UNIVERSIDAD PEDAGÓGICA NACIONAL

UNIDAD AJUSCO

PROPUESTA DE INTERVENCIÓN EDUCATIVA

INTEGRACION DE LA COMPETENCIA INTERCULTURAL EN LAS CLASES DE INGLÉS DE LA ESCUELA SECUNDARIA GENERAL MIGUEL HUERTA VALERIO

TRABAJO RECEPCIONAL

QUE PARA OBTENER EL DIPLOMA DE

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

PRESENTA:

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CENTRO DE ENSEÑANZA Y APRENDIZAJE DE LENGUAS
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Specialization in English Language Learning and Teaching as a Foreign Language.

UNIVERSIDAD PEDAGÓGICA NACIONAL

EEAILE
Especialización en la Enseñanza y Aprendizaje
de Inglés como Lengua Extranjera

PEDAGOGICAL INTERVENTION PROPOSAL

INTEGRATION OF INTERCULTURAL COMPETENCE IN ENGLISH CLASSES OF THE MIGUEL HUERTA VALERIO JUNIOR HIGH SCHOOL

Student: **FEDERICO ANTONIO TERRAZAS ROMERO**

Tutor: **GABRIELA RUIZ DE LA ROSA**

Ciudad de México a 19 de Junio de 2022.

Abstract

The development of English language competence is a priority in the education system in Mexico, but it is far behind of reaching its goal. Therefore, it is part of every English teacher to seek for new and innovative ways of making students aware of the importance of language competence, but some teachers, like myself, have to struggle not only against the lack of accuracy in the program with the real contexts of schools but also against the lack of interest from students and even from parents, lack of interest not only towards the subject but towards education in general. It is a priority to fight against any of those problems and always look for a better teaching and learning process. That is the purpose of this paper, to innovate or transform the way of presenting topics and grammar items to meet objectives as far as the context allows us to do so.

The integration of interculturality and the use of technology into the regular class program is the main purpose of this paper, integrated by the knowledge and understanding of different methodologies, theories, and approaches. The more the teachers understand the rationale behind teaching practice, language learning and acquisition, the better the classes will be. Delivering quality over quantity, students enjoyed the activities presented to them and the results succeed the expectations, results that conformed the transformation of the teaching practice in the English classes in the Miguel Huerta Valerio junior high school.

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Introduction

Learning English has become a key skill in education and professional contexts all over Mexico, and moreover in so many parts of the world. Inside the education public sector, English is one of the most important subjects, it is only behind Mother tongue and Mathematics in total hours given per week, unfortunately, the English teaching program is not applied entirely in the public sector, the program says it should be taught from the third grade in kinder garden to the third grade of junior high. In paper students should acquired an A2 level based on the CERFL (Common European framework of Reference for Language) when they have finished the elementary school, but in reality, this is not fulfilled, due mostly to the lack of English teachers hired to do so in this lower levels. This clearly interferes with carrying out the program's purposes in the level where this project was carried out, junior high school.

The present work has, as one of the main purposes, to reconcile the lack of level in language competence of students with the curriculum content. Another purpose of the present work is to develop of intercultural competence in junior high first-grade students to focus on communicative skills and at the same time present a new and innovative approach of presenting topics and renovate the teaching practice through a deep teaching reflection in this project.

This paper as well intends to explain the teaching practices and principles of the teaching philosophy used until know, which are the basis for the implementation of this project. It also explains how this teaching practice has been transformed by this specialization.

This work presents the theoretical approaches that strengthen the wherefore of the activities and assessment tools designed and carried out based on the fours skills that should be by all means used in classroom activities as much as it is possible, listening, reading, speaking, and writing.

The sessions reviews and supports with theoretical rationale, the development of the activities designed for these sessions. All based on the theories and approaches that make possible give an innovative perspective to interculturality competence in the form of communicative activities.
Finally, there are conclusions and reflections on the process followed on the realization of this project.

It is relevant to note that this specialization has permitted the transformation and reflection on ones' own English classes, teacher role, and proof of that is this paper that demonstrates the extent of ones' own teaching intervention in students' learning process. It must be admitted that before this process of specializing, the most important and functional approaches, strategies, and methods for language teaching were unknown, but throughout the modules and the implementation of the theories and strategies it was clear that the teaching practice needed a change, and this specialization is the enhancement that was needed.

This specialization has also broadened the spectrum of the use of technology inside the language classroom, thanks to all the valuable contributions from all the participants and the tutor. The use of technology is crucial these days, it catches students' attention more easily, and if it is interactive, it does not let it go.

This work is the begging of a new journey in the professional development of this humble teacher from Zinacatepec, Puebla. It is a milestone in his professional career, but it is also one for his students. Because being a teacher is to embrace the responsibility of learning at all times, anywhere, from everyone, and continue to doing so as long as you are in a classroom in front of your students, because anyone can give them classes but only a trained teacher can provide them with quality education, education that is not for the classroom but for life.

Chapter 1: Philosophy and Theory

1.01 Teaching Identity and Philosophy

English came to my life in secondary school. I was an 11-year-old boy from Tlaquiltepec, in Guerrero. My teacher, Rene, for me, was the best teacher in junior high school Técnica número 4, Jose Maria Morelos y Pavón. I know now he was not very good at the language, but I learned enough to make it interesting for me. Then I had to move to Puebla City to study at BUAP's Preparatoria Benito Juarez Garcia. I had one teacher per grade there, two very good teachers, Evelyn, and Angeles, and one that was probably very bad because I do not remember him or her. Teacher Evelyn, young and smart, very good teacher, but teacher Angeles, she was the one who made me fall in love with the language and whose teaching is, somehow, reflected in my teaching style. She was very patient, very kind, and she talked to us only in English, she would dance, act, jump, mime, she would do anything for you to understand without using any Spanish. That was when I got in love with teaching, she made us participate a lot, be in front of everybody and talk in English in class.

It was there in high school that I started, due to some friends' influence, listening to music in English, I got into Nu and Heavy Metal, I taught myself the language. I would listen to a band's album so many times, I learned the sounds and lyrics, and when I finally knew the whole songs, I looked the lyrics up on the internet and read them along with the song, my pronunciation was good, my ear got very fine for new sounds and words. After some time, I wanted to know what the songs say so I started translating them into Spanish using only a bilingual dictionary. I learned to interpret the songs, not to translate them. It was very satisfying the first time I totally understood something on TV, I understood almost everything, I loved it.

In 2006, my sister started Languages at BUAP, Lenguas Modernas, and after some time, we started practicing with each other and she convinced me to try doing the BUAP admission test for the major in Lenguas Modernas, and I got in. It was harsh at the beginning, I realized I was studying Linguistics and not just English, but it was great after some months. I took a placement test and from the eight levels of the target language subject and I was sent to fifth in my first term there, it was so great, to really use the language almost all the time, we got exchange students and I was not shy, I would go and talk to them, to improve my English.

My sister had warned me it was not really learning English, it was all about linguistics, a term I had never heard before, it was hard to keep up on some subjects, like Morphosyntax or phonetics, but I loved it, I finished my major in 4 years, got my degree in 2011 and started looking for a job.

1.02 My Teaching Experience

My first job as a teacher was in Inglés Individual, an institution where you have small multilevel groups of students, students between 12 and 60 years old, sometimes even older. It was my first experience as a teacher; it was amazing. You could develop your social and linguistics skills at the same time, you can have native speakers as coworkers too. The best part of becoming a teacher there is that you learn how to explain the same topic repeatedly, to different people, probably from all the learning styles as well. It was a good experience. I was there for almost 7 years. Then one of my students told me one of the best compliments, she told me I was her favorite teacher and that she was academic coordinator from Prepa UVM (Universidad del Valle de México) campus Puebla, she gave me the email of the Idiomas Coordinator in campus, and that he was looking for teachers, she said I should applied for the job, it was long but I got a call from him about 6 months later, I had not even remembered about applying, he asked me for a sample class and I got the job. It was a new experience.

It was entering a different world; I had not planned a class since the university and my practices. But being the person that I am, helped me to fit right in. I adapted very fast to the new way of working. The students were from all the majors, most came from a mid-high-class economical background, and as in any schools some care to learn others just to pass the subject. We used Touchstone books by Cambridge. It was a very different kind of teaching than the one in Inglés Individual, it was a formal institutionalized format, I was planning and preparing classes, presenting a syllabus and class objectives. This new job required me to become a real teacher, classroom management, classroom arrangement, planning, creating materials, using technology with the LMS platform, among other things.

I learn my teaching philosophy, not in theory, but in practice. During the time in the specialization, I have learned to give names to the way I teach, and I think I acquired my current teaching style from the mixture of my experience in Inglés Individual and UVM, I had to adapt myself to a system, but I liked always to get outside the box too, mix it up a little, not to follow the textbook as a religion

but as a guide. "Learning is active instead of passive" (Mvdudu and Thiel-Burgess, 2012). Learning is active, therefore I liked to get out of the textbook and make a more social environment for classes considering the syllabus and content from the textbook. Language classrooms should be more social where negotiation of meaning and understanding should be always encouraged through interaction and varied approaches, teachers must notice and use their students' level and backgrounds (Kober, 2015). That's the school of constructivism, I have used it so much and I can call it that way now.

After five years or ten four-month contracts what will leave me without a job for another four months a year, I decided I needed a better job, a job with more benefits and a steady salary, I decided to apply to SEP (Secretaria de Educación Pública) I did my tests and 7 months later I got my basification, in Zinacatepec, Puebla, Escuela Secundaria Miguel Huerta Valerio.

The context is difficult, it has many drawbacks, most classrooms have only four out of forty students who would like to finish a major, going to a university is not a goal to them. Most of them just want to finish at least the secondary and join a denim assembling factory or follow the family business or occupation. It is difficult but not impossible to teach them and catch their attention.

I started working on March 2nd, 2020, I was very nervous, it was a different school with totally different students. I had worked with teenagers before, but never 40 to 45 in one classroom. But the moment I entered the classroom it was so easy to talk, most of them have never heard someone speak totally in English before, aside from the movies, music, and YouTube videos. It was very easy, and I did what Krashen mentions in his research, I applied, without knowing in that moment, almost all his Monitor Model. When I entered the first classroom, I started telling them about me, my personal background using the acquisition-learning hypothesis, I gave more importance to acquisition, I wrote very little on the board, while I was telling them I was miming, I was acting, I was making the language feel natural to them. Then, I wrote some sentences on the board, like "How do you get to school?" And told them "I come by car" and acted it out. I used their previous knowledge to help them understand. Wrote other options coming to school on the board, acted them out and made them choose the one suits them better. They did, they answered in English. I used the Input Hypothesis by teaching them how to ask simple permissions and some other expressions. Language is always best taught when it is used to transmit a message, not when it is explicitly taught for conscious learning (Krashen and Terrell, 1983).

I was assigned to all groups, six groups from the three levels. As soon as I entered the room and started talking, I could tell they had the same level, from first grade to third, they had never had a proper English teacher. And I took the decision to start talking and doing, like if they were native toddlers. They started repeating and using. There are many areas I can improve, there are many good opportunities to get better at what I do where I do it, this specialization has been one of them.

1.03 My teaching Philosophy

I believe all students have the strength and skills to display into the classroom and it is my job to guide them to gain access to foster new knowledge upon those qualities that they already have. I am responsible for their learning inside the classroom, I base education and how I teach on the idea that we all have the abilities inside us to succeed and persist in our own distinctive way. In my classrooms students must trust their own abilities, and strengths and recognize and embrace their weaknesses and limitations and most importantly they must see themselves as capable and successful learners.

I seek to create a safe learning environment where all my students can develop trust and build a collaborative group of students. When students grow, he or she must push him or herself to take risks and try out innovative ideas. As a teacher, I will always guide them to participate in all the ways possible. As a team, we will build a collaborative community through our class-wide greeting and sharing with the sincerity of answering every single doubt and respecting all the participants' comments. This makes my students feel welcomed, respected, and heard by both their teacher and their classmates. Under this inclusion perspective my students can develop a sense of feeling safe and where they are supported during every activity.

I try to incorporate collaborative and meaningful experiences into my planning. Teamwork and cooperation is beneficial for their socioemotional development. The interaction with their peers and teacher provides input, they produce language, but they also acquire new linguistic material from their peers as input. according to Krashen's input hypothesis (1985) comprehensible input is necessary for second language acquisition. Comprehensible input is defined as language input that is just beyond the learner's actual level of linguistic competence if the learner's linguistic competence is high, then the comprehensible input will be I + 1 in which one represents the next level of linguistic competence. In my case my second language learners would not necessarily be

able to produce language in an important level; however, they would still be able to comprehend it and that is what I want to achieve as their teacher.

I integrate peer and group work into my activities, but I also have activities for my isolated students. I am always inclusive and respectful of every of my students' learning styles.

To allow my students to be confident in their own abilities and make them believe they are smart, lessons and activities must meet their needs and expectations. Material and activities should be accessible to my students with needs. And this can be done by recognizing my students' context and backgrounds, economically, culturally, and sometimes including their religious beliefs, like when they cannot participate in a Halloween activity because their religion will not allow it.

By doing all mentioned above, I am being able to make my students, or most of them, trust themselves and trust the class environment to become proficient learners within their group of students or community. Students who manage to build trust collaborate with others and learn to take risks will become confident in their abilities and intelligence. They already have what it takes to be a good person and a good student, it is my job to guide them to achieve it. It is a challenging quest, but one that if done properly can be rewarding.

I wish I could do more for all my students, but the system around English language learning is not built for students' needs. I believe the National English language learning program has been designed by foreigners or nationals not entirely connected to the real Mexican public schools' contexts. We need students who have had English teachers since their preschool years, we need a redesign of the English program. So, I am learning to be selfish and egocentric, I am learning to care only for my context and my context only. I do not even know what other teachers of English are doing and I would really want to meet my fellow English teachers in my school zone. It is a challenging task, many of the students feel threatened by my presence because they know of my credentials and I just seek to understand, to help each other. I will continue seeking it, it might be me who has to make it possible, and start making a difference in our filed, at least in our zone and one day in the state and country. I really hope to linger enough to see the entire system changed one day. And I am sure I want to be part of it.

1.03 Personal perspective about Language Learning and Language Acquisition

The understanding, now acquired, of the learning and acquisition of a second language (L2) came from Vygotsky's sociocultural theory and from Krashen's Monitor model.

Language acquisition does not require extensive use of conscious grammatical rules and does not require tedious drill (Krashen, 1988). Krashen defined acquisitions as meaningful interaction exposure, a more natural communication where people are concerned not with their structure but with their communicative purposes.

From all Krashen's wonderful contributions, this can be analyzed:
●The Acquisition-Learning hypothesis.
●The Monitor hypothesis.
●The Input hypothesis.
●The Affective filter hypothesis.
●And the Natural order hypothesis.

The acquisition-Learning hypothesis states that "acquisition" is the result of subconscious processes like what a child experiences when learning his or her L1. It needs real exposure to the L2, where they focus on communications and worry nothing about structure and grammar.

The Monitor hypothesis states that learning a language has an influence in the acquisition. The acquisition is the speech and learning works as editor or corrector when the l2 student has time to think, focus on the structure and correctness of his speech act and knows the grammar rules. L2 uses the language to correct language.

The input hypothesis is more of an explanation of how a L2 is acquired by any student, input equals acquisition. If the L2 student receives input, exposure, beyond his or her current level of proficiency, what Krashen calls "i". acquisition will occur when he or she is exposed to "Comprehensible Input", this means language he or she can understand that is connected to what he or she already knows, comprehensible input that belongs to the level "i+1" what she or she knows plus what he or she is learning.

The Affective hypothesis is many factors that can make the acquisition easy or difficult for L2 students. Factors like motivation, self-confidence, anxiety, and personality. Krashen mentions that students with a good motivation, self-confidence are better prepared to succeed in a L2 acquisition. On the contrary L2 students with a low self-esteem, lack of motivation and quiet personality have a greater chance of having a mental block that keeps them away from that comprehensible input needed to acquire a L2.

The Natural order hypothesis, based on other authors' research, suggests that acquiring grammar and structure has a natural order that is obvious. To give an example we can mention how L2 students always acquire the grammar for YES or NO questions before the grammar for WH-questions and it can be seen in any classroom if we pay close attention.

It was easy to observe as well when Vygotsky's Zone of Proximal Development (ZPD) happens, the ZPD states that there is a range of abilities a person can perform with the help or guidance of someone who has the ability or an expert on the ability (Eun, 2017). It was noted when learning classroom language or commands, like "May I go to the bathroom?" students will get new guidance from the expert, the teacher, then they also get help from their peers, the ones who managed to acquire the utterance faster help others who have not. It could be seen when a student at the classroom door says "¿Puedo pasar?" and the teacher asks him or her to say it in English, and he or she does not remember or can remember partially, it is always good that the teacher permits other students help the one in need. And a peer that has acquired the ability to ask permission to come in tells how to say it in English to others who have not, there is when you can see the ZPD that Vygotsky talked about.

Illustration 1: Illustration of Vygotsky Zone of Proximal Development. Where a student in the Secundaria General Miguel Huerta Valerio in Zinacatepec. Puebla.

After knowing all the mentioned by both authors, it could be inferred that acquisition is not just the transmission of information from a teacher to students. Quite the opposite, learning considers the individual as a whole, his or her experience and how he or she interact with his or her environment and the experiences gather there encourage knowledge to be built.

That is why communicative approach teachers must provoke interaction at all times, organize students to work cooperatively to stimulate oral communication so every student can build up their own understanding of the language in an effective and tangible way.

Chapter 2: Methodology and Practice

2.01 Teaching setting

The Escuela Secundaria General "Miguel Huerta Valerio" with CCT: 21EES0352E from the Education Sector 004, Zone 037, is located in Prolongacion Porfirio Diaz, Colonia Centro, Zinacatepec, State of Puebla. It is a morning shift school, with a schedule of 7:30 a.m. to 13:50 p.m. It has a total of 230 enrolled students distributed in six groups, 2 groups per grade. In the current school year 2021-2022 the first-grade group "A" is conformed by 36 students, 20 girls and 16 boys, their ages ranges between 12 and 13 years old. In the formative filed of "Segunda Lengua", as the subject is called, they have become familiar with some expressions and commands in English, however they need to reinforce their basic communicative skills and intercultural competence in acquiring a foreign language, so activities ware designed to meet their needs.

Illustration 2: Students from the first-grade group A during the listening to the audio during the first session in the computers' lab.

2.01 Intercultural sessions in Miguel Huerta Valerio

"Interculturality refers to the existence and equitable interaction of diverse cultures and the possibility of generating shared cultural expressions though dialogue and mutual respect" (UNESCO, 2013).

When teaching English in the Miguel Huerta Valerio the focus of every class is to make students aware of the use of English in a basic level, it is not like we are really dealing with the real world of the second language (L2), we deal with a world that is based on media, textbooks, music, internet and the teacher's knowledge of culture and the language itself.

Intercultural references came up from time to time, especially when using topics like giving and asking the time, greetings, among others.

Interculturality would be much more important if the language program in Mexico were fulfill to the letter, giving English as a foreign language (EFL) since third grade in kinder garden, all the way up to secondary. If the plan were real, classes at Miguel Huerta Valerio could be dealing with intercultural and more global topics, like gender equity and equality, we could be discussing about the war in Ukraine or relevant and current national and local concerns in the L2.

When reading the texts about intercultural competence it was quite easy to identify the importance of teaching it in language classrooms. Michael Byram and colleagues defined it like the "Knowledge of others, Knowledge of self, skills to interpret and relate, skills to discover and/or to interact, valuing others' values, beliefs, and behaviors, and relativizing oneself, (Byram in Deardorff, 2006, p. 248). This means that in order to interact with others from different cultural backgrounds we must be able to understand our own culture, we have to be aware of some of the culture of others, even know how they see our culture, we must have the skills to interpret and relate to the others' culture and respect them, embrace them, and create an atmosphere where everyone feels comfortable making friendships.

In English language classes in Miguel Huerta Valerio, it is difficult to integrate all this ideas into a class in regular basis, students are not engaged enough, in every classroom there is no more than 5 students who like the language and are willing to learn as much as possible, but it could be a topic to be aborded from time to time especially when my students in first grade get to a second half of second grade or in third grade, after they have the basis to engage into a short conversation. Once the basic communicate competence is set in the students' mind applying all these topics about interculturality can be easily integrated to the course contents.

Analyzing Byram's model of intercultural competence, it was interesting to read what we all have, partially, inside of us as humans, willingness to socialize. The model points out five characteristics of intercultural interaction:

1. **Intercultural attitudes**: They are the openness and curiosity we have towards the culture we will be in contact with. The way we state our beliefs and are willing to tolerate the ones the others have of our own culture. Forget about being selfish and listen and respect others' customs and way of life.

2. **Knowledge of social groups**: It is the way we adapt or recognize how a specific social group behaves. An example of this could be when we are invited to a friend's house, or to our girlfriend or girlfriend house for the first time. We analyze and observe and wait for the correct moment engage them, and you will be always more comfortable once you have observed how they interact among themselves.

3. **Skills of interpreting and relating**: This characteristic is related to the previous one, but this time you observe physical contact, the way they sit, the way the greet others and you adapt yourself to do the same. You have to be aware of how the other person could react if you greet differently than usual in their social circle. Put on the other's shoes and expect they do the same with you.

4. **Skills of discovery and interacting**: After some time, when you have spent time with the other family, friend, or foreign person, you can use what you have observed and analyze, you talk more, you adapt to the topics they talk about among other situations in which you have to use what you have learn over the time.

5. **Critical cultural awareness**: The evaluation of your own culture in diverse ways, considering the perspective the other person has about your culture and vice versa is critical culture awareness. A good example could present itself during the next Football World Cup taking place in Qatar in the end of this year, it is known Muslim culture is very different to others around the world, with very different rules and traditions regarding women and privacy issues, it is going to be very interesting how they adapt to receive so many different

cultures during the world cup, how the cultures going to the cup react, and behave to the rules stated there and that those rules do not represent and international altercate.

In conclusion, intercultural competence can be defined as the acknowledgment and thankfulness of our own and others' diversities and how they come into play in various situations. Preparing for the unexpected with an open mind, how we deal with the differences and how we react to the situations. We do it every day in micro situations, when we meet someone new, when we visit a girlfriend's house and meet their family for the first time, these situations are intercultural competence, and we face them more commonly than we could imagine.

2.02 Lesson planning

2.02.1 Lesson plan identification cell	
Author	Federico Antonio Terrazas Romero
Educational stage	Public Junior Highschool (secondary) Miguel Huerta Valerio in Zinacatepec, Puebla.
Title of your Lesson plan	Formal and Informal Greetings
Learning Objective of the plan	**Session 1:** Students will be able to identify greetings by listening formal and informal greetings and responses to compare them with the ones used in their own cultural context. **Session 2:** Students will be able to use formal and informal greetings by reading and writing comic strips to identify formal and informal situations. **Session 3:** Students will be able to use formal and informal situational greetings by identifying de use depending on the situation in a roleplay.
Communicative skill considered	Listening/ Reading / Writing / Speaking
State of the following options	Recycling topic
Functions	Discussing and comparing cultures on formal and informal greetings.
Main Grammar structure	Present simple

Other Grammar structures	Greetings
Brief description of the plan	The plan was designed to make students aware of intercultural differences and identification of formal and informal greetings and compare them with their own cultural background.
Hours of the plan implementation	150 minutes
Number of sessions	Three sessions
Contents required for the lesson	Handouts, internet, computer lab
Link of the content	Link for the three sessions ▪ Drive: https://drive.google.com/drive/folders/1133hNNlgrVAE_TuBX6adWLVSCFhmgEHf?usp=sharing **Session 1**: "Hello song" **https://www.youtube.com/watch?v=gghDRJVxFxU** **Session 2:** "Formal & Informal Greetings in English" **https://www.youtube.com/watch?v=uajz1cBxKVs&t=80s** **Video-Lessons from islcollective.com** **https://en.islcollective.com/video-lessons/formal-and-informal-greetings-in-movies** **Session 3**: "Formal and Informal Greetings in Movies" **https://www.youtube.com/watch?v=h2LhsO7aVmM**
Link for video "Video evidence of the teaching intervention"	https://www.youtube.com/watch?v=CaencKc1Oxs

2.03 Lessons Development

2.03.1 Session 1

Step of the lesson	Teacher Activities	Students Activities	Session Number
Introduction activity	• Teacher (T) writes the date on the board. • Plays the video the video "Hello Song" on YouTube one time to see Students' reactions. • Motivates students to stand and sing along, clapping or mimicking could be good.	• Students (Ss) pay attention to the video. • Ss stand up and sing along, feel free to clap or mimic the characters actions.	**1**
Set the objective of the lesson	• T ask students how they say hello to their: parents, friends, or teachers. And asks them if they say different forms depending on the person they are addressing to. • T explains the session will review some formal and informal greetings and responses.	• Ss participate by telling how they say hello to different people and why they do it. • Ss pay attention to the T's explanation and take notes if necessary.	**1**
Information processing activity	• T asks Ss to repeat some of the ways they greet and respond people with, formal or informal. And writes the equivalent in English.	• Ss help the T by telling him the many ways they use to say hello to different people.	**1**
Vocabulary introduction	• T and Ss review and pronounce the expressions written on the board.	• Ss repeat the expressions after the teachers has done it.	**1**
First practice	• T hands out a worksheet for the activity. And asks Ss to draw a line in the middle of a new sheet of paper in their notebooks, to divide formal and informal expressions. • T explains what the Ss will have to do. • Plays the audio and supervises Ss' work.	• Ss listen to the T's explanation. They will have to listen to the audio and number the expressions as ask in the worksheet then they will have to write the expressions on their notebooks but classify then in formal and informal.	**1**

Second practice or social interaction	• T asks Ss to work in couples and greet themselves, taking turns to speak and respond to the greetings. • T goes checking Ss' progress.	• Ss work in couples and take turns greeting one and another and responding to them.	**1**

The focus of the Session 1 is using the listening skill, listening for specific vocabulary, and in a way listening for gist in a basic level, Students must be able to identify the specific vocabulary from the audio and also characteristics from the audio, the formality or informality of the greetings being used. And they will have to list them in the formal or informal side of their sheet of paper.

Top-down processing will be used.

Top-down processing is how the listeners use background knowledge in understanding the meaning of the message (Richards, 2008).

The background knowledge may come in the form of music, movies, and even previous classes. By using some expressions used in daily basis in class, students can identify the similar meaning the new phrases have with the ones used in class, this is considered background knowledge, some students like to see movies or series with subtitles instead of watching them dubbed into Spanish, and they can recognize some of the informal expressions, and that can be also background knowledge. See Appendix 3

Illustration 3: Listening handout. used during the first session.

2.03.2 Session 2

Step of the lesson	Teacher activities	Students' activities	Session number
Introduction activity	• T writes the date on the board • T plays the video "Formal and Informal greetings in English from YouTube.	• T goes explaining along the video. • Ss pay attention and could ask clarifying questions if necessary.	**2**
Set the objective of the lesson	• T explains that the session will be to make them use greetings to fill up a comic strip.	• Ss pay attention and ask questions if necessary.	**2**
Information processing activity	• T moderates a brainstorm about what is a comic strip. • T help students express themselves in English.	• Ss help the T define what a comic strip is. • Ss can ask clarifying questions if necessary.	**2**
Vocabulary introduction	• T reviews formal and informal greetings by asking students for the ones they remember.	• Ss help the teacher review formal and informal greetings by tell him the ones they remembers.	**2**
First practice	• T hands in a couple of worksheets, one with a comic strip already done and one with an empty comic strip. • T explains that Ss must read the done comic strip and they will have to fill out the empty one with their own ideas.	• Ss must pay attention to the T's explanation and read their comic strip. • Ss must fill in all the blanks with their own ideas about how to greet people, they will, have to decide to do it formally or informally.	**2**
Second practice or social interaction	• T asks for Ss' sheets. • T guides Ss to enter the islcollective video-lessons and complete the video-lesson "formal and informal greetings in movies"	• Ss must go to the T to get their work checked. • Ss must follow the T's directions to get into islcollective video-lesson webpage and complete the video-lesson.	**2**

The second session is aiming reading and writing skills, reading is a process that occurs when a person looks at written symbols. The approach used to choose the material for this session is based in the top-down approach. Kenneth S. Goodman (1981) says that the interactive relationship between the reader and the text makes the reader be in a permanent progress of guessing, which requires not only guessing but predicting, verifying, reviewing. "The reader is selective in using just a little of the cues from text as necessary to construct meaning. And that is regarding Reading skill.

The activity chosen to cover both skills was reading and writing of a comic strip, comics are known for attracting interest especially of youngsters,

Illustration 4: Comic strip templete used in the second class for reading and writing.

welcoming comics into the classroom can be beneficial, it gives students something to write about, a specific suggested topic. It can be focused on specific text functions, as Ken Hyland mentions (2002), "Functions introduce the idea that particular language forms perform certain communicative functions and students can be taught the functions most relevant to their needs. Functions are the means for achieving the needs (or purposes) of writing". And based on that principle it was decided to use comic strips focus on specific functions, as it is greetings, formal and informal ones. See Appendix 5

2.03.3 Session 3

Step of the lesson	Teacher activities	Students' activities	Session number
Introduction activity	• T writes the date on the board • T plays the video "Formal and Informal greetings in Movies (the one Ss completed on ant the end of the last session but now on YouTube.	• Ss pay attention to the video they completed on the video-lesson in the previous class but now without the interactive mode, on YouTube.	**3**

Set the objective of the lesson	• T explains the objective of the class, which is making them do a roleplay by working in couple or trios to use the greetings, formal or informal, as they decide. • T answer any question or doubt if necessary.	• Ss pay attention to the T's explanation and ask any doubt if it comes out.	**3**
Information processing activity	• T explains he will be greeting some Ss randomly and they must respond to it, formally or informally as it is necessary. • T helps Ss clarify any mistake that can come up.	• Ss pay attention to the T's instructions and answer to the T's greetings if they are addressed by the T.	**3**
Vocabulary introduction	• T clarifies with Ss about formal and informal situations and writes on the board a couple of situations given by Ss	• Ss help the T clarify to everyone in what formal and informal situations can we use these greetings.	**3**
First practice	• T presents an example of a short conversation. And uses Ss comic strips from the previous session to explain what Ss must do. • T explains they must make a short conversation similar to the one presented or similar to their comic strips. • T forms couples and make them start working on their short conversations. • T goes around checking Ss progress and clarifying any doubts.	• Ss pay attention to the T's explanation of the activity. And feel free to ask any questions or doubts. • Ss get their couples or trios and start working on their short conversations. • Ss can ask any questions or doubts and the T will go to their place to help them.	**3**
Second practice or social interaction	• T asks volunteers to start presenting their roleplay, if there is not any, he will choose a victim (phrase used in every class) • T helps any S that has any kind of trouble during the presentation.	• T evaluates Ss' performances. • Ss can volunteer to present their roleplays to the class, if they do not do it, the T will choose them. • Ss present their short conversation to the class.	**3**

The last session is aiming speaking, this skill is a significant for the lessons planned during the year's course. It is a priority for a lot of students of English as a foreign language. It is the main form of communication; it is the lingua franca and can be used all over the world.

This time the session is based on a couple of principals stablished by Jack C. Richards (2008), *Teaching talk as interaction* (in a basic level) and *Teaching talk as transaction*. The first one is a difficult skill to teach, "interactional talk is very complex as well as subtle phenomena that takes place under the control of ***unspoken*** rules" (Richards, 2008). It means that there are so many factors involved in interaction and talk that is sometimes difficult to teach them to students in a non-English speaking setting.

The activity chosen is a role play, this kind of activities help students learn by means of social constructivism. The interaction is intended to aim social skills. The role play activity for this session is founded on behaviorism by Bruner (1961), and social constructivism by Vygotsky (1978). Role play activities aim to strengthening some grammar and vocabulary skills and the behavior modification of every student to use those grammar or vocabulary expressions. Peer interaction gives beneficial learning outcomes, it allows the communication to take place in safe learning environments. Students will enjoy working with role plays due to the nature of it, it is after all real interaction among them in a safe classroom setting.

Evidence in Appendix 6

Chapter 3: Assessment Tools

3.01 Assessment and Evaluation Tools

The assessment is focused on the formative aspect of the learning process. Assessment can have different connotations depending in different academic systems, it also has a negative connotation among students. "Good assessment should be, as far as possible, **non-threatening** to students" (Lazaro, 1996).

This means that we have to clarify with our students why are we assessing them, what are we assessing, when, and how are doing it. Using a holistic learning environment, where everybody is sure of what the sessions' objective is.

Students have to know that what we see in class is going somewhere, that they could use it one day for some reason. Making activities meaningful is a big but not impossible challenge. Assessment can be initial, at the beginning of the activities or sessions. It can be Formative done throughout the activities or sessions and it can be summative design to find out what students can do or not at the end of the activities or sessions (Lazaro, 1996).

3.02 Sessions' assessment tools

3.02.1 Listening Self-assessment survey

A self-assessment survey was used to make students evaluate themselves after the listening activity was conducted. Giving and receiving feedback is an important part of formative assessment, nevertheless it is difficult to complete it when 30 to 40 students conform groups, or more sometimes. It can be time consuming. But fortunately, we can apply self-assessment, make students reflect on their own performance, and that is what it was done after the listening activity.

Self-assessment can be effective in English language learning, such as: motivating students to promote learn and reflect on their own English learning; promote critical thinking and reflective practices in learning English; scaffold knowledge of English learning from different English language skills; develop a sense of autonomy in their own learning English; and foster commitment in learning English, among others. (Jamrus at al, 2019).

Self-assessment tools can be a useful resource for teachers with similar contexts, large groups where giving feedback to students can be very time consuming and makes it difficult to control the rest of the groups while doing so.

Listening self-assessment survey

Answer the next survey by checking agree, neither agree nor disagree. (Contesta la siguiente encuesta poniendo una palomita a Agree (estoy de acuerdo), Neither agree nor disagree (no estoy de acuerdo ni en desacuerdo) y Disagree (No estoy de acuerdo)

Questions	Agree	Neither agree nor disagree	Disagree
1. I think listening to the phrases was difficult. (Creo que escuchar los audios fue difícil)	◯	◯	◯
2. I understood what I have to do and did it. (Entendí lo que tenía que hacer y lo hice)	◯	◯	◯
3. I know learn how English speakers greet themselves. (Sé cómo los hablantes de inglés se saludan entre ellos)	◯	◯	◯
4. I think I've learned something new today. (Creo que he aprendido algo nuevo hoy)	◯	◯	◯
5. I think I like the way the class was developed. (creo que me gusto como la clase fue desarrollada)	◯	◯	◯
6. I think I like this kind of activities. (Creo que me gustan esta clase de actividades)	◯	◯	◯
7. I'd like to have more activities like this in class regularly. (Me gustaría tener más de este tipo de actividades en clase de forma regular)	◯	◯	◯
8. I noticed the use of formal and informal greetings. (Noté el uso de los saludos formales e informales)	◯	◯	◯
9. I could finish both activities on time. (Pude acabar ambas actividades a tiempo)	◯	◯	◯
10. I compare the greetings in English with the ones I use every day. (Comparé los saludos en inglés con los que yo uso todos los días)	◯	◯	◯
Comments or sugestions: (Comentarios o sugerencias)			

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_____
_____
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Self-assessment Surveys answered by students in Appendix 3

3.02.2 Rubric of Writing and Speaking assessment

A rubric is a scoring guide with criteria for evaluating students' work in direct relation to one or more of the program's learning outcomes and a rating scale indicating various levels of performance (University of North Carolina at Chapel Hill, 2017).

It was decided to create a rubric to evaluate students' comic strips as an example of writing, and one for the speaking role play activity. Rubrics when are well designed can provide with accurate measurement of students' performance, Andrade (2005, as cited in De Silva, 2014), says that if carefully designed, rubrics help students understand the goal of an assignment and support teachers in unbiased grading, giving feedback and assigning more challenging work to students. Andrade also mentions that rubrics are not self-explanatory, therefore teachers and students must go through the rubrics together and explain what it is being assess.

Both rubrics will be revised so the purpose is clear and get the rubric as close to the objective as possible. For giving feedback at least two classes will be taken to get conclusions, clarify doubts and foremost get suggestions from students about the activities they performed during the three sessions.

Rubric of writing (Comic Strip)

Student's Name:				
Criteria	EXCELLENT	GOOD	FAIR	VERY POOR
Vocabulary Usage	The student used the vocabulary learned in class very accurately.	The student used some of the vocabulary learned in class.	The student used very little of the vocabulary learned in class.	The student did not use any of the vocabulary learned in class. He/she seems not to have

				understood the activity.
Spelling, punctuation, and grammar.	There is no spelling, punctuation, or grammar mistake in the student's work.	There are 1-3 spelling, punctuation, or grammar mistakes in the student's work.	There are 4-5 spelling, punctuation, or grammar mistakes in the student's work.	There are more than 5 spelling, punctuation, or grammar mistakes in the student's work
Creativity	The student used the vocabulary learned in a creative way. He added something extra to his/her comic strips.	The student used the vocabulary learned in class, but he did not add anything extra to his/her comic strips.	The students did not used much of the vocabulary and did not add anything extra ton his/her comic strip.	The students was unable to complete his comic strip satisfactorily.

Rubric of Speaking (Role Play)

Student's Name:			
Criteria	**EXCELLENT**	**GOOD/FAIR**	**VERY POOR**
Fluency	The student can communicate efficiently in context.	The student can normally communicate in context.	The student cannot communicate efficiently in context.
Vocabulary word choice	The student uses the correct expressions to express meaning.	The student uses expressions to express some meaning.	The student uses different but unconnected expressions.
Usage	The student makes none or little errors in grammar and structure, and gets him/herself understood	The student makes some to big mistakes in grammar and structure, but still gets him/herself understood.	The student makes big mistakes in grammar and structure, and he/she cannot get her/himself understood.
Pronunciation	The student is easy to understand and makes little or none mistakes in pronunciation.	The student makes many mistakes in pronunciation but still can be understood.	The student's speaking is difficult to understand or uses L1 as a resource.

Chapter 4: Experience Report

4.01 What students have learned

All the activities were designed to help students to expand their experiences in the acquisition of the language, they could express themselves and communicate each other and with the teacher using their micro skills and most importantly students were able to understand the differences and similarities between both cultures. They could analyze and observe that there are many things in common regarding greeting people in booth languages and received the intake processed it and together created the outtake to make learning meaningful. It was considered to be good intercultural sessions.

It was also possible to reflected how students progressively became aware of the language. Yet, there is areas of improvement, results could be better on the speaking abilities after reflecting the results and more significantly reflecting on the teaching practice.

During the sessions it could be observed how students enjoy different classroom activities, they really enjoyed, and they commented, it can be observed in the appendices, they would like to continue having classes and activities like the ones done for these sessions.

Teacher's reflections on how teaching practice has been changed after the specialization.
 Undertaking this endeavor has not been an easy task, everything focused on improving the teaching practice. Before the specialization everything was a messy compilation of content and very difficult to be given the proper order, after seeing how this project has come to be real, and how the sessions developed, it can be said that there is still many things to be improved but my teaching practice is going in the right directions.

Teachers have to focus more on students needs to achieve the educational purpose through a better planification of class content, always allowing them to exploit their communicative skills with the help of intercultural activities. After these sessions it can be considered that interculturality competence is an important part of language competence process and cannot be left aside, it allows students to, in some extent, communicate effectively with a clearer understanding of the context, where the language item can be used.

There are still many aspects to improve regarding the teaching practice before during, and after the applying of any session. Therefore, it has been decided to give continuity to this research to broaden the integration of interculturality to future English language classes.

Conclusions

After this year, it can be mentioned that the teacher plays a crucial role in succeeding or failing getting the learning purposes across to the students. The teacher is responsible for selecting, creating, and adapting content and activities for the classes to meet students' needs. The teacher encourages active learning experiences, integrates technology to the classes, integrates learning styles, and in this case integrates interculturality to the language curriculum.

Any authentic activity challenges any teacher to catch students' attention and motivate them to participate actively, there must be a constant providing truthful practice of the language, stimulate language use and most importantly rise students' awareness of any specific grammar item or aspects of communication, like in this case, interculturality of greetings.

The purpose of the sessions was met fairly, students' outcomes were met almost fully, yet the chance for improvement is great, which is an exciting endeavor to undertake, keep learning is the premise better learned throughout the specialization.

This voyage was, is, and will be always directed to a professional growth. The next points can be reflected during this specialization, first, get to know and respect professionally all the theorist underlining all the process of language acquisition, teaching, and learning. Foreign language teachers must never stop learning, the need for improving has to withstand all obstacles, the need to understand students needs and translate all the before mentioned into the teaching practice.

Second, professional interest of foreign language teachers must evolve as time passes. Progress towards a professional development, as teachers we must never stop seeking out for programs like the EEAILE (Especialización en la Enseñanza y Aprendizaje de Inglés como Lengua Extranjera) and others regarding pedagogy and the use of technology in the classroom.

And third, the commitment that is given to professional development, during this specialization there were times that quitting was thought to be an option, it was seen how one of the participants stood out right in the middle, his or her reasons may be too strong, but when anyone signs up for something like this, you have to show commitment. It was difficult but here we are, right at the end of it. And hopefully and satisfactorily graduate from it knowing that professionally and personally,

teaching practice has evolved for a greater good for the institution and students we work for and teach to.

What I said after the first module was proven to be accurate, my teaching practice has a name and a philosophy now. It has changed and I will make sure it continue to do so, applying and trying approaches on ESL (English as a second Language) and EFL (English as a Foreign Language) education regularly to make the difference and commit to a continuous growth of my professional carrier and competence.

Appendices

Appendix 1: LETTER OF AUTHENCITY

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de Tesis o Trabajo Recepcional de Posgrado

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DE LA UNIVERSIDAD PEDAGÓGICA NACIONA
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Tipo:	✓ Trabajo recepcional		☐ Tesis
Presentado para obtener el grado de:	✓ Especialidad	☐ Maestría	☐ Doctorado
Programa de posgrado:	Especialización en Enseñanza y Aprendizaje de Inglés como Lengua Extranjera	Tutor(a), Asesor(a) o Director(a):	Gabriela Ruiz de la Rosa
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Atentamente,

Ciudad de México a 18 de junio de 2022.

Federico Antonio Terrazas Romero

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

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

Esc. Sec. Gral. Miguel Huerta Valerio
Inglés I

Formal and Informal Greetings

1. Listen to the expressions from the audio and number them from 1 to 15 as you listen to them. The number 1 is done as an example. (Escucha las expresiones del audio y enuméralas del 1 al 15 como las vas escuchando la primera está hecha como ejemplo)

_____	**I'm glad to see you.**	_____	**Hello**
_____	**What's up?**	_____	**How are you doing?**
_____	**What's going on?**	_____	**I'm fine, thank you**
_____	**How are you?**	_____	**. Not bad. You?**
_____	**Hi**	_____	**How do you do?**
_____	**Great, thanks. How are you?**	_____	**What's new?**
_____	**Wonderful, thank you.**	_____	**I'm doing very well, thank you. And you?**
_____	**Hey**		

2. Listen again and write down the same expressions above but classifying them into formal or informal. (Escucha nuevamente y escribe las misas expresiones de arriba, pero clasificándolas en formal e informal)

Formal Expressions	Informal Expressions

Retrieved and adapted from: (Audio Lessons) Greetings in English – 35 Different Ways to Say "Hello" (basicenglishspeaking.com)

Appendix 3: Session 1 evidence
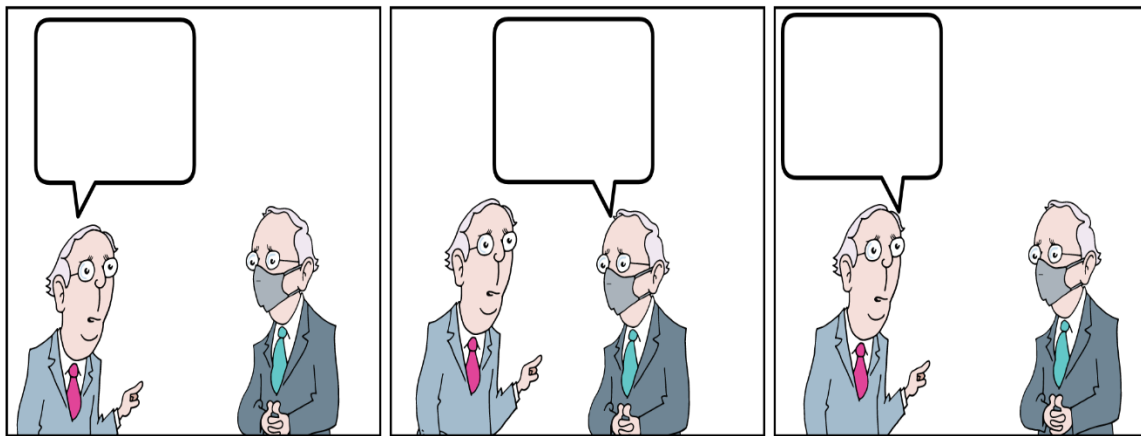
Greetings and Introductions

Segunda Lengua Inglés I

I. Read the conversation between Nancy and Marco. (Lee la conversación entre Nancy y Marco)
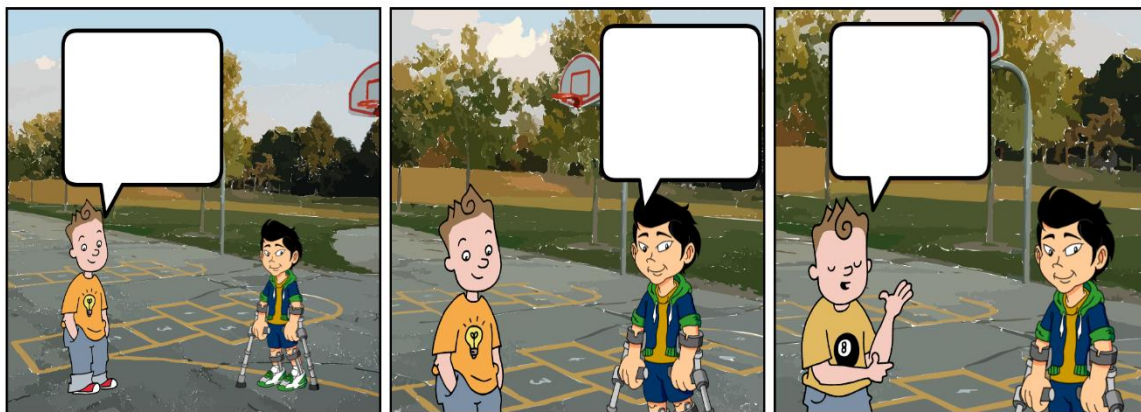
II. Write your own Greetings comic strip, one for formal and one for informal. (Escribe tu propia tira cómica de saludos, una formal y una informal)
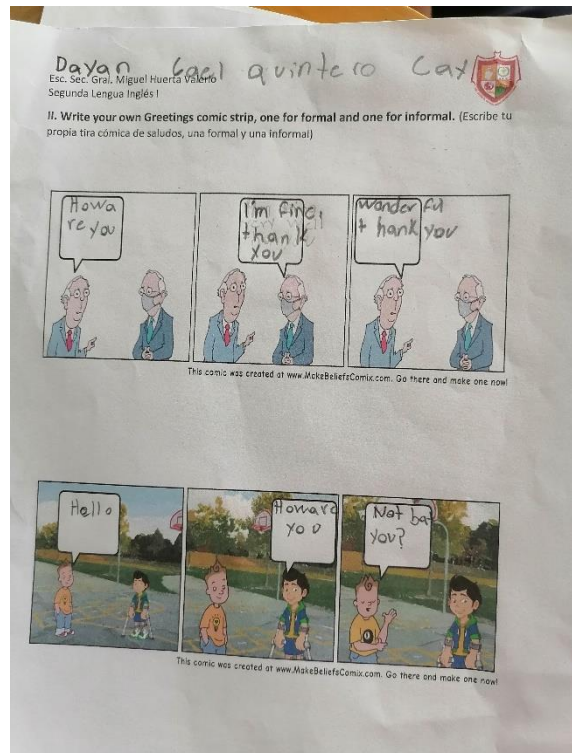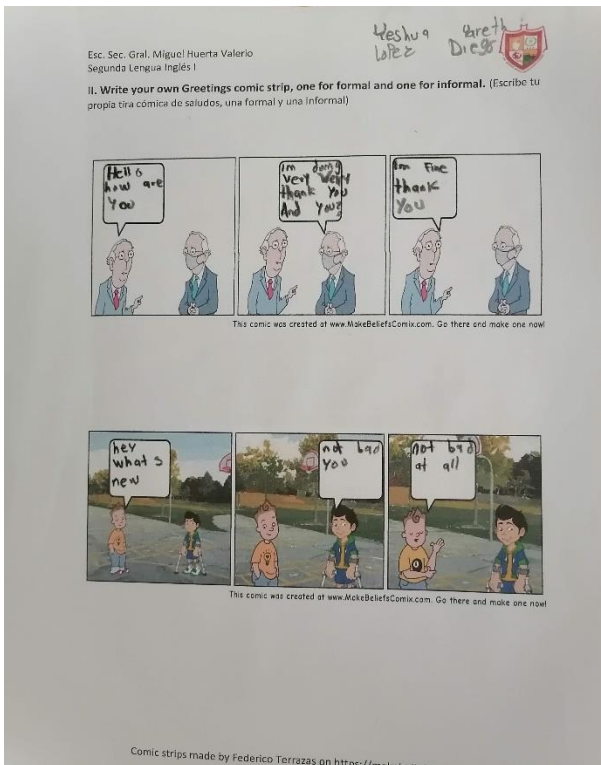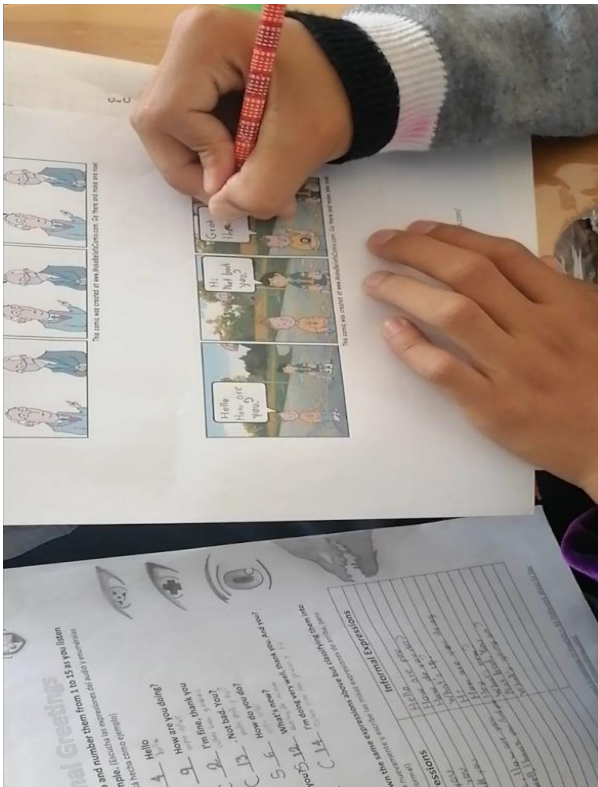

This comic was created at www.MakeBeliefsComix.com. Go there and make one now!

This comic was created at www.MakeBeliefsComix.com. Go there and make one now!

Comic strips made by Federico Terrazas on https://makebeliefscomix.com/

Appendix 5: Session 2 evidence

Appendix 6: Session 3 evidence

Appendix 7: Assessment tools evidence

Rubric of writing (Comic Strip)

Student's Name:	Nieto Flores Yamilet Guadalupe			
Criteria	EXCELLENT	GOOD	FAIR	VERY POOR
Vocabulary Usage	The student used the vocabulary learned in class very accurately.	The student used some of the vocabulary learned in class.	The student used very little of the vocabulary learned in class.	The student did not use any of the vocabulary learned in class. He/she seems not to have understood the activity.
Spelling, punctuation, and grammar.	There is no spelling, punctuation, or grammar mistake in the student's work.	There are 1-3 spelling, punctuation, or grammar mistakes in the student's work.	There are 4-5 spelling, punctuation, or grammar mistakes in the student's work.	There are more than 5 spelling, punctuation, or grammar mistakes in the student's work
Creativity	The student used the vocabulary learned in a creative way. He added something extra to his/her comic strips.	The student used the vocabulary learned in class, but he did not add anything extra to his/her comic strips.	The students did not used much of the vocabulary and did not add anything extra ton his/her comic strip.	The students was unable to complete his comic strip satisfactorily.

Excellent, Nicely done !!!

Rubric of writing (Comic Strip)

Student's Name:	Perez Sanchez Kenay Kaleb			
Criteria	EXCELLENT	GOOD	FAIR	VERY POOR
Vocabulary Usage	The student used the vocabulary learned in class very accurately.	The student used some of the vocabulary learned in class.	The student used very little of the vocabulary learned in class.	The student did not use any of the vocabulary learned in class. He/she seems not to have understood the activity.
Spelling, punctuation, and grammar.	There is no spelling, punctuation, or grammar mistake in the student's work.	There are 1-3 spelling, punctuation, or grammar mistakes in the student's work.	There are 4-5 spelling, punctuation, or grammar mistakes in the student's work.	There are more than 5 spelling, punctuation, or grammar mistakes in the student's work
Creativity	The student used the vocabulary learned in a creative way. He added something extra to his/her comic strips.	The student used the vocabulary learned in class, but he did not add anything extra to his/her comic strips.	The students did not used much of the vocabulary and did not add anything extra ton his/her comic strip.	The students was unable to complete his comic strip satisfactorily.

Great Job !!!

Rubric of Speaking (Role Play)

Student's Name:	Rivera Duran Maria Fernanda		
Criteria	EXCELLENT	GOOD/FAIR	VERY POOR
Fluency	The student can communicate efficiently in context.	The student can normally communicate in context.	The student cannot communicate efficiently in context.
Vocabulary word choice	The student uses the correct expressions to express meaning.	The student uses expressions to express some meaning.	The student uses different but unconnected expressions.
Usage	The student makes none or little errors in grammar and structure, and gets him/herself understood	The student makes some to big mistakes in grammar and structure, but still gets him/herself understood.	The student makes big mistakes in grammar and structure, and he/she cannot get her/himself understood.
Pronunciation	The student is easy to understand and makes little or none mistakes in pronunciation.	The student makes many mistakes in pronunciation but still can be understood.	The student's speaking is difficult to understand or uses L1 as a resource.

great Job Fernanda !!!

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