a level between basic and elementary, around A1 in the CEFR. 6th graders are between 11 and 12 years old. The group has 21 students, of which only 12 of them attend the online classes regularly.

According to SEP institutional guidelines the teacher gets to see her students once a week for an hour class. It is a situation that makes students' progress quite slow as well as more challenging for them and for the teacher.

The lesson plan created for this project includes intercultural elements and mixed skills sessions. It is called '*Customs of different cultures*' and it is based on the textbook provided by SEP 'Go English 6' unit 8. The learning objective of the lesson is to explore and select pictures that show customs of different cultures as well as explaining the customs describing and contrasting details.

Here is the final version of the lesson plan.

1. Lesson plan identification cell.	
Author	Raquel Rivas Correa
Educational stage	Primary 6 th grade
Title of your Lesson plan	Customs of different cultures
Learning Objective of the plan/Competency	Explore and select pictures that show customs of different cultures as well as explaining the customs describing and contrasting details.
Communicative skill considered	Mixed skills class (Listening/Speaking/Reading/Writing)
State of the following options	Introduction of the topic
Functions	Compare and explain customs based on pictures
Main Grammar structure	Present continuous
Other Grammarstructures	
Brief description of the plan	The online class will be held via Google meet. The students will work with digital material and their textbooks. They will upload the evidence of their work in Google classroom. Every class is 1 hour long and will consider the 4 communicative skills and the focus of the lessons will be to enhance the students' intercultural competences. We will use the textbook provided by SEP 'Go English 6'.
Hours of the plan implementation	4
Number of sessions	4 sessions (each 1 hour long)
Contents required for the lesson	Textbook/Reading/audio/Video/Interactive quiz and activities CD-Track 11 https://drive.google.com/file/d/1DhmMY1V19reSemVvFu0CkkUkqnwZaP2e/view?usp=sharing PPT link: https://drive.google.com/file/d/1CK5waOsB23nTB0G8KT1qBoj264du-xyD/view?usp=sharing
Link of the content	Activity 1 https://www.englishexercises.org/makeagame/viewgame.aspx?id=6901 Activity 2 https://es.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Present_continuous/Present_Continuous_Tense_lk516982mo Quizizz https://quizizz.com/admin/quiz/5c82d48a4c5103001abc4268 VIDEO 1 https://www.youtube.com/watch?v=jYG3s6lu-SI&ab_channel=Insider Teacher's textbook scans https://drive.google.com/file/d/1Tw1C5iiuLEfKBlxwaciM0eLXLwRFdBoY/view?usp=sharing
EAAILE tutor on line	Rocio Salgado

Introduction to the Lesson.

Step of the lesson	Teacher activities	Students activities	Session number
Before the lesson: Activation	Teacher greets students. Teacher takes the roll and names students by asking a certain question to work with their emotions. <i>'What is something that makes you happy?'</i> Show pictures of customs from different cultures. Make questions to check previous knowledge.	Students greet the teacher and tell the date so that the teacher writes it in the PPT. Students answer the question when the teacher calls their name. Participate respectfully by answering the questions.	1-4
Set the objective or competencies of the lesson	Explore and select pictures that show customs of different cultures.	Students will be able to talk about customs of different cultures by exploring pictures provided in the textbook and by the teacher.	1

SESSION 1				
Step of the lesson	Teacher activities	Students activities	Materials	Time
Information processing activity	Talk about customs from other cultures by showing pictures. Ask if they have a similar custom in their own culture.	Talk about the similarities you find between the customs showed and your own ones.	Pictures in a PPT	5'
Vocabulary introduction	Teacher asks students to write on the chat the names of the countries they know (in English) While learning about traditional clothes we review the names of some countries around the world.	Write the names of the countries you know. Identify the traditional clothes worn in different cultures.	Pictures A map	10'
1st practice	Ask students to open their textbooks and to look at activity 1. Page 93 Check answers and talk about the customs in the pictures. Play the recording for activity 2.	Read the instructions and complete activity 1. Write the name of the country that correspond to each picture. Act. 2 Listen to the description of a custom and number the sentences in order, identify the picture that	Textbooks Page 93 Go English 6 CD-audio	10'

		corresponds to the audio.		
Grammar Focus	Show a picture of Mexican celebrations and ask. <i>What are they doing?</i> Present the present continuous by writing example sentences of the actions done in the picture presented. Elicit examples from students.	Look at the picture and say the actions the people in the picture appear doing.	PPT picture of a Mexican party.	10'
2nd practice	Present an activity to match pictures with descriptions in present continuous. Provide the link of an online grammar practice. Check answers together.	Match the pictures with the corresponding descriptions. Open the link and complete the activity. https://www.englishexercises.org/makeagame/viewgame.asp?id=6901	PPT activity Link of an online activity. Activity 1	15'

SESSION 2				
Step of the lesson	Teacher activities	Students activities	Materials	Time
Review	Review the present continuous. Present pictures of celebrations from other countries. Ask students to match the pictures with the corresponding sentence in present continuous.	Match the pictures with the sentences that best describe what it's happening in each picture.	Digital pictures from different cultures. PPT	10'
Information processing activity	Ask students about the cases in which people wear traditional clothes (weddings, parties, festivals, dance performances, etc.) Talk about traditional dances from Mexico.	Tell about the events when people wear traditional clothes. Participate giving ideas about traditional dances from Mexico. Share your experiences.		5'
Listening	Show a video of traditional dances from around the world. Tell students to identify the countries where the dances are from.	Watch the video attentively and identify the countries where the dances are from. Tell which one was your favorite dance.	Video 1	15'
Comprehension check	Show some slides with pictures from the video and call students to mention where the dances are from.	Look at the pictures of traditional dances and mention the countries where they belong to	PPT activity	10'

Speaking	Show the handout 1 for unit 8. Show the traditional clothes from different cultures and ask. <i>What are they wearing?</i> Emphasize the verb to wear .	Look at the traditional clothes and using the <i>present continuous</i> describe the type of clothes that you can see in the illustrations.	Handout 1 unit 8	7'
Grammar practice.	Provide the link of an online grammar practice. Check answers together. Ask students to screenshot the result of their online activity for evidence purposes.	Open the link and complete the activity. https://es.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Present_continuous/Present_Continuous_Tense_lk516982mo Save a screenshot of your activity done to upload it in google classroom.	Link of Activity 2	8'

SESSION 3				
Step of the lesson	Teacher activities	Students activities	Materials	Time
Review	Share the link of a game in Quizizz	Practice previous knowledge with an online quiz. https://quizizz.com/admin/quiz/5c82d48a4c5103001abc4268	Link of the activity	7'
1st practice Listening	Present activity 9 on the textbook. Page 94. Students listen and identify the picture that is being described in the listening	Look at pictures of dances and talk about the cultures that you identify. Listen to the description of one of the pictures. https://drive.google.com/file/d/1DhmMY1V19reSemVvFu0CkkUkqnwZaP2e/view?usp=sharing	Textbook act.9 page 94 CD-audio Track 11	10'
2nd practice or Social interaction	Show a picture of Mexican people dancing "Jarabe Tapatío" and ask students to complete a chart with the characteristics of it. (type of dance, name of the dance, place of Origin, scenery...) Textbook page 95	Complete a chart based on a picture of a Mexican traditional dance. Ask the teacher in case you have vocabulary problems.	Picture Textbook page 95 activity 12	10'
Key language	Present the script of the audio from activity 9. Ask students to identify the expressions that are useful when you describe a picture.	Identify the expressions used to describe a picture.	PPT script CD-audio Track 11	7'

Writing	Present the characteristics of the Cossack dance (in the textbook) guide students to write a text describing the characteristics of the dance including the expressions previously seen. Textbook page 96	Look at the picture of the Cossack dance. Read the characteristics and using that information write a description of it. Use the Key language presented in the past activity. <i>HOMEWORK:</i> To prepare the final product: think of a cultural aspect from other culture and compare it with your own culture. (bring two pictures to make the description)	Textbook page 96	15'
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SESSION 4				
Step of the lesson	Teacher activities	Students activities	Materials	Time
Information processing activity	Present two pictures of a same cultural aspect but from different countries (birthday, dinner, dance) Ask students to identify the similarities and the differences. Write down the ideas that students mention.	Observe the pictures. Identify the countries portrayed in the pictures. Identify the similarities and the differences between the two cultures. Complete a Venn Diagram with the details.	PPT pictures Venn Diagram	10'
Vocabulary introduction Key Language	Using the ideas elicited from students complement the sentences using the Key language to show comparison either similarities or differences. (both are.../While.../ on the other hand)	Participate in completing the sentences with the correct key language for each case.	PPT	10'
1st practice	Ask students to identify the key language in activity 19 textbook page 98 . Then, guide them to choose if the sentences talk about a similarity or a difference.	Complete the activity 19 identifying whether the sentences talk about a similarity or a difference between the pictures.	Textbook page 98	5'
2nd practice or Social interaction	Ask students to draw a Venn Diagram to compare the similarities and differences between the two pictures they selected for homework.	Draw and complete a Venn Diagram with the differences and similarities that you observe in the pictures selected for homework.	Notebooks and pictures	10'

Writing	Guide students to write sentences about the differences and similarities using the Key language of comparison.	Write sentences comparing the pictures you selected and use the key language to say if the similarities and the differences.	Notebooks and pictures	5'
Speaking	Allow some students to present their pictures and to tell the aspects they compared. Make questions about their vision of other cultures.	Show the pictures you selected and tell the class the aspects you compared.	Pictures	10'

Teacher's

textbook

scans

<https://drive.google.com/file/d/1Tw1C5iiuLEfKB1xwaciM0eIXLwRFdBoY/view?usp=sharing>

Intercultural component

This lesson proposes intercultural activities during all the classes. Comparing cultural aspects by looking at pictures of different cultures.

Students will explore media about other cultures customs and identify their characteristics. Use the language to describe what is seen and perceived.

Follow up activities

Students upload their work evidence in Google classroom and the teacher provides with feedback each time.

Revising their progress and their class work in order to evaluate according to the rubric.

Evaluation

To evaluate the classes the teacher will work with a checklist and a portfolio of evidences and products as the public primary school (SEP) requires.

2.01.1 Analysis of Activities and Expected Outcomes

Every class starts with a routine where students are asked about their emotions and feelings. They also participate in writing the date. Having a routine is very healthy for young learners due to the fact that it makes them feel comfortable and under control of what is going on.

The lesson plan proposes a **Lead-in** activity where students are introduced to the topic and they are expected to make use of their previous knowledge. This activity is a comparison between Halloween and The Day of the Dead which are celebrations that students know and can tell the similarities and differences they observe.

The **vocabulary** activity is a writing competition about names of countries around the world, students are expected to activate previous knowledge through a fun and motivating activity. For this competition, students are supposed to write in the chat the names of countries around the world with correct spelling. The student with more correct answers wins.

Afterwards the **grammar** focus is introduced. As stated in the plan, students are led to describe pictures using the present continuous. For this matter, learners are required to review *the verb to be* due to their basic level and the importance to manage it in order to use the present continuous properly.

Learners are expected to describe pictures of a cultural event by using the present continuous. It has examples that are easy to understand according to students' context, the example sentences are introduced with a Mexican celebration (Independence Day) where they know exactly what is happening.

To identify what people is doing in each picture, the teacher elicits actions from students such as, 'They dance' then the teacher reformulates the sentence by using the grammar focus 'They are dancing'.

The teacher makes **use of technology** in order to foster grammar and vocabulary practice as well as to make the lessons more friendly, varied and interesting for the learners. They made use of platforms such as Quizizz for practicing vocabulary, Google classroom, Google meet, and online grammar activities and games.

Along the lessons, the teacher provides with material and input that contains intercultural aspects. It is expected that students get familiar with traditions and cultural events from other countries so as to develop their **intercultural competences**.

For this matter, the teacher presents a YouTube video, **authentic material**, about dance styles around the world. Learners are expected to identify the origin of the dances mentioned in the video. They are also able to comment about the dances they see in the video and give their opinion about it.

During some sessions the group also worked with activities in their **textbook**, such as **listening, reading and writing activities**. Other activities provided in the textbook show pictures of dances from some countries and charts where they have to identify the characteristics of each one of them such as the Origin, Type of dance, Clothes, Dance Movements, etc. in this way students can compare the elements mentioned in the charts with other dances.

Expressions to make comparisons are also presented in order to complete the final product, which is to compare two pictures that show cultural events from different countries and to describe their similarities and differences. The cue to express similarities between two cultural aspects is starting the sentence with '**Both...**'. On the other hand, when they want to express a difference, students start the sentence with '**While...**' for example, if they were comparing Halloween and The Day of the Dead they could say 'Both celebrations are related to the death', 'While in Halloween kids go trick-or-treating, in The Day of the Dead families commemorate they relatives that passed away.'

At the end of the plan, students are expected to have all the tools required to reach the objectives and to present their project making use of the grammar, intercultural competences and communicative skills.

The final product is to select a picture of a cultural event from other country which will be compared to a picture from a Mexican cultural event. Students are free to choose the tradition or celebration that they find interesting or that they like. They are expected to first, describe what is happening in the pictures by using the present continuous, then to write sentences comparing the two cultural events chosen. If time allows, students present their product in front of the class.

The lesson plan contains varied and attractive activities to maintain students' attention and interest in the topics and the use of the grammar structure, not only the form. The activities go from general aspects to particular ones so that we work step by step considering students' English level and cognitive stage. The scaffolded activities provide students with opportunities to process each stage of the lesson expecting that they consolidate it before moving into the next stage.

Giving freedom to choose what they want to present as a final product makes the activity personalized and memorable.

It is also expected that students open up their borders regarding interculturality with the understanding of different cultures and by identifying similarities with their own culture.

2.02 Designing Tools to Assess and Test the Progress of Students

During the school year 2020-2021 there have been many changes because of the pandemic, this includes the way in which assess and evaluation is carried out.

Due to the fact that there are no face-to-face classes it is being more challenging to truly assess and evaluate students' progress.

Online classes are the only way to continue in the educational process, nevertheless, sometimes it is hard to identify when parents do the activities or even when someone is helping students to do the activities during the class. Those situations wouldn't happen in the classroom where students are by their own to do the activities and to face the challenges showing up their true abilities and capacities.

Along with that problem the new regulation of evaluation in the public education area, states that all students must approve even if they did not fulfill any tasks during the course.

Those bureaucratic and institutional requirements not only hinder the development of classes but obstruct the application of proper assessment tools as well.

However, there is nothing teachers can do to go against the grain, teachers should adapt and focus on the teaching practices that best enhance the language acquisition process of the learners.

For this matter, the teacher worked with a checklist instead of a rubric. Before the pandemic rubrics were used to evaluate the final products of every lesson.

Nevertheless, according to the requirements that the school demands, the teacher is required to evaluate students with the activities uploaded to online platforms such as Google Classroom and WhatsApp.

This means that if a student delivers all the activities even if they are not properly completed or done, they get the 100 % of the evaluation that corresponds to delivers in Google Classroom.

This checklist is the tool designed for evaluation purposes.

6ºA	Student:		
	ACTIVITY	✓	X
	Attends to the online session 1 via Google meet		
2.	Evidence of class 1 <i>in Google Classroom</i>		
3.	Actively participates in class 1		
4.	Attends to the online session 2 via Google meet		
5.	Evidence of class 2 <i>in Google Classroom</i>		
6.	Actively participates in class 2		
7.	Attends to the online session 3 via Google meet		
8.	Evidence of class 3 <i>in Google Classroom</i>		
9.	Actively participates in class 3		
10.	Attends to the online session 4 via Google meet		
11.	Evidence of class 4 <i>in Google Classroom</i>		
12.	Actively participates in class 4		
13.	Self-assessment activity <i>in Google Classroom</i>		
14.	Final product (description of a picture with cultural features)		

The tool being used to evaluate students is lacking of detail and deep observation of learners' development. It is impossible for the teacher to put into practice all of the knowledge and information related to assessment due to the circumstances stated above.

When the pandemic allows it will be very meaningful to apply rubrics and tools that best fit the objectives of the lessons.

Talking about formative assessment, the teacher keeps on applying the principles of continuous assessment either formal or informal.

Formative assessment provides teachers and students with information about their progress, such information is valuable for both, it helps teachers to improve the upcoming classes as well as the development of students' abilities in the language.

Assessing students' abilities every class and giving them certain feedback permits learners to gradually improve without the need of facing a test that shows numerical results.

The evidences uploaded in Google Classroom are assessed as well, providing with feedback and making private comments about their progress in order for them to notice their strengths and opportunities in the active process of learning.

2.02.1 Outcomes of the Assessment

Formative assessment was present during all the sessions as well as in Google classroom. The teacher wrote comments about students' activities and products being conscious and assertive.

During the sessions, activities were checked and corrected together so that they did not feel pressure about their results.

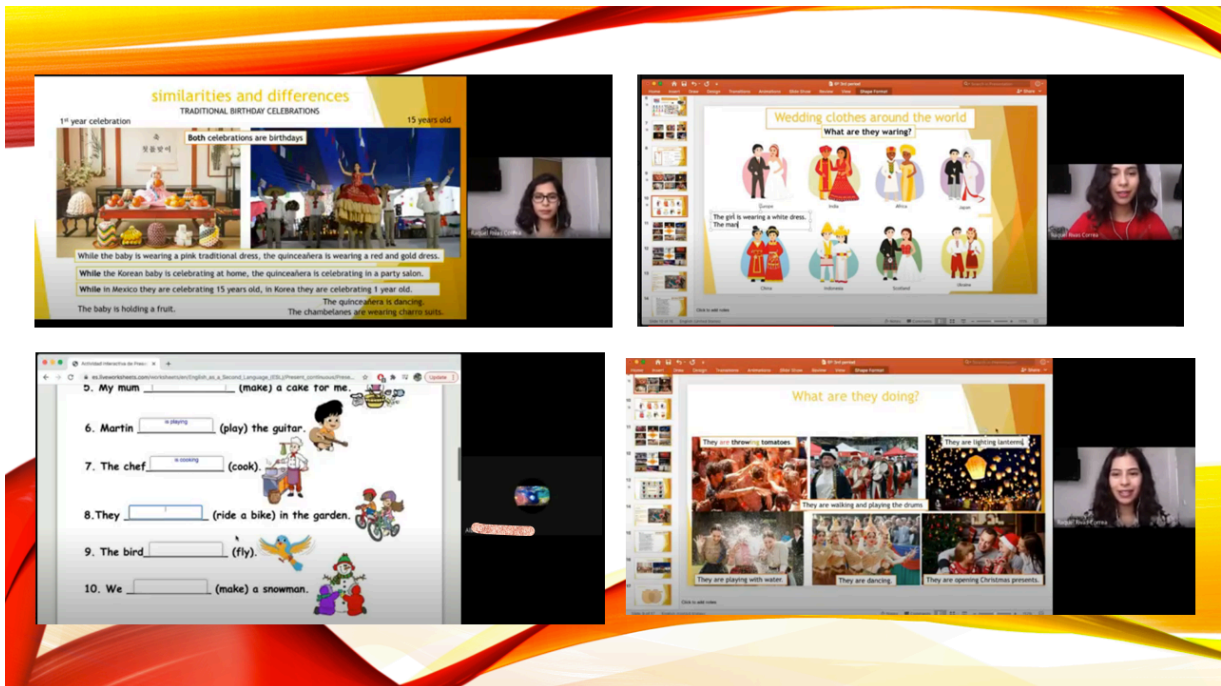
On the other hand, many students do not attend to classes. This situation does not allow to properly keep track on learners' progress since there is no evidence of participation not work. Nevertheless, the work of the students that constantly attend to the sessions was rich during the online classes, although they are not committed to deliver classwork in the platform, they participate and take an active role in the sessions.

2.03 Evidences of Class Work

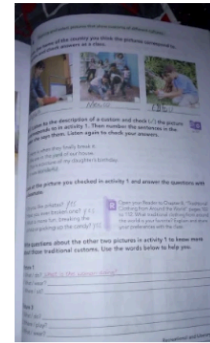
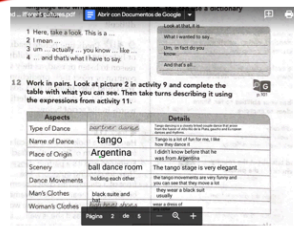
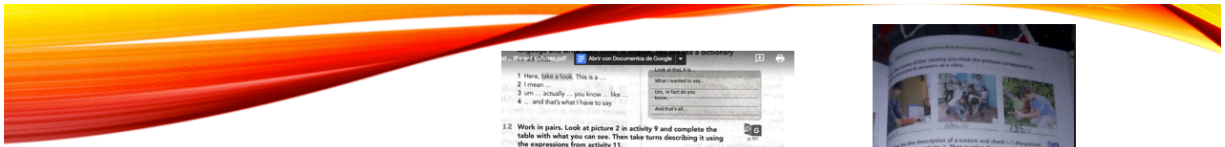
This section is composed by a number of class evidences as well as learners' activities delivered.

The activities were delivered via Google classroom and the online classes where taken via Google Meet.

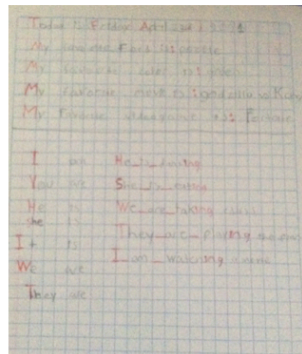
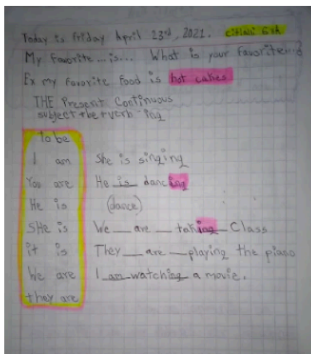
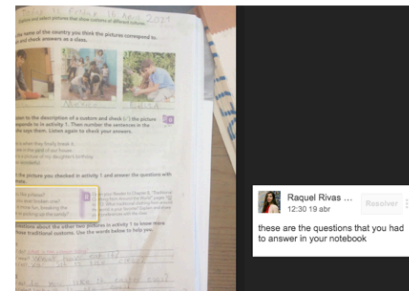
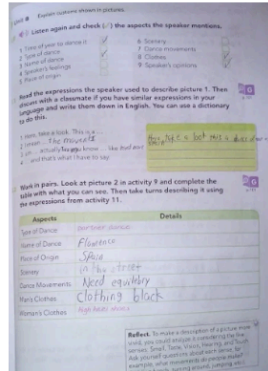
- ONLINE CLASS EVIDENCES



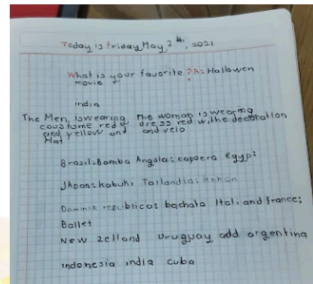
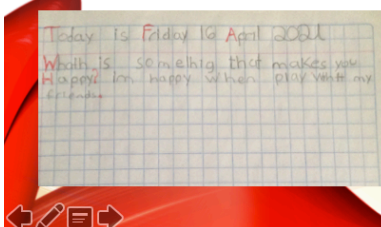
STUDENTS' WORK EVIDENCES



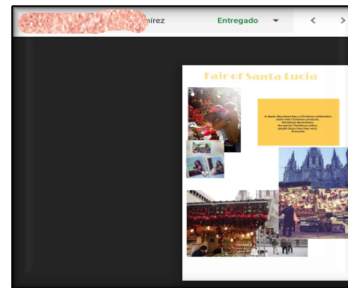
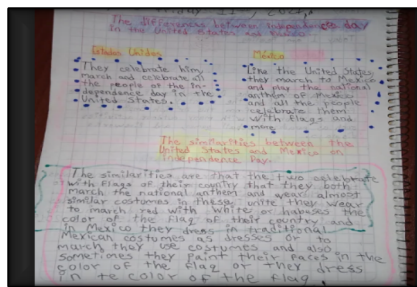
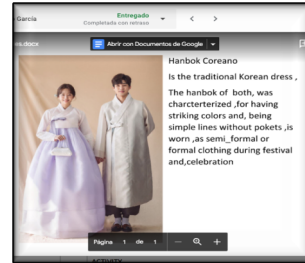
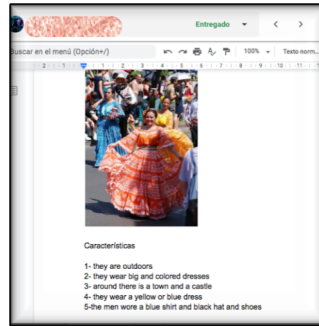
EVIDENCES OF WORK



EVIDENCES OF WORK



- PROJECT EVIDENCES



2.04 Evidence of Assessment

The assessment of the lesson has taken place as part of the 3rd bimester of the school year. Due to the fact that students upload their classwork in Google classroom the feedback was given using the platform as well as the evaluation of activities.

As seen in the next picture, students did not show commitment in terms of delivering classwork, some of them delivered the activities out of time or without following the instructions. That is a big problem with the group and parents' responsibility towards the progress their kids are having.

6ºA 3rd period		Tablón	Trabajo de clase	Personas	Calificaciones				
Ordenar por apellidos		9	5 jun week 8	29 may week 7	21 may week 6	8 may week 4	4 may week 3	24 abr week 2	17 abr week 1
	0	de 100	de 100	de 100	de 100	de 100	de 100	de 100	de 100
	100	100 Completada co...	100 Completada co...	100 Completada co...	100 Completada co...	100 Completada co...	100	100 Completada co...	100 Completada co...
	Sin entregar	Sin entregar	80 Completada co...	90 Completada co...	100 Completada co...	100	100	95 Sin entregar	95 Sin entregar
	100	100	Sin entregar	80	Sin entregar	Sin entregar	100 Completada co...	100 Completada co...	95
	Sin entregar	Sin entregar	Sin entregar	Sin entregar	Sin entregar	Sin entregar	Sin entregar	Sin entregar	Sin entregar
	100	Sin entregar	70	90 Completada co...	100 Completada co...	100 Completada co...	100 Completada co...	100 Completada co...	100 Completada co...
	Sin entregar	100 Completada co...	Sin entregar	100	100 Completada co...	Sin entregar	Sin entregar	Sin entregar	Sin entregar
	Sin entregar	Sin entregar	100 Completada co...	Sin entregar	80 Completada co...	0 Presentada de ...	100 Completada co...	100 Completada co...	100 Completada co...

This is also the checklist filled with the results of one of the learners. In order to respect the privacy of the children their personal information will not be shared in this document.

6ºA	Student: -----		
	ACTIVITY	✓	X
	Attends to the online session 1 via Google meet	✓	
2)	Evidence of class 1 in Google Classroom	✓	
3)	Actively participates in class 1	✓	
4)	Attends to the online session 2 via Google meet	✓	
5)	Evidence of class 2 in Google Classroom	✓	
6)	Actively participates in class 2	✓	
7)	Attends to the online session 3 via Google meet	✓	
8)	Evidence of class 3 in Google Classroom		X
9)	Actively participates in class 3	✓	
10)	Attends to the online session 4 via Google meet	✓	
11)	Evidence of class 4 in Google Classroom		X
12)	Actively participates in class 4	✓	

13)	Self-assessment activity <i>in Google Classroom</i>	✓	
14)	Final product (description of a picture with cultural features)	✓	

It is a fact that the tool designed was helpful in order to evaluate students' work, attendance and participation in class. However, due to the actual circumstances of the global pandemic and the classes online it is not easy to track students' progress in a more accurate way.

The teacher cannot be sure that the activities delivered were done by the students.

What is a matter of fact is that learners attitudes and participation in class were real evidences of their learning progress. Every activity they completed and worked on was part of the assessment.

It is certain that many of them have shown important improvements, nevertheless, the teacher cannot forget the fact that most of the students of this group do not fulfill the requirements of the class. The variety of situations they are going through is taken into consideration when evaluating and assessing progress.

On the other hand, if the circumstances would have allowed it, the teacher could have worked with rubrics for keeping track of the process and a rubric to evaluate the final project that students present at the end of the lesson.

Another change that is proposed is the implementation of techniques in order to foster students' responsibility and commitment in class.

The trimester is about to be over, however, final evaluations are not yet available to share in this project.

2.05 Video

This chapter will contain the link of a video created by the teacher with the purpose of showing the process of the classwork including the most important moments of the lesson.

The video shows evidences of work and the results of the application of the lesson plan.

<https://drive.google.com/file/d/1jCDNZGqtbaqfBYcJcg0sB5VC37QJvWBwW/view?usp=sharing>

Chapter 3: Experience Report

Regarding the development and outcome of the activities, some of them didn't turn out the way they were planned. The fact that the group has been working with the teacher since past years was an advantage in some expected outcomes as the participations and the rich contributions they make during the classes.

In general, the students are active, participative and show interest in learning the language, on the other hand, most of the children in that group are not very committed to the school, especially when it comes to delivering homework or class evidence. Being aware of this information since the beginning of the project has make it challenging for the teacher. However, real teaching practice always implies challenges and varied groups in which teachers are imperfect as well as students.

During online classes there were some external situations that interfered with the original lesson plan. The biggest one was the time management. It was not expected to take that much time in completing the amount of activities planned. It took more time to cover the contents of the first sessions because of some institutional interruptions and school talk that was time consuming.

Another complication was the class schedule; the teacher only works with the students one hour per week.

The class with sixth graders is only on Fridays, unfortunately some celebrations coincided to be on Friday and the school cancelled classes. The reasons why three classes were cancelled corresponded to Children's day, Teacher's day and the CTE (*Consejo Técnico Escolar*), a Teachers' meeting where classes are cancelled as well.

Those days off were unfortunate for the development of the project, however it could have been prevented by checking the calendar and talking to the authorities in order to have the opportunity to work with the students in a different schedule. Probably working with another group could have been the best for delivering the project on time with the expected outcomes.

On the other hand, the teacher is also aware that this happens in normal classes all the time. Being able to succeed with the application of the complete lesson was a true challenge and, above all, a big apprenticeship.

The results delivered by children are showing a lot of progress, not only because they are using elements learned during the lesson, but they also have shown the integration of previous knowledge into the present activities.

The participation in class is enriching and most of the times very accurate even though they are pre-teens who often misbehave. It is certain that they have shown impolite attitudes during the sessions, nevertheless, the teacher took the time to address such behaviors in a friendly way, making students reflect on what they have said.

Motivation plays an important role in students' language learning, that is why the varied activities such as small competitions, videos, online games, etc. made a huge difference for the class.

Students actually looked immersed in grammar activities and participated with enthusiasm. Due to the fact that they are really good at working with technology it was a great success working with online activities. The class checked the online activities together and it served to clear out the doubts about the grammar point, which was the present continuous.

An activity that seemed very interesting for them was watching the video about dances around the world. The learners gave their opinions and talked about experiences they have had with some of the dances presented.

The students showed a lot of interest in cultural aspects of other countries and above all, they were very respectful towards the differences between their own culture and the other ones. The oral production was successful as they usually participate without hesitating too much.

There are many aspects to improve regarding techniques and organization of classes. Time management should be done differently next time. However, the objective of the lesson was achieved and the results are satisfactory.

Chapter 4: Conclusions

The closure of this document is an overview reflection of the content presented along the paper.

Writing a teaching philosophy has been an experience of self-analysis, encountering with values, beliefs, postures and objectives towards the teaching practice as well as finding the methods, approaches and techniques that best fit the context in which the teacher is working. The ideas that shape one's teaching philosophy go from the self-constructions to the roles that teachers play inside and outside the classroom going throughout the theoretical foundations that teacher know and adopt.

Having in mind that everything that the teacher does in the classroom can have an impact in students' lives and learning process is essential in order to achieve the objectives of the language learning process.

The internalization of theoretical foundations makes a difference in the real teaching practice. Nevertheless, it is important to know when to break off the same practices that might not correspond to the needs presented in new teaching contexts.

The core of good teaching practices for elementary schoolers is taking into account the context in which it takes place and afterwards planning according to its needs and interests not forgetting the institutional guidelines.

The present project has been a big challenge in personal and professional terms. The development of a lesson plan is a daily teaching work, nevertheless, focusing on all the important characteristics that imply the development of a proper plan was enlightening and at the same time a difficult task.

In other words, this experience of teaching brings learning not only to the students but also to the teacher who is reflecting on the successful practices and the mistakes made during the planning and application. Difficulties are the ones that teach the most and this time the teacher has learned that time management is the key, not only while planning classes but

also as a student of the specialization. Now, the teacher is a step above, knowing that there is still a long way to go in this passionate profession.

Talking about the methodology, the lesson plan shows a solid structure that goes from general information to particular objectives. It is a successful plan because it fulfills the objective of the lesson with varied activities by following the Project-Based Learning principles. It also integrates the four skills in every class as well as the intercultural competence development. Regarding the communicative development, it is not very clear whether students have improved their communicative skills, although it was mentioned in the lesson plan.

The use of technology allowed students to practice and consolidate the grammar focus. The inclusion of varied material, such as textbooks, audios, authentic material, dynamic presentations, etc., motivated learners to enjoy the lessons and to find that learning English is useful and fun.

The results that students presented are both improvable and some others very satisfactory as well as motivating for the teacher. An important conclusion regarding the results is that many times students do not do what has been required because they did not understand the instructions. Although the teacher thinks that instructions were clear the reality is that either they were not clear or students do not pay attention.

This can be very frustrating but at the same time it shows another area of improvement.

Due to observation of the students, the teacher concludes that most of them enjoy learning English because of personal interests and since they find the class motivating and challenging. However, there are other students that have a passive attitude that can be interpreted as lack of interest. It is also certain that the problems related to the pandemic have affected many of the students in economical, emotional, physical and mental ways.

In terms of assessment, this project shows a very basic evaluation tool due to external circumstances. On the other hand, the application of formative assessment has been part of each class and at the end it is the one that unconsciously has more impact in students.

Exploiting the options given to assess effectively is one of the biggest wishes for the teacher. Sooner or later schools will open again and the techniques that were not applied will be used.

This project could have been so much better with the inclusion of more realistic timetables and of course if the circumstances weren't this unexpected due to the pandemic.

Certainly, there is a long list of theories and techniques that can work for children's development of linguistic abilities and that can have even better results in face-to-face classes, nevertheless, this time the project was made using the resources available and putting an effort in doing the best for students' sake.

In conclusion, this project mapped out personal and professional learning for the teacher as well as a great experience to continue ameliorating as a professional. The final reflection of this project and the whole teaching specialization is that 'There is always something to learn and there is always something to improve'.

Chapter 5: Appendixes and references

CITATIONS

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APPENDIX

Declaration letter:

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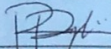
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Atentamente,
Ciudad de México a 13 de JUNIO de 2021.

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