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**(DEVELOPING AN EFFECTIVE COMMUNICATION
IN AN INTERCULTURAL WORLD
THROUGH THE USE OF TECHNOLOGY)**

TRABAJO RECEPCIONAL

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

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INTRODUCTION

As a matter of fact, teaching and learning are two processes that have a close and even symbiotic relationship since they depend on each other and are part of a cycle that never ends. After having taken the Specialization in Teaching and Learning English as a Foreign Language (EEAILE for its Spanish acronym) I have confirmed such view, and more than ever I firmly believe that a teacher never stops learning.

For the past ten months, we have been given the opportunity to dig into the deepest places of the English as a Second or Foreign Language field (ESL/EFL), which has enabled us to learn its foundations, which come from a variety of fields from Psychology to Linguistics, and how they can be implemented, from the classrooms to our daily life. The present paper purports to summarize the result of such an interesting, enriching and, at times, highly challenging journey, by highlighting the most relevant aspects of it through the analysis of both the theoretical part of what teaching and learning English entails and its practical application to my teaching profession.

Chapter one of this paper will depict, in the first place, my Teaching Philosophy, which has been shaped and enriched by all the knowledge acquired and the insights gained throughout the Specialization. Undoubtedly, all the aspects reflected on during this time have been eye-openers as to what best teaching practices are, being such reflections now a core part of my beliefs as a teacher. Also, some of the most relevant theories, approaches and methods applied in the ESL field that have especially impacted my teaching practice, including those I recently acquired in the Specialization, will be analyzed.

Chapter two will present the five-session lesson plan developed, which is the practical implementation of such valuable theoretical foundations as well as the result of months of thorough study reflection. Along with the didactic sequence, the materials that students used during the lessons will be included. Also the rationale behind the design and implementation of the activities in the lesson plan will be provided, since it is what supports every decision made at every step of it, from the planning to the assessing stage, including the tools that were designed and used to assess students' performance. To conclude this second chapter, a brief introduction to the video-lesson belonging to the lesson plan will be provided, as well as the link to have access to it.

Chapter two will deal with lesson outcomes, addressing both the strong points students showed along the five sessions as well as the areas that must need to be worked on. Such analysis will lead to a reflection on the aspects that need to be improved in my teaching practice since we must remember at all times that all what teachers do and say in the classroom have a direct impact on students' learning development.

Finally, chapter four will summarize the most relevant conclusions drawn from the previous analysis of different aspects of teaching English as a foreign or second language. It should be noted that the main purpose of such summary is not only that of highlighting the core aspects addressed in the present paper, but also to state what are the further steps that need to be taken in order to continue developing as a teacher.

CHAPTER I. PHILOSOPHY AND THEORY

The first chapter of this paper purports to address two vital aspects of my teaching practice. In the first place, my teaching philosophy will be stated, which has been redefined as a result of taking this Specialization. Furthermore, some of the most relevant theories, approaches and methods applied in the ESL field will be depicted, since they have had a big impact on the way I regard language teaching

1.01 MY TEACHING PHILOSOPHY

As I have stated several times throughout my teaching career, I firmly believe that the teaching is a dynamic process that never stops evolving since as teachers we never stop, or should never stop, learning. Since I first started teaching English as a Foreign Language, I have been incorporating new ideas and adjusting the ones I already had regarding the language learning-teaching process, since I constantly come across new and valuable information about how teaching practice should be carried out to help students acquire language in a more effective way.

Now that I am in the last module of the Specialization, I have been able to reflect on both my strengths as a teacher in terms of effective teaching strategies, and the areas I still need to work on to make the most out my students' language learning development. Certainly, the different experiences that I have had both as a student and as a teacher have shaped my beliefs regarding teaching, so they keep evolving. Nevertheless, I must acknowledge that there is something that has remained constant throughout the years, which are my core beliefs regarding what good teaching practices are..

I will start by mentioning these core aspects that are the backbone of my ideology, complemented by what I have learned about them, and I am still developing. In the end, I will add the ones I had the opportunity to reflect on throughout the Specialization, that have enriched the way I conceive what effective teaching comprises.

- I have always tried to make language teaching and instruction as student-centered as possible, for students to be independent learners, since “a characteristic of highly successful learners is that they are autonomous. They do not depend much on teachers. They decide themselves how to study outside the class and even how to work in class” (Davies, 2000:197). One example of this view is that I let them decide

at times the activities they would like to try in class. However, I still struggle with the fact that my teacher talking time should be reduced, since it is part of my personality to be communicative, but I must always remember that the ones that must express in class most of the time are students, and not myself.

- Since students are the center of the teaching-learning process, it is our duty to find out what their motivations are not only towards learning English, but also outside the classroom. For me, motivation is a highly relevant aspect I consider in the classroom, as it is what makes students feel more committed to what happens in the class, making them engage actively in the different learning tasks of the lessons they find appealing. The relevance of student's motivation is something I have reaffirmed in the Specialization, as well as the fact that it is also a dynamic factor that can change from class to class, specially from my colleagues' experiences and my own, making it necessary to adapt the lesson according to those changes and not being afraid to do so even in the middle of it.
- I try to create in students a real need to communicate by building activities that they can find motivating, but that also require them to use the target language to complete them. However, I am still developing in this sense, since I have realized that communicating goes beyond just exchanging ideas, and that a real and genuine communication involves some kind of negotiation. For this reason, I keep reading and taking courses about how to make activities more communicative, which sometimes only requires a little adaptation to what I have been doing for years.
- Derived from the specialization, I have been able to reflect on two core aspects I had neglected in my classroom in a certain way. In the first place, I have raised awareness concerning the importance of including interculturality in the classroom. As a matter of fact, at a certain point of our lives, we have interacted, or will interact, with people from different cultural backgrounds, since we live in an increasingly globalized world and, even in our own country, there are many different sub-cultures coexisting in the same place. For this reason, we should not be oblivious to the fact that we have to raise our intercultural awareness, in order to be fully competent when communicating with others, and I have discovered that at least one activity addressing interculturality can be included in language lessons on a regular basis.

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- Another aspect of a lesson I have thoroughly reflected on and that now I find highly valuable is assessment, when carried from both a quantitative and a qualitative point of view. Throughout this last months, I have discovered the importance of applying it systematically both formally and informally by designing instruments that can help us gain a better understanding as to where students are in their learning process, and how we can help them improve. This has certainly been an eye-opener for me, since I realized that I have not been completely fair regarding the way I assess my students' performance beyond the use of tests for not having consistent evaluation tools to rely on, which now I have and apply as needed depending on the aspects being assessed.

The former analysis about my views towards language teaching-learning has been enriched with theories presented in the next section, some of which I had already learned about but had the opportunity to reflect on more deeply, as well as other that I had never heard about before, and which have certainly given me a broader perspective about the elements that a good teaching practice should include.

1.02 THEORY UNDERLYING MY TEACHING PRACTICE AND IDENTITY

As a matter of fact, pursuing this specialization has been an eye opener to me in many senses. Prior to it, I had based my teaching philosophy and practice on a variety of theoretical foundations I had found relevant and consistent with my philosophy back from my teacher training course, and I have tried to keep up to date on a regular basis. Nevertheless, in the last ten months I have been given the opportunity to reflect much deeper on such theories, as well as to learn about others that were a completely new world to me, giving me the possibility to enrich my views towards what good teaching practice should be.

The present section intends to describe the most relevant theories and approaches that have impacted my teaching practice during the specialization, which have given me a solid foundation that informs the decisions I make in every step of my teaching. They can be considered the practical application of Second Language Acquisition (SLA) theories, which provide a solid foundation as to how learners best acquire a language according to different theorists. For this reason, before analyzing the approaches and methods I have learned about and applied in the classroom, some SLA theories will be briefly described.

Theories of Second Language Acquisition

Some of the most relevant SLA theories have emerged mainly from two fields: Psychology and Linguistics. The following diagram briefly depicts such theories, from which different approaches would emerge in an effort to put them into practice in the language classroom.



Figure 1. Second Language Acquisition Theories

Vygotsky's Zone of Proximal Development

Another core concept reflected on during the Specialization was developed in the late 1920's by Russian psychologist Lev Vygotsky, which attempted to describe the current level of the learner and the next level attainable through collaborative work with more skilled people, called *more knowledgeable others*, which helps learners internalize new concepts, psychological tools, and skills. *Zone of Proximal development (ZPD)* was the term he used to refer to the layer of skill or knowledge beyond the learners' current level (Williams; 1997:40).

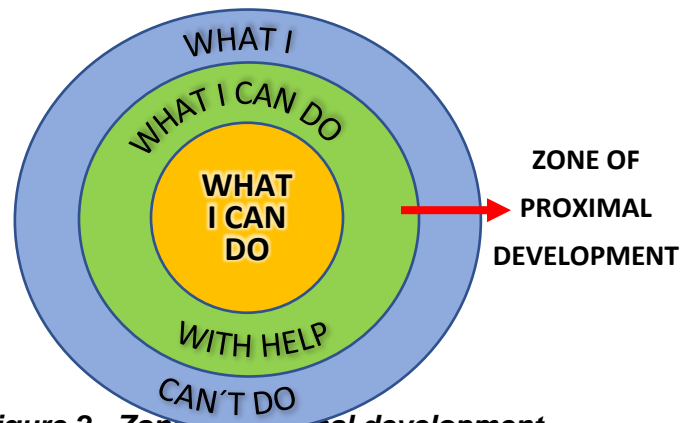


Figure 2.- Zone of proximal development

In teaching practice, it is ideal to set tasks that fall within the zone of proximal development, for the learner to first accomplish them with the guidance of a more knowledgeable other, namely, a more capable peer or adult, and then, so that later they can do it on their own. In this way, learners will keep developing their communicative competence on a regular basis. It is believed by many researchers that the zone of proximal development is the foundation of **scaffolding** since every task implemented is the foundation for further tasks at higher levels (Shabani ; 2010:237).

Bloom's Taxonomy of Domains

Another approach analyzed, and which has impacted not only the ESL-EFL field, but that has been successfully applied in the educational field over the decades is the **Bloom's Taxonomy of Learning Domains**, and it has certainly helped me better define what I can expect from students at different stages. According to Benjamin Bloom and his collaborators, it consists of six categories according to the expected outcomes. These are

Knowledge, Comprehension, Application, Analysis, Synthesis, and Evaluation, and inform teachers as to what students can do at different cognitive levels.

Originally, Blooms Taxonomy included the following stages in cognitive development: Knowledge, Comprehension, Application, Analysis, Synthesis and Evaluation. Nevertheless, it was updated in 2001. The following diagram represents the last version of it, whose purpose is to describe what each level represents.

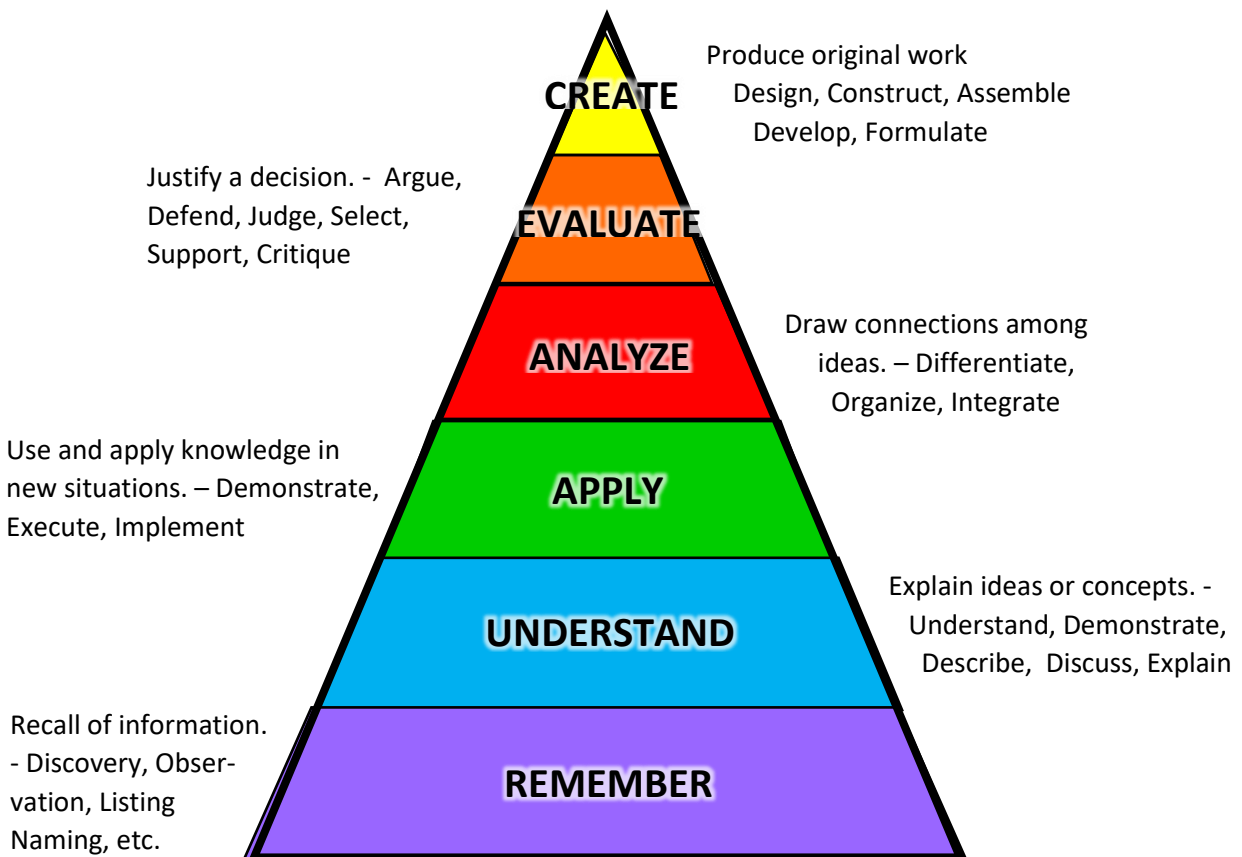


Figure 3. Bloom´s Taxonomy (Revised version 2001)

Retrieved from <https://cft.vanderbilt.edu/guides-sub-pages/blooms-taxonomy/>

As seen before, the diagram clearly shows how each level builds on the previous one and fostered both low order and high order thinking skills (LOTS and HOTS) which has been a great tool to use in the language classroom, as it provides with tasks that can be performed at different levels.

It could be said that this educational approach is compatible with other views toward language, such as the aforementioned Zone of Proximal Development. It is believed by many researchers that the zone of proximal development is the foundation of scaffolding since every task implemented is the foundation for further tasks at higher levels (Shabani ; 2010:237), feature that is clearly depicted in Bloom´s Taxonomy of Learning Domains, which definitely sheds light on the importance of not only adhering to one approach but incorporating different approaches that can be highly useful in combination in the language classroom.

Communicative language teaching

As a matter of fact, prior to the specialization I had had the opportunity to gain knowledge about different approaches and put them into practice in the classroom. An example of such approaches is ***communicative language teaching***, which is one used on a regular basis in my teaching practice. Nevertheless, there were more concepts reviewed regarding the foundations of CLT as well as how to apply it in the classroom, which gave a broader picture of what it entails.

It could be said that the objective of Chomsky´s communicative competence theory, belonging to the Generative Linguistics field briefly depicted above, tried somehow to achieve the main goal of CLT, which is helping learners to become proficient language users. However, as stated by Dell Hymes , it was a sterile theory that failed to incorporate other vital elements such as communication and culture.

In fact, (Hymes 1972) proposed a model of communication belonging to the ethnographic study of language, and which has been regarded for decades as a referent when talking about CLT, known as SPEAKING, acronym that stands for **S**ettings and scene, **P**articipants, **E**nds, **A**ct sequence, **K**ey, Instrumentalities, **N**orms and **G**enre. Certainly, this model has provided highly useful elements that can help teachers understand all the variables that interplay in different acts of speech (*See Appendix 1*).

Canale and Swain (1980) also had a great influence on CLT, when they stated that communicative competence could be achieved by acquiring 4 sub-competencies:

- ***Grammatical competence***. – ability to create correct utterances in terms of Grammar, Lexis, and Phonology.

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- *Sociolinguistic competence*. – implies the knowledge of sociocultural rules, such as norms, roles of the participants, appropriacy according to the context, and register.
 - *Discourse competence*. – Is concerned with the coherence, namely, the ability to be logical, and thus, understood, and cohesion of a text, namely, the appropriate usage of grammatical links to produce an oral or written text as a whole unit. However, Canale and Swain stated that, for them, the discourse competence was the combination of utterances and communicative functions.
 - *Strategic competence*. – Comprises both verbal and non-verbal communication strategies, which help language users to compensate for breakdowns in communication that may occur either due to the lack of knowledge of a grammatical pattern that must apply in each situation, or the way a stranger should be addressed when not knowing his social status.

Although there are different interpretations of CLT, overall, its different advocates have agreed on the same point since they regarded language learning as “acquiring the linguistic means to perform different kinds of functions” (Richards et al; 2001). Undoubtedly, gaining knowledge about both views of CLT shed light on the core aspects that must be analyzed when implementing communicative activities in the classroom, beyond a mere exchange of words among students.

Experiential Learning

This is another successful learning model that was analyzed throughout the specialization, thus providing a deeper understanding as to how learners best acquire knowledge in any field, in this case, about a second of foreign language. This model emerged in the late 1970’s from the Psychological and Educational field and has its foundations on *Dewey’s Theory of Experience*, proposed in 1938. Unlike what people might believe according to its name, this Experiential Learning Approach to Education proposed by Dewey stated that not only practice is important, but also a sound theory of experience is needed to guide its conduct.

Another theory that influenced Kolb’s work was *Lewis’s Laboratory Method*. Such method consisted of grouping 150 people in 10 groups and telling them they were going to share experiences, reflect on their meaning for them as individuals and think about the

implications for the group. Looking at the results of this method, Kolb concluded that knowledge results from the combination of grasping and transforming experiences, being the former those related to the processing of information, while the latter refer to how individuals interpret them and act on that information (Kolb et al 2017).

As a result of the above, Kolb defined learning as "the process whereby knowledge is created through the transformation of experience." He also claimed that "knowledge results from the combination of grasping and transforming experience" (Kolb, 1984). Also, As a part of his model, known as **Experiential Model of Learning**, he stated that there are four steps for acquisition of knowledge to take place:

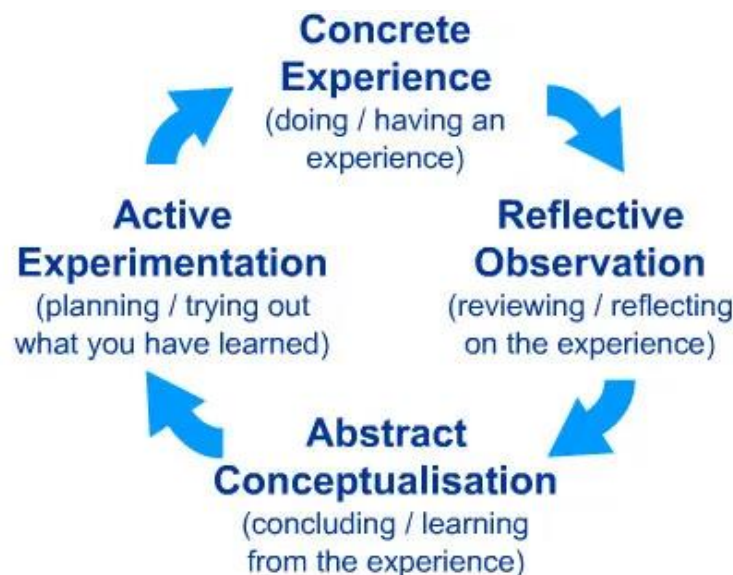


Figure 4. The Experiential Learning Cycle. Retrieved from:
<https://www.simplypsychology.org/learning-kolb.html>

- Concrete experience . – This is the first stage of the Experiential learning model, which refers to the experimentation of either new situations in different aspects of learners´ lives, or those they are familiar with but in different circumstances.
- Reflective observation. - After having been experienced a particular situation, learners analyze their experience from different points of view, which helps them grasp meaning of things.

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- Abstract conceptualization. – These third stage is when students connect what they have reflected on and learned about the experience to their previous knowledge, so that they can make sense of their world.
 - Active experimentation. – This is the last stage of this model, and it is when students apply what their new ideas, which also leads them to the acquisition of new skills.

Indeed, the **Experiential model of learning** has many benefits, since it “encourages personal input, initiative, and self-direction in the learning process” (Knutson 2003). However, it is difficult to apply it in an online context, which is the one that currently prevails due to the pandemic.

The former approaches refer to the way language is perceived to be acquired overall. However, there are other theories that have been proposed so that language learners can specifically develop each one of the four communicative skills.

APPROACHES TO TEACHING READING

Before analyzing the theory underlying the development of reading skills, it is pertinent to describe what it entails. According to David Rumelhart, it is “the process of understanding written language. It begins with a flutter of patterns on the retina and ends (when successful) with a definite idea about the author’s intended message.” (Rumelhart, 1976). Below, two of the most prominent reading theories will be described, and their key elements will be analyzed, together with some examples of their practical application in the ESL classroom.

The Interactive Model of Reading

Before going deeper into this model, it is necessary to depict the two approaches to reading that constitute it, which represent the way meaning is decoded.

- Bottom-up approach. – Refers to the way in which smaller linguistic units are pieced together to decode the meaning of the higher units. An example of this is the Phonics approach, which goes from identifying letter features and linking them to recognizing letters, to combining them so that we can identify spelling patterns and linking them to recognize words. Another practical application of it would be the use of affixation, to understand the meaning of different words. For instance, we can teach students
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the use of negative affixes such as *im-*, *in-*, *un-*, etc., which give a word the opposite meaning.



**Figure 5. – A process of decoding linguistic symbols
(Carboune cited in Nunan, 1991)**

- Top-down approach. - Unlike the previous one, it consists of going from grasping general meaning to examining the written code. An application of this model would be asking students to predict what a text will be about, using the learners' knowledge about the genre and the topic, which will help them complete the reading task.

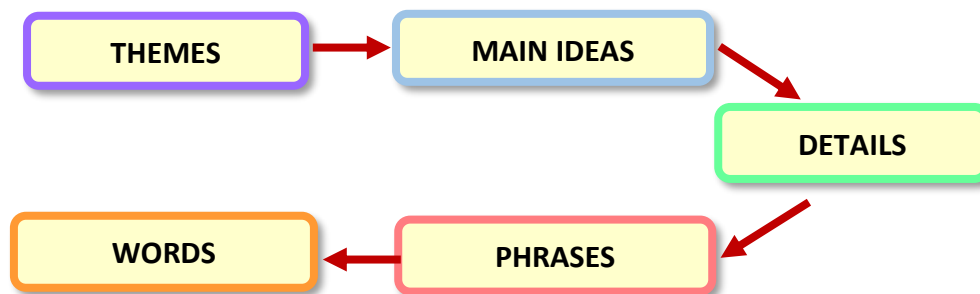


Figure 6. – Top-down Processing (Godman, 1967)

As we have seen, these approaches are highly relevant since both are processes learners undergo when dealing with reading. For this reason, the *Interactive Model of Reading* was proposed, which states that reading comprehension entails high-order processing of discourse and reader's previous knowledge in interaction with lower-level processing.

The Schema Theory

According to this theory (Rummel & Ortony, 1977, cited in Mihara, 2011), a text can be understood only when the reader relates his prior knowledge with the new information in the text. In literature, this previous knowledge is called *schema* (plural *schemata*), and three types have been identified:

- *Content schema*. – Refers to the previous knowledge we have about a given topic, which we can connect to the new information, making it easier to understand it. This is the type of schema we activate when we are familiar with a topic of a text.
- *Linguistic schema*. – Comprises the linguistic information we possess, which will help us decode words and their meanings, such as our knowledge about grammar, vocabulary, and phonics.
- *Formal schema*. – Refers to the knowledge we have about different text layouts. For example, each text genre has different organization, which is usually similar to the one in students' mother tongue. Being aware of the layout of each one of them, even in their L1, will certainly help them to better understand a reading in their L2.

Approaches to Teaching Listening

Before going deeper into the theoretical framework related to Listening, it is important to analyze its definition, as well as what happens during the listening process. According to McErlain (1999), listening can be defined as “the ability to receive and decode oral communication by processing a language sample.” Thus, we can assume that, before producing any kind of language, we first need to receive it, reason why listening has gained more importance over the last decades. Regarding what occurs when getting aural input in L1, McKeating (1981) states that there are three processes listeners pass through:

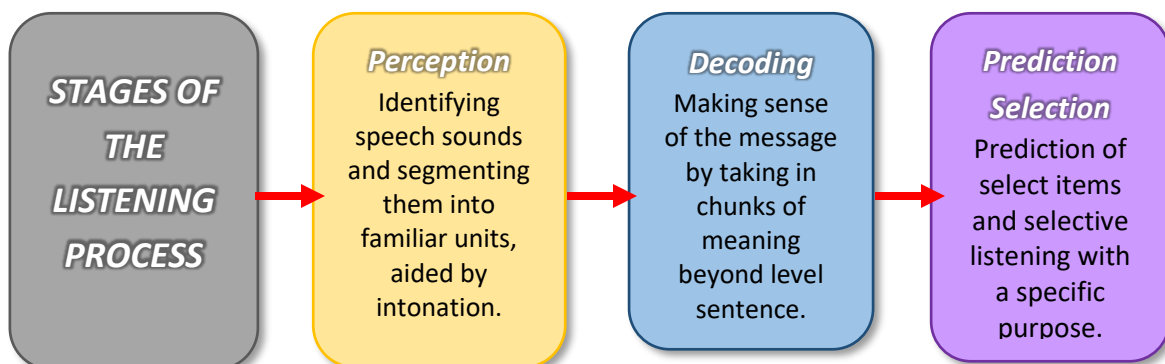


Figure 7.- The Listening process (McKeating 1981, cited in McErlain 1999)

In order to help learners be efficient not only in their native languages but also in a second or foreign one, it is important to analyze theories that are closely related to L2 listening. Below, some of the most relevant theories are briefly depicted, which focus on listening development as a core element for language acquisition to take place in the L2 classroom.

- *Total Physical Response*. - Developed by James Asher in 1977. It poses listening at the center of the language learning process by providing great amounts of listening input before being encouraged to produce their own language. Asher also shares a concern for the role that affective factors play in the language learning process, reason why his method involves game-like activities that help reduce learners' stress (Richards et al, 2001), The former makes this type of activity suitable to include in language lessons when teaching young learners.
- *Input and Optimal Input Hypotheses*. - The ***Input hypothesis*** belongs to the ***Natural Approach*** proposed by Stephen Krashen (1985), who states that the language we are exposed to, or *input*, is the key element of language acquisition. He claimed that, if we expect learners to keep developing their communicative competence, the input must be comprehensible for them but at a slightly higher level. This was represented by him using $i+1$, being i the input students can understand and $+1$ the next stage of competence, which poses a challenge they can overcome aided by the context, their previously acquired linguistic competence and their knowledge of the world (Krashen 1985). In recent years, Krashen has developed another theory called ***Optimal Input***, which states that, for input to be optimal it must be comprehensible, compelling, rich in language and provide learners with abundant opportunities for acquisition (Krashen 2020).
- *Interactive model of listening*. - As proposed for reading, this model integrates both ways of processing information, ***bottom-up processing***, which entails the integration of smaller linguistic units to decode the meaning of the higher units, and ***top-down processing***, which goes from dealing with general meaning to examining each individual phoneme, which are deeply depicted above. Both approaches are integrated during the listening process, which is represented in the ***Pre-while-post*** framework used when dealing when receptive skills (Richards, 2008).

APPROACHES TO TEACHING WRITING

According to Hyland, who is considered an L2 writing expert, writing can be described as “the process whereas a person selects, develops, arranges, and expresses ideas in units of discourse” Hyland (2002). He also claimed that, typically, writing is considered a four-stage process:



Figure 8. A four-stage process of writing (Hyland, 2003:4)

Nevertheless, the author considered that posing emphasis exclusively on language structures prevents students from developing the ability to write beyond a few sentences and in a real context. For this reason, Hyland stated that there are six approaches to be considered when teaching writing, which will be described below.

Six Approaches to Teaching Writing

- 1 **Language structures.** –Coherent arrangement of words, clauses, and sentences according to a system of rules, and comprises the four stages described above.
- 2 **Text functions.** - It considers language structures a way to perform communicative functions, such as describing, narrating, or reporting, which are means to achieve an end, namely, the purpose of writing,
- 3 **Creative expression.** – This third approach focuses on the writer rather than on the text, and regards writing as a creative act of self-discovery, through which students can express their feelings and opinions.
- 4 **Writing process.** – Like the approach above, this orientation emphasizes the writer as an independent producer of texts. Under this approach, a priority of teachers is to help them develop their ability to reflect on the strategies they use to write.
- 5 **Content.** - Writing activities are often organized around social issues which students have some information about, and they can also select their own topics to write about.
- 6 **Writing instruction begins with the purpose of communication.** - There is a variety of genres, such text as jokes, anecdotes, advertisements, biographies,

menus, tickets, prescriptions, poems, songs, etc. , which teachers may use in their lessons if they consider that they are relevant for students' development of their writing skills.

Besides Hyland's contributions, other theorists have proposed different principles that they regarded important to consider when teaching writing. Some of the most relevant principles were gathered by Douglas Brown (2007), which are depicted below.

PRINCIPLES	DESCRIPTION
<i>Incorporate habits of good writers.</i>	Students need to consider learning and implementing practices that efficient writers carry out, such as focusing on a main idea, spending some time planning their writing, , following an organizational plan and asking for feedback on their writing, among others.
<i>Balance process and product.</i>	Teachers need to lead their students through appropriate stages in the process of composing and help them see the value of each step.
<i>Account for cultural literacy backgrounds.</i>	If there are some contrasts between students' native traditions and rhetorical conventions and those you are intending to teach, help them understand what those differences are, and then, gradually guide them to the use of acceptable English rhetoric.
<i>Connect reading and writing.</i>	Students can learn to write by reading, since they can gain understanding about how they should write from observing what is already written.
<i>Provide opportunities for authentic writing</i>	Writing can be authentic if the purposes are clear to the students, the audience is specified and there is some intent to convey meaning. Some examples are letters, resumes, advertisements, among others.
<i>Frame your techniques.</i>	The writing process is usually framed in three stages: <i>Pre-writing</i> (generation of ideas), <i>Drafting</i> (production of multiple drafts), and <i>Revising</i> (checking everything fits the purpose of the text).

Table 1. Principles to consider when teaching writing (Brown, 2007:346-348)

After having analyzed the theories underlying the development of the four skills, it is time to analyze another vital aspect that has often been neglected in language classroom,

Interculturality

Certainly, one of the greatest insights gained from the specialization has been the knowledge about *interculturality*. Before going deeper into its theoretical foundations, it is utmost to define some concepts that will serve as a theoretical framework of the points analyzed below, so we can fully understand what interculturality entails and how it can best be developed.

In the first place, we need to understand what *culture* is in this paper. As a matter of fact, this is a word we have certainly heard many times and in different contexts, such as school, arts, good manners, etc. However, for the aim of the present paper, we will consider *culture* as the characteristics and knowledge that a particular nation or group of people possess, which comprise their language, beliefs, values, social habits, music, arts, cuisine, and religion, among others, and distinguishes them from others. Now that we have specified what culture entails, what do *interculturality* and *intercultural competence* mean?

According to the UNESCO, *interculturality* can be regarded as “the existence and equitable interaction of diverse cultures and the possibility of generating shared cultural expressions through dialogue and mutual respect”.. Therefore, we can say that being intercultural goes beyond merely living in a multicultural word, namely, a place where a vast diversity of cultures coexist, but it also implies exchanging cultural expressions among them.

Before defining intercultural competence, it is also pertinent to define what *competence* is, for which we can take up Lonner and Hayes definition “Implicit in the notion of competence is the ability to intelligently select one’s behavior or course of action in response to the various opportunities and challenges of daily living, including managing social and work-focused relationships as well as conceptualizing and executing solutions to an array of human problems” (2004: 91) If we merge the two definitions, we can conclude that *intercultural competence* refers to the ability to communicate effectively in daily life situations with people from different cultural backgrounds..

The question remains as to how we can foster intercultural competence in the language classroom. For this purpose, we will analyse a model proposed by Michael Byram, who is an Emeritus Professor at Durham University in the UK and has been considered one of the main referents in intercultural education.

Byram's Model of Intercultural Competence

Over the decades, *interculturality* and *intercultural competence* are two concepts that have gained momentum due to the increasingly globalized world where we live. According to Byram, *intercultural competence* can be defined as “Knowledge of others; knowledge of self; skills to interpret and relate; skills to discover and/or to interact; valuing others’ values, beliefs, and behaviors; and relativizing oneself.” (Byram in Deardorff 2006, p. 248). To address Intercultural Communicative Competence in education, he proposed a model that comprises two areas that are closely related, including communicative competence, and intercultural competence. The first one consists of linguistic, sociolinguistic, and discourse competence, whilst the latter consists of three components (knowledge, skills and attitudes) and is supplemented by five values: (1) intercultural attitudes, (2) knowledge, (3) skills of interpreting and relating, (4) skills of discovery and interaction, (5) critical cultural awareness (Byram et al. 2002, pp. 11-13). The figure below, adapted from Byram, Gribkova and Starkey, illustrates how these concepts are related to each other.

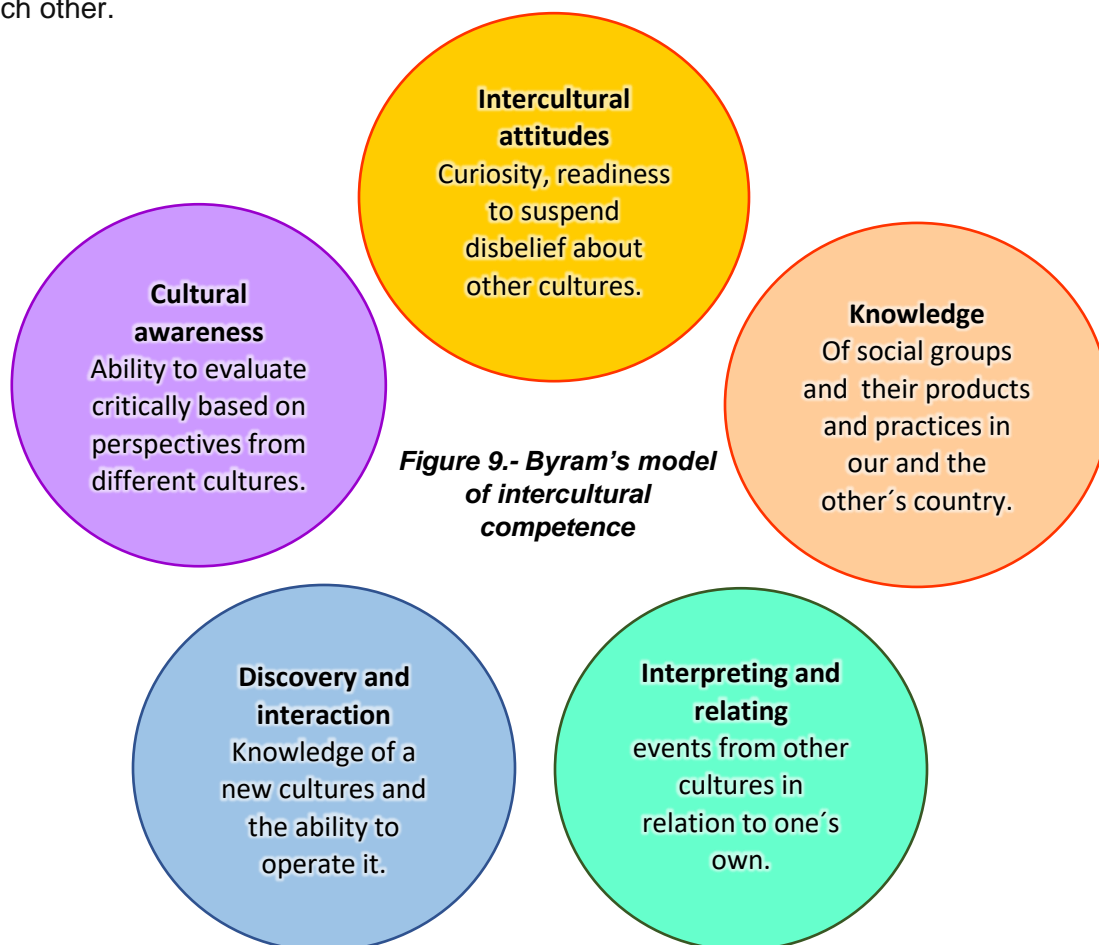


Figure 9.- Byram's model of intercultural competence

Undoubtedly, all the concepts reviewed above have shed light regarding what interculturality and intercultural competence entail. Nevertheless, it is important to analyze how they can be applied to our teaching practice.

Approaches to Teaching Intercultural Competence

Concerning the development of interculturality in the language classroom, some views towards teaching intercultural competence were compiled by Donna Humphrey from Nottingham Trent University, whose purpose was to “provide the foundation for the effective acquisition and mediation of intercultural communication skills in the modern language classroom” (Humphrey, n.d.)

Approach	DESCRIPTION
<i>Culturally critical Approach</i>	Two currents: A) <i>Cultural critics approach</i> states that students need to understand, respect, and face cultural differences to avoid communication breakdowns. B) <i>Cultural dialogists’ approach</i> , on the other hand, focuses on developing cross-cultural communication skills through self and cross-cultural awareness.
<i>The emic and ethic Approach</i>	The <i>emic approach</i> focuses on studying cultures from the inside in order to understand them the same way their members do. On the other hand, the <i>ethic approach</i> seeks to understand cultures from the outside by establishing a comparison among them based on predetermined characteristics. (Source 1980 in Humphrey n.d.)
<i>The dynamic, process Approach</i>	This approach regards culture and communication as ‘dynamic, ever changing, multi-layered and complex’, and involves learners investigating culture and communication from this perspective, and teachers equipping learners with the tools they need to analyse and reflect on a wide range of cultural practices and meanings.
<i>The experiential learning approach</i>	Proposed by Kolb and previously cited above, it states that it is not enough to listen or read about other cultures to become intercultural. According to him, it’s fundamental to face unexpected situations an experience insecurity, fear, security, trust and empathy (Kolb, cited in Humphrey n.d.)

Table 2. Approaches to working with interculturality

Use of technology during the lessons

Finally, it is pertinent to mention that one of the main tools used to make the most out of students' learning process has been technology, since it allows to include many different types of input that is interactive and engaging for learners, making the learning experience more memorable for them.

Fortunately, nowadays it has become easier to get a hold of digital materials, that can be as elaborated as creating an animated presentation or a website, or as simple as using a video already provided by the textbook or getting a suitable one from the thousands of videos available on the internet.

Certainly, having walked through the core concepts that support English language teaching practice has been enlightening. However, trying to apply all of them to a well-sequenced lesson plan aimed at developing students' intercultural communicative competence using technology as a facilitating tool has been a great challenge. The result of such an effort is reflected in the integration of a five-session lesson plan, which will be described in depth in the next chapter.

CHAPTER II. METHODOLOGY AND PRACTICE

Undoubtedly, understanding the concepts that provide a solid foundation to language teaching and learning is a core part of the process. After having reviewed some of the most relevant concepts learned throughout the specialization, a five-session lesson plan applying them will be proposed. This lesson plan also intends to be, as much as possible, an integration of all the relevant concepts reviewed regarding core aspects of teaching, such as theories of second language acquisition, best practices when teaching communicative skills, integration of technology to enhance students' learning development, intercultural communicative competence and effective ways of testing and assessing students, to mention a few.

2.01 A PRACTICAL AND USEFUL LESSON PLAN

The name of my lesson plan and of my project overall is *“Developing an effective communication in an intercultural world through the use of technology”*. The former title was chosen in an effort to encompass the core points reflected on along ten months of thorough study that should be incorporated to our teaching practice on a regular basis for effective teaching and learning to take place.

The didactic unit described in the lesson plan consists of 5 sessions, which aim at helping students become effective users of the language, so that they can communicate with people from other cultural backgrounds in a respectful and understanding way beyond words, using technology to facilitate their learning process.

This lesson plan was based on Unit 7 of the students' textbook *Thumbs Up 5*, from Richmond Publishing, which is called *“Time Detectives”* and talks about Archeology, mainly focusing on ancient Egypt but which includes some information about the United Kingdom. I selected this unit because it was the corresponding one when preparing the project, and it contains interesting topics that address both linguistical aspects that are relevant to the learners as well as interesting information about Egyptian and British cultures.

The table below briefly describes the main aim of each of the 5 integrated-skills lessons that are part of the lesson plan, as well as a summary of the materials used. The following pages depict each of the five sessions in depth. At the end, the rationale behind the activities and materials used in the lesson plan will be provided.

1. Lesson plan identification cell.	
Author	Elizabeth Alejandra Tapia Nieto
Educational stage	5 th grade elementary
Title of your LP	<i>Language culture and technology for effective communication</i>
Learning Objective of the Plan / Competency	<p>GENERAL OBJECTIVE. - For students to develop their intercultural communicative competence through integrated skills lesson and aided by the use of a variety of technological tools.</p> <p><u><i>Lesson 1. – The art of making mummies</i></u> For students to develop the four communicative skills through a passage about Egyptian mummies and reflect on their own culture and how it resembles their own. They will also review vocabulary recently taught.</p> <p><u><i>Lesson 2. – A journey through time</i></u> For students to understand and use language to talk about imaginary situations and their results using second conditional, in the context of having a time machine to travel to the past. They will also incorporate the intercultural component by reflecting own their own culture and thinking the items they would include for future generations to know more about it.</p> <p><u><i>Lesson 3. – Mysteries and fakes</i></u> For students to develop their listening skills and writing skills through a video about the use of science to detect fake pieces of art and raise their awareness as to how art is another form of language across cultures. This development will also be supported by reading and speaking skills.</p> <p><u><i>Lesson 4. – American Vs British Culture</i></u> For students to compare and contrast the American and British accents and vocabulary variations and raise awareness as to the many other English varieties that exist and that they all are equally valid, by highlighting the fact that English is used nowadays as a lingua franca.</p> <p><u><i>Lesson 5. – The U.S. and the U. K. official residences</i></u> For students to develop listening and speaking skills, aided by reading and writing, so that they can give a description of an official residence. They will also use both what they already know about both the U,S, and the U.K., and what they will learn, to decide which one they would like to visit.</p>
Skill considered	The four skills are considered in each lesson.
Brief description of the plan	Each session covers a specific topic, although all of them are interrelated and, based on it, students will develop the four skills to a greater or lesser extent since each one of them contributes to the overall lesson.
Hours implementation	Each of the five integrated-skills sessions lasts one hour.
Number of sessions	5
Contents required for the lesson	Slides, Student’s book, audio clip. Richmond website, , slides, Google document, Resource book, video clip ‘Mysteries and fakes’, Video clip ‘American Vs British English’, Google Forms, ‘Official Residences’ audio clip.
Link of the content	The links to each material are provided in the development of each one of the five lessons.
Video-lesson	https://sites.google.com/g.upn.mx/unit-2b-video-elizabeth-tapia/inicio
EEAILE tutor on line	Rocio Salgado Perea

2. Introduction to the Lesson.

Stage	Teacher activities	Students activities	Session
Activation (5 min at the beginning of each lesson)	<i>Lesson 1.</i> –At the beginning of the class, Ss will be provided with an encoded message and the code to decipher it.	- Ss will decipher the message according to the code given (<i>Appendix 6 Picture A</i>).	1
	<i>Lesson 2.</i> - Before the lesson, T will send a video about Second conditional - At the beginning of the lesson, T will set up the vocabulary review task, provide Ss with the link to a Google Jamboard and conduct open class feedback to check students' answers.	- The day before, Ss will watch a video about Second Conditional: https://www.youtube.com/watch?v=PEol3es71Dw - Students will review vocabulary by matching the words with the pictures in a Google Jamboard and check their answers with the class.	2
	<i>Lesson 3.</i> - T will set up a warm-up activity to review language from the previous lesson.	- Ss will do an interactive activity from the Richmond website to review second conditional introduced the previous lesson. <i>See appendix -</i>	3
	<i>Lesson 4.</i> – T will say an item, be it food, a city or a famous sight that students previously learned, for them to say the country.	- Ss will say the name of the country according to the item mentioned by the T. <i>E.g., Empire State Building – Ny, U.S.A, Fish and Chips – England.</i>	4
	<i>Lesson 5.</i> – T will call out words used in the U.K.	Ss will say the American synonym of the word provided by the teacher.	5
Set the objective of the lesson	In each lesson, after having elicit information related to its content of, T will introduce the topic of it and provide an overall idea about the activities leaving some as a surprise.	- Ss will briefly comment on what they know about the topic of each lesson.	1-4

3. Communicative skills development – Session 1. – *The art of making mummies*

Step/ Objectives	Teacher activities	Students activities	Materials	Session/ length
WRITING To activate Ss schemata through a writing activity.	- The teacher will elicit the names of ancient cultures in which people used hieroglyphs to communicate in written form, by inviting students to write down in the interactive whiteboard all the ones they know and the symbols they can remember. She will invite then to include the ones from their own country.	- Students will write on the interactive whiteboard the names of all the cultures they know for using hieroglyphs to communicate in ancient times, such as Egyptians and Mayans. They will also try to draw, or talk about, any symbols they can remember.	- Interactive whiteboard.	1 10 min
READING For Ss to read for specific information.	- The teacher will ask students to share what they know about Egyptian mummies and will set up the reading task. - Once the students are done, she will conduct open class feedback to check answers with them.	- Students will read the passage 'The Art of Making mummies. They will have to underline in the passage the reasons that explain the statements given in the student book regarding how mummies are preserved and some other relevant facts about them.	- Reading passage from SB (Appendix 6- Picture B.)	1 15 min
LISTENING For Ss to develop listening comprehension skills,	- The teacher will conduct an oral trivia about Egypt to find out how much students know about other aspects of Egyptian culture, and to get them ready for the following stage in which they will further discuss about it.	- Ss will listen to the questions and answer true or false, by using the chat box. The whole class will check answers together, so that they can gather more information for the following stage.	- Zoom chat	1 15 min
SPEAKING For Ss to develop oral fluency practice and negotiation skills.	- The teacher will set up the speaking activity by , eliciting phrases that students can use to give opinions, agree, and disagree with others. Then, she will set the breakout rooms for students to discuss in pairs.	- Students will discuss and agree with a classmate about at least two similarities between Mexican and Egyptian cultures.. <i>E. g. Both countries have pyramids. Both used hieroglyphs to communicate in ancient times.</i>	- Zoom Breakout rooms	1 15 min

...Session 1

4. Intercultural component. - Students are going to contrast Mexican and contrast Egyptian cultures regarding the use of hieroglyphs and reflect on how these vary according to each culture. At the end, they will discuss other similarities with the Egyptian culture such as the pyramids, the gods, and the mummies, to mention a few..

5. Evaluation. - A rubric designed to evaluate four integrated-lessons will be used, which is included at the end of the four-session lesson plan. Participation and attitude in class will also be considered. The same rubric will be used in the four sessions to assess students' overall performance.

6. Conclusion. – After having discussed the topic in pairs, students will share with the whole class their opinions about the similarities they found between the Mexican and the Egyptian cultures.

7. Follow up activities. – Students will invent an Egyptian character and design a cartouche for him/her. A cartouche is an oblong-shaped figure with a name written inside, which was written on tombs and coffins to mark which pharaoh was buried inside, to help their souls, the Ba and Ka, find their way back to the body and to move on to the next life. A **cartouche** could also be worn as an amulet, to protect the pharaohs from evil spirits and bring good luck.

3. Communicative skills development Session 2. – A journey through time

Step/ Objectives	Teacher activities	Students activities	Materials	Session/ length
READING For students to review vocabulary that they will need for the following stage.	The teacher will set up the task reading task, by providing students with the link to a Google Jamboard where they will have access to the activity. Then, she will conduct open class feedback to check students' answers and clarify any doubts they might have regarding the vocabulary.	- Students will review vocabulary they will later need by reading the definitions given and matching them with pictures in a Google Jamboard. Then, they will check their answers with the class and ask the teacher their doubts regarding the vocabulary.	- Jamboard https://jamboard.google.com/d/1aS_KC_M6U033OgmX8p69A6U3_JGK2vVrcLh_ehx6KPA8Q/viewer	2 10 min
LISTENING For Ss to review 2 nd conditional through an interview.	- The teacher will set up the listening task by asking students to read the sentences beforehand and clarifying any words when necessary. Then, she will play the audio, which is about a short interview with an archaeologist about what she would do in different situations.	- Students will listen to the interview and match the sentence halves according to the archeologist's answers to make full conditional sentences. - Then, they will use the former sentences to complete and article called 'The 60 second Interview'.	- SB page 100 exercise 1 (<i>Appendix 7</i>) - Audio clip (<i>Appendix 8</i>)	2 20 min
WRITING For Ss to express their ideas in written form through a short list.	- The teacher will brainstorm with students some objects that they would like to choose to put inside a time capsule, for people to open in 500 hundred years and to know more about them and their culture.	- Ss will write down five objects they would like to put inside a time capsule for people to find in 500 years from now. They can include both objects they like, and others they think best represents them and their culture.	- SB page 100 exercise 2 (<i>Appendix 3</i>)	2 15 min
SPEAKING For Ss have oral practice and develop their negotiation skills	- The teacher will set up the speaking task and model the language that students are expected to use by providing an example, which is second conditional. <i>E.g., If I made a time capsule, I'd visit the Aztecs.</i> She will also monitor students.	- In pairs, the students will discuss the objects they chose and the reason behind their choice. Then, they will have to agree which 5 items they would put in the time capsule. They will share their decisions with the class.	- Zoom breakout rooms	2 10 min

...Session 2

4. Intercultural component. - Students will reflect on and talk about the objects they think would represent us Mexicans as a culture, for people in 500 years from now to get to know more about us.

5. Evaluation. – A rubric designed to evaluate four integrated-lessons will be used, which is included at the end of the four-session lesson plan. Participation and attitude in class will also be considered. The same rubric will be used in the four sessions to assess students' overall performance.

6. Conclusion. – Students will briefly share where and to what period they would like to travel if they had a time machine and explain why.

7. Follow up activities. – In the following lesson, students will do an interactive activity provided by the Richmond website to practice second conditional in an engaging way (*Appendix 4*).

3. Communicative skills development – SESSION 3. – *Mysteries and fakes*

Step/ Objectives	Teacher activities	Students activities	Materials	Session/ length
<p>SPEAKING</p> <p>For Ss to have fluency practice and set the context.</p>	<p>- The teacher will set up the speaking task by displaying on the interactive whiteboard a blurred picture of the Mona Lisa, for students to guess what it is by asking questions about it.</p>	<p>- Students will have to ask up to twenty questions about the blurred picture to discover what is. <i>E.g., Is it a place in another country? Can you eat it?</i></p>	<p>- PPT slide (Appendix 10 picture A)</p>	<p>3 10 min</p>
<p>READING</p> <p>For Ss to apply bottom-up strategies.</p>	<p>- The teacher will set up the task, by asking students to guess the hidden words inside a snake of words. - Then, she will ask students to share what they think will be the topic of the lesson according to the words the picture and the words they discover. This snake comes in the student's book, but the teacher will display it on the board.</p>	<p>- Students will read a snake of words with no separation, for them to identify and separate them. -Then, they will use the words to label the pictures given. -Finally, they will use both the words and the picture they discovered to guess what topic they think will be addressed during the lesson.</p>	<p>- Interactive whiteboard - Resource Book page 32 (Appendix 10 picture B)</p>	<p>3 10 min</p>
<p>LISTENING</p> <p>For Ss to listen for specific information.</p>	<p>- The teacher will set up the task by asking students to read the statements before watching the video. -Then, she will play a video called 'Mysteries and Fakes', about the use of science to discover fake paintings. - Finally, she will check the answers with the class.</p>	<p>- Ss will listen to and watch the video, the first time with the subtitles covered, and answer the questions. - The second time they will watch it with the subtitles, so that they can complete the answers they missed the first time. Finally, they will check their answers with the class.</p>	<p>- RB page 32 Video https://drive.google.com/file/d/1LFIHHtpghpv_m3GyjoFfup5g_pb43L-Vn3/view?usp=sharing</p>	<p>3 15 min</p>
<p>WRITING</p> <p>For Ss to develop their writing skills through a short report.</p>	<p>- The teacher will elicit names of famous artists that students might know about from different countries. - Then, she will set up the writing task and provide a website where students can conduct the research about a famous artist .</p>	<p>- Individually, students will do a brief research about a famous artist of their choice. Then, they will write a short report including information such as when and where they were born, some details about their life and their most famous paintings.</p>	<p>- Ss notebook -Britannica Website: https://kids.britannica.com/</p>	<p>3 20 min</p>

...Session 3

4. Intercultural component. – Students will talk about artists they know from different countries and reflect on the fact that art is a way of expressing thoughts and feelings, reason why it is considered a form of non-verbal language across cultures.

5. Evaluation. – A rubric designed to evaluate four integrated-lessons will be used, which is included at the end of the four-session lesson plan. Participation and attitude in class will also be considered. The same rubric will be used in the four sessions to assess students' overall performance.

6. Conclusion. – Students will briefly discuss which artists and paintings they like, and some information about them.

7. Follow up activities. – As a homework, students will conduct a further investigation regarding methods of detecting fake pieces of art, such as X-rays.

3. Communicative skills development – Session 4. - American Vs British English

Step and objectives	Teacher activities	Students activities	Materials	Session number
<p>LISTENING</p> <p>For Ss to get introduced to some varieties between American and British English.</p>	<p>- The teacher will provide students the link to a Google form, which contains a funny video about American Vs British English, as well as questions about the differences they can hear about between the pronunciation of both varieties of English.</p>	<p>- Students will watch a video about the differences between American and British English concerning vocabulary and pronunciation and will answer questions regarding features of pronunciation they can identify. Then, they will check answers in pairs, and then with the class</p>	<p>- Google Form 1 https://docs.google.com/forms/d/1MI_KH-hPKA53RKNf6gl13I7PL39wTrXnX6tO_CPk47Y/edit</p>	<p>4 12 min</p>
<p>READING</p> <p>For Ss to practice vocabulary in the context of a dialogue.</p>	<p>- The teacher will provide students with a second Google Form. Then, she will set up the task about matching American words with their British synonyms and completing a dialogue between an American and a British man.</p>	<p>- Students will read a dialogue between a British and an American Man and complete it with the appropriate words, which are related to the British and American vocabulary previously reviewed.</p>	<p>- Google Form 2 https://docs.google.com/forms/d/e/1FAIpQLScsxEH_S4qMg9w_gaGb2dsCXybK-q2VF4Dpv3EnC1MrMwdwNQ/viewform?usp=sf_link</p>	<p>4 13 min</p>
<p>SPEAKING</p> <p>For students to develop oral fluency and embrace respect for cultural differences.</p>	<p>- The teacher will elicit students' opinions about which variety of English they prefer and the reasons behind their opinion. - Then, she will elicit the meaning of <i>English as a Lingua Franca</i> and clarify what it is, highlighting the respect towards all English varieties.</p>	<p>- Students will give their opinions regarding the variety of English they prefer and the reason behind their choice. -Then, they will discuss what they think a Lingua franca is and raise their awareness as to the existence of many different varieties of English and the fact that they are equally important.</p>	<p>- None</p>	<p>4 10 min</p>
<p>WRITING</p> <p>For Ss to develop their writing skills through an analytical task.</p>	<p>- The teacher will set up the writing task about American and British cultures and brainstorm with students some useful vocabulary they will need for its completion</p>	<p>- Students will write a short text about what they know and like about both the American and the British cultures regarding different aspects of them, such as food, holidays, places to visit, etc.</p>	<p>- Students' notebook.</p>	<p>4 20 min</p>

...Session 4

4. Intercultural component Students will compare two varieties of English, the American and the British one, and will reflect on the fact that there are many others and that no one is better than others since English is now considered a Lingua Franca, namely, the language that is used between non-native speakers to communicate around the world.

5. Evaluation. – A rubric designed to evaluate four integrated-lessons will be used, which is included at the end of the four-session lesson plan. Participation and attitude in class will also be considered. The same rubric will be used in the four sessions to assess students' overall performance.

6. Conclusion. Students will briefly mention which other English-speaking countries they would like to visit and why.

7. Follow up activities. Students will investigate ten more pairs of words American words and their British synonyms at home.

3. Communicative skills development – Session 5 ‘Official Residences’

Step/ Objectives	Teacher activities	Students activities	Materials	Session/ length
<p>WRITING</p> <p>To activate Ss schemata about the US and the UK through a writing activity.</p>	<p>- The teacher will set up the writing activity by asking students to write on the interactive whiteboard all what they remember about the UK and the US, and will provide categories, such as food, holidays, famous sights, etc.</p>	<p>- Students will have two minutes to write on the interactive whiteboard all the information they remember about both the U.S. and the U.K. regarding famous places, food, rulers, etc., which was reviewed the previous lesson.</p>	<p>- Interactive whiteboard</p>	<p>1 10 min</p>
<p>READING</p> <p>For Ss to read for specific information.</p>	<p>- The teacher will provide students with a link to a Google Form, which contains a trivia about different aspects of both the UK and the U.S.</p>	<p>Students will read and answer questions to a Trivia about the UK and the U.S. When getting a wrong answer, they will read the correct answer and be provided with additional information about it.</p>	<p>- Google form</p>	<p>1 15 min</p>
<p>LISTENING</p> <p>For Ss to develop listening comprehension skills,</p>	<p>- The teacher will set up the listening activity by asking students to read the questions beforehand and play the audio with information about the White House regarding its location, its size, and the variety of amenities it has. Then, the teacher will ask them to read information about Buckingham Palace.</p>	<p>- The students will guess which of the two official residences, the Buckingham Palace or The White House, they will hear about. Then, they will read the fact file they have to complete. Finally, they will listen to the audio and complete it.</p>	<p>- Student’s Book (See Appendix 11) - Audio clip (See Appendix 12)</p>	<p>1 15 min</p>
<p>SPEAKING</p> <p>For Ss to develop oral fluency practice and negotiation skills.</p>	<p>- The teacher will set up the speaking activity by eliciting phrases they might use when giving an introduction. Then, she will pair students up by creating and assigning Breakout rooms. Finally, she will check with the class how well they were able to remember the information about official residences.</p>	<p>- Using the information provided in the previous stage, students will pretend they work in one of the two official residences as a tour guide and will introduce it to their partner, trying not to look at the book. Then, the other partner will do the same with the other official residence.</p>	<p>- Zoom Breakout rooms</p>	<p>1 15 min</p>

...Session 5

4. Intercultural component. - Students are going to learn about to highly important places for American and British cultures, which are the White House and the Buckingham Palace, and compare them with past and present official residences we have in Mexico.

5. Evaluation. - A rubric designed to evaluate four integrated-lessons will be used, which is included at the end of the four-session lesson plan. Participation and attitude in class will also be considered. The same rubric will be used in the four sessions to assess students' overall performance.

6. Conclusion. – Students will talk about which of the two official residences they would like to visit and why.

7. Follow up activities. – Students will investigate about an official residence in another country.

Rationale behind the activities and materials

Throughout this paper, it has been stated how necessary it is to have a solid theoretical background when teaching in any field, and ESL is no exception. Before going deeper into the rationale behind the specific activities and materials selected when designing the lesson plan, it is important to highlight three main objectives considered for the overall development of each lesson, and which are consistent with my enhanced teaching philosophy:

- To engage learners in meaningful and student-centered activities to develop their communicative skills, which can both motivate them to be active participants of their learning process, and help them develop their independence, thus leading them to becoming successful learners (Davies, 2000).
- To raise their awareness about the cultural aspects that are involved and must be considered when using a second or foreign language to communicate in an intercultural context (Byram et al. 2002).
- To design and implement both formal and informal assessment tools that can help us assess students' performance in a more accurate and fair way, without having to make them feel stressed or anxious about it in any way (Brown, H.D. 2007).

Below, the rationale behind more specific activities implemented along the five sessions is presented. Undoubtedly, technology has played a major role in the planning, implementation, and evaluation of such activities, by incorporating digital tools at different stages, such as videos for language presentation, PowerPoint slides for presentation and practice, games to engage students, , the interactive whiteboard and zoom chat to foster students' participation and interaction, and Google Forms to assess students, among others.

Writing the lesson's main aims and expected outcomes

As a start point, I wanted to highlight the fact that lesson planning starts from the establishment of expected outcomes, since knowing what students can accomplish is what drives all the efforts made before and during the lesson. Certainly, studying more deeply on what the ***Bloom's Taxonomy of Domains*** states about students' levels of performance has helped me define more precisely what I can expect from them at different stages of the

lesson and of their overall language development, which contributes to the creation of clearer and better sequenced lesson plans according to such expectations.

Reading different types of texts

Throughout the sessions, students were exposed to different type of texts, such as a reading passage about Egyptian mummies, a dialogue between two men, one American and another British with a slightly different use of vocabulary, and a trivia about facts about the UK and the US. Through all of them, they were able to apply the previous knowledge they had about three core aspects that are necessary to better understand a text, which are the topic, the language included on it and the layout , as stated on the **Schema Theory** (Rummel & Ortony, 1977, cited in Mihara, 2011).

Developing listening through audio-clips

In lessons 2 and 5, students were asked to listen to audios in order to complete information required. Even if the listening activities included in the lesson plan are part of an integrated-skills lesson, the listening section of each lesson follows a **Pre-while-post approach**, as students are asked to briefly share what they know about the topic and there is always a communicative task after them. This approach is based on the **Interactive Model of Listening** (Richards, 2008) where both **bottom-up** and **top-down processing** interact, which is a replication of what students will experiment in real life, giving them a great opportunity to develop their communicative skills in a more authentic way.

Developing listening through videos

Undoubtedly, videos are one of the greatest sources of **comprehensible input** since they provide both aural input and visual stimuli that aids learning, which is a core element of every language lesson according to the **Input Hypothesis** (Krashen, 1985). Besides, watching videos is one of students' favorite activity, so they become not only a source of comprehensible input but also a **compelling** one, which it is exactly the kind of input they need according to the **Optimal Input Hypothesis** (Krashen, 1985). For this reason, two videos were included in the lesson plan, and interesting one for students to learn about how fake pieces of art are detected through the use of technology (Lesson 3) and another funny one to reflect on the differences between American and British vocabulary and the importance of respecting them (Lesson 4).

Creative writing

Despite the common reluctance of both teachers and students towards the development of writing in the classroom due to its complexity, it is necessary to include different types of writing activities on a regular basis to help students foster this communicative skill. Certainly, it does not always require having students always doing long writing tasks, especially since my students are at 5th grade of elementary school. For this reason, I included simple tasks such as writing down the items they would include in a time capsule for people in 500 years to know more about our civilization. Through this activity, they can foster their **creative expression** (Hyland 2002) as they can express their feelings and opinions by freely deciding which items to include. However, for some others they are expected to produce a more structured text, such as a short biography of a famous artist of their choice, which **provide students opportunities for authentic writing** (Brown 2007).

Using Zoom's Breakout rooms for speaking activities

As a part of its features, the Zoom platform offers Breakout rooms, which are a simple tool that can be easily used to give students speaking practice in a similar way to face-to-face classes. Undoubtedly, this is a great tool since it allows them to interact with their classmates to complete collaborative tasks and exchange opinions regarding different topics. At the beginning, I considered it a challenge since it is more difficult to monitor students' performance, and it is not possible to replicate the exact experience they have when being in a real classroom. However, they are strategies that we can adopt to make it productive for both the teacher and the students. Especially regarding the low English level some of them have, I provide them strategies such as asking for clarification, repetition and the use of body language for them to avoid using Spanish but still get their message across, as proposed by Canale and Swain (1980) when considering **Strategic competence** a vital part of communicative competence development.

Intercultural activities

One of the main aspects intended to be addressed throughout the five lessons is **interculturality**, since having knowledge and respect about different cultures is what will help students establish a positive and effective communication with people from different backgrounds. For this reason, each lesson includes activities based on **Byram's Intercultural Model of Competence** (Byram, 1985), in which students can raise awareness

about different cultural aspects underlying language learning. In some activities, students are expected to reflect on their own culture and share what they know about it. In others, they share what they know or think they know about other cultures, and are asked to compare them to their own, to find a common ground among them. The ultimate goal of these activities is to help students reflect on the importance of respecting and embracing different points of view since all of them are equally valid.

2.02 DESIGN OF TOOLS TO ASSESS / TEST THE PROGRESS OF STUDENTS

For centuries, testing has been regarded as a negative thing, making feel people threatened and stressed about the fact that they will not perform well. Nevertheless, testing is only one of the various tools available to assess learners' performance. The present section intends to depict such tools. Before going deeper into the analysis of some of them, it is precise to define what testing and assessment entail.

Testing and Assessment

According to Brown, **testing** refers to the “method of measuring a person’s ability, knowledge or performance in a given domain” (Brown 2007:3). In my teaching practice, I use three of the tests available, which are briefly depicted below (Spratt et al 2011: 104 and Harmer 2007: 379-380), and technology has played a vital part since we are teaching online.

- *Diagnostic tests.* - Used at the beginning to detect learners’ strengths and weaknesses, which will inform the teacher as to what, when, and how to teach. *Sample test*
- *Progress test,* - It aims at finding out how well learners absorbed the content of part of the course as well as measure their skill progress and is part of formative assessment. I apply them every week. *Sample test 1 / Sample test 2*
- *Achievement test.* - It is like the progress test, but It is given at the end of a term or course and can help us decide on changes to future programs. I usually apply them every two months. *Sample test*

On the other hand, **assessment** is broader than testing, Unlike the latter, it is process-oriented since provides information about students’ overall performance on a regular basis formally and informally. There are two types of assessment, which are depicted in the following table.

Type	Description
Formative assessment	It is carried out throughout the course as an intervention aimed at encouraging further learning and change. Progress tests described above are some of the tools used in formative assessment.
Summative assessment	It is carried out at the end of a term or program of study to assess whether learners have been successful in developing learning the contents of the whole language course and developing communicative skills.

Table 3. – Types of assessment (Fulcher and Davidson; 2007:372,376)

It is highly important to mention the principles all assessment tools must follow to be accurate (Brown, 2007:19-30), which I try to follow as much as possible:

- **Practicality.** - Not expensive, easy to administer within time constraints and time efficient. Use of technology is a great ally that has helped me design practical tests.
- **Reliability.** - It should yield consistent results at different times and when assessed by different people. Use of checklists and rubrics, that I recently incorporated thanks to the Specialization, are a great way to make assessment more reliable
- **Validity.** - It must look like a real test. Ss must be asked to perform the behavior or apply the language taught that needs to be measured.
- **Authenticity.** - It simulates real-world tasks. Sometimes, it has been difficult for me to design only authentic tasks, but I try to include frequently communicative activities that resemble real-life activities, such as dialogues, videos, popular games, etc.

Besides the quizzes and tests that I use to grade students and portfolios gathered, I have adopted other tools that can help assess students' performance for other purposes:

Checklists	They can help me keep track of students' progress in different aspects of their language development, while they raise awareness of their own learning process when used as a self-assessment tool .
Rubrics	Recently, I started using analytic rubrics , since they help me focus on different aspects of students' performance. E. g. writing . - language accuracy, spelling and organization of a text.
Game-like activities	A Trivia, spin wheel games, Jeopardy, pictionary, and other game-like activities are great tools to assess students' knowledge and performance in an informal, relaxed and fun way.

Figure 10. - Some assessment tools used in the language classroom

However, there are more tools that can be implemented in the English language classroom to assess different aspects of students' performance. The following evaluation tools are aimed at assessing learners' development for different purposes, and are mainly based on performance-based assessment, which measures a student's performance while using learned knowledge. (Griffith et al; 2012). There are three types of performance-based assessment: products, performances, or process-oriented assessments (McTighe & Ferrara, 1998).

Integrated-skills Assessment

For the assessment of the didactic sequence of five sessions, an ***analytic rubric*** was designed, which is highly useful that helps assessment be more reliable by assigning clear levels of achievement (Brown, 2007:19-30). It includes a value for each communicative skill, plus one for an active participation in class, which in my opinion is a valuable real-life skill that must be fostered. (See *Appendix 2*).

Receptive-skills Assessment

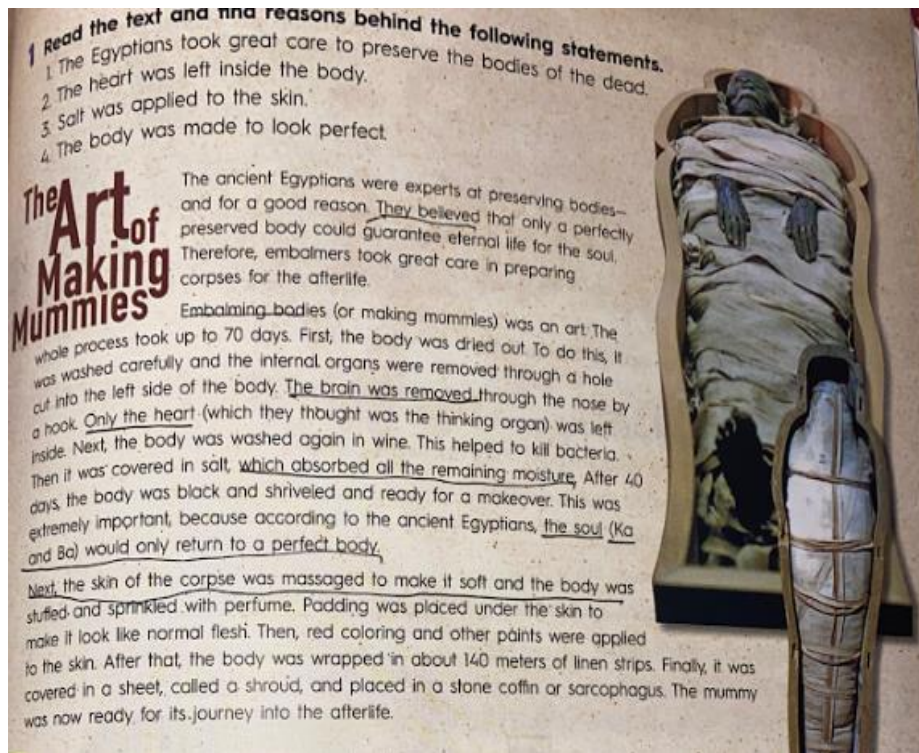
Regarding the assessment of receptive skills, there are other tools to evaluate them beyond the traditional gap-fill and multiple-choice activities. An example are ***questionnaires***, which can provide teachers with valuable information regarding students' performance, as well as foster their autonomy and help them develop their metacognitive strategies when they are designed as a self-assessment tool. For this reason, I decided to include a questionnaire as an assessment tool that can serve both purposes. (See *Appendix 3*). At this point, I must admit that it was until the preparation of the 2B assignment that I reflected on the importance of including this type of self-assessment, reason why it was not included in the first four sessions already delivered. However, I will include it in the fifth and last session of my didactic unit.

Productive Skills Assessment

Regarding productive skills, rubrics are also a useful tool to evaluate them, especially ***holistic rubrics***, since are more simplified and are suitable for elementary level, which is the one I teach (See *Appendix 4*). Besides rubrics, ***checklists*** can also help us assess not only receptive and productive skills, but also students' overall performance in a very simple way, which is also suitable for my learners at elementary level (See *Appendix 5*).



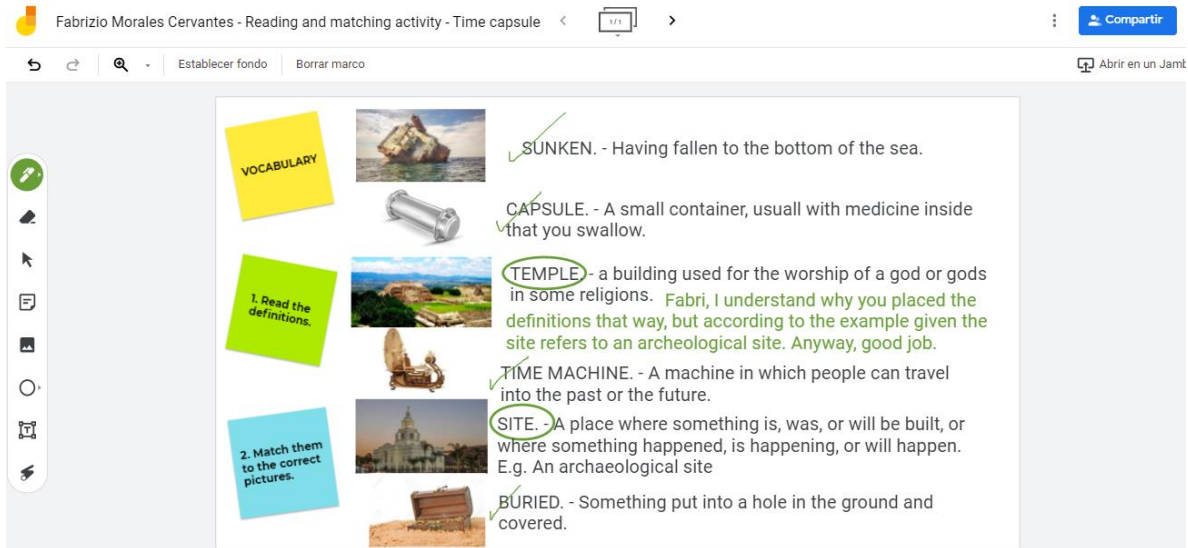
Screenshot of the use if the interactive whiteboard



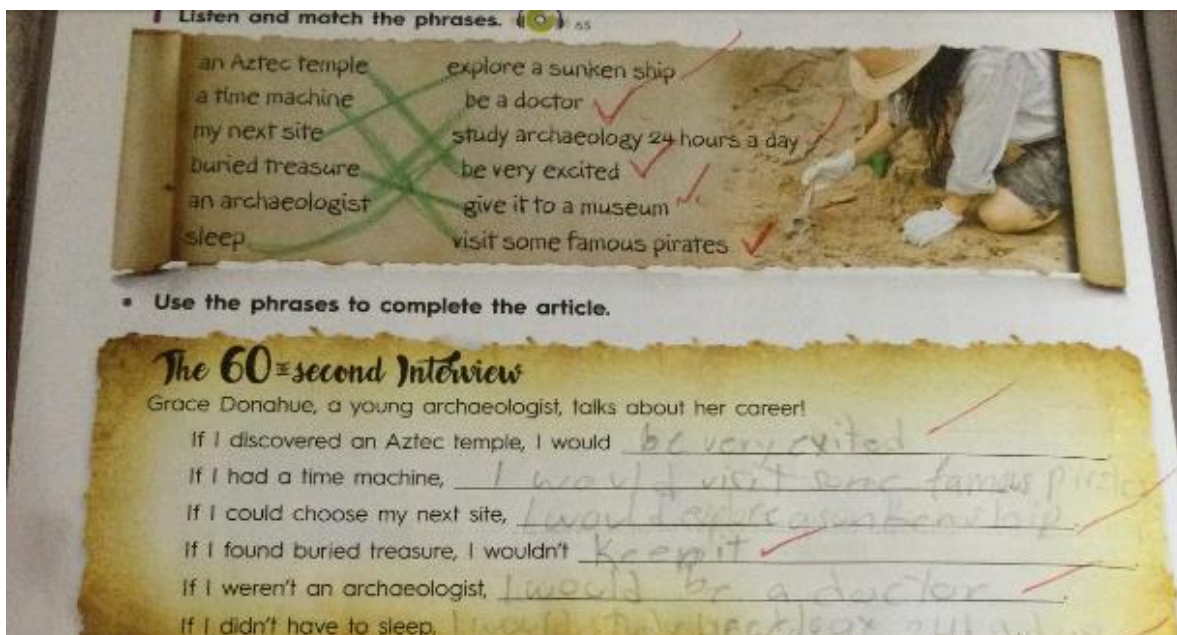
Screenshot of a student's reading work

Lesson 2. – A journey through time

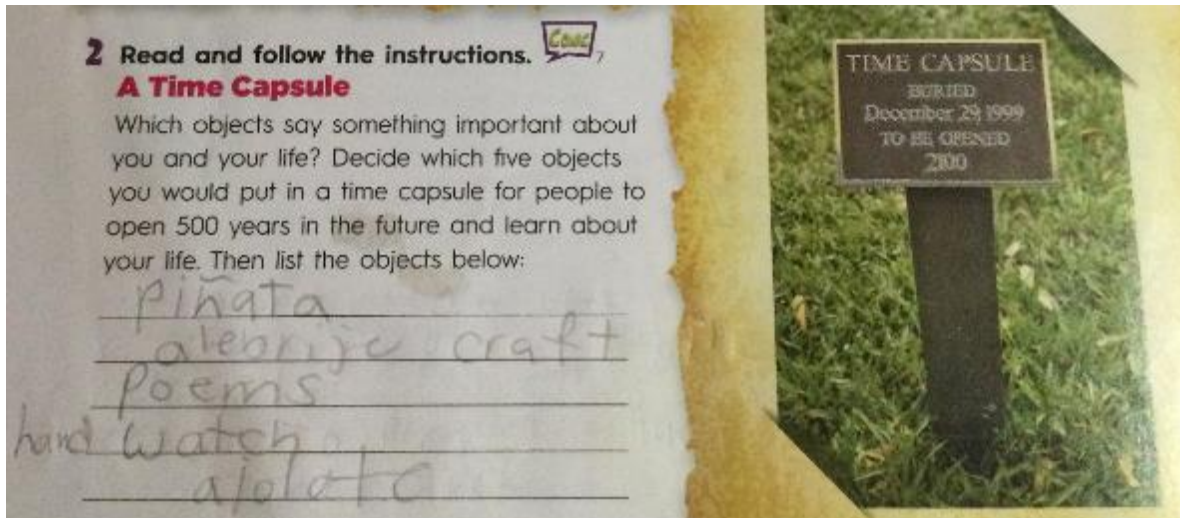
In lesson 2, and along with the use of students' textbook, technology was incorporated to the use of an interactive whiteboard provided by Google called *Google Jamboard*, through which students simulate the experience they have when writing or manipulating images on a whiteboard.



Screenshot of the Jamboard interactive activity



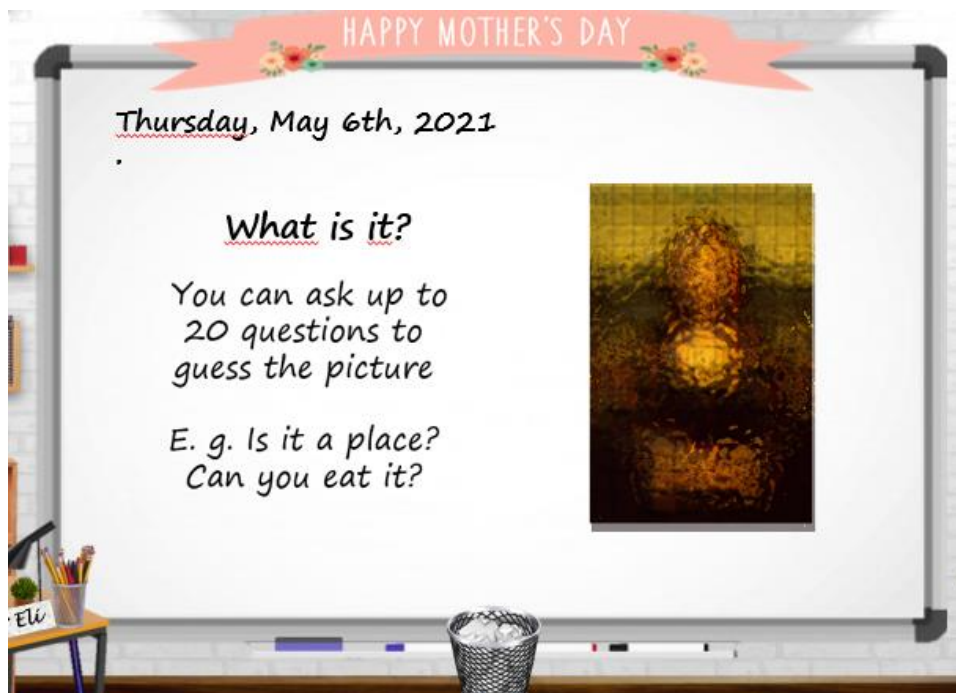
Screenshot of a student's listening activity



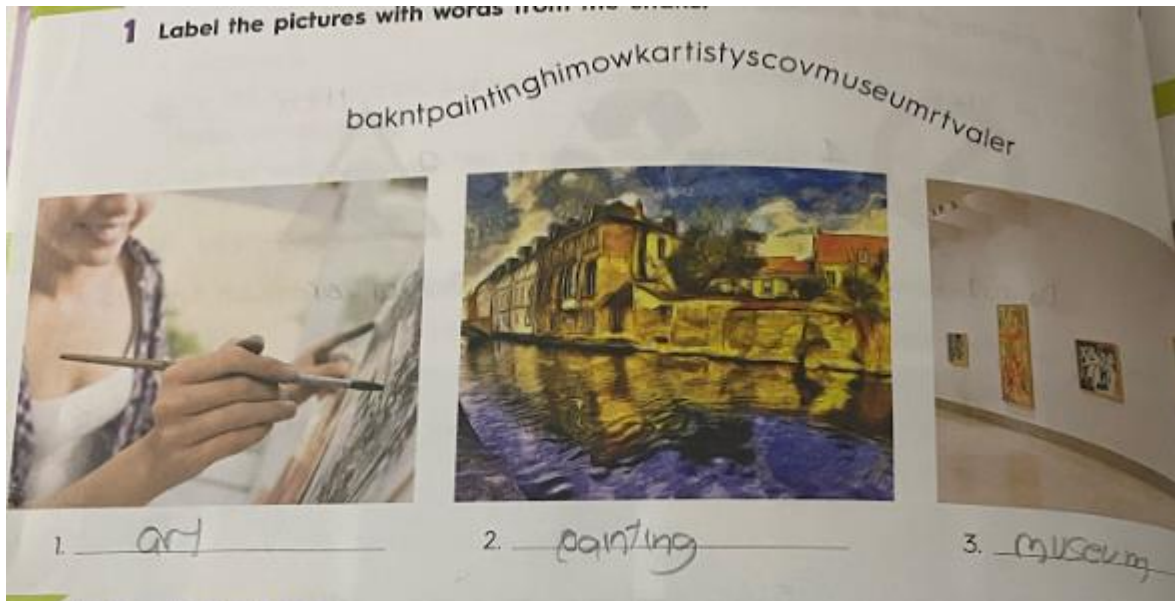
Screenshot of a student's writing activity

Lesson 3. – Mysteries and fakes

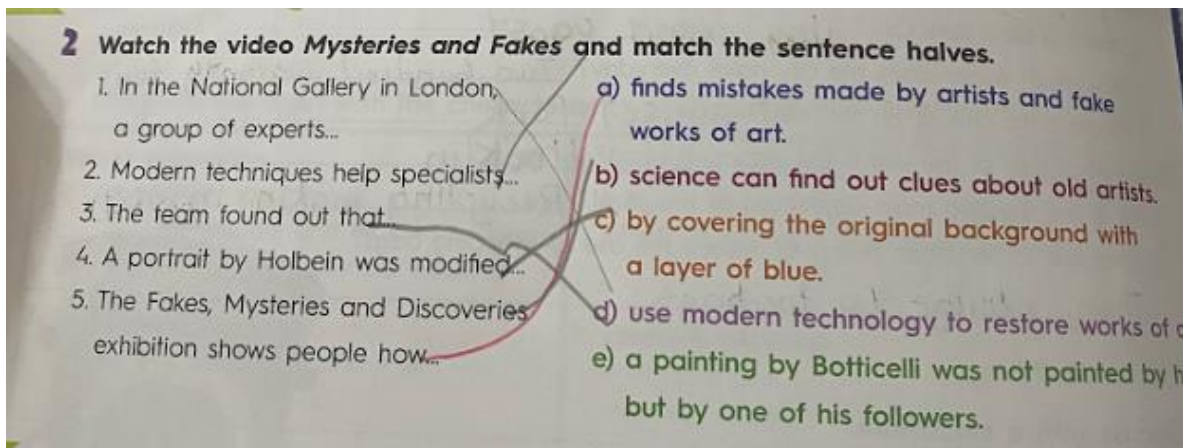
As in previous lessons, some activities in this lesson were carried out by using slides to prompt students' participation. Also, the interactive whiteboard and zoom chat were used for such purpose.



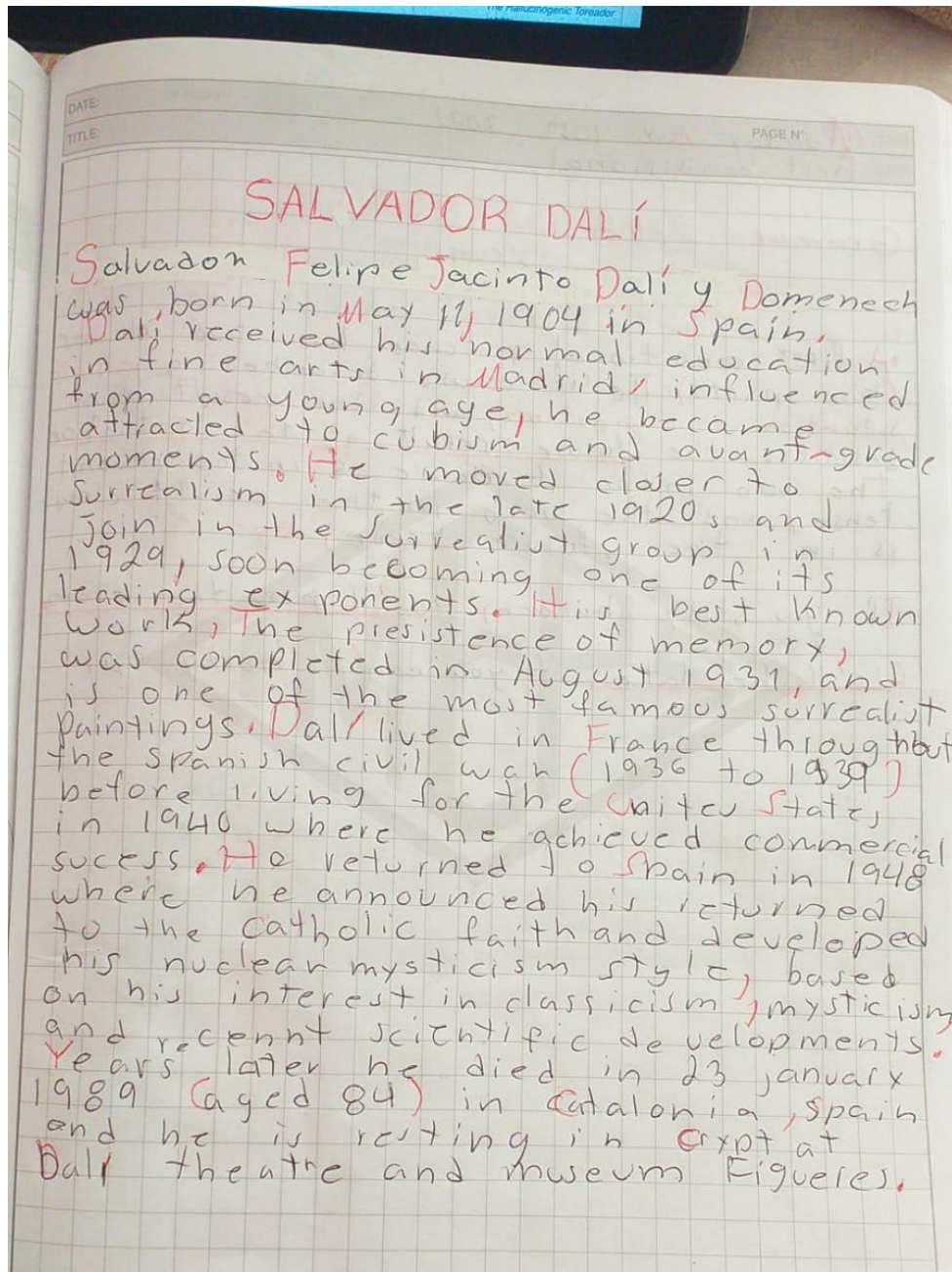
Screenshot of the slide with the speaking activity



Screenshot of a student's pre-listening activity



Screenshot of a student's listening activity



Screenshot of a student's writing activity

Lesson 4. – American Vs British Culture

Unlike previous lessons, the materials for this lesson do not belong to students' textbook and were taken from the internet and adapted by me to help students to raise awareness regarding the differences between American and British Vocabulary and pronunciation.

The video used as a source of aural input was taken from YouTube and edited on some parts, since it included a few bad words that were not appropriate for students. The following activities were completed online through a Google Form, and a screenshot of some answers of one student are included to illustrate what they did in class.



American Vs British English

Watch the video and answer the questions

Se ha registrado el correo del encuestado (emilio.vicencio@colegioimeps.com) al enviar este formulario.

*Obligatorio

✗ What consonant is not pronounced when it appears after a vowel in British English? * 0 / 1

letter "t"

letter "r"

letter "l" ✗

Respuesta correcta

letter "r"

Añadir comentarios a una respuesta individual

✓ What consonant is pronounced like a quick "d" in American English? (in British English, it is pronounced normally) * 1 / 1

letter "t" ✓

letter "r"

letter "l"

✗ What vowel is pronounced slightly differently? * 0 / 1

letter "o"

letter "e" ✗

letter "a"

Respuesta correcta

letter "a"

Screenshot of a student's listening activity

Lesson 5. – Official residences

For this last lesson of the didactic sequence, students used their textbook along with a google form for the vocabulary and reading activity, which was a trivia about the U. S. and the U. K. Unfortunately, there is no evidence of students' work in the textbook, since there was a technical problem with classroom for two days and it was no possible to upload assignments. I asked them to do it once the platform was working, but they forgot to do so, as they usually have problems uploading the assignments every day since only a few students do it.

emilio.vicencio@colegioimeps.com < 1 de 9 >  

3 de 4 puntos



Puntuación publicada el 28 may 12:07

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USA Vs U.K. TRIVIA

How much do you know about both cultures?

Se ha registrado el correo del encuestado (emilio.vicencio@colegioimeps.com) al enviar este formulario.

*Obligatorio

✓ Where is this sport called "soccer"? *

1 / 1



- The United States ✓
- The United Kingdom

Comentarios

Very good. The United States is pretty much the only English-speaking country that calls the sport by that name.

✓ What is the most common name for this mean of transport in the U.K.? *

1 / 1



The underground or the tube ✓

The subway

The metro

Comentarios

Very good. The "tube". is the most common name for this transportation also "underground" is used. In the U.S., it's called "subway".

✗ Where is the word "nappy" used to refer to the object in the picture? *

0 / 1



The United States ✗

The United Kingdom

Respuesta correcta

The United Kingdom

Comentarios

Incorrect. In the U. K. it is called nappy, because in the United States it's name is "diaper".

Screenshot of a student's online activity

2.04 TOOLS TO ASSESS STUDENTS' PERFORMANCE

As previously stated, the main tool used to evaluate students' performance in the four integrated-skills lessons was a rubric created by me, which assesses the development of each of the four skills as well as students' attitude and participation in class.

To illustrate the above, one of the students who actively participated but showed minor issues when speaking and writing scored 9 in Lesson 1, according to the following criteria:

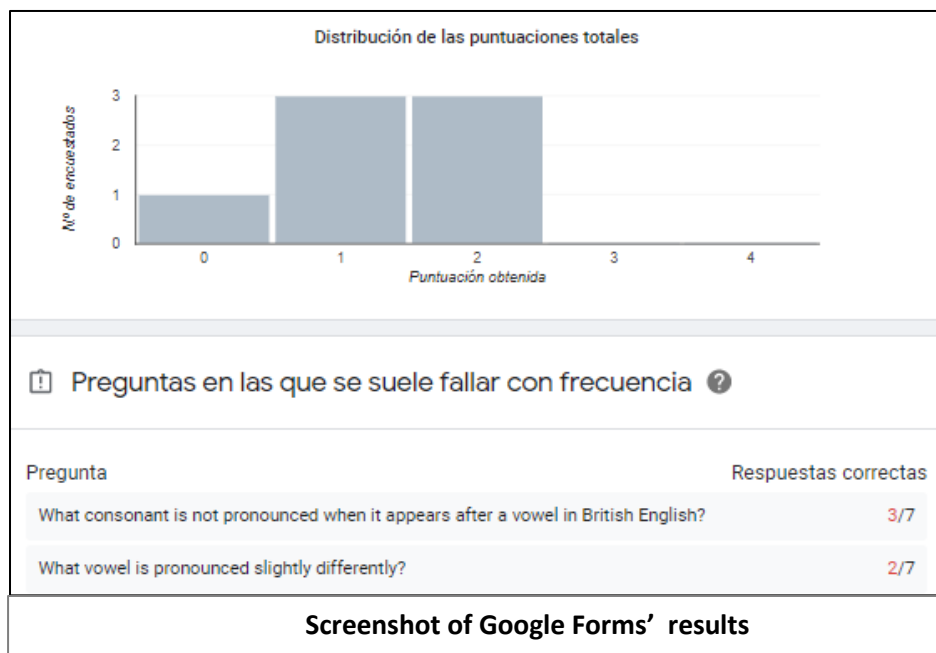
ASPECT	Very good 2 pts	Good 1.5 pts	Regular 1 pt.	Poor 0.5 pts.
Listening	The student can understand the main idea and all or most of the items required to complete the listening task	The student can understand the main idea, and more than the half of items required to complete the listening task	The student can understand only a few items required to complete the listening task	The student can understand only one or two items required to complete the listening task or none at all.
Speaking	Very interesting and varied details. Wide range of vocabulary and grammar structures used accurately. Intelligible pronunciation.	Some interesting details.. Some variety of vocabulary and grammar, mainly accurate. A few pronunciation mistakes.	A few relevant details. Limited vocabulary and grammar with some inaccuracy. Several pronunciation mistakes that affect comprehension.	Very few relevant details. Poor use of grammar structures. Very difficult to understand due to unintelligible pronunciation
Reading	The student can understand the main idea of the reading, as well answer all or almost all the specific questions about it.	The student can understand the main idea of the reading and can answer some of the specific questions about it.	The student understands only a few details of the reading and can only answer a few questions about it.	The student does not understand what the reading is about or answer the specific questions about it.
Writing	Very interesting and varied details, Wide range of vocabulary and grammar structures used accurately according to the task. Correct spelling.	Some interesting details and few spelling mistakes. Some variety of vocabulary and grammar according to the task, mainly accurate.	A few relevant details. Limited vocabulary and grammar with some inaccuracy. Spelling mistakes that interfere with comprehension.	Very few relevant details. Poor use of grammar structures. Many spelling mistakes that hinder comprehension.
Active participation	The student is constantly asking to participate in class.	The student asks to participate a few times during the lesson, and s/he also replies if s/he is asked to participate.	The student does not ask to participate in class, but s/he replies, at least most of the times, if s/he is asked to participate.	The student does not participate, even when he is asked to do so.

For me, this was a highly useful tool to evaluate students' performance in each one of the integrated-skills lessons, and I will continue using it on a regular basis.

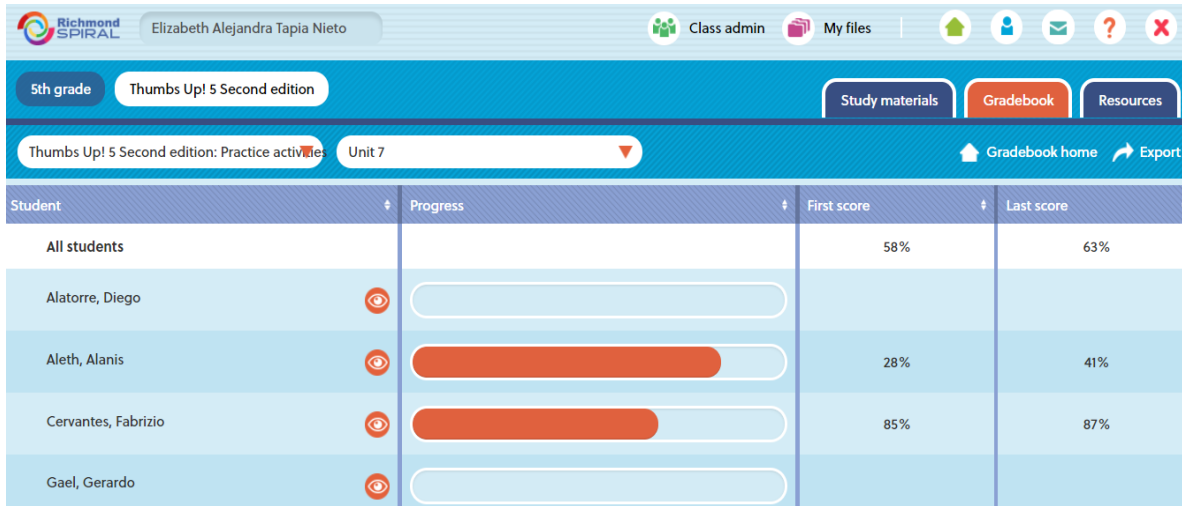
For other speaking activities, a holistic rubric was used to assess in a more general way students' ability to express themselves. The following is the result from one of the students' who find it more difficult to use English in class.

Score	Description
0	The learners' ideas are almost impossible to understand. Use of English is inaccurate, and pronunciation is almost unintelligible.
1	The learner can transmit very basic ideas using chunks rather than phrases. Pronunciation issues make ideas unintelligible at times.
2	The learners transmits basic ideas with some grammar and lexis issues. Pronunciation is sometimes inaccurate and, which interferes with communication.
3	The learner transmits ideas that are moderated clearly. Some hesitations are present, which make fluency difficult, but he can get his ideas across.
4	The candidate speaks fluently and can get his ideas across with minor grammatical, lexical and pronunciation issues.
5	The learner speaks very fluently and can transmit his ideas with very few mistakes. He uses a variety of lexis to express himself.

Regarding the assessment of online activities, there are features provided by the platform that help evaluate students' performance since, as shown in the previous section, carry out the grading process automatically. Besides, it provides graphics, which are a very helpful tool to assess students' overall performance



Also, the Richmond website provides a tool that allows teachers know students' results for each activity or of the unit overall.



Student	Progress	First score	Last score
All students		58%	63%
Alatorre, Diego	<input type="text"/>		
Aleth, Alanis	<div style="width: 28%;"></div>	28%	41%
Cervantes, Fabrizio	<div style="width: 85%;"></div>	85%	87%
Gael, Gerardo	<input type="text"/>		

Screenshot of the Gradebook of Richmond website – Unit 7

Throughout the lessons, also informal assessment activities were carried out, in order to evaluate students' performance in a more relaxed, and even, enjoyable way.

An example of such activities is the 20 questions activity depicted above, which was carried out for students to have oral practice through an oral game and to assess their ability to ask questions properly and use the vocabulary previously taught.



Screenshot of the Gradebook of Richmond website – Unit 7

2.05 Video of a lesson

As a core part of the present project, a video of one of the lessons in the didactic sequence was edited, which aims at illustrating how the lesson plan was put into practice. This lesson, called *Mysteries and Fakes*, was designed based on an **integrated-skills approach** which purports to contribute to the development of students' communicative skills in a holistic way, unlike other approaches mainly focused on developing one or two skills, while learning about technology to discover fake pieces of art and reflecting on the fact that art is another type of language across cultures (See session 3 of the Lesson Plan). The video can be accessed in the link below.

<https://sites.google.com/g.upn.mx/unit-2b-video-elizabeth-tapia/inicio>



Screenshot from the video

CHAPTER III. EXPERIENCE REPORT

Indeed, delivering the five sessions of the lesson plan posed many challenges, from disruptive behaviors to technical issues. In the present section, the outcomes of the lesson plan will be described, along with a final reflection on the strong points and areas to work on, and how to address each issue in further lessons in a more effective way.

3.01 ANALYSIS OF THE LESSON OUTCOMES

As a matter of fact, one aspect that has had a great impact in my classes on a regular basis is discipline. This is something I have struggled with from the beginning of the year, and that teachers in previous years have, too. For this reason, some activities during the lessons did not turn out as expected, or were not properly completed, because making Ss focus and stop disrupting the class or, on the other hand, making them participate and provide the answers, was difficult at times.

Overall, I had been able to manage this situation. However, now that we are coming to the end of the school year and they know it, making them to work in a proactive work with class is challenging. However, I keep trying to include interactive and ludic activities on a regular basis, along with the traditional ones that involve their books and notebooks.

Along with the analysis of such behaviors, the general outcomes of each lesson will be described below.

Lesson 1 – The art of making mummies

This session started with them having to decipher a codified message using the code provided, which was 'Today is a good day to smile'. I asked if they agreed with the message, and some of them said that they did not, and that it was not true, showing their pessimistic attitude from the beginning. I just told them that the intention of the message was to always keep a positive attitude and think that every day has at least one thing that can make us smile, but they continued with the negative feelings towards such idea.

As stated at the beginning of the present section, they have shown at times a poor attitude in terms of discipline, turn-taking and participation. The former was present in this lesson, which caused a delay in every activity, which did not allow for the lesson to run as expected.

Lesson 2 – A journey through time

In this second session, students show enthusiasm for the interactive Jamboard activity, which contributed to their active participation in class from the beginning.

There were no major issues regarding discipline in this session. However, the main issue for most of them was the ability to understand the audio-clip, even when some listening strategies were provided, such as reading the task before listening and asking for words they did not understand.

Fortunately, they continued being engaged to the class, and for the writing and speaking assignments they were very enthusiastic and got creative as to which items they would like to include in a time capsule for people to find in 500 years. Besides, this activity provided them the opportunity to express themselves regarding important items in their lives, and was a funny moment when listening to some of the items that students proposed to include, such as a recording of 'se compran colchones' or a video of 'Alejandro el Ajolote'

Lesson 3 – Mysteries and fakes

This lesson started with a speaking activity that kept students engaged from the beginning. Overall, I would say that this session ran smoothly, and students were able to develop the four skills though a topic that they found relevant for them, since it was new and interesting to learn about the use of technology in museum in London to discover fake pieces of art. However, we had some technical problems regarding students' and my internet connection, which made us struggle with time, and they were not able to complete the writing activity during the lesson. In the end, only one student uploaded the writing assignment, which has been a usual problem in my class, thus preventing them from developing their writing skill.

Lesson 4 – American Vs British Culture

In this lesson, students were able to reflect on the differences between American and British vocabulary and pronunciation, as well as on other aspects of their culture. Through a funny video regarding American Vs British English that they seemed to enjoy, they were introduced to such differences, along with a trivia that helped them learn more about a few aspects of both cultures. This lesson was also a great opportunity to reflect on the use of English as a lingua franca, thus raising students' awareness about the existence various English varieties beyond American and British English, as well as the importance of

respecting them all. Students enjoyed the lesson and in the end were able to understand that no English variety is better than another one.

Lesson 5 – Official residences

This was the last of 5 sessions included in the lesson plan designed for the final project of the specialization. After having faced different issues regarding behavior in the previous sessions, this last lesson ran in a smooth way, and all the activities were completed.

Once more, students had some difficulties to understand audio texts. However, there was a little improvement compared to what they had shown in the first lessons, and they were better able to express themselves by using mostly English. Regarding the topic of the lesson, since it was about the White House and Buckingham Palace, and all the facilities inside these two emblematic buildings, students showed a genuine interest on it and on the possibility to visit one of them in a future.

After having delivered and assessed the five lessons, the following conclusions can be drawn regarding both the strong points and the areas we need to work on.

LEARNERS OUTCOMES	MY TEACHING PRACTICE
<p>Strengths</p> <ul style="list-style-type: none"> - Students were participative in many of the activities. - English was increasingly used as the main language to communicate. <p>Areas to work on</p> <ul style="list-style-type: none"> - Listening is one of the two skills that they have developed the least. - Writing is another skill they have showed the least interest in developing. - Discipline was a constant issue in class despite their interest in it, which made it difficult to complete all the activities. 	<p>Strengths</p> <ul style="list-style-type: none"> - Appealing activities implemented to enrich the ones in the student’s book. - Good use of technology. - Plenty of opportunities for students to actively participate in class. <p>Areas to work on</p> <ul style="list-style-type: none"> - To provide them with more strategies to deal with listening tasks. - To create or adapt the writing tasks in the SB for them to find them appealing. - To find other strategies to better deal with disruptive behaviors.

Table 4. Lesson outcomes

Undeniably, the former reflections are a valuable source of information that will help me adapt my teaching practice to my students’ needs, by adopting more and better strategies in my lessons for students to enhance their language learning.

CONCLUSION

Undoubtedly, it is a very difficult task to summarize in a few pages what the Specialization has meant for me as a professional, being some of the most challenging aspects the ability to manage my time and meet deadlines as well as fulfill the requirements for all the assignments. Nevertheless, I would like to highlight three core aspects that I have learned that have made a great impact on me as an English teacher:

- In the first place, I can say that it has given me a great opportunity to reflect on all aspects of my teaching practice in a much deeper way, from the theories underlying second language acquisition to the best ways to apply such theories into the classroom by choosing the appropriate approaches and methods, in order to get the most out of students' learning process.
- Moreover, such reflection has helped me become aware of both my strong points as well as the areas I need to work on. Especially after having delivered the lessons, I have been able to analyze, on one side, the good decisions I have made regarding my approach to teaching and the type of activities I design for my lessons and, on the other, about the aspects that pose the greatest challenge to me, such as helping students improve their listening and writing skills and improving their behavior. T
- Finally, and after eight years of teaching English, I was given the great opportunity to reflect in depth on the vital role that assessment plays in the teaching-learning process, and the importance of designing more effective ways to evaluate learners' performance in both formal and informal ways, always keeping in mind that it need not be a stressful process and that both teacher and students can highly benefit from.

To conclude, I want to thank my tutor and the specialization for all what I have learned. In fact, I am aware that there is a long way to go in my teaching career, but I feel proud to know that I am in the correct path towards becoming a great teacher, the best I can be.

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Hymes SPEAKING model

- **Settings and scene.** – *Setting* refers to the time and location of an act of speech E.g. a school auditorium where a conference takes place. *Scene* is regarded as the psychological setting, namely, the mood whether it is serious or funny.
- **Participants.** – Hymes made a distinction between two types of participants: the addressees and other hearers, that might not be addressees as such but are still part of the audience. It includes information about their background. E.g. the participants are the students listening to the conference, but also some school employees are present and can be considered as participants.
- **Ends.** – These are the purposes of the act of speech and the expected outcomes. E.g. the goal of the conference is to provide Ss with more information about having a healthy life and raise their awareness regarding not doing so.
- **Act sequence.** – Refers to the form and order in which the event develops. E.g. first the lecturer asks a question to the audience about their habits, then he plays a video, then he gives an oral presentation, etc.
- **Key.** – It is considered the tone and manner of the act of speech, which can be whether friendly and humorous, or more serious, E.g., a clown speaking to children in a playful manner at a birthday party, or a lecturer addressing students in a serious way in a conference about health.
- **Instrumentalities.** – Described by Hymes as forms and styles of speech, can also be referred to as the linguistic and non-linguistic tools used to establish communication, to which Jakobson refers to as channels, E.g., text message over the phone, phone call, signs) and code, such as the language or dialect used, as well as the variation within it, namely, the register, for example, a casual talk in a family reunion or a formal speech in the school conference cited above.
- **Norms.** – Conventions and rules that govern an act of speech. In an informal situation, such as the clown party, participants can not only hear, but also participate during the clown's speech, although they must wait for their turn to do so. In a more formal situation such as a conference, people are required to listen politely and in silence, unless the speaker asks them to do so.
- **Genre.** – Entails the kind of act of speech, which can be a joke, a conversation, gossip, an anecdote, a debate, among others.

Appendix 2

RUBRICS TO EVALUATE INTEGRATED-SKILLS LESSONS

ASPECT	Very good 2 pts	Good 1.5 pts	Regular 1 pt.	Poor 0.5 pts.
Listening	The student can understand the main idea and all or most of the items required to complete the listening task	The student can understand the main idea, and more than the half of items required to complete the listening task	The student can understand only a few items required to complete the listening task	The student can understand only one or two items required to complete the listening task or none at all.
Speaking	Very interesting and varied details, Wide range of vocabulary and grammar structures used accurately. Intelligible pronunciation.	Some interesting details.. Some variety of vocabulary and grammar, mainly accurate. A few pronunciation mistakes.	A few relevant details. Limited vocabulary and grammar with some inaccuracy. Several pronunciation mistakes that affect comprehension.	Very few relevant details. Poor use of grammar structures. Very difficult to understand due to unintelligible pronunciation
Reading	The student can understand the main idea of the reading, as well answer all or almost all the specific questions about it.	The student can understand the main idea of the reading and can answer some of the specific questions about it.	The student understands only a few details of the reading and can only answer a few questions about it.	The student does not understand what the reading is about or answer the specific questions about it.
Writing	Very interesting and varied details, Wide range of vocabulary and grammar structures used accurately according to the task. Correct spelling.	Some interesting details and few spelling mistakes. Some variety of vocabulary and grammar according to the task, mainly accurate.	A few relevant details. Limited vocabulary and grammar with some inaccuracy. Spelling mistakes that interfere with comprehension.	Very few relevant details. Poor use of grammar structures. Many spelling mistakes that hinder comprehension.
Active participation	The student is constantly asking to participate in class.	The student asks to participate a few times during the lesson, and s/he also replies if s/he is asked to participate.	The student does not ask to participate in class, but s/he replies, at least most of the times, if s/he is asked to participate.	The student does not participate, even when he is asked to do so.

Listening skills in English

Check the things that you do OFTEN

A. Before listening:

- 1. I think about the topic.
- 2. I think about what I already know.
- 3. I think about what I might learn.
- 4. I don't get nervous.

B. While I listen:

- 1. When I have trouble understanding, I try to concentrate more.
- 2. When I have trouble understanding, I give up and concentrate less.
- 3. When I have trouble understanding, I try to watch the person closely.

- 4. I try to understand the basic idea.
- 5. I try to understand every word.
- 6. I try to listen for specific information.

- 7. I use what I know to help guess the meaning.
- 8. I get stuck thinking about the words I don't know.

- 9. I don't get nervous.
- 10. I get nervous.

C. After I listen:

- 1. I keep thinking about what I heard to try to understand it more.
- 2. I ask questions to help myself understand.
- 3. I think about how I can understand more next time.

D. Is listening in English hard?

- 1. People talk too fast.
- 2. It's hard to know where one word ends and the next one starts.
- 3. Words don't sound the way they look.
- 4. I don't understand all the words.
- 5. It's hardest on the telephone or radio when I cannot see the person talking.

Adapted from Rahimirad, M., & Shams, M. R. (2014). The Effect of Activating Metacognitive Strategies on the Listening Performance and Metacognitive Awareness of EFL Students. International Journal of Listening, 28(3), 162-176.

HOLISTIC RUBRICS
Speaking skills assessment

Score	Description
0	The learners' ideas are almost impossible to understand. Use of English is inaccurate, and pronunciation is almost unintelligible.
1	The learner can transmit very basic ideas using chunks rather than phrases. Pronunciation issues make ideas unintelligible at times.
2	The learners transmits basic ideas with some grammar and lexis issues. Pronunciation is sometimes inaccurate and, which interferes with communication.
3	The learner transmits ideas that are moderated clearly. Some hesitations are present, which make fluency difficult, but he can get his ideas across.
4	The candidate speaks fluently and can get his ideas across with minor grammatical, lexical and pronunciation issues.
5	The learner speaks very fluently and can transmit his ideas with very few mistakes. He uses a variety of lexis to express himself.

Global scale adapted from Harmer (2007: 387-388)

SPEAKING SKILLS CHECKLIST

List number	1	2	3	4	5	6	7	8	9
Aspect									
Interesting content									
Accurate grammar									
Appropriate and varied vocabulary									
Intelligible pronunciation									
Eye contact with the audience									
Non-verbal language									
Good voice tone									
Clear organization of ideas									
Good pace									
Adequate length									

Designed by Elizabeth Alejandra Tapia Nieto

Warm-up activity Session 1 PICTURE A

DESCIPHER THE MESSAGE

❄️👉👉👉 👋💧 👉 👉👉👉👉 👉👉👉👉👉👉 ❄️👉 💧💣👉👉👉👉👉

Code:

👉	👉	👉	👉	👉	👉	👉	👉	👉	👉	😊	😐	😞	💣
A	B	C	D	E	F	G	H	I	J	K	L	M	
💀	👉	👉	✈️	☀️	💧	❄️	✝️	✝️	✝️	✝️	✝️	✝️	🌙
N	O	P	Q	R	S	T	U	V	W	X	Y	Z	

Reading Passage Session 1 PICTURE B

1 Read the text and find reasons behind the following statements.


1. The Egyptians took great care to preserve the bodies of the dead.
2. The heart was left inside the body.
3. Salt was applied to the skin.
4. The body was made to look perfect.

The Art of Making Mummies

The ancient Egyptians were experts at preserving bodies—and for a good reason. They believed that only a perfectly preserved body could guarantee eternal life for the soul. Therefore, embalmers took great care in preparing corpses for the afterlife.


Embalming bodies (or making mummies) was an art. The whole process took up to 70 days. First, the body was dried out. To do this, it was washed carefully and the internal organs were removed through a hole cut into the left side of the body. The brain was removed through the nose by a hook. Only the heart (which they thought was the thinking organ) was left inside. Next, the body was washed again in wine. This helped to kill bacteria. Then it was covered in salt, which absorbed all the remaining moisture. After 40 days, the body was black and shriveled and ready for a makeover. This was extremely important, because according to the ancient Egyptians, the soul (Ka and Ba) would only return to a perfect body.


Next, the skin of the corpse was massaged to make it soft and the body was stuffed and sprinkled with perfume. Padding was placed under the skin to make it look like normal flesh. Then, red coloring and other paints were applied to the skin. After that, the body was wrapped in about 140 meters of linen strips. Finally, it was covered in a sheet, called a shroud, and placed in a stone coffin or sarcophagus. The mummy was now ready for its journey into the afterlife.



Taken from Thumbs Up 5 Student Book. Maness, M. Richmond. Page 99.

Screenshot 'The 60 second Interview' Session 2

1 Listen and match the phrases.  63


an Aztec temple	explore a sunken ship	
a time machine	be a doctor	
my next site	study archaeology 24 hours a day	
buried treasure	be very excited	
an archaeologist	give it to a museum	
sleep	visit some famous pirates	

- Use the phrases to complete the article.

The 60th second Interview

Grace Donahue, a young archaeologist, talks about her career!

- If I discovered an Aztec temple, I would _____.
- If I had a time machine, _____.
- If I could choose my next site, _____.
- If I found buried treasure, I wouldn't _____.
- If I weren't an archaeologist, _____.
- If I didn't have to sleep, _____.

2 Read and follow the instructions.  7
A Time Capsule

Which objects say something important about you and your life? Decide which five objects you would put in a time capsule for people to open 500 years in the future and learn about your life. Then list the objects below:



- Tell the class about your choices.

If I made a time capsule, I would put a baseball cap in it. Baseball is my favorite sport. I'm a really good pitcher!

Rule of Thumb
If I had a time machine, I'd visit the Aztecs.

Taken from *Thumbs Up 5 Student Book*. Maness, M. Richmond. Page 99.

SESSION 2 AUDIOSCRIPT

SAM: Hi, Grace. Are you ready for a one-minute interview?

GRACE: Sure! That sounds like fun!

SAM: OK, ready? Let's start! How long have you been interested in archaeology?

GRACE: I've been interested in archaeology since I was a student in elementary school.

SAM: How would you feel if you discovered an Aztec temple?

GRACE: Oh wow! If I discovered an Aztec temple, I'd be very excited.

SAM: Where would you go if you had a time machine?

GRACE: Well, right now I'm doing some research on pirates. So if I had a time machine, I would visit some famous pirates, like Blackbeard.

SAM: What would you do if you could choose your next site to explore?

GRACE: Hmm. If I could choose my next site, I would explore a sunken ship.

SAM: What would you do if you found buried treasure?

GRACE: That's a good question. If I found buried treasure, I definitely wouldn't keep it! I'd give the treasure to a museum.

SAM: What career would you have if you weren't an archaeologist?

GRACE: Let's see. If I weren't an archaeologist, I'd be a doctor.

SAM: What do you do in your free time?

GRACE: I read books about archaeology. If I didn't have to sleep, I'd study archaeology 24 hours a day. It's the best thing ever!

SAM: Time's up! You answered six questions in one minute!

GRACE: Wow! That was fun!

Screenshots of the Second Conditional interactive activity – Session 2

01 of 12

Listen, read and choose the correct option.

Thumbs Up! 5 Unit 7



If I were a pharaoh, my subjects me "Divine Majesty."

02 of 12

Listen, read and choose the correct option.

Thumbs Up! 5 Unit 7



My subjects would believe that I could the gods.

Taken from Richmond Spiral website: www.richmondspiral.com

*The content can only be accessed using the institutional e-mail and a password.

SESSION 3 – MYSTERIES AND FAKES.

PICTURE A – Speaking activity






PICTURE B – Listening activity

VIDEO 13
Mysteries and Fakes UNIT 7

Before Watching

1 Label the pictures with words from the snake.

bakntpaintinghimowkartistyscovmuseumrtvaler

1. _____ 2. _____ 3. _____

While Watching

2 Watch the video *Mysteries and Fakes* and match the sentence halves.

1. In the National Gallery in London, a group of experts...	a) finds mistakes made by artists and fake works of art.
2. Modern techniques help specialists...	b) science can find out clues about old artists.
3. The team found out that...	c) by covering the original background with a layer of blue.
4. A portrait by Holbein was modified...	d) use modern technology to restore works of art.
5. The Fakes, Mysteries and Discoveries exhibition shows people how...	e) a painting by Botticelli was not painted by him, but by one of his followers.

After Watching

3 Work with a classmate. Research a famous painter from the past and present a short report to the class. Include the following information:

- when and where he / she was born
- some details about his / her life
- his / her most famous paintings

Taken from *Thumbs Up 5 Resource Book*. Barea, C. Richmond. Page 32

LISTENING AND SPEAKING ACTIVITY FROM SESSION 5

Listening and Speaking

1 Complete the information about the buildings with words from the box.

The Queen of England The White House London Washington D.C.
Buckingham Palace The president of the USA



Name of Building: _____
Location: _____
Residence of: _____



Name of Building: _____
Location: _____
Residence of: _____

2 Listen to the recording and complete the sentences.  68

The building is made of _____
It's address is _____
Its has _____ parts.

3 Listen again and answer the questions.

1. Where does the president live? _____
2. How big is The Residence? _____
3. Where does the president work? _____
4. Where does de first lady work? _____
5. What recreation facilities are there? _____
6. Where is the vegetable garden located? _____

4 Work in pairs. Use the form in Activity 1 and the one below to write an introduction for the people visiting the palace.

BUCKINGHAM PALACE	
Uses: Official residence and work place of the queen, her family and their staff; important events, meetings and receptions.	Number of rooms: 775
Location: Close to the center of London, at the intersection of Constitution Hill, The Mall Avenue and Birdcage Walk.	Gardens: The largest private gardens in London with tennis courts, a boating lake, a helicopter landing pad and over 300 species of flowers.

- Read your introduction to other pairs.

SESSION 5 AUDIOSCRIPT – THE WHITE HOUSE

Welcome to the White House. Before you begin your visit today, here is a short introduction to this magnificent building. The White House is the official home of the president of the United States. This impressive white stone construction is a symbol of the country's history and unity. It is located at 1600 Pennsylvania Avenue N.W. in Washington, D.C.. The White House consists of three main parts: the Residence, the East Wing, and the West Wing. The Residence, where the president and his family live, is the main building. It is 52 meters wide, 26 meters deep and 18 meters high. It has six floors—two basements, two public floors, and two floors for the First Family. It has more than 130 rooms. The West Wing houses the offices of

the president and vice president and the East Wing holds the offices of the first lady and her staff. For recreation, the White House has a variety of facilities available to its residents, including a tennis court, jogging track, swimming pool, movie theater, and bowling lane. It is surrounded by beautiful gardens. During the tour, you will be able to view the Rose Garden, the Children's Garden and the South Lawn of the White House. Additionally, you will see the vegetable garden located by the tennis courts. Now you're ready to start your tour. Have a great day!