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Cultural awareness and intercultural competence in my English Teaching for third graders

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

PRESENTA:

SYNDEL YESENIA LÓPEZ MACIAS

ASESOR: ELIN EMILSSON

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FINAL PROJECT

SYNDEL YESENIA LÓPEZ MACIAS

TUTOR: ELIN EMILSSON

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TABLE OF CONTENTS

INTRODUCTION

Throughout this specialization I have learned so many significant concepts concerning on how to develop reading, writing, listening and speaking skills in the students' learning process allowing them to be good communicators and as a result having a successful social interaction with other people to exchange information. We have learned and reviewed many strategies that we can apply in our lesson planning that can really enrich the performance of us as teachers and consequently to improve our students' performance when acquiring English as a second language. Along this project you will find the description of the procedures I have carried out within my classroom to develop and build all four skills by applying some of the strategies proposed throughout this specialization.

Firstly, I have tried to summarize the most relevant terms which are the basis of the development of the procedures I have carried out along this project. This document consists of five main chapters, in the first one I have described my philosophy and teaching identity which are pillars of my performance as a teacher. It also includes the theoretical fundamentals in which I have based the development of my lesson planning, in order for me to take into account the four skills to implement the communicative approach.

The second chapter consists of the development of the methodology and practice to apply within my classroom, how it has been carried out. Initially, I described the design of my lesson planning, the activities to carry out to implement interculturalism in my classes, as well as the application of what it is described within the lesson planning. Moreover, I shared some evidences where it is clearly seen the procedures I have worked with along this project. It also contains a critical analysis made from the procedures and activities that were selected to design this project in order to mainly teach to our students how to be good communicators.

The third chapter of this document is about the evaluation model, and how I defined the tools I used to perform all the lessons I intended to apply for achieving the expected outcomes in my students' learning process, as well as tools to assess them, how was the evaluation of my students and how they received feedbacks. Chapter number four talks about the conclusions that could be reached after all the development of this project, and finally in the chapter number five is the bibliography and appendixes.

CHAPTER 1

1.01 TEACHING IDENTITY AND PHILOSOPHY

As I journey back through my school years, I realize I have always been interested in teaching. Since I was just a kid, I used to play about being a teacher, nowadays I can state that my dream came true, even if sometimes this duty becomes somewhat difficult, I always convince myself that it is worthwhile.

It has been almost eight years since this pathway has started. It began while studying the University in Xalisco, Nayarit. Actually, I was not studying to become a teacher, but curiously in my last year of study one of my English teachers invited me to participate in a scholarship for studying English abroad, specifically in New Jersey at Stockton University. The course was meant to improve our English language, it was offered just for people who have at least a certification of B2 according to the CEFR level. At the beginning I hesitated to accept it, but without a doubt this experience changed my life, since it made me realize the passion for English language.

Once I came back from New Jersey, I decided to start my training as an English teacher, so I took a course in *Ingles Individual* nowadays known as *Planet English*, my first job as a teacher was working with them. My first impression while teaching for the first time was unexpected, I could not be happier to have chosen this profession. The method established by *Ingles Individual* was quite good, the role I used to play as a teacher was of a facilitator, the dynamic of the class was having no more than 10 students per hour so that I could dedicate a couple of minutes with each in a personalized class, we used to work with textbooks, the students had to pass five levels, I really enjoyed my first experience as a teacher.

After one year working there, I knew I wanted to go further. As I desired to have more experience in teaching, I moved to Guadalajara, where I was hired by *Lingua Franca* I couldn't stay for a long period of time since I received a great offer from *Universidad Autónoma de Guadalajara* where I have been working for almost 6 years as a teacher in Elementary school. Since my beginnings, working in this Institution, I have received so many courses, most of them have been very interesting and useful for my career.

In 2017, I started a simultaneous job at *Premier English* on Saturdays; I worked there for a year, it was an enriching experience, they gave me the opportunity to get the *Teaching Knowledge Test.* I successfully got the certification, it was a great achievement for me. Nevertheless, I knew I wanted to continue preparing myself to become a better teacher, getting more useful tools to be a significant part in my students' learning process. Therefore, I decided to start this specialization.

Through my experiences working in different Institutions with different philosophies, I believe my own philosophy as a teacher has been shaping, it has helped me to obtain a diverse set of tools that are the basis for me to perform as a good teacher, so that I can have a real impact in my students' learning process. As I mentioned earlier, I love my career and I am always in the best disposition to learn new strategies that can contribute to my professional development.

TEACHING CONTEXT

My present teaching context:

I have been working for almost 6 years in an elementary school known as Colegio Lomas del Valle, a primary school integrated in the educational program of the University Autónoma de Guadalajara. I teach third grade and I have two classrooms assigned. I usually have between 20 to 25 students in each classroom. One of the guidelines that we follow as a school is the one proposed by the traditional view of behaviorism school of thought, since we always work through *stimuli* knowing that a positive feedback will encourage our students to improve their performance, and stating too that they will receive a negative feedback if they disobey the fundamental rules established to have a polite environment within the classroom, so our focus too is that they can develop good habits to contribute to be a better person, as a result they will have a good impact in their communities.

My teaching philosophy is also based on sociocultural theory, since it is clear to me that languages are learned as a result of interactions between social and cognitive factors; unfortunately for almost two years this practice was not performed as we used to do before due Covid, we were behind, but nowadays that face-to-face classes have restarted we are trying to plan our daily activities taking into account this principle, although, sometimes it is hard to do it because we have to be aware of our students taking the correct social distance.

Definitely, technology has been our life jacket since the pandemic started; thanks to this tool, we have been able to discover an infinity of applications, programs and other sources that have given us the opportunity to continue teaching even from long distances. There is just one principle we do not have to miss when teaching by using these tools: we do not have to lose our pathway as a teacher because we really need to know the goals we want to achieve and how we are supposed to impact our students' learning process.

Regarding the role I perform as a teacher within my classroom, I believe I play the role of a facilitator in view of the fact that I am like a guide and coach to my students; our program is designed for them to follow a clear pathway in their learning process. Nevertheless, it is also necessary to play the role of a counselor most of the times due to emotional issues which students bring to the classroom, it is inevitable, it is also part of our duty. I really believe the affective filter play such important role in their learning process.

The teaching approach I follow is mainly communicative, because our focus is on our students to acquire language by real meaning, to put into practice drills related to real social interactions, to point out the importance of using language to communicate ideas, expressions, thoughts, so that they can have conversations and dialogues with other people developing in them different social skills to impact substantially in their environments.

Nonetheless, it is sometimes necessary to use the translation method as our last resource to make students understand something, but it is vital to say that we are going to use it just in case the word/concept is truly complex. I also seek to transmit the passion for the language and not the contrary, I do not want them to feel English language as a headache. That's why I certainly need to pay attention in making them feel confident and comfortable with the usage of the language: I work with children, and they tend to be very sensitive.

As I mentioned above, I sometimes play the role of a counselor, since I try to motivate my students, and I need to be aware of their affective filter, to analyze my environment everyday within my classroom, and even if is not expected I always need to be ready to act in the most appropriate way by using different techniques to lower the affective filter because if it goes up it is sure my students will put a block in their minds and it will obstruct the language acquisition process.

1.02 <u>**THEORETICAL FOUNDATION**</u>

Based on my teaching philosophy, teaching experience and institutional guidelines, I have designed a lesson plan focused on interculturalism content. It is important to mention that the activities were planned to develop communicative skills in my students, since it is the main goal to achieve, to contribute to my students to strengthen their communicative skills in order for them to be good communicators which let them successfully interact with the world.

It is fundamental to mention that through all the lessons seen in EEAILE I could realize the importance of the theoretical foundation of all my lessons, it has been a very helpful guideline which has contributed a lot to my teaching practice. Having said this, I want to proceed with the explanation and theoretical foundation of all the activities included in the lesson of this project, naming the four skills (reading, listening, speaking and writing) one by one to expose their purposes in the implementation of the different activities proposed.

According to Leipzig, D. (1), reading is a multifaceted process involving word recognition, comprehension, fluency, and motivation. I believe it is a complex process which is fundamental for our students' cognitive development, and I totally agree with Diane related motivation is our key to make learners develop this skill.

As it is mentioned in the lessons seen, there are three different approaches for our students to develop reading skills. The bottom-up that requires the understanding of letter-to-sound relationships, I usually try to develop this through dictations, phonics awareness, repetitions and spelling bee.

Top-down instead does not require the understanding of every single word, it forces readers to use meaning and grammatical cues to try to recognize unknown words, in this case students generate meaning by employing background knowledge, making predictions, assumptions and searching the text to confirm their predictions. I believe this process mainly requires students' engagement so it is here where motivation plays an important role and it is our task as teachers to transmit this motivation to our students.

As a third process to develop reading skills there is the interactive reading model in which both bottom-up and top-down approaches are combined. For example, a reader may begin reading a text using top-down strategies to comprehend the text, and then shift to bottom-up strategies when he or she encounters an unfamiliar word. The reader then uses bottom-up strategies to decode the new word before moving on.

In this lesson plan the ***interactive reading model*** is the one immersed in the content, since the lesson is not explicitly focused on new vocabulary, it is implicit along the different activities to develop during this project.

Writing is the second skill that takes place, which is also included as another communicative skill along the activities of this lesson plan. Writing, is the process of using symbols (letters of the alphabet, punctuation and spaces) to communicate thoughts and ideas in a readable form (2).

I believe that writing is a complex skill to develop specially for my students who are in third grade of elementary school. To convey their thoughts and ideas could be hard for them by communicating in an organized structure, that's why they struggle when learning conventions. Nevertheless, it is not an impossible achievement to reach. I think it is fundamental to include the skill of creating writings in our lessons plan as much as we can, because our students will acquire the knowledge of how to write correct conventions through constant practice.

Along module 2 we talked about six different approaches to teaching writing. One of them is the language structure which is mainly the teaching of grammar/conventions where the students first become familiar with the grammar and then they put into practice what they just learned through a controlled, guided or free writing. The second approach is known as discursive structures where the learners follow an order in a text by dividing it into sections in order to appreciate the distinctions among the diverse genres of texts, it is taught to intermediate and advanced learners. Creative expression is also an approach related to develop writing skills, it is here when learners have the opportunity to communicate personal thoughts and ideas regarding their own experiences.

We also have learned about writing processes which require an organized step by step process in order to carry out a writing product. The content writing approach is focused on a specific topic

which students select to develop their writings. Finally, there is genre and contexts of writing where the texts are highlighted by their social conventions for organizing messages since each written text contains a different purpose, be it to educate, entertain, etc.

For purposes of this lesson plan, and concerning the writing activity, I had my students complete a chart writing two to three distinctive cultural elements of the four countries the lesson is about. I focused on applying this ***guided writing approach*** since I know that according to their cognitive growth, they still need my guide; in fact when asking them to answer and complete the chart I had to walk around the classroom to check what they were doing and I gave my guidance when needed. It is something I use to do during all my classes due to my students' age; it is essential for them to know that I can be able to help them any time they need it, the affective filter plays an important role in children's learning process.

Listening means taking a vigorous, human interest in what is being told us according to Miller, A. (3). It represents a challenge for us as teachers to develop this skill in our students, because in order for our students to understand what it is being said they have to identify the sounds of speech and processing them into words and sentences with meaning to them. It is important to remember that the listening skill involves some factors that could play a significant role within the interaction between both parties as redundancy, vacillation, background knowledge, linguistic knowledge, intonation, range voices and rate of delivery. Listening in any language requires focus and attention. It is a skill that some learners need to work at harder than others since listening in a second language requires greater focus.

In order to implement an appropriate listening activity in this lesson plan, it was crucial for me to take into account that my students have different personalities; therefore they could be an active listener who participates fully in the communication process, a passive learner who tends just to absorb information who does not contribute to the interaction, or an impatient listener who easily gets distracted even if he/she tends to have short periods of time being an active listener. We have to be very cautious when applying a listening activity because we do not want this to become a mental block for our students. On the contrary, we have to be the basis for the development of this.

Therefore, it is imperative to recap some of the fundamentals for implementing listening activities in our lesson plan. One of the essentials is to understand the interaction between bottom-up and top-down processes. Bottom-up builds listening skill through the analysis of sounds, words, clauses, sentences and texts. Bottom-up listening activities can help learners to understand enough linguistic elements of what they hear to then be able to use their top-down skills. Bottom-up processing involves decoding which means to construct a message from sounds, words and phrases.

I consider that implementing bottom-up listening activities is a great opportunity for us as teachers to give to our students a good tool to increase and expand their vocabulary, nevertheless it is not enough to become a good communicator.

Consequently, there is a second process connected to the one mentioned above which is called top-down it requires the use of background knowledge or previous information related to a specific topic, so that the listeners could understand the meaning of the message that is being received. Its central basis is to understand the message in general even if the listeners are not able to understand every single element within the interaction. When making our students to predict the content of a listening activity beforehand by using some information about the topic, pictures and key words we are trying our students to develop their top-down skills, since we encourage them to use their previous knowledge of the topic to help them understand the content. This is an essential skill given that, in a real-life listening situation, even advanced learners are likely to come across some unknown vocabulary and by using their previous knowledge, they should either be able to guess the meaning of the unknown word, or understand the general idea without this become a mental block.

In order to develop in our students the skills mentioned above we have to include a sequence consisting of three main stages when implementing these listening activities. First, there is the pre-listening stage which indicates that we have to prepare our students by asking them to make some predictions about the content, reviewing key word related to the topic and making use of their previous knowledge. This stage aims to activate previous knowledge and to generate interest in our students.

The second stage is called while-listening which focuses on comprehension, it is when our students actively do a task such as listening for gist, listening for main ideas, making inferences, and summarizing. The main objective to reach during this stage is to make our students to get the main idea of the topic, get specific information, get information not explicitly stated on the track in order to achieve their listening comprehension. Nevertheless, it is vital to assign a listening task according to their proficiency level, age, and social context. We have to take these elements into account if not our listening practice will be poor and will not have the impact we aim in our students' learning process.

The last stage in the listening process is called post-listening, this stage leads us to a response to comprehension from our students, it consists of tasks which main aim is to help students reflect on the listening experience, it is when we expect our students to actively participate by giving her/his opinion about the topic that has been studied.

Concerning my lesson plan, by implementing ***discussion questions*** in the first part of the session, my intention was to activate their previous knowledge which will have them ready to develop their ideas and thoughts related to this topic in the following stages of the listening process. The chosen video to develop this listening activity was focused at my students' social context due to the vocabulary and the pictures which were age appropriate, and I also took into account the rate of delivery and intonation of the audio since I aimed my students to comprehend what they were listening so they could successfully work on the second session where I asked them to complete a graphic organizer. The post-listening activity was focused on building on them skills in order to become good communicators which is one of the learning outcomes I want to achieve when teaching a second language, it was when I asked them to share why they think the crafts are elements to represent culture.

The speaking skill, which is our main goal for our students to develop their communicative abilities, is according to the website English Club (4), the delivery of language through the mouth. To speak, we create sounds using many parts of our body, including the lungs, vocal tract, vocal cords, tongue, teeth and lips. I believe speaking is what we as teachers seek to develop in our students, because this is the outcome we expect, teaching through a communicative approach we seek to reach this goal. Nevertheless, it is important to point out that the integration of all four skills along the

development of this lesson plan was meant to strength my students' competences in order for them to be good communicators, having said this I strongly believe the great impact it will have in my students' learning process.

Through this specialization I have also learned concepts related to interculturalism, which definitely made me to improve my teaching practice, I enriched it. Therefore, to understand better this valuable aspect, along this review of theoretical foundations more concepts will be mentioned, concepts related to the communicative approach, they were essential for me to realize the important impact to integrate them within my lesson planning structure.

As Chomsky said, *linguistic competence* is unconscious, due to the fact that this knowledge is possessed by native speakers, when learning our mother tongue, we are not being conscious of learning the rules, we just naturally learn them. Even if Chomsky was not interested in studying the acquisition of a second language, this term has been adapted to the field of learning a second language, therefore nowadays it is known that linguistic competence means to know the grammatical rules but not knowing the social context of when to use particular words or structures. Linguistic competence is also known as grammatical competence, it is important that our students know grammatic rules but it is definitely not the whole of everything, in order for them to be good communicators, therefore they also have to develop skills of communicative competences.

According to Dell Hyme's, competence in a language includes not only grammar, words, and sounds but also the social knowledge of when and how to use them appropriately. As mentioned previously in module 1, the way of teaching English has changed along the last decades, nowadays our main focus is for us to develop in our students communicative skills, which will allow them to interact among diverse social contexts, as well as it will enable them to construct good human relationships, so that English will be used just as a conduct of having social interactions. Communicate competences refers to a learner ability to use language to communicate successfully, it is a composing of the knowledge of words, rules, appropriacy, cohesion and coherence, and the use of communication strategies. For this reason, our challenge as teachers is to develop in our students communicative skills, nevertheless it has to be clear that communicative competence is only referred to two cultures: the native cultural and the one that is being learned as a second language (target language).

Of equal importance is the concept of ***intercultural competence*** which also forms part of the basis of the understanding of interculturalism. It goes beyond communicative competence, since it involves knowing information about various countries and more about communicating effectively in a range of cross-cultural contexts. It is not focused on a specific culture, which I find totally enriching for our learners. English has become an international language; therefore, it is also known as lingua franca, it has been defined as a language that is primarily used for communication purposes.

The educator, Michael Byram, and his colleagues have developed a model of intercultural competence in which five aspects are included: intercultural attitudes (*savoir être*), knowledge of social groups (*savoirs*), skills of interpreting and relating (*savoir comprendre*), skills of discovery and interaction (*savoir apprendre/faire*), and critical cultural awareness (*savoir s'engager*). This model integrates five essential characteristics that help us as teachers to develop interculturalism in our classes. Intercultural attitudes support curiosity and openness, since to be interculturally competent, you must be curious and ready to learn about your own culture and also other cultures in an open, nonjudgmental way. I believe we play an important role when discussing this aspect, since we have to be a clear example for our students when having openness to discover more about other cultures, we must transmit this curiosity to our learners.

Knowledge of social groups is about the awareness related to social interactions, when having interactions with different social groups you can notice differences between those social groups, you can become aware of cultural variances. ***The skills of interpreting and relating*** supports the ability to interpret events from another person's point of view, from a perspective called decentering. Related to this aspect, there is a saying: Don't judge a person until you have walked a mile in his shoes, it means before judging someone, you must understand his experiences, challenges, thought processes, etc.

Skills of discovery and interaction discusses the ability to acquire new knowledge of a culture and cultural practices and the ability to operate knowledge in real contexts, attitudes and skills under the constraints of real-time communication and interaction. Over time we become more capable to handle real social interaction that eventually will make us to reach the role of a mediator, when having these social interactions.

There is finally the characteristic *critical cultural awareness*, which bears that we could have reacted negatively when accepting other people's culture, this response is natural in that our own values and beliefs are deeply embedded in us. Because of this response, you need to become aware of your own values and how they influence your reaction to the behavior of others. The ability to evaluate your own culture's perspectives and practices critically is a necessary step toward intercultural competence. However, as I mentioned before, in order for us to guide our students through this process, we first need to experience and reflect on cultural differences so we can deal with our own attitudes, so we can open ourselves up to accepting difference.

Culture has been our basis to develop this unit, for this reason it is important to highlight that culture is unconsciously learned, since we are born we are immersed in our own cultre which contains values, traditions, costumes, attitudes, etc; unfortunately it could blind us for seeing beyond of our culture, and we tend to believe that ours is the best way and the only truth, which is completely wrong. Each culture has its own beauty as well as characteristics that probably we wouldn't understand or accept but that we have to respect. The practice of judging others by your own worldview is called *ethnocentrism*, and it is an important component of Byram's model since it states that If individuals were very ethnocentric, they would not have the important intercultural attitudes of curiosity and openness. In addition, there also the *stereotypes* that we also learned since our childhood, they can have a bad influence when discussing cultural terms, since we tend to adopt certain stereotypes and once a person has done it, it is very difficult for someone to get rid of it.

With all the previous components in mind, it is of vital importance to include cultural terms in our teaching practice, since want it to be a strength in our learner's skills. We must accept the challenge of teaching beyond our target language. It is important then, to emphasize how essential is *cultural input* in teaching of a foreign language.

According to *Kolb's Experiential Learning Cycle* it is not enough to read or listen about other cultures for becoming intercultural: it is also fundamental to be confronted with new and unknown situations, to experience insecurity, fear, security, trust, sympathy and empathy. Therefore, I believe we as teachers have to experience this process firstly, so that we could be capable of teaching this to our students, we wouldn't be able to transmit this knowledge without living it first.

We definitely play an important role in teaching cultural terms in our classes, in fact we play multiple roles when teaching interculturalism.

We could take the role of *mediator*, since we should be capable of enriching and to adapt the context to create a meaningful situation. As an example of this, we as teachers can present different real situations developed in different countries consequently in diverse cultures, with the aim of our students to be able to compare, contrast, and understand cultural similarities and differences as part of learning the language meaningfully.

In the same manner, we should take the role of an *Ethnographer and Researcher*, which encourages knowing the students' needs, cultural, and economic backgrounds, and personal worldviews in order to link their present knowledge to the new knowledge. We also become a participant as well as an observer, and it is our duty to foster research to create activities, tasks, and materials for the class. I believe that by taking this role we really activate our students' curiosity and openness related to intercultural terms.

As an *agent of change*, we are the pillars for our students, they are observing us all the time, for that reason we must be aware of which attitudes are transmitting to our students when discussing intercultural terms, are we really being good researchers? Are we are really fostering research? Are we appreciating different cultures? I think those are some of the questions we have to reflect upon, so that we can analyze how well we are integrating interculturalism in our classes. We must foster the change of attitude in our learners, in order for them to be capable enough of having a wide range of communicative competence skills for them to experience real social interactions that could impact in their lives meaningfully.

CHAPTER 2

2. 01 LESSON PLANNING

Cultural diversity is actually one of the eight main cores of Knotion Education program, they know the importance to have it as a pillar in the process of acquiring English as a second language, moreover they recognize it as an essential part of a whole.

The main aim to accomplish during this challenge, is that learners understand the importance of cultural diversity. Through this lesson, learners will see how cultural intolerance and prejudice can lead to some common discriminatory situations. They will identify characteristics from different countries to discover similarities and differences regarding culture.

They will identify how different handcrafts can express the cultural features of some communities, after discovering characteristics and processes for different handcrafts, they will plan, create, and decorate a handcraft from a different country, which they will use to explain cultural diversity to other people, they will use their handcraft to promote cultural diversity in the action phase.

To implement their action, learners will have a cultural fair in which they will show handcrafts from different countries and explain the importance of respecting different cultures. In addition, students will develop 21st-century skills and attitudes by recognizing and analyzing the prejudices associated with diversity, and by showing sensitivity toward people and groups who are excluded or discriminated against. Throughout this challenge, learners will also develop their communications skills by explaining information in a logical sequence, they will also describe activities done in a celebration and learn to listen attentively to speakers to be able to question or comment on their speeches; they will also acquire new vocabulary in a variety of social contexts.

The following charts presents in detail the content of the lessons related to cultural diversity.

LESSON PLAN IDENTIFICATION CELL

CLASS	Global Pathway 3A (third grade)
AUTHOR	Syndel Yesenia López Macias
PATHWAY	English
GLOBAL KNOTION	Origins and Cultural Diversity
GLOBAL ISSUE	Intolerance toward cultural diversity
TITLE OF THE LESSON	Diversity and cultural awareness
LEARNING OUTCOMES	*Cultural:* Demonstrates understanding that contributions made by various cultural groups have shaped the history of the community and world Understands that communities may be made up of people from many cultures that share cultural similarities and differences. Identifies how communities celebrate their traditions. Understands that communities may be made up of people from many cultures that share cultural similarities and differences.

	Language: Students will develop reading, writing, listening and speaking skills in an immersive cultural awareness context. Follows instructions or steps to complete multiple tasks. Students will summarize information from infographics, distinguishing between similarities and differences.
COMMUNICATIVE SKILLS CONSIDERED	Reading, writing, listening and speaking.
FUNCTIONS	Giving opinions, exchanging and sharing ideas.
MAIN GRAMMAR STRUCTURE	*Simple present*
HOURS OF THE PLAN IMPLEMENTATION	6 hours
NUMBER OF SESSIONS	3 sessions of two hours each

LINK OF THE CONTENT	https://drive.google.com/drive/folders/1pX69h205Ds_d7qbILWgslCOglTRC7yfH ?usp=sharing

SESSION ONE	
ACTIVITY	What is diversity?
COMMUNICATIVE SKILL CONSIDERED	Reading/ Listening/Speaking

DESCRIPTION

This first session will introduce the topic, so that as seen in previous units, I will activate their previous knowledge which will have them ready to develop their ideas and thoughts related to this topic in the following stages of the learning process. It is imperative to highlight that since the first moment of the class we should emphasize the importance of putting into practice values as respect, tolerance, openness, acceptance, and empathy. As teachers it is our responsibility to be monitoring these behaviors in class.

TEACHER AND STUDENT ACTIVITIES

Learners will discover culture and cultural diversity. First, they will learn that we are all different. I will ask some volunteers to go to the front of the class and I will invite learners to look at them and mention the differences they see. I will explain that those differences are what diversity is about, we are not all the same. I will mention that some of them may look different, wear different clothes, or have different beliefs, and that makes them diverse; diversity makes a culture unique.

Then, they will draw what they think of when they listen to the words culture and diversity. We are going to exchange ideas related to this topic.

Finally, they will read an infographic about culture and cultural diversity *(appendix 1).*

LENGTH	Two hours
LEARNING OUTCOMES	• Demonstrates understanding that contributions made by various cultural groups have shaped the history of the community and world • Understands that communities may be made up of people from many cultures that share cultural similarities and differences.
MATERIAL	Their ipads
EVALUATION	Students' participation *(Rubric 1: developing opinions)*
SESSION TWO	
ACTIVITY	What elements make up culture?
COMMUNICATIVE SKILL CONSIDERED	Listening, writing, and speaking
DESCRIPTION	Learners will identify the elements of culture. They will find out what culture is and they will also know about some cultural traditions.

TEACHER AND STUDENTS ACTIVITIES	***Activating current knowledge***: this first stage will set the context; I will implement discussion questions by exchanging ideas about What is culture? what elements make up culture? What are the traditions we celebrate in our country? What are the traditions celebrated in other countries? This will lead us to introduce the activity for the second stage.
	I will ask my students to listen to the audio Traditions Around the World ***(Appendix 2)*** I will play it thrice, and I will ask them to complete the graphic organizer ***(Appendix 3)*** related to this audio so they can identify the most important elements of each tradition around the world.
	This stage will help my students to reflect on what they have learned. I will ask my students to get in pairs so they can exchange information and talk about traditions around the world, then I will ask them to present in pairs what they have learned by sharing their graphic organizer.
LENGTH	Two hours
LEARNING OUTCOMES	• Identifies how communities celebrate their traditions. • Understands that communities may be made up of people from many cultures that share cultural similarities and differences. • Compares different cultures around the world.
MATERIAL	Their ipads
EVALUATION	• Graphic organizer completed ***(Rubric 2: grammar and sentence construction)*** • Students' participation ***(Rubric 1: developing opinions)***
SESSION THREE	

ACTIVITY	How do you make your handcraft?
COMMUNICATIVE SKILL CONSIDERED	Listening, writing and speaking
DESCRIPTION	Learners will follow some steps to create their handcraft. I will guide them on how to make the mixture and how to make the craft using their materials appropriately.
TEACHER AND STUDENTS ACTIVITIES	Firstly, learners will see *"My Handcraft Inspiration"* **(Appendix 4)**, this will set the context to exchange ideas about Japanese, Indian, Native Australian, Native American and Peruvian culture, then by observing the images in my handcraft inspiration I will generate interest in my students so they get ready to start the action. This stage helps us to activate our learners' curiosity, which according to Byram's model is vital to develop intercultural competence.

This stage will require learners to actively listen to the instructions so they can make their handcraft. First, I will guide them to prepare the glue mixture by saying aloud the following instructions:

1. Get some water (half glass)

2. Take your glue and bowl.

3. Pour the glue into the bowl, and then, pour the water into the glue. Be careful! Add the water slowly.

4. Use a paintbrush to mix it perfectly.

Then, I will read them the instructions to start doing their handcraft which will be a vase from Japanese culture *"How to make a vase"* **(appendix 5)**.

	Finally, I will ask my students to write a short phrase about why do they think the crafts are elements to represent culture, they will write a brief phrase, and I will ask them to present their handcraft. That is how we are going to close this listening practice.
LENGTH	Two hours
LEARNING OUTCOMES	• Follows instructions or steps to complete multiple tasks. • Demonstrates understanding that contributions made by various cultural groups have shaped the history of the community and world.
MATERIAL	Their ipads, glue, water, a glass, a bowl, balloons, scissors, newspaper, and paintbrush.
EVALUATION	• Students' handcraft presentation *(Rubric 1: developing opinions)*

Throughout the development of all these activities I aim to make my students become **good communicators.** I decided to include the activity **following instructions** so that I can encourage my students to actively listen to every single word of my speech in order to fulfill the assigned task, as we have learned along this course, we enrich our learning process when there is a task to fulfill.

After developing these activities in my classroom, my students will be immersed in cultural diversity, since along this lesson plan we can find materials that can lead us to the understanding and comprehension of differences and similarities there are between other cultures and our own. By making use of images, videos and infographics I invite my students to have interest, and as a result they will have curiosity and openness regards other cultures**.**

By applying this interculturalism within our classroom, we are providing to our learners enough tools to have meaningful social interactions cross-cultural, over time they will develop a great ability to evaluate critically other cultures.

This main core of acquiring English as a second language requires us to perform as a good **researcher, mediator and agent of change**, we couldn't implement a meaningful cultural diversity class without

first having experienced it before by our own. In order for having a real impact in our students' learning process we really have to transmit the values and attitudes mentioned before, which integrate the *intercultural attitudes*.

Nevertheless, I also want to highlight the importance of developing the lesson taking into account the knowledge already acquired from the previous lessons, it means to take into consideration the *communicative competences* (reading, listening, writing and speaking); which consequently will help the development of the intercultural competence. It is vital to say that all the materials used for the application of this lesson plan were selected by me, even if they are provided by Knotion Platform it is my responsibility to select what is aligned to my students' context and my teaching methodology and philosophy.

2. 02 APPLICATION AND EVIDENCES

By trying out these procedures in my classroom, I have realized so many valuable aspects of my teaching practice, firstly I have noticed that designing a dynamic class including different kinds of activities have allowed my students to be more active during the lessons. Nowadays, it is very easy for my students to get bored so by combining different skills in a single lesson divided into three sessions let my students to remove their mental block and it assures me they really acquired new knowledge to accomplish and reach the expected learning outcomes.

To include the four skills in our daily lessons has a great impact in our students' learning process, since they can strength qualities they have developed before, on the other hand they can discover new qualities they hadn't discovered yet, making this a great transition to build on them abilities of good communicators, which is our main goal as teaching English with the main focus on communicative strategies.

I really enjoyed to carry out a class integrating reading, writing, listening and speaking practices as a whole, I could observe the grand impact it had in my students, I could also realize that by working collaboratively they have faced a huge challenge which at the same time have allowed them to develop new skills, since they had a goal in common, they had a task which they had to accomplish and they did a great effort to reach it.

There won't be a significant knowledge if my students do not put into practice what they have learned, the concepts cannot remain just in papers, they must interact with their classmates, share experiences, share points of views, in order to acquire knowledge, and it has to be definitely significant in their own contexts, so it can have a great impact in their real-life matters.

Besides, I have noticed too the importance of engage my students since the first stage of the lesson, to activate their schema to have them remembering previous knowledge is a fundamental part to move ahead with the resto of the development of the lesson plan. I will share some photos of the implementation of this lesson plan according to the chronological schedule:

1. According to the lesson planning described above here it is shown the application of one the first activities where we read an infographic about the elements and definition of culture.

2. Then, my students listened to a video where they could observe distinctive elements of culture from four different countries. So that, they could consequently work with the development of a graphic organizer and thus capture the knowledge acquired.

3. Here it is shown the graphic organizer where my students compare and contrast. And it is also observed how the students are working their ipads to finish the assignment.

4. According to the follow-up of the lessons, I presented to my students several images for my handcraft inspiration.

5. Finally, it is observed how my students work with their own handcraft, and the outcomes obtained with this activity. How firstly, I explained them the steps to follow in order for them to create their handcraft, how I teamed them up and how they worked together in teams.

the link to watch the whole application of the lesson planning is the following:
https://drive.google.com/file/d/1R4tGjHSejy5BuO0U6ugpVtxVUI9G7ASy/view?usp=sharing

CHAPTER 3

3. 01 <u>EVALUATION MODEL</u>

Based on my teaching philosophy, I strongly believe that scoring rubrics are very helpful, they are great tools for us to transform the qualitative assessing to the numeric. That's one of the main reasons why I have chosen this evaluation model to work with to measure my students' performance along this lesson plan. I think that the scoring rubric is an instrument that clearly stablish the guidelines which I will take into account to evaluate my students. It is also very helpful for the students because they can easily identify what are their strengths and what are their opportunities to improve their performance.

It also allows me to define explicitly the set of criteria which I will use to evaluate my students' performance, when designing this assessing instrument, I had the opportunity to reflect upon what I was taking into account to accomplish the objective to assess my students, so that I could identify if my instrument was being designed integrating the content validity and reliability aspects.

It is easier to clearly identify the correct criteria by using scoring rubrics due to its practical design and the efficient form of giving a number to each performance from poorest to the greatest. On the other hand, I also decided to implement this assessing tool due to my lesson purposes in which I have integrated to many different activities so in order to evaluate each one, I used this tool.

It is as well very helpful when giving feedback since when applying this lesson plan, it gave me a clearer picture of the strengths and weaknesses of my class, because I could easily identify how is the whole class advancing in their learning process, individually and collectively. By recording the component scores and tallying up the number of students scoring below an acceptable level on each component, I could identify those skills or concepts that need more instructional time and student effort.

In spite of what preceded, I will proceed to share the assessing instruments that I have applied along this lesson plan:

Rubric 1: to assess students' participation

ASSESSMENT CRITERIA	OPTIMAL 4	ADEQUATE 3	IN PROCESS 2	INITIAL 1	WITHOUT INITIATION EVIDENCE 0
Developing opinions	The learner develops clear arguments while expressing an opinion, including specific and relevant evidence or examples to support his ideas.	In most occasions, the learner develops clear arguments while expressing an opinion, including specific and relevant evidence or examples to support his ideas.	In some occasions, the learner develops clear arguments while expressing an opinion, including specific and relevant evidence or examples to support his ideas.	The learner needs additional help in order to develop clear arguments while expressing an opinion, including specific and relevant evidence or examples to support his ideas.	The learner's performance does not comply with any of the previous descriptions or there is no evidence to determine his or her level of progress.

Rubric 2: to assess the graphic organizer

ASSESSMENT CRITERIA	OPTIMAL 4	ADEQUATE 3	IN PROCESS 2	INITIAL 1	WITHOUT INITIATION EVIDENCE 0
Language mastery: grammar and sentence construction	The learner uses the required grammatical elements or structures appropriately to fill in the chart.	The learner uses the required grammatical elements or structures appropriately to fill in the chart, in most occasions.	The learner uses the required grammatical elements or structures appropriately to fill in the chart, in some occasions.	The learner uses the required grammatical elements or structures appropriately to fill in the chart, in few occasions.	The learner's performance does not comply with any of the previous descriptions or there is no evidence to determine his or her level of progress.

It is important to highlight that according to Knotion Academy grading there are just five numbers use to assess our students' performance, nevertheless I want to share the equivalence of these scores to give a greater understanding of my assessing instruments and how I apply them to my students' performance.

Equivalencia entre escalas

Calificación en rúbricas	Calificación en escala oficial
3.7 - 4.0	10
3.0 - 3.6	9
2.3 - 2.9	8
1.5 - 2.2	7
1.0 - 1.4	6
0.0 - 0.9	5

I also want to point out that by using scoring rubrics my students have the opportunity to have immediate feedback, since they all have the graded rubrics available in their ipads, so they can be aware of their performance. Based on my experience I have realized that the feedback is too important for my students, especially for young learners, it has a great impact due to the effective filter, they really need to receive a positive and relevant feedback that allows my students to be immerse in a healthy environment for them to contribute gratefully in their learning process.

English · Challenge 4 · Session 3 · Activity 3 · Step 2 · Formative Rubric

Open Opinion Writing again and get ready to show your understanding. If you have any questions, it's your time to ask the coach.

Then, open Is It True or False? to read statements and select true or false....

See More ∨

Assessment criteria	OPTIMAL 4	ADEQUATE 3	IN PROCESS 2	INITIAL 1	WITHOUT INITIATION EVIDENCE 0	
Developing opinions (L2)	The learner develops clear arguments while expressing an opinion, including specific and relevant evidenc...	In most occasions, the learner develops clear arguments while expressing an opinion, including specific and rele...	In some occasions, the learner develops clear arguments while expressing an opinion, including specifi...	The learner needs additional help in order to develop clear arguments while expressing an opinion, including specifi...	The learner's performance does not comply with any of the previous descriptions or there is no evide...	3.0

Feedback

Here it is shown the example of one of my student's rubrics, and how it is displayed in his iPad, as well as the result of his performance.

CHAPTER 4

4.01 <u>CONCLUSIONS</u>

After the development of the several procedures that have been done along this project, I can state the importance of including different reading, writing, listening and speaking strategies in order for our students to achieve the established learning outcomes, even if in the learning process many external factors are involved, we have to assure the effectiveness of our activities within the classroom so that our learners can focus on developing new skills. I have also realized the impact of using a wide variety of tools as a way to immerse our students in an environment that guide them into the acquisition of English as a second Language. We as teachers have to be aware of all the strategies and approaches that are within our reach because they are our pillars to improve our teaching practices, they give us a greater view of all the aspects we have to take into account when planning our lessons. Also, I want to highlight that EEAILE program has given me a great enrichment in my teaching practice because now I am aware of many aspects I haven't noticed before, I have had a very pleasant experience studying this specialization.

I also have to state that the development of this project had me realize the importance of having the concept of communication as the center of my lessons' plan. It has also helped to integrate so many interesting strategies to accomplish the common goal that is my students to be better communicators, I definitely have noticed that the teaching of only conventions won't have a significant impact in my students' learning process.

Nevertheless, I also want to point out that the reflection made from this project has changed the way I see my students because now it is clearer to me that in the learning process a variety of aspects are involved, therefore it made me more sensitive with them, as when assessing them, that it is always important to motivate them, to highlight their strengths and to point out the great improvements they have done. We do not want frustration to take place in our classroom, because it won't let us move forward and it will just create a mental block in our students.

I strongly believe that the challenge consists of trying out something new to apply within our classroom, mainly because nowadays our students get bored easily, and we do not have to allow the motivation to decay in our classes. I'm positive that the use of technology in our classes has been very helpful, Knotion Academy has definitely brought a great innovation in our educational system. Nevertheless, it is our commitment as teachers to continue adapting us to the specific needs of our students since it has to be clear that all the activities, we apply in our classrooms have to be focused on our students' social context in order to have a real impact in their lives.

I am convinced that the diverse approaches contribute to the enrichment of our performance, they are like little pieces of a puzzle. Moreover, I really enjoy applicating new activities within my classroom since I could realize many interesting factors about my students, the way they work together and also individually. Working with this activity plan have let me know that focusing just in language grammar form is not enough, it is just part of a whole, due to factors such as motivation, collaborative work, interaction, they all play a significant role in my students' learning process.

I really enjoyed doing this deep analysis, it was really helpful to do an internal analysis to determine my philosophy, because from now on the strategies, methods, and my approaches that I have included will be part of my teaching philosophy, the integration of the four skills will be my pillars to continue obtaining tools to have a real and meaning impact in my students' learning process. I am totally sure this is just the beginning of a greater pathway to go through the next years of my career. I am positive that having a clearer view of my philosophy as a teacher will lead me successfully to accomplish my goals.

CHAPTER 5

5.01   APPENDIXES

LINK OF THE CONTENT	https://drive.google.com/drive/folders/1pX69h205Ds_d7qbILWgslCOgl TRC7yfH?usp=sharing

5.02   CITATIONS

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