



## **UNIVERSIDAD PEDAGÓGICA NACIONAL**

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### **UNIDAD AJUSCO**

### **PROPUESTA DE INTERVENCIÓN EDUCATIVA**

### **“UNDERSTANDING DIFFERENT CULTURES”**

### **TRABAJO RECEPCIONAL**

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

**PRESENTA:**

**PAMMELLA ITZÉ MEJÍA GARCÍA**

**ASESOR: ROSA MARÍA CASTILLO DEL CARMEN**

México, DF. a Junio 19 de 2022

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# TABLE OF CONTENTS

## INTRODUCTION

<b>CHAPTER 1 PHILOSOPHY AND THEORY</b> .....	6
1.1 Teaching Philosophy .....	6
1.2 Theoretical Foundations .....	8
<b>CHAPTER 2. METHODOLOGY AND PRACTICE</b> .....	10
2.1 Lesson Plan .....	10
2.2 Rationale behind the activities .....	16
2.3 Tools to Asses .....	18
2.4 Evidences .....	20
<b>CHAPTER 3. EXPERIENCE REPORT</b> .....	26
3.1 Outcomes .....	26
3.2 Possible solutions .....	28
<b>CHAPTER 4. CONLCUSSIONS</b> .....	29
<b>CHAPTER 5. APPENDIXES AND APA STYLE REFERENCES</b> .....	30
5.1 Appendixes .....	30
5.2 References .....	35

## INTRODUCTION

The purpose of this specialization is to become the agents in charge of teaching students the language and how to use it to communicate, basically, but when would they really use the language? Or with whom? There are only a few students that may be able to practice it with someone from their relatives or someone they know, or that is the hope from the teacher that what we practice in class they go out and use as they please.

But the truth is that we as teachers must create a safe space for them to practice it and learn about where they would use it, and learn about the culture of the target language to use it properly if it is about English or any other language they may learn in the future

Let us do not forget the main goal of learning a language that is to communicate to send a message and be able to interpret the information that we receive or hear, to be competent in a language not to speak it just like them but to do that it is necessary to know about the social context too, to perform and build correct word structures and give them the meaning that is required depending in the context.

So, they would have to combine the grammar learned with the linguistic competence, and apply it to the social context where they want to use it, so it is important to learn about other cultures and make them aware of their own and how we practice it every day and how important it is to know the and treasure it

Speaking about interculturality imply to widen the concept and have in mind that it is beyond our own existence and tolerance to other cultures, it is about understand the relationship between them, seeking to diminish stereotypes, prejudices, racism and many other factors that may affect a country working in the appreciation of our own being.

In these specialization we started working and learning of the concept of Culture and define as a fish that has always been in the water may not see the water that he lives in but it is there, we use it every day and it is very important for us to live and to share it with others and is not until we go somewhere else or go about of the water that we miss it and treasure all the internalization we have already have about it since we were born.

If we as teachers value our culture, it will be easy to transmit that feeling to our students, make them a school where they feel responsible to take care of it and share it with the world.

Through this specialization we reviewed those concepts that will help us understand what cultures are, what is right and what is not ok but at some point, will show such as ethnocentrism or stereotypes, but to know about them will help to not use them during class.

We designed an activity to work with them on intercultural competence in our English class, integrating in our program during this school year, and to later analyze the results from it. Including also digital activities to practice with them the use of ICT resources and make a more dynamic class so they practice English along with the use of technology too.

In this project is presented a lesson plan where is applied the knowledge studied during this specialization program, applied in an authentic classroom, showing evidence of the progress made with students of second semester of high school in Tultitlán, State of Mexico, making a deep analysis on the sessions and how can we improve our teaching practice.

We will find evidence of the real work of students, and a compilation in video of the development of the practice of the four skills in language, and the material used to accomplish this project.

# CHAPTER 1. Philosophy and theory

## 1.1 Teaching Philosophy

Becoming an English teacher was not my dream since I was a kid nor even after high school, so it was not something I could fully be prepared for, it became a dream that got form during my previous jobs which honestly left many uncomfortable experiences, but when I started to notice what I really wanted to do with my life, I put hands on it, I started looking for options so I contest on the opposition test in 2019, consider myself very lucky for getting this opportunity. The first time I got into the classroom with zero experience was hard, so I had to learn on my own everything I needed to do. I was shy to ask an older teacher for help and as someone said, you already passed the exam so now you know.

But students are the ones that guided me and since it was my goal not only to become a teacher but to be a good one, so I can say now from my short experience that I love what I am not only a teacher I got different roles day by day, and I always like to learn new things and take as much as I can, I found this specialization and knew it was a great opportunity for me and that I will get the knowledge needed to become a good teacher and that in this way I would help my students a lot more.

Every lesson was a new world for me that I was not aware of, even though I was aware of my lack of experience and knowledge, every topic covered in this specialization has helped me a lot in my day to day practice, I can now observe the behavior of particular students and help them change the way they think they learn, some theories that unconsciously I use but don't know they existed, and now know the basis of them and when is best to use them.

Language learning and teaching, transformed with the communicative language teaching approach, which is conceived by Hymes and Chomsky theories and contributions, this approach pretend learners use the ability to use the language properly focusing on the functional learning as well as the analysis, its objective is that the learner achieve similar proficiency as it has in the first language, but they are not allowed to use it inside the classroom.

This approach transfers the content and manage the environment to engage students in the creation of their own learning process, it switches the teacher from teller to facilitator and

material creator, they must be flexible with the school programs and be able to adapt on the authorities and scholar requirements, this gives to the learner more responsibilities of their own learning and to make them know and understand how best they could learn.

Through my working experience, I was able to get to know some kind of English teachers and to listen their own methodologist to use in their classes some of them were absolutely sure that there is no space for mother tongue in a classroom that student better learn if teachers are always speaking in the target language and they will never form any circumstance allow that students use their mother tongue, some others do permit to explain some subjects in Spanish in this case, and the continue to explain the topic in English, I consider that both ways of thinking are valid seeing it from a teacher perspective but, I got to teacher also some of the students and the opinion from the was equally combined, but not all classes are the ideal for everyone maybe some have it where all of the students reach a considerable level of English from knowing nothing to be able to communicate just form explain everything in English.

My teaching philosophy is based on motivation it includes many elements such as make them believe this is something they are capable of doing just as all of the other subjects and that they could understand it easily, make them break that communication barrier they think is in front of the saying “ Yo no sé inglés” creating a safe environment to learn English were we can make mistakes and they feel confident to practice, make them aware of the importance on respecting the language and the classroom through the respect to the teachers and their classmates.

But most important let them know how the language will change their lives, when you learn and try how to communicate in another language you can get the access of many information extra to any kind of investigation or topic r even a gossip if they like, so it is crucial to take a leap of faith and try to speak it, we can learn grammar and knew some other words but when we really want to use the language and speak it to communicate would be the real world for the use of the language. I know that this philosophy is of my own and may change through the course of time, generations are changing some students will need more than others so it will be my duty as teacher to continue studying for them and to really use the knowledge acquired in this specialization to make it valuable the time spend here reflected on better lesson plans , better assignment, tasks, tests, and better time spend on the classroom with them, I will continue to improve my English as I will always ask to my students.

## 1.2 Theoretical Foundations

There is a difference between acquiring a first or a second language when we are child the need of communication makes us repeat the language that we are exposed to, whatever the input is that they receive, children will go through different stages to acquire a native language, from a babbling to a one word stage, two word stage to eventually form sentences, the order of acquisition would be related to the frequency the child hears from adults, and through the course of life they will get a more extended vocabulary to help them communicate whatever they need would be.<sup>1</sup> But what does a second language means? It is typically a dominant language needed for education, employment or another basic purposes, unlike a foreign language which is a language learned for future travel or cultural communication situations but for not for an immediate practical application.<sup>2</sup>

Linguist Stephen Krashen states that the ability to use a language is only acquired unconsciously after understanding the messages. According to him, sitting in a classroom will not make you understand, speak or write a language. What it will do is expose itself to "input" at a slightly more advanced level than the student and that will allow him to progressively strengthen the norms of the language.<sup>3</sup> to explain the process of how people acquire a SL he proposes the following five hypothesis:

**Learning / Acquisition distinction hypothesis:** Students have two different ways of developing skills in a SL: learning and acquisition. Learn as a conscious process where they have to pay attention to the form of language, and acquire it as a subconscious activity which internalizes the language and focuses on the meaning of the message.

**The Natural Order Hypothesis.** Learners of a SL acquire structural items in a predictable order. If learners have not yet acquired a simpler structure, they will not be able to acquire a more complex one; this means that some structures are more complex than others. He recommends a syllabus based on topics, functions and situations.

**The Monitor hypothesis.** What learners have learned can serve as a monitor of their production so they could modify their input, this only happens under 3 circumstances. A)

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<sup>1</sup> Edward Finnegan. (2008). *LANGUAGE ITS STRUCTURE AND USE*. USA: THOMSON.

<sup>2</sup> SAVILLE-TROIKE, Muriel *Introducing second language acquisition [Paperback]* Cambridge University Press, 2006

<sup>3</sup> Brainlang. (2017). *¿Por qué deberíamos conocer a Stephen Krashen?. 2021, de Brainlang Sitio web:*  
<https://www.brainlang.com/blog/23-por-que-deberiamos-conocer-a-stephen-krashen.html>



Focus on the **form** of the target language. B) Knowledge of the **rules** in order to know if they have made mistakes. C) **Time** to think about the rules in order to be able to use them.

**The input hypothesis.** People acquire language when is exposed to understandable information slightly above of the current level of information already acquired or what he calls comprehensible input. States that from input to production there is a silent period where the information is internalized.

**The Affective Filter Hypothesis.** Language acquisition is filtered by the affective filter which acts like a gate controlling the amount of input, it opens or closes according to the mood. Focusing on the importance of provide an appropriate acquisition environment in the classroom, eliminating anxiety and encouraging students so they feel they can really acquire the language.<sup>4</sup>.

The concept of Zone of proximal development (ZPD) is defined as “the distance between the actual development level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers”<sup>5</sup>. This means that learners learn best working with others during collaboration and the contact with more skilled persons help them internalize new concepts, tools and skills.

This approach states that for language to be learned it has to be shown in a child twice, first shown in a social level (inter – mental) and eventually it is internalized in a psychological level once it is learned (intra – mental). It focuses on the importance of the social interaction into the learning process because there is a gap between what a child knows and is able to do alone and what a child can do with help (Illustrated in Figure 1), that is why the guidance is important to get success since there can be an increase from a stage to another after the guidance occurred. The idea is that after completing a task the learner will be able to complete the same task individually next time, and repeat this process to higher difficulty level of tasks as the learner requires so their knowledge increase every time.<sup>6</sup>

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<sup>4</sup> Ibrahim Abukhattala. (December 2012). *Krashen's Five Proposals on Language Learning: Are They Valid in Libyan EFL Classes*. *English Language Teaching*, 6, 4.

<sup>5</sup> Shabani Karim. (December 2010) *Vygotsky's Zone of Proximal Development: Instructional Implications and Teachers' Professional Development*. *English language teaching*, 3.

<sup>6</sup> IDEM

## CHAPTER 2. Methodology and practice

### 2.1 Lesson Plan

#### I. Lesson Plan Identification cell.

Lesson Plan	
Author	Pammella Itzé Mejía García
Educational Stage	Second semester of High school
Title of your lesson plan	Understanding different cultures
Learning Objective of the Plan / competency	Formulates instructions, orders, suggestions, and prohibitions through communication skills identifying the place or situation in which it is being carried out, recognizing the cultural diversity of his/her context.
Communicative skill considered	<ul style="list-style-type: none"> <li>● Makes a list of norms and rules that apply in various contexts.</li> <li>● Identifies auditory the use of modal verbs and imperatives to indicate instructions, obligations, orders, prohibitions, and permissions.</li> <li>● Recognizes suggestions and / or recommendations in written texts to regulate behavior in different spaces and situations.</li> </ul>
State of the following options	
Functions	Speak about social rules in different countries
Main grammar structure	Imperative verbs
Other grammar structures	Modal verbs
Brief description of the plan	Students will reflect on the use of the modal and imperative verbs, understanding different rules of social etiquette around the world and researching the ones that are different from our country.
Hours of the plan implementation	5- 6 hours
Number of sessions	4 sessions, 2 of 1 hour, and 2 of two hours
Contents required for the lesson	<ul style="list-style-type: none"> <li>● Video Unexpected etiquette around the world</li> <li>● Reading 13 Examples of Good and Bad Manners Around the World</li> <li>● Poster about the selected country</li> </ul>
Link of the content	<a href="https://www.youtube.com/watch?v=K41JehFXMI8">https://www.youtube.com/watch?v=K41JehFXMI8</a> <a href="https://people.howstuffworks.com/13-examples-of-good-and-bad-manners-around-the-world.htm">https://people.howstuffworks.com/13-examples-of-good-and-bad-manners-around-the-world.htm</a>
EEAILE tutor on line	Rosa María Castillo del Carmen

## II. Introduction to the Lesson

Step of the lesson	Teacher activities	Student activities	Session number
Activation Before the lesson	<p>Teacher starts with a question to detect the previous knowledge in order to establish a starting point to the teaching sequence.</p> <p>Teacher asks students about different rules they know and have to follow day by day in different places.</p> <p>Once the answers are written on the board, the teacher explains the topics to be developed and the purpose of the unit.</p>	<p>Students participate in the activity proactively</p> <p>Students share with the class the rules they know.</p> <p>Students take note of the teacher's explanation and the content of the unit.</p>	1
During the lesson	<p>Teacher use the examples given by the students and ask them to identify the main verbs in each sentence.</p> <p>Teacher explain the use of command and imperatives, and the different uses for them.</p> <p>Teacher explain what will be the final product where students will have to create a poster about rules in different countries to understand the importance of interculturality to later expose it to their classmates.</p>	<p>Students participate in the activity, writing the examples on their notebooks.</p> <p>Students listen to the teacher explanations</p> <p>Students take note of what their teacher has explained and ask questions to clarify doubts.</p>	1
Set the objective or competencies of the lesson	<p>Teacher writes the learning purposes of the lesson and has students read it and comment.</p>	<p>Students read the learning purposes of the lesson, clear doubts and express opinions briefly</p>	1

### III. Communicative skills development

Reading					
Step of the lesson	Teacher activities	Student activities	Materials	Session number	Evaluation
Information processing activity	Teacher gives the reading material to the students	Students read the text provided by the teacher, first silently and individually the voluntarily and aloud	Reading material Board	1	Exercise of reading complete
<b>Pre-reading</b>	Teacher ask the students to look at the text and headings and then ask What do you think the text is about?	Students brainstorm about the topic.			
<b>While-reading</b>	Teacher asks a student at the time to read, correcting pronunciation, stress & intonation.	Teacher asks a student at the time to read, correcting pronunciation, stress & intonation.			
<b>Post reading-</b>	Teacher ask students to match the headings with each example give in the reading.	Students read the paragraph and identify the text and the headings.			
Practice or social interaction.	Teacher ask students to read the paragraphs to identify the main ideas and the verbs mentioned. Explains the students to match the text with the headings mentioning there are two extra ones.	Students read the text and identify the verbs.  Students identify the correct heading.	Reading material Pencil	1	Exercise of reading complete

Listening					
Step of the lesson	Teacher activities	Student activities	Materials	Session number	Evaluation
Information processing activity	Teacher ask students to move to audiovisual classroom and answer exercise in pairs	Students work in pairs to answer the exercise.	Projector Speaker Screen Youtube video Notebook Pen	2	Listening exercise complete
Pre-listening	Teacher recall previous vocabulary about rules in different context. Asks students to predict information about the topic.	Students associate vocabulary to the lesson.			
While-listening	Teacher reproduces the vide and ask the student to identify the rules mentioned about each country. Pause the video if necessary.	Students pay attention to the video and listen carefully to the conversation, identifying the vocabulary. Student mention the information they understand and relate similar experiences			
Post-listening	Teacher ask to comment on the topic. What were the girls talking about?				
Practice or social interaction.	Teacher ask the students to work in pairs and talk about the actions that were most surprised for them mentioned in the audio.	Students work in pairs and answer the question.	Youtube audio	2	Students' participation

Writing					
Step of the lesson	Teacher activities	Student activities	Materials	Session number	Evaluation
Information processing activity	Teacher asks the students to write about the topic	Students work in group of 5	Notebook Cardboard Markers Pencils	3	Student participation
1 <sup>st</sup> Practice or social interaction.	Teacher share different countries randomly to each team and asks them to research about the social etiquette there.	Students do an investigation about the country they got individually to later fulfill it with their team.		3	Students notes
2 <sup>nd</sup> Practice or social interaction.	Teacher ask students to write about the social etiquette of the different countries in a poster that they will later expose to the class. Teacher monitor the draft and correct grammar structures	Student work in groups with the information gathered about the different social rules in the country they received. Students work in the poster correcting the comments of the teacher			Students' complete poster
Speaking					
Step of the lesson	Teacher activities	Student activities	Materials	Session number	Evaluation
Information processing activity	Teacher asks students to talk about the topic	Students present their exposition to the class	Poster	4	Students' participation
Practice or social interaction.	Teacher organize the teams to participate in the exposition about the social rules in each country to understand	Students participate in groups explaining the different social rules someone has to follow in		4	Students' participation

	different cultures Teacher will correct at the end of every exposition the pronunciation providing respectful feedback to each team	the country they were assigned to.  Students will listen to the observation of their exposition.			
Summary of the lesson	Teacher elicits the highlights of the lesson since it started. Emphasizes important aspects and clear doubts	Students summarize the lesson and emphasize the important aspects and clear doubts.			

**4. Intercultural component** The intercultural component will be in the topic of imperative and commands to follow when visiting other countries in order to make students reflect on the social rules of etiquette and therefore understand different cultures, and learn to respect them as our own.

**5. Evaluation** This lesson covers different types of activities in different moments they will be evaluated based on a rubric by competences.

**6. Conclusion** The Conclusion will be divided in two categories: language & personal development, according to the purposes of the lesson (Language & formative-intercultural). So, students will verbalize what they learned and how they did it, but also, they will state what they can and will apply in their own lives related to the lesson.

**7. Follow up activities** After the teacher provides feedback to each team, teacher will send a game to complete online to complete the topic and give closure, also the poster will be exposed in the school library so different grades and the other group will provide positive feedback to their classmates.

## 2.2 Rationale behind the activities

The aim goal of this assignment is to foster an attitude of recognition of the other and of oneself using English, creating and activity to help students promote attitudes and positive social changes related to other cultures, based on the practice of the Intercultural competence in Byram's theory, he stated that in order to be an intercultural speaker, a person needs to know the social and cognitive processes that impact us, beginning at birth and continuing throughout our lives.

This Activity was designated to the Second semester of High School in the subject of English 2, Unit 3 "Rules and Obligations" with the Purpose of "Formulate instructions, orders, suggestions and prohibitions through communicative skills identifying the place or situation in which it is being carried out, recognizing the cultural diversity of its context."<sup>7</sup>

The specific content to teach in this Unit is the following:

- Vocabulary : Health and feeding, Roads, Regulations of places, Public signs.
- Grammar: Imperative verbs, Modal verbs.

In order to create cultural awareness this activity will be about know the specific rules that are regulated when you visit another country, it means they have to identify the specific customs that seem odd form the regular ones we have here in Mexico, they would have to use the grammar studied to create a poster to indicate the instructions, recommendations or suggestions to behave in another country to be aware what may be impolite to behave, in an empathic way where they can develop their communicative skills.



Image 1. Example of activity. Retrieved from <http://www.theenglishstudent.com/blog/>

<sup>7</sup> Subsecretaria De Educación Media Superior. (2017). INGLÉS II (1.th ed.). DIRECCION GENERAL DE BACHILLERATO.



The development of the four skills of language was the goal of this lesson plan the reading and listening were the first one to work on, with the purpose of find motivation in them and make the activate their previous knowledge on the topic being a fundamental part of all of our classes, schemata would help to connect their previous experiences with the new ones to create a significative learning experience.

The material used was retrieved from authentic websites that share information about different cultures and traditions, the reading focused on the comprehension of the vocabulary and to help increase the lexicon of the students and to know about what was expected from them to do, together read the paragraphs and the have to find the heading that matched.

The listening activity from a Youtube channel named World Friends where women from around the world share their experiences with their partners, they were asked to listen their conversation where they talk about what is normal to do. In their countries and it is not for the other ones, they had to find the main ideas of the dialogue. To find the information requested students must use their abilities top-bottom or bottom-up in order to discriminate if the information is useful.

Writing and Speaking activities are related, in the first one they have to research collaboratively in 5 persons teams about customs in the country they were assigned to and write about the rules to follow there making use of the grammar studied and requested in the syllabus about commands and imperatives, including and most important the use of modal verbs, writing short sentences about it.

To end with the Speaking part of the lesson, they were guided in every step of the lesson plan to achieve the final product to evaluate which was a poster they had to present to the group telling us about the rules to follow in the country they got, it was expected the students not to read and learn the phrases they have to say, practicing before the pronunciation of the word they may have a problem with.

The purpose of this lesson is that students learn how to use modal verbs and give short instructions using modal verbs as the program expected to, but mainly to make them aware of the interculturality in which we live and to know how the world around us works so differently from how we do our activities day by day, and implicitly teach them to respect other ideas and traditions and that if at some point they travel they have an idea of how they should behave, and demand respect for our traditions as well.

### 2.3 Tool to asses and test

The final product resulting of this lesson plan is the presentation of a Poster about good and bad manners in different countries, which includes the application of different skills and previous work in class, this will be the integrative evidence with a value of 2 points of their third evaluation period.

The assessment tool chosen is a rubric that will help us both having a general overview of their job and can focus also on specific aspects of the skills. Rubrics are considered instruments developed to assess and provide feedback on student progress for a specific task<sup>8</sup>.

It is a great tool to give a specific feedback about what is going to be evaluated, giving them the rubric before doing the assignment is vital for them to know what will be evaluated and make progress on the specific requirements.

With the help of this evaluation instrument, this analytic rubric, teacher can evaluate the final product, including the writing activity, and the speaking one, they have to use their creativity to compose the poster about the country they were assigned, once they have finished their presentation, they will receive a positive feedback to make them aware of what they have done correctly and what they could improve.

The collaborative work they performed would help to both test and asses a large class of 50 and also reinforce some other skills beyond the English speaking only, being the result or informal assessment that has been occurring in classroom the previous session, this lesson plan includes such as grammar presentation, grammar exercises, reading listening etc., resulting on the academic evaluation that will be included on their grade for the third partial.

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<sup>8</sup> *Jacobs, H. et al. (1981). Testing ESL Composition: A Practical Approach. in Weigel, S.C. Assessing Writing. Cambridge: Cambridge University Press.*

Rubric to Presentation “ Understanding different Cultures”

CRITERIA	Excellent	Good	Fair	Needs improvement	Points
<b>CONTENT</b>	Shows fully understanding of the topic and uses appropriate vocabulary and grammar.	Shows a good understanding of the topic. Good use of vocabulary and grammar.	Shows a good understanding of parts of the topic, uses limited vocabulary and has some problems with grammar.	Does not seem to understand the topic very well. Poorly use of vocabulary and several grammatical mistakes.	
<b>LANGUAGE USE</b>	Always presents/speaks in complete sentences.	Mostly speaks in complete sentences.	Sometimes speaks/presents complete sentences. Rarely speaks/ presents complete sentences	Rarely speaks/ presents complete sentences.	
<b>VISUAL</b>	The visual aid complements the speech and shows creativity	The visual aid connects the speech and shows creativity	The visual aid somewhat connects the speech, but does not show creativity.	The visual aid does not connect to the speech at all.	
<b>SPEAKING</b>	Speaks clearly all the time, and pronounces all the words correctly.	Speaks clearly most of the time, but mispronounces some words.	Speaks clearly sometimes and mispronounces several words.	It is hard to understand what the student says and mispronounces most of the words.	
<b>TOTAL</b>					

## 2.4 Evidence

### 2.4.1 Material

**WE CAN USE THEM TO:**

- To give a direct order (**orden**)  
*Stand up straight*
- To make an invitation (**invitaciones**)  
*Come in and sit down*
- To give informal advice (**consejos**)  
*Speak to him, tell him how you feel*
- To give instructions (**instrucciones**)  
*Open your book*
- On signs and notices (**señalamientos**)  
*Insert one dollar*

1 **order**  
Get out!

2 **request**  
Please ask to leave the table.

3 **advice**  
Don't eat before snow.

4 **instruction**  
Turn left at the junction.

5 **warning**  
Look out!

1 = strong command  
2 = mild command

**13 EXAMPLES OF GOOD AND BAD MANNERS AROUND THE WORLD**

- Lose the Shoes
- Swapping Business Cards
- No Tipping!
- Exposing Your Palms
- Crushing Handshake
- Clearing Your Plate
- Mixed Signals
- The "Peace" Salute
- Belching
- Chewing Gum
- Watch Your Feet!
- Left-handed Greetings
- To Shake or Not to Shake

**modal verbs quiz**

I think you ..... visit your grandma more often.

A should B have to C must D can

**UNEXPECTED ETIQUETTE RULES FROM AROUND THE WORLD!**  
[AMERICA, CHINA, GERMANY, FRANCE & INDONESIA]

**LISTENING**  
What are they talking about?  
What surprised you the most?

<https://view.genial.ly/628e4d3492d30a00194d1772/presentation-rules-and-obligations-epo-105>

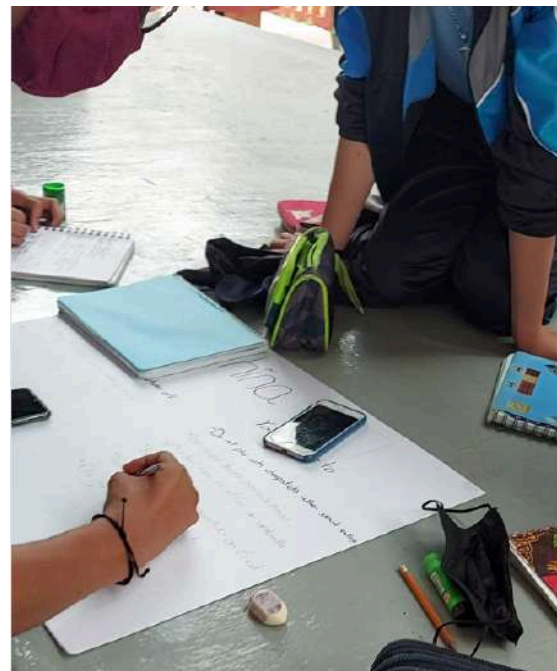
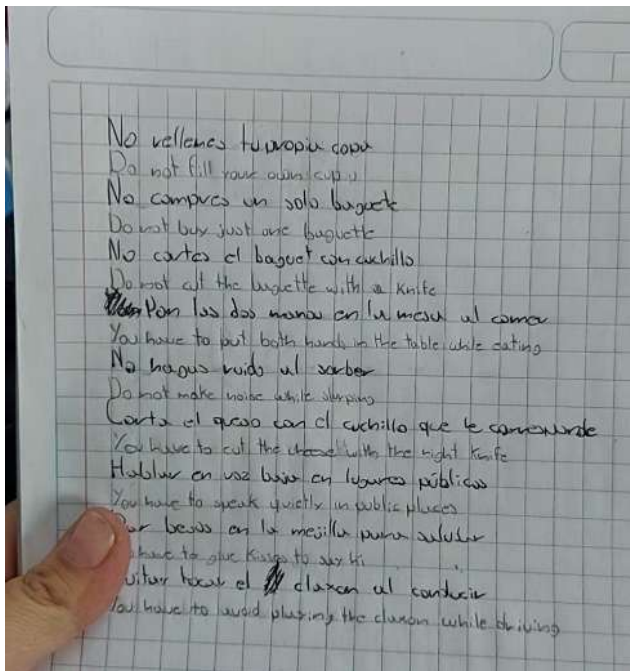
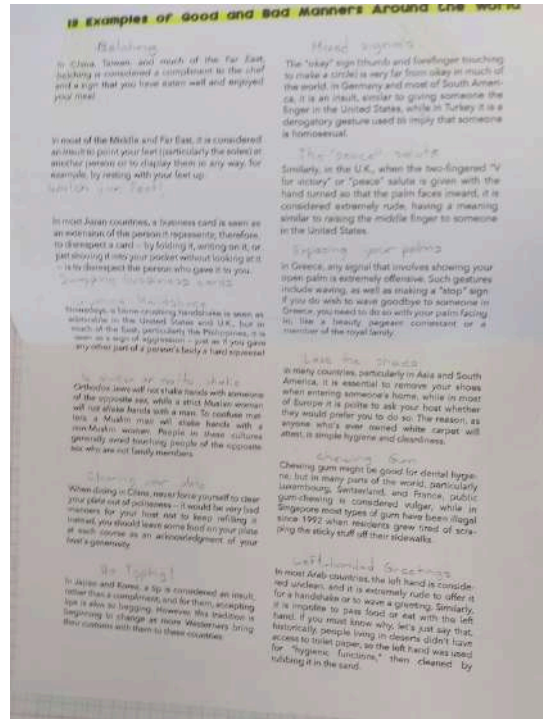
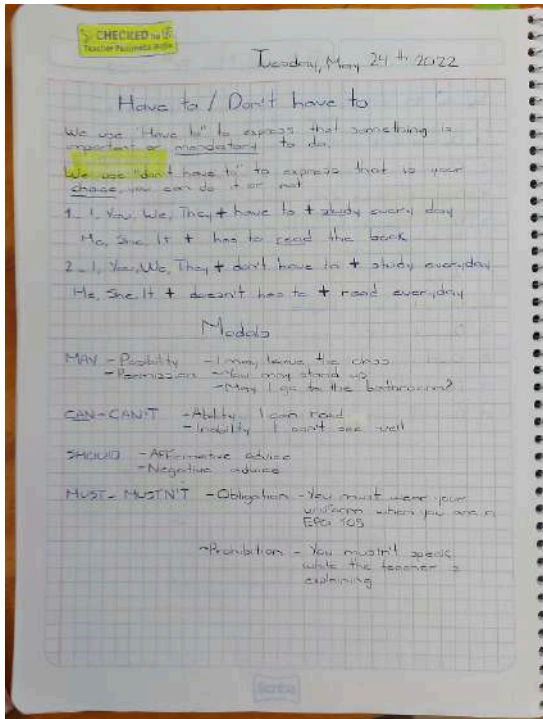
**Understanding different Cultures**

Remove your shoes before entering someone's home

A FRANCE  
B CHINA  
C KOREA

[https://es.educaplay.com/recursos-educativos/11915531-understanding\\_differnet\\_cultures.html](https://es.educaplay.com/recursos-educativos/11915531-understanding_differnet_cultures.html)

## 2.4.2 Photo evidence





# INDONESIA

have to AND don't have to

**You must leave a tip**

- You don't have to be in a temple during menstruation.
- You shouldn't show the index finger (it's rude)
- You mustn't show anger with any Indonesian



**You must only use a swimsuit in the beach or the pool**

- You don't have to use the left hand
- You can accept the food that they offer you. You must ask for permission to take pictures



# KOREA

- You have to bow to greet
- When you introduce yourself you have to say your last name, firsts and then your firsts name
- You don't have to be very direct
- You have to sit after the person who has invited you
- If you are invited you do not have to help yourself
- If you bring a gift you don't have to wear black and red colors, you can't give alcohol either
- You must take off your shoes when entering a house
- You should not be more than half an hour late
- You have to receive and pass food with both hands



# China

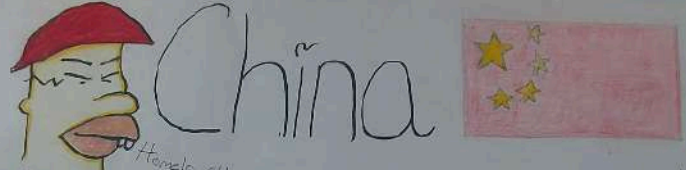
Home to CHINA!!!

**You have to**

- In China you must take your footwear off
- You have to take gifts with 2 hand
- Be clean
- Enter a meeting in order of importance
- Respect the persons
- You must greet with a small bow
- You must respect when you see two people hand in hand
- Crossing the Forbidden city in Beijing from end to end.

**You don't have to**

- Do not play with chopsticks when you're eating
- You mustn't touch persons head
- you don't have to offer an umbrella
- You mustn't put the chopsticks on food
- You shouldn't gift a watch
- Do not empty food.
- You shouldn't try to lie
- Talk about jasmine



You don't have to drink the water  
 You should say  
 "Buenos días" or "Buenas tardes"  
 depending on the time of day.

You have to say "Salud" when someone sneezes.

You shouldn't say "What" when someone calls to you instead you should say "¿mande?"

You have to tip when someone provides you with a service.

In Mexico it is said profit

In Mexico permisai is requested

In you are on someone's house you should help to them to anything.

# MÉXICO

DO NOT RUN OUT FOOD ON THE PLATE  
 NO TE QUEDES SIN COMIDA EN TU PLATO

DON'T CALL PEOPLE THEIR NAME  
 NO LLAMAR A LA GENTE POR SU NOMBRE

QUITATE LOS ZAPATOS ANTES DE ENTRAR A UNA CASA

DON'T BE THE FIRST TO DRINK  
 NO SER EL PRIMERO EN BEBER

CHINA

DON'T TIP  
 NO DAR PROPINAS

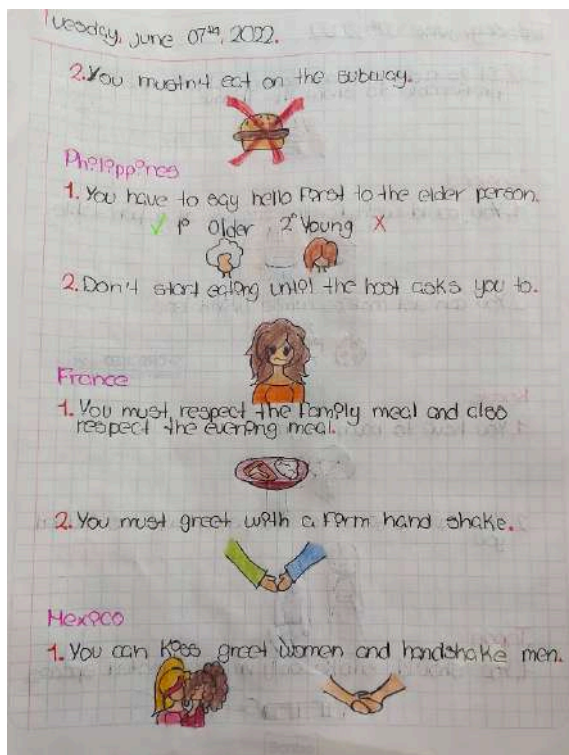
DON'T PLAY WITH CHOPSTICKS  
 NO JUGAR CON LOS PALILLOS DE LA COMIDA

DO NOT KISS HELLO  
 NO SALUDAR DE BESO

NO CLAVAR LOS PALILLOS EN EL ARROZ

DON'T MAKE BETS  
 NO HAGAS APUESTAS





2.4.3 Recording of activities

<https://youtu.be/uTOavDV4dxA>

## CHAPTER 3. EXPERIENCE REPORT

### 3.1 Outcomes

The development of this lesson was based on achievement pertaining to the high school syllabus, specifically the third unit of English 2 subject of first Grade. These lessons were applied from May 23th to June 2nd and it can be reported that has been satisfactory due to most of students showed a good attitude during class and during the course of the activities.

The presentation of grammar was full of participation about rules they know and how the modal verbs can apply to so many different situations, reading activity was performed as expected, students in this grade have a lack of knowledge of English, most of them recall they did not have enough classes during pandemic that helped them understand and practice vocabulary and grammar, so making them read randomly make them nervous but they were encouraged to do it as they could do it, and as they go they lose the fear to do it, some ask during they read, how do you say this word, or what does this mean, of course they were shy and there were laughs of nervous but has we explained what each paragraph meant they were amazed on how people could really do such things, the activity requested of finding the correct heading to every paragraph was successfully achieve they all find the correct one.

The hard part was the listening one, as it could be observed in class it is difficult to perform the whole class speaking English all the time, they immediately claim do not understand what is being told or even what is written on the board, so most of it is said in Spanish and we try to include texts and instructions in English. The video was listened but pause every rule mentioned to catch if they understood and explain what the girls on the video were talking about, in this part students lost the attention and the interest because they could not understand what they were talking about, maybe the video was not the right one for this lesson, although there were a few students that were actually paying attention and explain to other what was being said by the girls on the video.

During the writing part of the lesson student have difficulty understanding what has been requested most of the research about traditions of each country, but each team was told about the rules they have to write in their poster, and they have to transform the information collected to a brief rule that includes a modal verb for example "In France people say hello giving a kiss on each cheek to their friends" to "You should give two kisses when you say hello to your friends", by the time they understand this, they were on the right path.

The speaking / presentation part of the lesson was the culmination of the lesson plan and this project, students prepare all kind of posters since the ones full of texts Spanish and English even when there were not asked to write the translation of the rules, to the ones that fulfill all of the rubric criteria, from the right content, visual aid, and language use. They were asked not to read and they did their best not to do it and learn what they had to said, the most feared part is speaking to the whole group and the pronunciation, each team presented their work and it was until the end that they were corrected about pronunciation or grammar structure. The goal is that they understand the application of the grammar in a real context, so they would use it in similar situations a student point a mistake they had already written in their poster and ask before they pass that they should have written differently what is marked on image 2. Pointing out that it must said “You should put your elbows on the table as a sign of good manners” or “You must not call after 8 pm it is considered a disturbance” or the fact that they should have written Germany instead of Alemania.

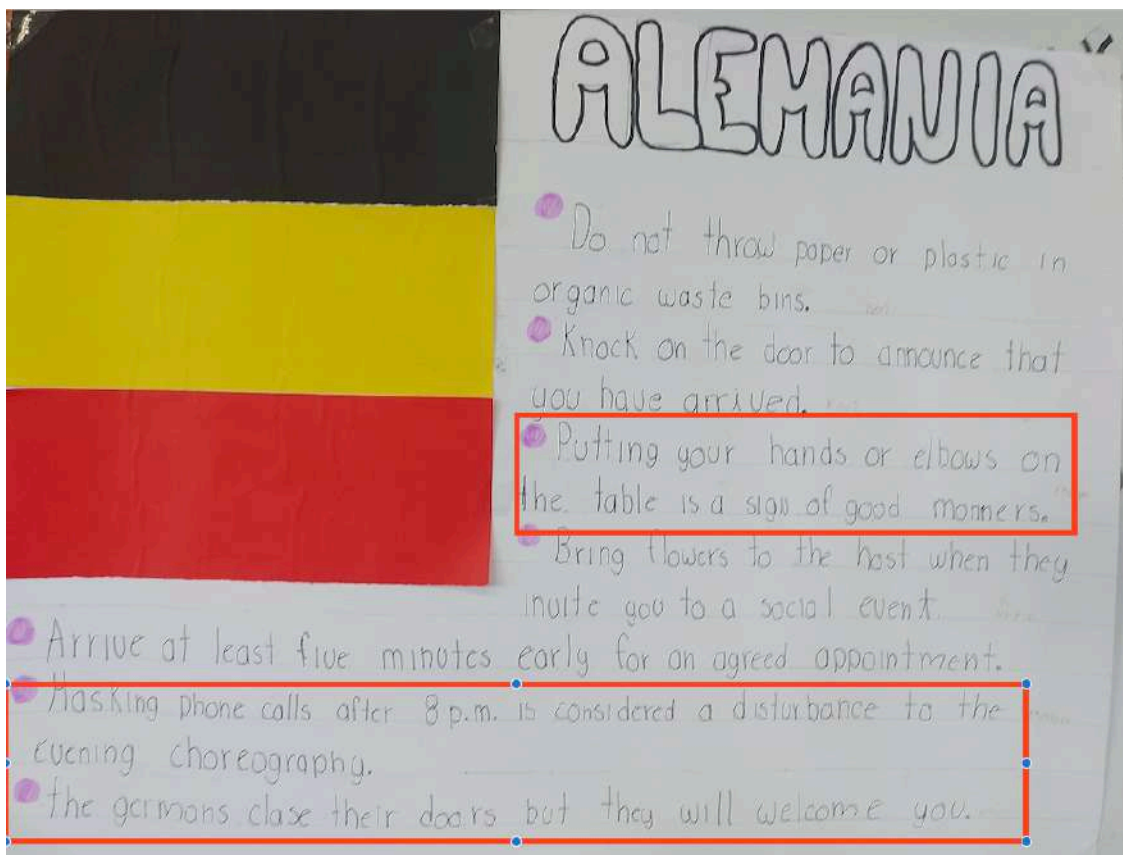


Image 2. Student's evidence.

There were different kind of students and motivation during class, the ones that have the interest in the activities and do participate in them, enjoy learning English, due to their attitude and good interaction with their classmates, there were also the ones that do the activities just to get a grade or the stamp that will count later to their formative evaluation, their motivation is extrinsic and do not really like to learn English and put barriers all the time and are the ones that distract the group and difficult the progress of the class.

Do not forgetting the ones that do not participate at all, maybe they feel anxiety and seem really forced when were asked to read, if they do not feel comfortable doing it , there is always the student that help them offering to read instead of telling them right next to them how to pronounce the words.

But, that one students who pointed out the mistake they made and how to correct it, made the whole lesson rewarding to the purpose of this specialization, that students learn the language and also learn how to learn and be aware of their mistakes and how to correct them.

### **3.2 Possible solutions**

Large classes are difficult to manage, so to get their attention lesson must be about things may be interesting to them, the reading became extensive and boring at the end and they did not want to participate anymore so the teacher end up reading the last paragraphs, so shorter text would have work better for this kind of activities, or reduce it to half so participation would not decrease, as well as the listening, finding a short video or a short example of a conversation a that could help them locate the modal verbs or an example of what they had to present.

The same happened with the making of the poster they had difficulties finding out what they were supposed to write, so an example of short rules of good and bad manners poster would have been great for them as the sample to follow up, since this semester started the requirement of the authorities were stop online classes and full groups, so we stopped using google classroom, and it was easier there to share digital material, and there is no WhatsApp or any other social media group where they could easily receive images or websites links, a possible solution is to continue with a platform were they could receive all kind of real material and keep on practicing their language learning.

## CHAPTER 4. CONCLUSSIONS

This project summarizes what we did throughout the entire program of the specialization, starting with the reflection on our experience as student and our approaching with the language, helped to constitute a teaching philosophy that would certainly keep taking shape in the course of the years, since my short experience teaching English.

The knowledge acquired in this program about theories and methodologies were new information and exactly what a new teacher needs to know and to any teacher it would complement the perspective of what it means to teach a language and all of the options available for us to apply inside the classroom, it requires time to prepare a good experience to the students when learning the language.

Above all of the theories and approaches we have studied during the course of this specialization, the one that had the more impact and find more accurate were the proposals of Stephen Krashen, he argue that second language acquisition requires meaningful interaction in the new language in which speakers are concerned with the messages they are conveying and understanding, not with the grammatical form of the language, also that students learn best when they are focusing on the purpose of communicating, not the form of the language, including their ideas about the comprehensible input, trying with students activities that are just beyond their current level.

The observation and analysis of the classes recorded helped to find elements to improve my teaching practice, sometimes we think we did as plan, but are not aware of little things that can only be noticed when we are our own judges, it is important to continue this practice as much as possible to monitor the class and give ourselves feedback as we do with our students.

Analyzing the practice of the four skills and the outcomes obtained, the goal was met, even though reading and listening did no to go as well as we expected to, they were useful to bring to memory the knowledge they had about the topic and the vocabulary they would use later, they serve as an introductory role, to follow with the writing and speaking parts that were collaboratively and work as the culmination of the lesson being an example of the steps we need to follow to accomplish the development of the four skills of language, and the ways we can improve our teaching practice thanks to this specialization.

# CHAPTER 5. APPENDIXES AND REFERENCES

## 5.1 Appendixes

### Syllabus

17



Bloque III

Nombre del Bloque	Horas Asignadas
"Rules and Obligations".	12

Propósito del Bloque
Formula instrucciones, órdenes, sugerencias y prohibiciones a través de las habilidades comunicativas identificando el lugar o situación en el que se está llevando a cabo reconociendo la diversidad cultural de su contexto.

Interdisciplinariedad	Ejes Transversales
Informática II. Ética II.	Eje transversal Social. Eje transversal Ambiental. Eje transversal de Salud. Eje transversal de Habilidades Lectoras.

DGB/DCA/06-2017

18



CLAVE CG	CLAVE CDB	Conocimientos	Habilidades	Actitudes	Aprendizajes Esperados
CG4.2 CG4.4 CG8.1 CG9.1	CDBC4 CDBC10 CDBC11	<p>Vocabulario:</p> <ul style="list-style-type: none"> <li>• Salud y alimentación.</li> <li>• Vialidades.</li> <li>• Reglamentos de lugares (bibliotecas, gimnasios, museos, laboratorios, etc.).</li> <li>• Señalamientos públicos.</li> </ul> <p>Gramática:</p> <ul style="list-style-type: none"> <li>• Verbos imperativos.</li> <li>• Verbos modales: "Should, must, can, have to / has to, may" (afirmativo y negativo e interrogativo).</li> </ul>	<p>Enlista normas y reglas que se aplican en diversos contextos.</p> <p>Identifica de forma auditiva el uso de los verbos modales e imperativos para indicar instrucciones, obligación, órdenes, prohibición y permiso.</p> <p>Reconoce sugerencias y/o recomendaciones en textos escritos para regular el comportamiento en diferentes espacios y situaciones.</p>	<p>Se comunica de manera asertiva y empática.</p> <p>Reconoce la diversidad cultural de su contexto practicando la tolerancia.</p> <p>Se conduce favoreciendo un comportamiento benéfico socialmente.</p>	<p>Plantea textos para indicar obligación, órdenes, instrucciones, prohibición, permiso, sugerencias y/o recomendaciones de manera oral y escrita utilizando la gramática apropiada, coherencia y ortografía, fomentando una comunicación asertiva y empática en los espacios en que se desenvuelve.</p> <p>Formula de manera oral y escrita, recomendaciones, instrucciones, órdenes, permisos y sugerencias en diferentes lugares o situaciones, considerando la fluidez, pronunciación, entonación, dominio del tema y la gramática apropiada, favoreciendo un comportamiento benéfico socialmente.</p>

DGB/DCA/06-2017

## Diagnostic activity

**Diagnostic Activity**

Check Yes or No accordingly.

DIAGNOSTIC ACTIVITY			
My name is:			
Today is:	Block 3		Write your own examples. (If your answer was yes)
Acquired competences	Yes	No	
1. I know the rules for driving. (use must)			
2. I know what not to do at Church. (use mustn't)			
3. I can recommend something to someone who's ill. (use should)			
4. I know what not to do to be healthy. (use shouldn't)			
5. I know what I can do. (use can)			
6. I know what I have to do at home. (use have to)			
7. I know what my Mom has to do at home. (use has to)			
8. I know how to ask for permission. (use may)			

Thursday, May 19<sup>th</sup> 2022

**Diagnostic Activity**

My name is ...  
Today is ...

	Yes	No	Examples
1. I know the rules of driving.	✓		Tener licencia y registrar los coches
2. I know what to do at church.	✓		Guardar silencio
3. I know what to do to be healthy.	✓		hacer ejercicio
4. I know what to do at home.	✓		limpiar y ordenar
5. I know what my mom has to do at home.	✓		la limpiar, la comida y enseres
6. I know how to ask for permission.	✓		Decir por favor y gracias

CHECKED BY: [Signature]

## Development activity

**Development Activity**

**Activity 1**  
GRAMMAR

The modal verbs

**We use MAY to talk about:**

- 1- Possibility: They may leave the class.
- 2- Permission: You may stand up or you may not use your cell phones.

**We use CAN/ CAN'T to talk about:**

- 1- Ability: They can read fast.
- 2- Ability: He can't see well enough.

**We use SHOULD to talk about:**

- 1- Alternative advice: You should study hard to be a good student.
- 2- Negative advice: You shouldn't interrupt anybody in class.

**We use HAVE TO/ HAS TO/ DON'T/ DOESN'T HAVE TO to express responsibility or necessity:**

- 1- I have to do the homework.
- 2- She has to work overtime this week.

**We use MUST/MUSTN'T to talk about:**

- 1- Obligation: You must wear your uniform when you are in USPAQA.
- 2- Prohibition: You mustn't speak while the teacher is speaking.


	SUBJECT	MODAL VERB	VERB IN BASE FORM	COMPLEMENT
<b>AFFIRMATIVE</b>	I, You, We, They, He, She, It	may	study	at the library.
<b>NEGATIVE</b>	I, You, We, They, He, She, It	may not	use the cell phone	in class.

	SUBJECT	MODAL VERB	VERB IN BASE FORM	COMPLEMENT
<b>AFFIRMATIVE</b>	I, You, We, They, He, She, It	should	go	to the doctor.
<b>NEGATIVE</b>	I, You, We, They, He, She, It	should not (shouldn't)	disrespect	your classmates.

	SUBJECT	MODAL VERB	VERB IN BASE FORM	COMPLEMENT
<b>AFFIRMATIVE</b>	I, You, We, They, He, She, It	can	drive	a car.
<b>NEGATIVE</b>	I, You, We, They, He, She, It	cannot (can't)	speak	German until now.

**Activity 2**


Listen, read, and repeat after your teacher.




a) Make sure your horse is clean.  
b) It's okay to ride on horse.  
c) You must clean your horse's mess.




a) Use the right hand.  
b) You are allowed to touch.  
c) You must not touch.



a) The place is for sale.  
b) You should do it soon.  
c) It opens only on weekends.



a) It is open on weekends.  
b) It opens from 8:00 a. m. to 12:00 p. m.  
c) It opens from 12:00 a. m. to 12:00 p. m.



a) School uniforms.  
b) A sale.  
c) Swimming pool rules.

Colegio de Bachilleres del Estado de Sonora

## Reading material

<https://people.howstuffworks.com/10-obscene-hand-gestures-from-around-world.htm>

## 13 Examples of Good and Bad Manners Around the World

Sit up straight. Say please and thank you. Don't put your elbows on the table. Most of us were drilled from an early age in proper manners and etiquette. But once you leave your home country, things get a bit complicated. Here are some examples of how other cultures do things differently.

### 1. Belching

In China, Taiwan, and much of the Far East, belching is considered a compliment to the chef and a sign that you have eaten well and enjoyed your meal.

### 2. Watch Your Feet!

In most of the Middle and Far East, it is considered an insult to point your [feet](#) (particularly the soles) at another person or to display them in any way, for example, by resting with your feet up.

### 3. Swapping Business Cards

In most Asian countries, a business card is seen as an extension of the person it represents; therefore, to disrespect a card -- by folding it, writing on it, or just shoving it into your pocket without looking at it -- is to disrespect the person who gave it to you.

### 4. Crushing Handshake

Nowadays, a bone-crushing handshake is seen as admirable in the United States and U.K., but in much of the East, particularly the Philippines, it is seen as a sign of aggression -- just as if you gave any other part of a person's body a hard squeeze!

### 5. To Shake or Not to Shake

Orthodox Jews will not shake hands with someone of the opposite sex, while a strict Muslim woman will not shake hands with a man. To confuse matters, a Muslim man will shake hands with a non-Muslim woman. People in these cultures generally avoid touching people of the opposite sex who are not family members.

### 6. Clearing Your Plate

When dining in China, never force yourself to clear your plate out of politeness -- it would be very bad manners for your host not to keep refilling it. Instead, you should leave some food on your plate at each course as an acknowledgment of your host's generosity.

Manners that may be good in the United States may not be in other parts of the world. See the rest of our list to learn more.

### 7. No Tipping!

In Japan and Korea, a tip is considered an insult, rather than a compliment, and for them, accepting [tips](#) is akin to begging. However, this tradition is beginning to change as more Westerners bring their customs with them to these countries.

### 8. Mixed Signals

The "okay" sign (thumb and forefinger touching to make a circle) is very far from okay in much of the world. In Germany and most of South America, it is an insult, similar to giving someone the finger in the United States, while in Turkey it is a derogatory gesture used to imply that someone is homosexual.

### 9. The "Peace" Salute

Similarly, in the U.K., when the two-fingered "V for victory" or "peace" salute is given with the hand turned so that the palm faces inward, it is considered extremely rude, having a meaning similar to raising the middle finger to someone in the United States.



## 10. Exposing Your Palms

In Greece, any signal that involves showing your open palm is extremely offensive. Such gestures include waving, as well as making a "stop" sign. If you do wish to wave goodbye to someone in Greece, you need to do so with your palm facing in, like a beauty pageant contestant or a member of the royal family.

## 11. Lose the Shoes

In many countries, particularly in Asia and South America, it is essential to remove your shoes when entering someone's home, while in most of Europe it is polite to ask your host whether they would prefer you to do so. The reason, as anyone who's ever owned white carpet will attest, is simple hygiene and cleanliness.

## 12. Chewing Gum

Chewing [gum](#) might be good for [dental hygiene](#), but in many parts of the world, particularly Luxembourg, Switzerland, and France, public gum-chewing is considered vulgar, while in Singapore most types of gum have been illegal since 1992 when residents grew tired of scraping the sticky stuff off their sidewalks.

## 13. Left-handed Greetings

In most Arab countries, the left hand is considered unclean, and it is extremely rude to offer it for a handshake or to wave a greeting. Similarly, it is impolite to pass food or eat with the left hand. If you must know why, let's just say that, historically, people living in deserts didn't have access to toilet paper, so the left hand was used for "hygienic functions," then cleaned by rubbing it in the sand.

### CONTRIBUTING WRITERS:

Helen Davies, Marjorie Dorfman, Mary Fons, Deborah Hawkins, Martin Hintz, Linnea Lundgren, David Priess, Julia Clark Robinson, Paul Seaburn, Heidi Stevens, and Steve Theunissen

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## Listening Material

<https://www.youtube.com/watch?v=K41JehFXMI8>

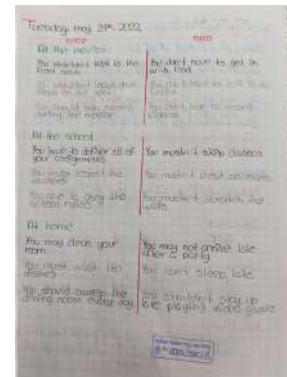
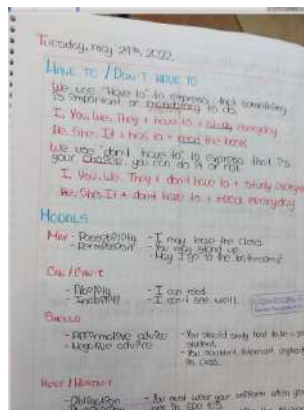


## Game

[https://es.educaplay.com/recursos-educativos/11915531-understanding\\_differnet\\_cultures.html](https://es.educaplay.com/recursos-educativos/11915531-understanding_differnet_cultures.html)



Student notebook evidence



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