UNIVERSIDAD PEDAGÓGICA NACIONAL

UNIDAD AJUSCO

PROPUESTA DE INTERVENCIÓN EDUCATIVA

La importancia e impacto de la cultura del inglés como una segunda lengua y el aprendizaje de una lengua extranjera.

TRABAJO RECEPCIONAL

QUE PARA OBTENER EL DIPLOMA DE

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

PRESENTA:

JOSE JESUS VAZQUEZ RAMIREZ

ASESOR: ALMA DANIELA OTERO

México, DF. a 19 de junio de 2022

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Content

Introduction

The purpose of this dissertation is to discuss the inseparable relation between culture and language and the implementation of instructional strategies for teaching second language through culture to enhance students' linguistic comprehension. Language is not only the product of culture, but also is the symbol of culture. Culture must be incorporated outright as an essential component of second language learning and teaching. Only after cultural issues become an inherent part of the language curriculum and instruction, can students be successful in their target language learning. Second language teachers, therefore, should pay more attentions to the diversities of cultures, identify key cultural items in every aspect when they design a language curriculum, and apply appropriate teaching strategies to learning activities in order to help students to bridge the culture gaps.

Culture as a social process deals with the use of language and communication experienced by people in given circumstances. They tend to learn more than one language for the satisfaction of communicative needs in their academic and professional career. The process of learning a second or foreign language not only requires an individual to practice linguistic forms but also necessitates to become familiar with the culture of target language to interpret intercultural communication. Therefore, in the learning of English as a Second or Foreign language (ESL/EFL), it is necessary to provide learners' cultural context and awareness to obtain proficiency in intercultural communication of target language.

In addition, through this dissertation is reflected and analyzed everything that was learned through these modules and how the information was put in practice by designing ways of organizing content so that the learning is much more meaningful and far richer for both, students and teachers; and by responding to the creation of new scenarios in which the students must have the ability to solve the possible problems that they might face to avoid communication breakdowns and to improve the language in use.

Chapter 1: philosophy and theory
1.01 Teaching identity and philosophy

We are living in a society in which there are a lot of myths about being a teacher. One of them is that some people think that is the easiest job you can find. It is easy just to say that being a teacher is easy, but when our job is being a real teacher in the real life, we can say the opposite, it is a difficult work in which we have to do our best every single day and we have to keep learning in order to do our job in with success. A lot of processes are involved in the process of teaching a second language and as I mentioned before, we must get the necessary skills to be an excellent English teacher.

Being an English teacher is not easy to do as many people think. And at the same time, I can say, that being a student is not something easy as many people say. We need to teach with passion, we must love what we are doing, and we must keep preparing ourselves and always go beyond. Students are very smart, and they notice when we are not prepared, or we did not plan the class. So, we must show them that the things we do were carefully prepared for them. Also, we must make students love what they are learning, and point out all the benefits we have when learning a language

Teaching is a process of learning from your students, colleagues, parents, and the community. This is a lifelong process where you learn new strategies, new ideas, and new philosophies. Over time, my educational philosophy may change, and that is okay. That just means that I have grown and learned new things. And something that is part of my teaching philosophy is that failure is an option; mistakes are an invaluable part of learning. Education often is not linear. It is through the process of recursive inquiry like observation, exploration, analysis, and evaluation, that meaningful learning takes place. So, I always say to my students that it does not matter if they make mistakes, humans learn from mistakes.

When a student is in a positive learning environment where they feel welcomed, comfortable, and safe with each other, they learn. It is not just about creativity. It is about the person you are becoming while creating; I make it my objective that every single moment I have to raise my students' artistic confidence, grow their skills, and teach them to enjoy the learning process. We can teach English as an art; we can use our skills and creativity to do our best.

In my youngers days, when I was in kinder garden, I remember that I had my first experience with the language, English; it was the first time that I was exposed with the basic things that a kid can learn, for example: numbers, colors, animals, etc. Then, I started in elementary school where I started my English classes with 2 different teachers that helped me a lot with the language. Although, I studied in public schools, I could say that in elementary school I had great teachers that caught my attention and gave me confidence in the language.

When I finished the six years studying in the primary school, I started the middle school and I had the worst English classes I could have taken in my life, I did not learn anything because the teacher did not explain anything during the following three years. The only thing the teacher did on classes, was sitting in his chair and talked with other students, so English classes were free for three years. When I graduated from middle school and I applied for a good high school and at the beginning I was afraid that it was a possibility that I could not be admitted because my English was so weak, but fortunately, I was admitted and I started my new adventured. I arrived at my English class and when It started, that was the moment when I realized that I did not know anything in English; the teacher started explaining everything in English, and asking questions about topics it was supposed we had to know, but in my case it was not possible because of my bad experience with the last English teacher.

 So, I had many problems with English until I failed, and I had to present an ordinary exam and I had to do an extra task that it was going to help me with my grade. That was the moment in which I realized that I needed to learn English so I talked with my parents and I asked them if they could give the money to start a course in an English school and learn more English.

Few weeks later, I started the course and it took me 3 years approximately to finish it. I remember that in that course I learned since the basic things through the most difficult things in English and at that time I started my career in the university so, when I was studying English, I was studying at the college at the same time.

In one of my first assignments in the specialization it was explained that I had a good opportunity in my life to take part in an exchange in a kind of internship in a university in Atlanta, Georgia. It was like an intensive course of English in Georgia tech so, the purpose of that, was to improve my English skills and the level of English I had in that moment. It was such an amazing adventure because that was the moment when my brain matched the target language and I decided to use my knowledge and help other people in this amazing process of learning English as a second language.

Also, in that moment of my life I realized how important is to get the culture, beliefs, customs, etc. of the target language if you really want to learn a new language; it was like the direct method, all teaching occurs in the target language, encouraging the learner to think in that language. The learner does not practice translation or use their native language in the classroom. Practitioners of this method believe that learners should experience a second language without any interference from their native tongue , you need to be exposed to the language in different kind of contexts and situations, that was something that helped me a lot and of course, it was something that it is going to continue helping a lot of people.

Culture has many mothers – academic disciplines that have influenced its development. One is linguistics, which has provided the concepts of language analysis that are the basis of inter-cultural communication. Another is psychology, that has provided many of the concepts we use in understanding people's motivation and behavior. Two other disciplines, sociology, and anthropology have both influenced our study of behavior and the influences that form socialvalues in different communities.

So, we can say that cultural awareness is an interdisciplinary subject that draws on the resources ofa variety of humanistic disciplines to profile the aptitudes and skills required to understand and work successfully in another culture. To my mind, the skills of cultural awareness are part of the newly developed subject of emotional intelligence, created by psychologist Daniel Goleman at Harvard University. However, you may well identify other 'mothers' and other antecedents and other homes for the study of cultural awareness or cultural competence. (tomalin, s.f.)

I also believe that we need to give confidence to students, because based on my own experience as a student but also as a teacher, I have noticed that when students feel that confidence from teachers, they give their best, because they don't want to disappoint us. They participate, they do their homework, and they keep motivated during classes.

Students feeling in confidence do not care about the mistakes they can do, they only focus on their goal, because they do not feel scared or shy face to the learning process. I have adopted an affective teaching method, because when you show them care and attention, they are thankful, and they try their best so that we can have something back from them.

Initially, a person's motivation for communicating with people from other cultures must be considered. Motivation refers to the root of a person's desire to foster intercultural relationships and can be intrinsic or extrinsic. Put simply, if a person is not motivated to communicate with people from different cultures, then the components of ICC discussed next do not really matter. If a person has a healthy curiosity that drives him or her toward intercultural encounters to learn more about self and others, then there is a foundation from which to build additional competence-relevant attitudes and skills.

This intrinsic motivation makes intercultural communication a voluntary, rewarding, and lifelong learning process. Motivation can also be extrinsic, meaning that the desire for intercultural communication is driven by an outside reward like money, power, or recognition. While both types of motivation can contribute to Intercultural communication competence, context may further enhance or impede a person's motivation to communicate across cultures. The most effective way to develop other knowledge is by direct and thoughtful encounters with other cultures. (Martin, 2010)

The need for cultural awareness continues to gather momentum, creating an urgent need to promote intercultural and linguistic competence among learners. It is our responsibility, as language teachers, to create the conditions for students to develop ICC to prepare them to interact in intercultural and diverse environments. In other words, language teaching should incorporate skills and strategies for developing cultural awareness leading to ICC for global citizenship. Culture teaching approaches should move from the descriptive to the interactionists, fostering interactions and discussion leading to self-awareness, openness, and transformation. It is necessary to be aware not only of the need to develop ICC skills, but also the challenges involved in the process. Finally, developing intercultural awareness must be combined with language learning, where we use our own experience to enhance the students' exploration of culture: Their own and that of the target language.

Of course, we do not have to forget that technology is so important in this process of learning. Technology has always been an important part of teaching and learning environment. It is an essential part of the teachers' profession through which they can use it to facilitate learners' learning. When we talk about technology in teaching and learning, the word 'integration' is used. With technology being part of our everyday lives, it is time to rethink the idea of integrating technology into the curriculum and aim to embed technology into teaching to support the learning process. Technology becomes an integral part of the learning experience and a significant issue for teachers, from the beginning of preparing learning experiences through to teaching and learning process.

The use of technology has become an important part of the learning process in and out of the class. Every language class usually uses some form of technology. Technology has been used to both help and improve language learning. Technology enables teachers to adapt classroom activities, thus enhancing the language learning process.

Technology continues to grow in importance as a tool to help teachers facilitate language learning for their learners

Keeping in mind the philosophy or philosophies we practice when teaching, is an important aspect to consider during this process; Teaching is a process of learning from our students, colleagues, parents, and the community. This is a lifelong process where you learn new strategies, new ideas, and new philosophies. Over time, my educational philosophy may change, and that is okay. That just means that I have grown and learned new things. And something that is part of my teaching philosophy is that failure is an option; mistakes are an invaluable part of learning. Education often is not linear. It is through the process of recursive inquiry like observation, exploration, analysis, and evaluation, that meaningful learning takes place. So, I always say to my students that it does not matter if they make mistakes, humans learn from mistakes.

When a student is in a positive learning environment where they feel welcomed, comfortable, and safe with each other, they learn. It is not just about creativity. It is about the person you are becoming while creating; I make it my objective that every single moment I have to raise my students' artistic confidence, grow their skills, and teach them to enjoy the learning process, and I realize that we can achieve our goals and help our students to enrich their skills using technology.

In my beginning as a teacher I used to use grammar translation method (bolen, 2021) "with this method the student learns primarily by translating to and from the target language. Instructors encourage the learner to memorize grammar rules and vocabulary lists. There is little or no focus on speaking and listening". Then, I realized that I needed to practice more skills if I wanted to have real success in my class, so I decided to use other kind of exercises in which I applied different methods.

In the audio-lingual method, I used:

- Repetition, in which the student repeats the teacher's statement exactly
- Inflection, where one of the words appears in a different form from the previous sentence (for example, a word may change from the singular to the plural)
- Replacement, which involves one word being replaced with another while the sentence construction remains the same
- Restatement, where the learner rephrases the teacher's statement

Then, another method that was so useful in my teaching was structural approach, it focuses on mastering these structures, building one skill on top of another, instead of memorizing vocabulary. This is like how young children learn a new language naturally. The structural approach teaches all four central language skills: listening, speaking, reading, and writing. It is a technique that teachers can implement with many other language teaching methods and it is a technique that works with students because they practice all the skills.

Since then, I started using different kind of methods that in the moment, I did not know exactly how they are called, but when I was introducing myself more in the teaching practice, I developed more teaching skills and many of the concepts we are learning in this specialization, help me to identify and analyze my way of teaching.

Then, when I wanted that my students use the target language in a real context of life, I used the communicative language teaching (bolen, 2021), because my students may practice introductory conversations, offering suggestions, making invitations, complaining, or expressing time or location in different real situation in life, so when they are exposed to real situations, the language is learned in a very easy way.

To be honest, I did not know that I was using that methods in my teaching, until I started the specialization, I could see I was using a lot of things that in most of the cases I learned through the experience and some advice from our colleges.

When a teacher engages in reflective teaching, they are dedicating time to evaluate their own teaching practice, examine their curricular choices, consider student feedback, and revise to improve student belonging and learning. This process requires information gathering, data interpretation, and planning. Reflective teaching involves examining one's underlying beliefs about teaching and learning and one's alignment with actual classroom practice before, during and after a course is taught.

When teaching reflectively, instructors think critically about their teaching and look for evidence of effective teaching. This critical analysis can draw on a variety of sources: Brookfield (brookfield, 2017) lays out four crucial sources: "students' eyes, colleagues' perceptions, personal experience, and theory and research."

Teachers can use various tools and methods to learn from these sources and reflect on their teaching, ranging from low-key to formal and personal to inter-collegial. For example, reflective teaching may include self-assessment, classroom observations, consideration of student evaluations, or exploration of educational research. Because each semester's students and their needs are different, reflective teaching is a continual practice that supports effective and student-centered teaching.

In the next image, we could find a brief description about the teaching approaches I used, and many teachers use today in their classes.

Teaching approach	Features	Analysis
Grammatical	Grammar & words out of context	Language items & exercises without meaning
Situational language	Contrived dialogues in pretend situations	Dialogues unnatural, written sentences
Audio-visual & audio-lingual	Simulated dialogues with slides & recordings	Repetitive imitation of artificial dialogues
Communicative	Authentic texts & communicative phrases but grammar focus	Focus on meanings for communication but also fictitious conversations
Task-based	Language for performing tasks	Inconsistency of relationship of language to tasks; pretend roles & tasks
Genre-based	Authentic models of genres in context	Linguistic focus on components of genre
Text-based	Authentic text-types for experience of texts in social practices	Social purpose of texts is focus for analysis of lexico-grammar

(halliday&hasan, 1985)

In recent years, a debate has developed over which approaches to structuring and planning and implementing lessons are more effective. I will try to make a comparison between two approaches to get the differences and advantages for the task-based approach, and how I applied to my teaching experience.

During an initial teacher training course, most teachers become familiar with the PPP paradigm. It was an approach that I used many years with my students, my lesson would proceed in the following manner.

- First, I presented an item of language in a clear context to get across its meaning. This could be done in a variety of ways: through a text, a situation builds, a dialogue etc.
- Students were then asked to complete a controlled practice stage, where they may have to repeat target items through choral and individual drilling, fill gaps or match halves of sentences. All this practice demanded that the student used the language correctly and helped them to become more comfortable with it.
- Finally, they moved on to the production stage, sometimes called the 'free practice' stage. Students were given a communication task such as a role play and were expected to produce the target language and use any other language that had already been learnt and was suitable for completing it.

The problems with PPP

- Students gave the impression that they were comfortable with the new language as they were producing it accurately in the class. Often though a few lessons later, students would either not be able to produce the language correctly or even would not produce it at all.

A Task-based approach

Task -based learning (Richard Frost, 2007) "offers an alternative for language teachers. In a task-based lesson the teacher does not pre-determine what language will be studied, the lesson is based around the completion of a central task and the language studied is determined by what happens as the students complete it".

The lesson follows certain stages.

Pre-task

The teacher introduces the topic and gives the students clear instructions on what they will have to do at the task stage and might help the students to recall some language that may be useful for the task. The pre-task stage can also often include playing a recording of people doing the task. This gives

the students a clear model of what will be expected of them. The students can take notes and spend time preparing for the task.

Task

The students complete a task in pairs or groups using the language resources that they have as the teacher monitors and offers encouragement.

Planning

Students prepare a short oral or written report to tell the class what happened during their task. They then practice what they are going to say in their groups. Meanwhile the teacher is available for the students to ask for advice to clear up any language questions they may have.

Report

Students then report back to the class orally or read the written report. The teacher chooses the order of when students will present their reports and may give the students some quick feedback on the content. At this stage the teacher may also play a recording of others doing the same task for the students to compare.

Analysis

The teacher then highlights relevant parts from the text of the recording for the students to analyze. They may ask students to notice interesting features within this text. The teacher can also highlight the language that the students used during the report phase for analysis.

Practice

Finally, the teacher selects language areas to practice based upon the needs of the students and what emerged from the task and report phases. The students then do practice activities to increase their confidence and make a note of useful language.

If you use a task-based approach, the language you focus on is going to be rich, and it will include all aspects of language, including functional language, the phrases and expressions that you need to communicate something, or get something done; for example, greeting, agreeing, reporting, asking for information, etc.

For example, in one of my classes the topic was travel, so a typical task that I used was to organize travel dates with a friend, finding out information from a travel agent, and checking in at the airport. I presented some videos to my students so they can see examples of what they must do or accomplish in the task. Being able to do the task becomes the objective of each unit or part of the course, so my students learned.

Task-Based Learning (TBL)

Pre-Task
Engage,
Standards

Presentation

Task

Task

Planning
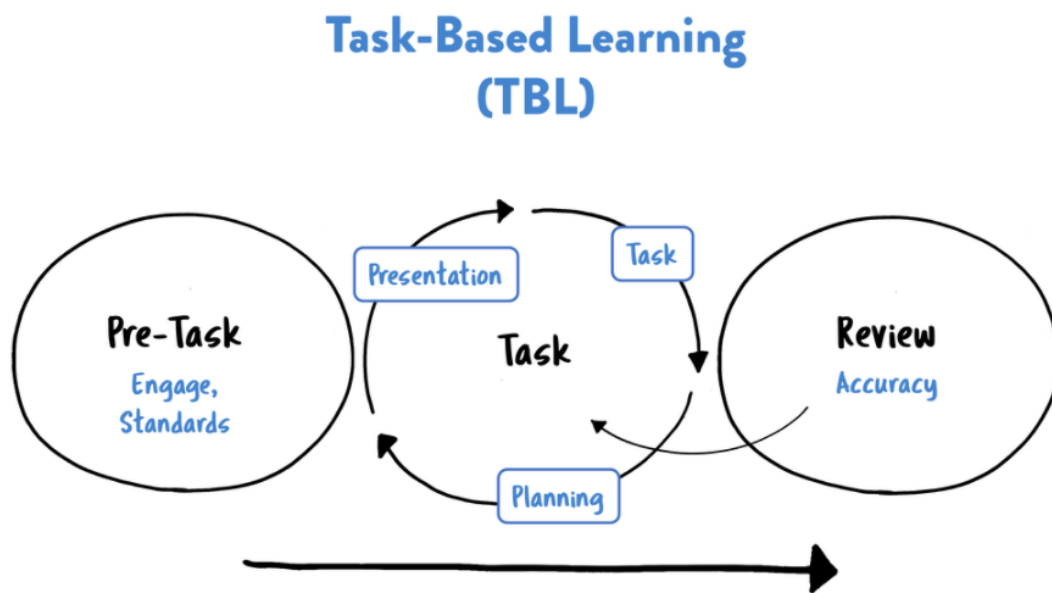
Review
Accuracy

(R, 2018) this image represents the task-based learning theory.

Kolb's reflective model is referred to as "experiential learning". (Kolb, 1984) The basis for this model is our own experience, which is then reviewed, analyzed, and evaluated systematically in three stages. Once this process has been undergone completely, the new experiences will form the starting point for another cycle.

(Kolb, 1984) this image represents Kolb's model.
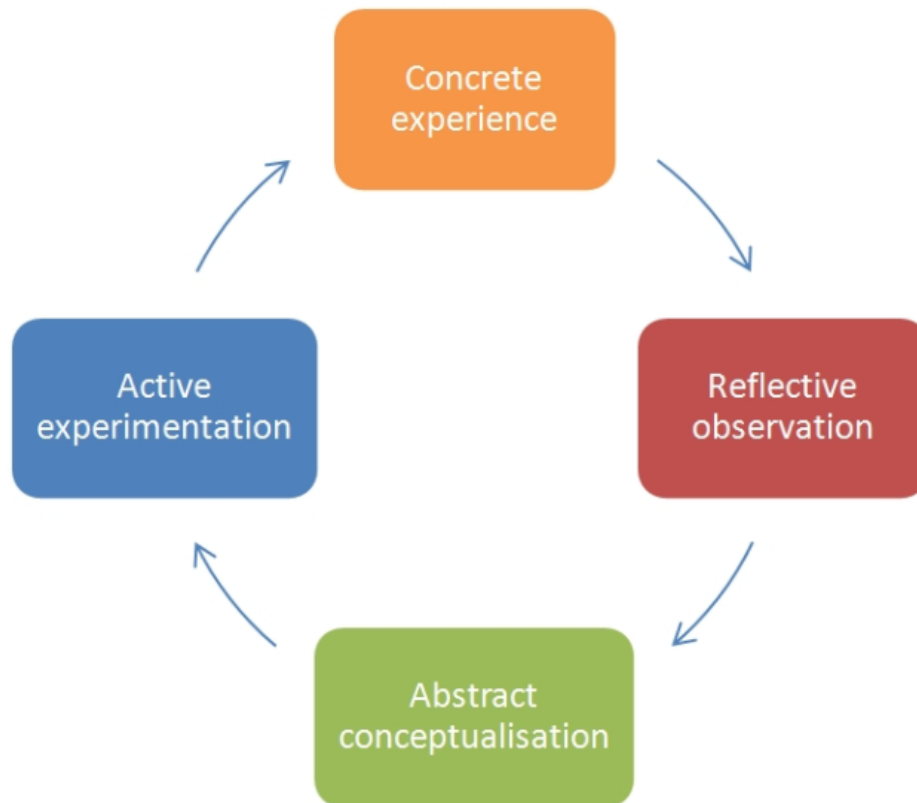
According to Kolb in module 1, communicative approaches and his Experimental Learning model, this model provides the framework for the current English curriculum in Mexican Junior high focused on prehension (the act to apprehend and comprehend). This model is composed of 4 stages. The first stage explains that learning comes from experience; this means that the student has learned through the years by doing things, then the student knows they have understood because they remember how to do a task. So, when we try to explain them something regarding culture they can understand because they can relate their culture with cultures from other countries.

The second stage focuses on reflective observation. Here, the student desires to get deeper into or expand outward from the topic under study. (Motivation, interest, curiosity) take an important place. (Kolb, D. 1984)

In the third stage, called Abstract conceptualization, learners use logic to extract general rules on the matter under study. For instance, the students use and develop their competency in using logic. The learner's chance to take a broader view of the matter being learned. (Kolb, D. 1984)

In the final or fourth stage, the active experimentation, learners have the opportunity to focus on form and ask specific questions about the language being learned. This stage is usually held in a whole-class forum. Learners construct their knowledge, (Kolb, D. 1984).

Going deeper to the acquisition of a language, we may think about Krashen's input hypothesis: language is acquired through exposure to comprehensible input, which he defined as the linguistic input (i), which is either at or just beyond the learners' current level (+1). Learning will occur when learners are exposed to $i + 1$, being "$+1$" all input slightly beyond the learners' current status. In other words, the information students already have plus the next level up, and the students have to be exposed to language in a relaxed setting (Krashen, 1984).

Analyzing both theories on one hand Kolb's theory says that acquiring language should go step by step, first through the experience, then the motivation or interest to learn more, after that the use of logic and finally communication with their own knowledge. On the other hand, Krashen's theory says that acquisition of a language comes from a routine for the use of language by spontaneous conversations and being exposed to comprehensible input, learners have to use their knowledge plus +1, this means that the learner have to make an extra effort to acquire and start using the language.

Due to technology, students have been in touch more with English than years before. They can use many types of social networks and because the content they could find in those pages, they are able to know and identify what they want to learn. My students are interested in music, series, and motivational phrases they want to share with their friends.

In many situations, when we explained something, they know vocabulary or phrases we are talking about because they saw it before in another type of media. So, this is a clear example, in which we can see Kolb's model applied.

A teacher is a person who will have to fill many roles. They are people with educational leadership skills, and they must continue to grow and develop as professionals. Anyone seeking to be a teacher should take advantage of any chance they get to grow as a person and as a teacher.
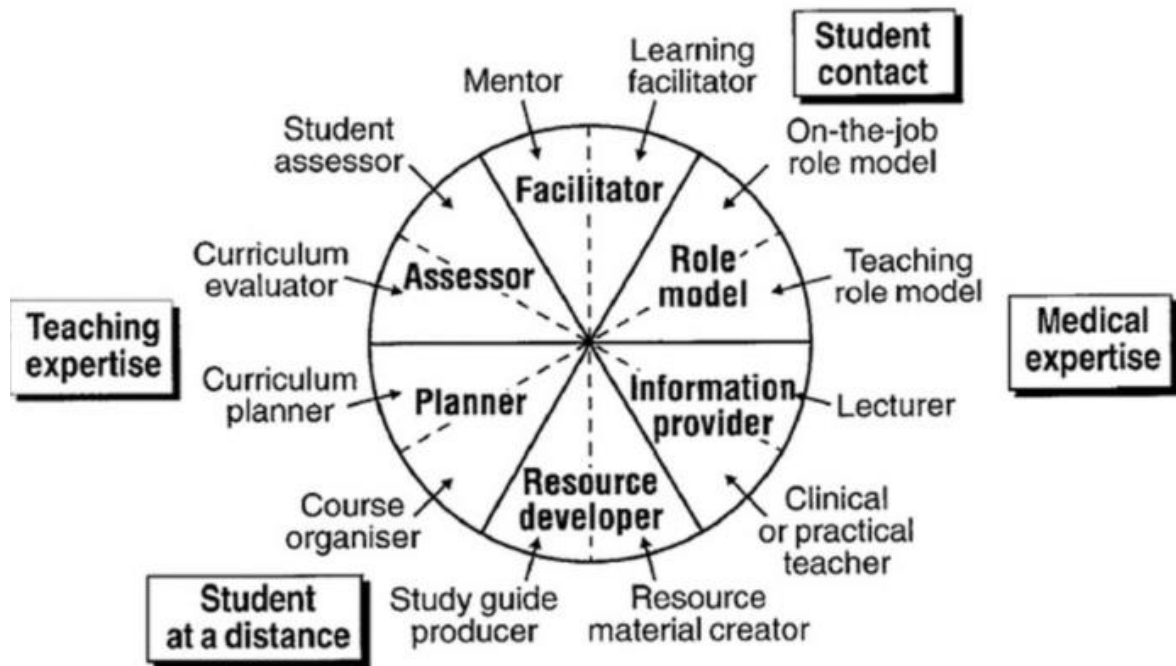
(Crosby) the 12 roles of a teacher.

it is considered that if you want to work effectively in a classroom and with your students, you must identify the roles that you play, so in my case I consider that I am the following:

1. Resource

One of the top roles a teacher must fill is that of a resource specialist. There will be many people who will come to the teacher seeking information. Even if the person is only seeking a source of information, the teacher is the one who must know how to find what the student is looking for.

Once the teacher has given the information to the student or coworker, he or she will often have to instruct the student on how to use the information.

2. Support

Students are the ones who need support when learning a new skill or piece of information. A teacher must act as the support person when the student needs this help. Support can come in many forms such as a coach, leader and even a counselor. In professional circles, a teacher may even have to support other teachers leading a subject matter.

3. Mentor

One of the biggest roles a teacher may have is that of a mentor. Students look up to teachers and may pattern their own behavior and work ethic to match the instructor. An older teacher can even be a mentor to a younger teacher who is just starting out in the profession. But a younger teacher can also be the mentor of a younger student because the age and the similarities they have.

4. Helping hand

A leader in a school is a person who takes on extra tasks. Teachers who are active in the school will often have more jobs than just the one they were hired to perform. Often, the goals of the teacher will match the direction that the school is taking.

5. Learner

One last important role a teacher must fill is that of a learner. Anyone who has been involved in a profession long enough knows that there is always something new to learn. A learner is a person who is always growing in life and will never claim that they know it all. A teacher will be challenged every day with a new task that will help them grow into a better person.

6. Material developer

A teacher who creates their own materials, it is someone that people admires. In my case I admired my partners who creates materials for their classes, and I love to create my own exercises and presentations in class because you adequate according to student's necessity.

In addition, another important element to point out, is how communication models, communication strategies and people interaction combine to create an effective use of language either in a speaking or written way. When we are interacting with others, we try to use all the features of languages and even more, we try to give all the facilities so that the speaker or hearer is able to understand and participate in this exchange of information.

Social interaction plays an important role in learning. Interacting with other people has proven to be quite effective in assisting the learner to organize their thoughts, reflect on their understanding, and find gaps in their reasoning.

Interaction between teacher and students and students and students are needed in the classroom activities taking communicative approach. It will maintain communication to happen in the classroom. It will help the teaching and learning process run smoothly. When the teacher and students, and students and students' interactions happen, the instruction will reach the target. The gap between teacher and students in the classroom will disappear. So, the teaching and learning process will be balanced between the teacher and the students. Not only the teacher who will be active in communication, but the students will also participate in the teaching and learning process. (G.D, 1974)

Also, you will see how other elements of an English program such as text and discourse are instruments to motivate the interaction and production of language. At the end, we will be able to generate strategies to develop communicative competences in students, emphasizing in how all the elements provided come together to achieve the English learning purpose and speaking skills.

Listening requires the fundamental skill of focusing attention on the speaker to be able to hear and understand what the speaker is saying. Speaking skills require students to take turns, speak

confidently, stay on topic, and speak with clarity. Students are more likely to master speaking and listening skills when they can actively engage in learning them. Interactive Modeling gives students a clear picture of these skills and an immediate opportunity to both practice them and receive feedback. (classroom, 2019)

Talking about the writing activities, I could identify during the last sessions, that writing is connected to reading; Writing also improves reading comprehension as students get better at formatting their writing. for example, students were asked to present their arguments and point of view about shock culture, so when they started working on this activity, they were forced to write In a correct way and at the same time re-read their tasks so they were able to identify mistakes or add new information to explain their points in a good way.

Successful writing instruction should emphasize the total writing process, including prewriting, drafting, and revising, and some important features are:

- The composing process (from prewriting activities through revision)
- Syntax (including sentence combining, examination of common errors, andFrancis Christensen's rhetoric)
- Sequence (moving from personal to analytical writing, from thesis to logicalarguments)

Most of the exercises were used in classes, involve more than just listening, reading, writing activities. as teachers, we are trying to create and expose our students to real situations, and in real life, listening, speaking, and writing are part of interaction. Two people in a conversation take turn in listening and speaking. In the same way you will see that while the main focus is on listening, at a certain point in most of the following exercises your students are expected to respond by interacting in some way with whoever is speaking, classmates, teachers, etc.

On the other hand, the main purpose behind communicative language teaching methods is to prepare students to be confident communicators for different real-life contexts, through repetitive oral practices and student-student cooperation.

Student-student interaction plays an essential role in applying a communicative teaching approach. As the more traditional teaching styles have usually been rather teacher dominant with students

mainly learning through passive listening, student-student interaction, on the contrary, focuses on the active interaction among the students themselves during language classes.

Student-student interaction embraces the strategies of cooperative learning in which each student's learning success is dependent on the whole group's input during the classroom sessions. This is an effective way of engaging the whole class as such exercises engage all students, not just the minority of active students who typically participate in a regular class. One popular Communicative Language Teaching activity is role-playing. There is a playful component in role-playing that helps students practice speaking without feeling pressure. You can for example assign parts to your students or let them decide on a specific setting. Choose a topic that is relevant to students, or one that connects to other topics explained in class. This will ensure that role-playing is an integral part of language lessons and not only a stand-alone experience.

Collaborative tasks like assigning student groups to solve a puzzle using only the target language are also popular activities in Communicative Language Teaching. This type of exercise allows not only to enhance students' communication skills but also to experiment with the peer-learning approach, which is useful in strengthening relationships among students.

Each student in a language classroom or language lab, has individual needs, levels of abilities, and interests. Therefore, having different tasks designed to meet the needs and skills of different students is essential in CLT. Also, providing a supportive learning environment makes participation easier for students, especially those who easily feel shy about active participation.

As It was mentioned at the beginning of this project, being an English teacher is not easy to do as many people think. And at the same time, I can say, that being a student is not something easy as many people say.

Teaching is a process of learning from your students, colleagues, parents, and the community. This is a lifelong process where you learn new strategies, new ideas, and new philosophies. Over time, my educational philosophy may change, and that is okay. That just means that I have grown and learned new things. And something that is part of my teaching philosophy is that failure is an option; mistakes are an invaluable part of learning. Education often is not linear. It is through the process of recursive inquiry like observation, exploration, analysis, and evaluation, that meaningful learning takes place. So, I always say to my students that it does not matter if they make mistakes, humans learn from mistakes.

When a student is in a positive learning environment where they feel welcomed, comfortable, and safe with each other, they learn. It is not just about creativity. It is about the person you are becoming while creating; I make it my objective that every single moment I have to raise my students' artistic confidence, grow their skills, and teach them to enjoy the learning process. We can teach English as an art; we can use our skills and creativity to do our best.

Chapter 2: Methodology and practice

2.01 A practical and useful lesson plan

1. Lesson plan identification cell.	
Author	Jose Jesus Vazquez Ramirez
Educational stage	Level 7th -Pre-intermediate- Universidad autónoma de Coahuila
Title of your Lesson plan	**Customs and traditions**
Learning Objective of the plan/Competency	**Learning objectives** o to identify what a shock of culture is; Students are going to listen for opinion. they are going to be able to listen tracks and watch video regarding the topic and to identify causes and effects.

	o to identify cause and effect; Students are going to listen for opinion. they are going to be able to listen tracks and watch video regarding the topic and to identify causes and effects
	o Then, students are going to present a role play in which they explain how to deal with a culture shock.
Communicative skill considered	grammar/reading/Listening/speaking
State of the following options	
Functions	
Main Grammar structure	Dependent prepositions/
Other Grammar structures	

Brief description of the plan	The topic was chosen because is an interesting topic that students can understand very well. The aim is that they listen and at the same time express their opinions about what they understood and about their customs, beliefs, and traditions. students are going to talk about what shock of culture is and they are going to present a role play that is going to be about a shock of culture. students are going to know what a dependent preposition is
Hours of the plan implementation	4
Number of sessions	2 sessions
Contents required for the lesson	Culture/traditions
Link of the content	
EEAILE tutor on line	Alma Daniela Otero

Step of the lesson	Teacher activities	Students activities	Session number
Activation Before the lesson	Teacher asks to their students to work in groups (rooms in Microsoft teams) and discuss the questions regarding traditions around the world. Teacher asks to play a game in kahoot about thanksgiving culture. Do you have any similar traditions in your country? Do you follow all your country's traditional customs?	Students read and answer the questions and discuss their opinions.	1

During the lesson	Teacher creates the context of the activities by asking some questions that are going to be related with the video they are going to watch. • what are some traditional dances in the country? • what kind of dances are popular? • If you go dancing, what do you prefer? Students watch some photos that were taken from the video and discuss: What country do you think the people live in?	Students talk about the different tradition we have in the country and about the different kind of music we listen. Students watch the photos and they start guessing what country could be.	1
Set the objective or competencies of the lesson [Describe how you will present the objective or competencies of the lesson]	Teacher writes the learning purposes of the lesson and have students read it and comment. Teacher presents a Prezi presentation about culture shock.	Students read the learning purposes of the lesson, clear doubts, and express opinions briefly.	1

speaking/listening					
Step of the lesson	Teacher activities	Students activities	Materials	Session number	Evaluation
Vocabulary introduction • **Exercise II**	• teacher reads the definitions of some words they are going to listen in the video. • Teacher asks to their students to work in groups (rooms in Microsoft teams) and discuss the questions regarding traditions around the world.	- students read the definitions aloud and they ask for examples of the words that they consider difficult	books	1	Exercise II competed.

• **Exercise III. While watching**	- teacher plays the video and asks for their students to circle the answers of activity 3. https://www.youtube.com/watch?v=GhA9eypocE0	Students read the questions first, and then the watch the video and at the same time they start answering and giving their opinion.	Video	1	Exercise III completed.
• **Exercise IV. Watch the video again.**	Teacher asks to their students to identify true and false sentences regarding the video.	Students identify the true and false sentences and then correct the false sentences with the information they get from the video.	video	1	Exercise 4 completed.
Discussion Discussion	Teacher ask to their students to complete a chart in which they write the country and the dance, clothes and music people use to celebrate.	Students brainstorm about dances and parties around the world and work in group.		1	students participation
speaking/listening					
• **Preparing to listening.** **Exercise 1**	Teacher explains to students they are going to listen a radio program about customs in the modern world, but before they listen, they need to identify the meaning of some words they are going to listen.	Students read the statements and identify the meaning of the words there are in bold.		**1**	**Exercise 1 completed**

• **Explanation**	Teacher asks to their students some question about traditions before their listening so they can express their opinions and they have ideas about what they are going to listen. Teacher plays the radio program and asks to students to identify 3 points: Who is the speaker? What is the program about? When can they listen to the radio program?	Students give their opinion and express how traditions have changed in the last years due to technology.		**1**	**Students' answers**
• **Exercise III. While listening.**	Teacher plays the radio program and asks to students to identify 3 points: Who is the speaker? What is the program about? When can they listen to the radio program?	Students listen to the radio program and at the same time they try to answer the questions.			Students complete Exercise V. Comprehension skills.
grammar					
dependent prepositions. Exercise 4 and 5	teacher explains what dependent prepositions are and he explains the importance to memorize them.	students read the grammar explanation aloud and then, they start practicing with examples.	books	1	exercise completed
speaking/reading/listening					

• **Dealing with culture shock. preparing to listen. Exercise 1**	Teacher explains to students what culture shock is. then, they say they are going to listen to 3 students describing problems they had when they first arrived in north America to study.	Students identify what culture shock is, and discuss the possible problems people and students might face with classes, behavior, food, language, weather, etc.	1	Students participation
	Before they listen, teacher asks to their students to discuss the problems that students might have when they move to a different country.			
While listening. Exercise 2 and 3	Teacher plays the conversation and ask to their students to identify the answers to some questions	Students listen and try to answer the questions by listening.	1	Students answers.
Discussion about listening and personal opinions. exercise 4	Teacher asks to students to reflect in the listening and identify the problems students had and compare if they had had similar situations.	Students reflect on the problem's students had in the different country and reflect in their own experience.	2	Students participation
Role play	Teacher explains students to create a role play in which they explain examples of shock of culture and how to deal with. teacher shows examples (videos in different apps in which they represent culture shock)		2	Students presentation
	https://indianajo.com/culture-shock-experiences.html	Students present the role play in a video or they act.		

The activities in the class were developing in a good way, it was a topic that caught the students' attention because they started to remember different types of situations in which they experienced this culture shock, like movies, social networks, travels they had in the past, friends, family, relatives, etc. they started sharing with all the class their own experiences and when they were doing the activities in the book they were really interested in the topic. Once we finished with all the activities, I explained to all of them the role play-video they had to do in order to demonstrate they got the main point of this topic and they were able to demonstrate their speaking skills and how they can express their own thought by themselves.

To be honest, they surprised me with their creativity of using technology to create videos and show very well the purpose of the activity. Some of the videos are showed in the video of evidences. The last point of the lesson plan was an activity in which they must express a summary in which they demonstrate their point of view of shock culture and the knowledge they got from the sessions.

As we can see, we can prove that culture in the process of teaching and learning English is the clue that is going to help our students to learn easily, and I want to continue working on it and implementing different topics of culture in English.

2.02 Designing of necessary tools to assess/test the progress of students.

The assessment is one of my concerns on teaching and learning process. It is not only because of my obligation as a teacher, but also many problems and issues that happened in my country related to the fairness of assessments. My experiences taught me that teaching is not only teaching the material, but also giving the meaningful learning experiences for my students. My mistake was only focused on the students' achievement, which influenced my students to be "score oriented". They would do anything to get the best score, such as cheating. These conditions encourage me to think about what do the good assessments.

I focused to increase my students' score. I just gave my students the objective tests monthly to assess my students. The outcomes were very disappointed, my students could not answer the questions correctly. If, they could answer the questions correctly, I did not have information that how their strategies were to solve the problems. In addition, my list of questions cannot assess my students' understanding of the concepts. The types of questions tend to encourage students to remember the material rather than understand the concept. I realized that this type of assessment is really the unfair way to assess my students' performance. Therefore, I motivate myself to improve my knowledge and skills on the ideal assessments.

The most important purpose of assessment and evaluation is to improve student learning. Assessment and evaluations are important tools for designing curriculum and instructional approaches as per need of students. It also plays important role in understanding overall effectiveness of programs and revising classroom practices. Well-designed assessments help students to use the knowledge and skills they have learnt and indicate their level of performance. As part of assessment, teachers provide students with descriptive feedback that guides their effort towards improvement.

All the assessments are well aligned with learning outcomes. The data collected through an assessment helps teachers determine students' strengths and weaknesses as well as their overall understanding of subject. All departments adopted variety of methods to assess students' prior knowledge and skills. Most popular method to assess the students are Formative and summative assessment. (ENGINEERING, 2020)

Hopefully by this point in your life we have discovered that learning can be interesting. You have probably realized that you are constantly learning, whether you are in a classroom, a car, or a kitchen. Assessment helps you build confidence in your ability to learn.

Perhaps you have heard that the global work culture is changing. Unlike your grandfather, you will probably have several different jobs and careers during your lifetime. To be successful, you will need to have confidence in your ability to learn and you will need to become a lifelong learner. Assessment plays a key role in developing your confidence in your ability to learn, as well as in developing your lifelong learning skills.

Our students are generally afraid of evaluations, even when their gained knowledge in any subject matter is excellent. It is therefore important that teachers emphasize the importance of an exam, or other forms of evaluation as opportunities to raise awareness of the value of assessing. For those reasons, I always try formative and summative assessments to make sur my students feel comfortable and they do not get overwhelmed. One of the things that have worked for me, it is that I encourage to my students to reflect in what they are doing, self-assessment, this will help them monitor academic progress in our subject. It is also advisable to have them compare results. These three actions should be a constant in our teaching practice, and they should be aimed at the learning goals set at the beginning of the course. (brown, 2004)

We can see some points that show us how important is to assess our students (Formplus, 2021):

1. In educational research, assessment tools help instructors evaluate students' knowledge and make informed decisions that improve their learning experience.

2. Assessment tools help participants measure their progress towards specific outcomes and modify their behavior to meet those goals.

3. They provide an opportunity for valuable feedback that improves the lives of the participants.

4. An assessment tool is a lens for understanding learning, identifying invisible barriers, and helping instructors to improve their approach to evaluation.

5. They clarify the expectations for participants in different contexts.

Rubrics for assessing speaking.

https://youtu.be/IazFOiQms2U (evidences)

Activity: Video/Role play

ORAL EVALUATION

LEVEL: ___13th ADULTS_____ **SCHEDULE:** __4-6 PM **DATE:** May 25th 2022

TEACHER: _____JOSE VAZQUEZ_____

EX= Excellent
VW = Very Well
A = Average
F = Fail

20 points = 100	16 points = 92	12 points = 84	8 points = 76
19 points = 98	15 points = 90	11 points = 82	7 points = 74
18 points = 96	14 points = 88	10 points = 80	6 points = 72
17 points = 94	13 points = 86	9 points = 78	5 points = 70

STUDENTS' NAMES	ABILITY TO COMMUNICATE				PRONUNCIATION				USE OF GRAMMAR				ADEQUATE LEVEL OF VOCABULARY				FLUENCY				SCORE
	EX 4	VW 3	A 2	F 1	EX 4	VW 3	A 2	F 1	EX 4	VW 3	A 2	F 1	EX 4	VW 3	A 2	F 1	EX 4	VW 3	A 2	F 1	
ALVAREZ ORTEGA EVELYN PAMELA																					
APARICIO SAN ROMAN CYNTHIA DANIELA																					
BENITO SANCHEZ ANGELICA YADIRA																					
DE SANTIAGO GARCIA RAFAEL																					
DIAZ BUSTOS GONZALO																					
ESCOBEDO FRISBIE DIEGO																					
HERNANDEZ AVILA TANIA SUSANA																					
MERCADO MARTINEZ MELANY DIANE																					
REBOLLOSO LIRA SAORI ALEJANDRA																					
RENTERIA CASTILLO ROGELIO NAHUM																					
SANCHEZ LOPEZ EDGAR																					
SOTO BALDERAS JOSE LINO																					
VILLALOBOS TONCHE OSCAR																					

Rubrics for assessing writing.

Activity: writing exercise

Write a summary about what you learned from culture shock. (50-100 words).

	A (4)	B (3)	C (2)	D/F (1/0)
Focus: Purpose	Purpose is clear	Shows awareness of purpose	Shows limited awareness of purpose	No awareness
Main idea	Clearly presents a main idea and supports it throughout the paper.	There is a main idea supported throughout most of the paper.	Vague sense of a main idea, weakly supported throughout the paper.	No main idea
Organization: Overall	Well-planned and well-thought out. Includes title, introduction, statement of main idea, transitions and conclusion.	Good overall organization, includes the main organizational tools.	There is a sense of organization, although some of the organizational tools are used weakly or missing	No sense of organization
Organization: Paragraphs	All paragraphs have clear ideas, are supported with examples and have smooth transitions.	Most paragraphs have clear ideas, are supported with some examples and have transitions.	Some paragraphs have clear ideas, support from examples may be missing and transitions are weak.	Para. lack clear ideas
Content	Exceptionally well-presented and argued; ideas are detailed, well-developed, supported with specific evidence & facts, as well as examples and specific details.	Well-presented and argued; ideas are detailed, developed and supported with evidence and details, mostly specific.	Content is sound and solid; ideas are present but not particularly developed or supported; some evidence, but usually of a generalized nature.	Content is not sound
Research (if assignment includes a research component)	Sources are exceptionally well-integrated and they support claims argued in the paper very effectively. Quotations and Works Cited conform to MLA style sheet.	Sources are well integrated and support the paper's claims. There may be occasional errors, but the sources and Works Cited conform to MLA style sheet.	Sources support some claims made in the paper, but might not be integrated well within the paper's argument. There may be a few errors in MLA style.	The paper does not use adequate research or if it does, the sources are not integrated well. They are not cited correctly according to MLA style, nor listed correctly on the Works Cited page.
Style: Sentence structure	Sentences are clear and varied in pattern, from simple to complex, with excellent use of punctuation.	Sentences are clear but may lack variation; a few may be awkward and there may be a few punctuation errors.	Sentences are generally clear but may have awkward structure or unclear content; there may be patterns of	Sentences are not clear

			punctuation errors.	
Style: Word choice, Tone	There is clear use of a personal and unique style of writing, suited to audience and purpose; the paper holds the reader's interest with ease.	There is an attempt at a personal style but style of writing may be awkward or unsuited to audience and purpose; the reader may lose interest in some sections of the paper.	There is little attempt at style; reads as flat and perhaps uninteresting in content, which is usually generalized and clichéd.	No attempt at style
Style: Details and Examples	Large amounts of specific examples and detailed descriptions.	Some use of specific examples and detailed descriptions. May have extended examples that go on for too long.	Little use of specific examples and details; mostly generalized examples and little description.	No use of examples
Grammar & Mechanics	Excellent grammar, spelling, syntax and punctuation.	A few errors in grammar, spelling, syntax and punctuation, but not many.	Shows a pattern of errors in spelling, grammar, syntax and/or punctuation. Could also be a sign of lack of proof-reading.	Continuous errors

2.03 Attached evidences of (graphics, photos, images)

CULTURE SHOCK STORIES

Task 1: You are going to read 6 stories taken from Etiquette Hell Forum on the topic: Culture shock stories.

For questions 1-14, choose your answers from the people (A-F). Some of the choices may be required *more than once.*

Note: When more than one answer is required, these may be given *in any order.*

According to the article, which person/ people:

irritated his/ her relative	1 ☐	
made a false assumption	2 ☐	
experienced awkwardness in his/her living place	3 ☐	4 ☐
predicted herself/himself to be struck with awe	5 ☐	
was forced to do what he/she thought as impolite	6 ☐	
contracted an illness	7 ☐	
was taken aback by some people's disregard of security	8 ☐	
complained about strict regulations	9 ☐	
experienced substandard living conditions	10 ☐	
led an urban life	11 ☐	
was struck by intense fear	12 ☐	
got treats thanks to his/ her look	13 ☐	
got confused with dishes' names	14 ☐	

WHAT'S YOUR CULTURE SHOCK STORY?

Six posters shared their experience of sudden exposure to a different culture on Etiquette Hell Forum.

A

When I was living in London there was an interesting experience. My Aunt has a place in the country and a house in London. I had always visited her at her country place, and stayed at a hotel in London. However, that time I came to live with her in London. When I landed at Heathrow, I grabbed a taxi and gave the driver the address; I got to the house and thought to myself 'hmm...wonder what apartment she lives in".

That was until I rang the door bell and the butler answered and I asked him which apartment my aunt lived in. His response "You must be the American. Madam is in the library waiting for you, she has tea and sandwiches waiting, I'll take your bags up to your room. The library is the second room down the hall." Turns out what I assumed was an apartment building was her actual house, I always assumed that most people lived in flats in London since housing was so expensive.

And then there was the whole "chips are not potato chips, they are French fries" incident that left my aunt ROFL[1] at a pub when I ordered a sandwich and chips thinking I was getting potato chips and not French fries.

[1] ROFL: (Internet slang) Rolling on the floor, laughing

B

I was visiting my father's small Southeastern Minnesota town from Los Angeles. It happened to be the town's 150th anniversary and there was a parade through the main part of town. Older relatives were in the parade for their 150th anniversary; their home was in town a block away from the parade.

So my cousin told me we could walk to their house and use the bathroom. I fought, saying "we can't just go into their house and use the facilities, they're not home. That's just rude", my cousin thought I was insane and went into the house. I was desperate so I followed her feeling really guilty.

That was until I saw the dessert bars on the kitchen table with a note "Just help yourself! Happy 150th Anniversary Zumbrota!"

My cousin was also annoyed with me because I kept locking the car. "Why in the world are you locking a car??"

C

I spent six months as an exchange student in the Netherlands and the smallness was probably the biggest surprise, even though I knew to expect it.

I lived in a dorm type apartment with maybe ten other students, male and female. In Finland it's almost always gender-separated and having to share the bathroom with a strange man who wasn't in the habit of locking doors (I've only recently found out that in some countries the custom is to knock on the door and not lock it) was a bit difficult for me. I had lived with roommates in Finland but it was always just two or three people in an apartment, not eleven and we only had two toilets and two bathrooms with two showers each (in the bathroom that was on my side of the apartment one shower stall didn't lock and the other didn't work properly) and three sinks. There's nothing wrong with that kind of housing but I'm very shy and even brushing my teeth when someone can walk in (the bathroom didn't really have a door) made me uncomfortable. The others didn't seem to mind and walked around half-naked. I tended to get up before the others and went to bed when they were cooking dinner at 9 pm. I think that they found me very strange.

D

When I was young, my family moved to

Turkey. The first shock was walking into the airport bathroom and finding nothing but a porcelain hole in the ground. I cried the entire way to the hotel. It didn't take long to figure out we were out of our element. For me it was the adventure of a lifetime. For my mom (who had four children under the age of six), it must have been more like a nightmare. (We four kids all came down with chicken pox the first couple months of moving there)

The city we lived in was dirty, overcrowded, and had rats the size of cats (I remember trying to 'pet the kitty', only to have mom **yank me away**). We couldn't drink the tap water, there were earthquakes and power outages on a regular basis (we'd be in the elevator at the most inconvenient times), and oh! The roaches! But as I said, for a kid it was awesome. The Turks would **fawn over** my siblings and I as we were blond haired and blue eyed. We got pinched on the cheeks, and be given sweets when we walked by pastry shops.

I remember the day I found what I thought was a dinosaur bone in the playground at school- later I found out it was just a sheep's leg bone leftover from the sacrifices that had been made a few weeks previous (we would line up along the playground wall to watch it happen). We got to ride horse and buggies, see bears dancing in the streets for money, and the beaches were magnificent (despite getting stung by jellyfish). And holy cow, the baklava was good!

E   I think for me the greatest experience of culture shock was my semester in Germany as a student. I couldn't **get over** how the hall of residence worked.   You arrived and checked in and were introduced to the floor monitor who always had the last room on the right of the floor (that was a rule).

He (in this case) gave me the key to the fridge and told me which shelf I was allowed to use. This was then marked on the diagram of the fridge that he kept and replicated on the diagram that was on the fridge door. One of my friends was on a floor where you had to book your cooking time (when you wanted to use the cooker) on a weekly schedule.

The floor monitor sold the tokens for the washing machine which you reserved by booking it in the reservation book. You were only allowed to do one wash per week. The same thing applied to the tumble drier.

I had come from a fairly **laidback** single sex English hall of residence where people cooked when they wanted and used the launderette as they pleased and the only rules related to music volume. I found the rigidity of the hall rules difficult to adjust to, not least because everyone else in the hall took them so seriously.

I also found the fact that there were 16 students on my corridor and 2 bathrooms. I was one of only 2 women. I had a hard time adjusting to sharing bathrooms with that many men. Most of them did not lock the door, and had a fairly relaxed attitude to nudity in the communal areas.

F   I am a city girl. I live in a large city, and for most of my adult life I lived in an apartment with people on all sides. Now... that being said, I went to visit my best friend in Idaho. At the time she lived in a mobile on 5 acres out in the middle of nowhere.

I was shocked... SHOCKED that they didn't lock the doors and left their car keys in the car, unlocked. We took a trip to Yellowstone one day, and when we got back I had a panic attack because the front door was wide open. They said "Well, ya, it's hot! We don't want it to be too warm in the house!" We were gone ALL DAY with the front door open!

They have now moved about 30 miles to another little town and have sold the mobile and the land. They have a lovely cute house and they told me when the sale was final, there weren't even any keys for the doors.   They've lived there for a few years now and STILL no keys for the locks. I got up one morning to discover they left the front door open because, well, it was HOT!

https://www.youtube.com/watch?v=GhA9eypocE0

Culture Shock &
Reflections on Culture Simulation

What is Culture Shock?

personal disorientation that an individual may feel when experiencing an unfamiliar way of life due to immigration or a visit to a new country, a move between social environments, or simply travel to another type of life (J. Macionis, L. Gerber).

Recall how did you feel during culture shock simulation?

Stages of Culture Shock

micro levels that you experienced during culture shock simulation

1. Honeymoon

You are overwhelmed with joy about your host culture and excited about the differences in culture, food, and social norms.

I'm soooo excited!

2. Culture Shock/ Rejection

This phase is marked by feelings of rejection, anger and criticism. One becomes aware that differences in cultural understanding and language barriers make simple tasks difficult to manage. And it leads to frustration.

I don't really get that!
How they can live like this?

3. Recovery

This is the phase of a gradual adjustment to your new environment. You will begin to orient yourself, be able to interpret subtle cues, regain self-esteem and a more positive attitude. You will be less critical to the local culture and more open to integrating yourself into the community.

Ahaaa, now I see!!!

4. Adjustment/ Adaptation

Anxiety will fade and you start adjusting to a new culture by cultivating friendships and by creating own routine. You start learning to appreciate new culture and adapt to it as much as possible.

So, I got that going for me!
Which is nice!

Get out of your comfort zone and explore another culture

Comfort Zone

Prezi

Kahoot!

Thanksgiving Around the World

Where is the Thanksgiving celebration the biggest?

26

0
Respuesta

▲ U.S.

◆ The United Kingdom

● Russia

■ New Zealand

Which of these countries does *not* celebrate Thanksgiving?

▲ 0   ◆ 0   ● 0   ■ 1 ✓

Mostrar
contenido

▲ The U.S.   ✖

◆ Canada   ✖

● Liberia   ✖

■ Poland   ✔

What cake do they typically eat for the Thanksgiving-type celebrations in China?

Omitir

27

0
Respuestas

▲ Chocolate Cake

◆ Lemon Pie

● Moon Cake

■ They don't eat cake

CUSTOMS AND TRADITIONS UNIT 4

Where is pumpkin pie not a typical Thanksgiving dish?

Omitir

27

0
Respuestas

ACTIV
Work in
1 Look
What
2 Do you have any similar traditions in your country?
3 Do you follow all of your country's traditional customs?
Why or why not?

CUSTOMS AND TRADITIONS 81

▲ Canada

◆ Norfolk Island

● Liberia

■ China

WATCH AND LISTEN

PREPARING TO WATCH

1 Work with a partner. Discuss the questions.
 1 What are some traditional dances in your country?
 2 What kind of dances are popular with young people nowadays?
 3 If you go dancing, do you prefer to dance on your own, with a partner, or with a group of friends? Why?

2 Work with a partner. Look at the photos from the video and discuss the questions.
 1 What country do you think the people live in?
 2 Are most of these people the same age or different ages?
 3 Why do you think the men are wearing black hats?

GLOSSARY

handkerchief (n) a square piece of cloth that you use to dry your face or nose

courtship (n) the period of time when people have a romantic relationship that often leads to marriage

rooster (n) a male chicken

symbol (n) a sign or object that is used to represent something

WHILE WATCHING

3 ▶ Watch the video. Circle the correct answer.
 1 The *cueca brava* is a _____ dance.
  a country   b national   c city
 2 People dance the cueca brava to celebrate National Day in _____ .
  a Mexico   b Colombia   c Chile
 3 The musicians are playing the accordion, the tambourine, and the _____ .
  a guitar   b piano   c violin

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4 Traditionally, a man and a woman hold a _____ in the air while they dance the cueca brava.
  a handkerchief   b hat   c bird
 5 Some of the men wear traditional _____ hats.
  a white   b red   c black

4 ▶ Watch the video again. Write *T* (true) or *F* (false) next to the statements. Then, correct the false statements.
 _____ 1 The cueca is especially popular in the cities.
 _____ 2 The singer is a writer and movie actor.
 _____ 3 Traditionally, two men face each other and then begin to dance.
 _____ 4 The dance takes the form of a complex courtship between a rooster and his bird.
 _____ 5 The dance is enjoyed by both teenage and older generations.

DISCUSSION

5 Work in a small group. If possible, work with classmates from different countries or regions. Complete the chart. Then, share your answers with another group.

country	dance	reason	people	music	clothes
Chile	cueca brava	to celebrate the nation	everyone	cueca	black hats, handkerchiefs

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LISTENING

LISTENING 1

PREPARING TO LISTEN

1 You are going to listen to a radio program about customs in the modern world. Before you listen circle the correct definitions for the words in bold.

 1 My neighborhood is very **multicultural**. People of many cultures and religions live here.
  a busy and crowded
  b including people who have many different customs and beliefs
 2 The tradition of letter writing has almost **died out**. These days, everyone communicates by social media, texting, or email.
  a to become more rare and eventually disappear
  b to change into something else
 3 Min-Soo **interacts** with a lot of people all day at work, so when he gets home, he likes to relax and spend some time alone.
  a to avoid
  b to communicate and do things with someone/something
 4 Tomorrow is my parent's 25th wedding **anniversary**. They're going to have dinner together at a nice restaurant.
  a a party with a lot of guests
  b the day on which an important event happened on a previous year
 5 In the United States, most families have a **celebration** on Thanksgiving. They get together with family and friends to enjoy a big meal.
  a a trip to another country
  b an occasion when you do something to mark a special day or event
 6 A few **generations** ago, people listened to the radio at night instead of watching TV or going online.
  a all the people of about the same age within a society or a family
  b periods of a few months
 7 Anna has had an active **political** career. She was a state representative for several years, and then she became governor.
  a relating to a person's job
  b relating to the activities of the government
 8 **Social** anthropologists study the ways in which people live in groups around the world.
  a relating to a large group of people who live together in an organized way
  b relating to countries

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2 Work with a partner. Discuss the questions.
 1 What does *tradition* mean? What are the most important customs and traditions in your country or your family? Why are they important?
 2 What are some ways that technology has changed people's daily lives in the past 25 years? Do you think these changes are positive or negative?

WHILE LISTENING

3 ▶ 4.1 Listen to an advertisement for a radio program. Answer the questions.
 1 Who is Kevin Lee?
 2 What is the program about?
 3 When can you listen to this program?

4 ▶ 4.2 Listen to the radio program. Which picture shows a tradition that the speaker doesn't mention? _____

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5 ▶ 4.2 Listen to the radio program again. Write notes in the chart.

Effects of modern technology on traditions

	old tradition	new tradition
sending cards or messages	people sent cards	people send messages by email
preparing holiday food		
recipes		
where people eat holiday meals		

POST-LISTENING

SKILLS
Identifying cause and effect

During a lecture or presentation, a speaker sometimes talks about causes. To introduce causes, a speaker can use phrases like: *Due to ...*, *The reason for this is ...*, *because ...*, etc.

Due to modern kitchens, (cause) people don't have to spend much time cooking anymore. (effect)

People don't have to spend much time cooking anymore. (effect) **The reason for this is (that)** we have modern kitchens. (cause)

The speaker can also introduce **effects**, using phrases like *That's why ...*, *This means ...*, etc.

As a child, I lived in Japan, Thailand, and Egypt. (cause) **That's why** I decided to study anthropology. (effect)

You can find any recipe you want on the Internet. (cause) **This means that** many people don't need cookbooks anymore. (effect)

6 ▶ 4.3 Listen and complete the excerpts from the program.

1 Anthropology, in a general sense, is the study of humanity. I know that's not very exact. _____ we have many types of anthropology, like linguistic anthropology and social anthropology.

2 Some traditions die out _____ our way of life changes.

3 Now, _____ developments in technology, people spend more time interacting with other people over the Internet.

4 But now we don't have to work so hard. _____ we have modern kitchens and supermarket food.

5 In the United States, on Thanksgiving, which is one of the biggest celebrations, many families go to restaurants _____ they don't want to spend their holiday working in the kitchen.

7 Work with a partner. Underline the cause and circle the effect in each sentence in Exercise 6.

8 Circle the best word or phrase to complete each sentence.

1 *Because / This means that* people spend more time online, our social lives have changed.

2 Both of my parents work full-time. *That's why / The reason for this is* they don't have much time to cook at home.

3 We have developed new technology. *Due to / This means that* our habits have changed.

4 People don't buy many CDs anymore *because / that's why* you can buy digital music.

5 *The reason for this is / Because* of social networking sites, people communicate more over the Internet.

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2 Complete the sentences with the correct form of the words in parentheses.

1 A lot of people think that it's bad for teenagers to spend so much time on social networking sites, but I think it's _____ (harm). It's just fun!

2 You can find a lot of good, _____ (use) information on the Internet. But to be honest, a lot of it is not _____ (rely). You need to be _____ (care) about your sources.

3 It's _____ (enjoy) to celebrate national holidays.

4 Some people might think you're not _____ (thought) if you don't remember their birthday.

3 Work with a partner. Discuss the sentences in Exercise 2. Do you agree or disagree with each sentence? Why?

DEPENDENT PREPOSITIONS

LANGUAGE
Many verbs and adjectives are followed by specific prepositions. These are called "dependent prepositions." It is important to remember these prepositions when you learn a new word. For example, *adapt* means to "become familiar with a new situation":

Customs and traditions do change and adapt to the modern world.

Common verb + preposition combinations

belong to	look at	talk to
laugh at	talk about	worry about

Common adjective + preposition combinations

bad for	full of	surprised by
excited about	responsible for	wrong with

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4 Circle the correct prepositions. Use a dictionary to help you.

1 Do you adapt quickly *for / to* new situations?

2 Do you like listening *for / to* traditional music?

3 When you search *for / about* information online, what websites do you use most often?

4 Do we always benefit *from / about* new technology?

5 Do you worry *about / to* spending too much time online?

5 Work with a partner. Ask and answer the questions in Exercise 4.

ON CAMPUS

DEALING WITH CULTURE SHOCK

PREPARING TO LISTEN

1 You are going to listen to three students describing problems they had when they first arrived in North America to study. Before you listen, work in a small group and discuss the problems that students might have. What kinds of problems do you think international students might have with the following?

| classes   cultural behavior   food   language   weather |

WHILE LISTENING

2 ▶ 4.11 Listen to the students' descriptions. Circle the topics in Exercise 1 that you hear.

3 ▶ 4.11 Listen to the descriptions again and circle the correct ending for each sentence.

1 Alisha was most upset because she couldn't _____
  a understand anything.
  b say what she wanted to.
  c take notes.

2 In her English classes, Alisha learned how to _____
  a make friends.
  b speak English better.
  c study in English.

3 John didn't like American food because _____
  a it made him sick.
  b it was too sweet.
  c it was too unhealthy.

4 Now John _____
  a likes American food.
  b likes cheese.
  c still eats Chinese food.

5 Minh thought that Americans _____
  a did not mean what they said.
  b were not polite.
  c were not friendly.

4 Work in a small group and discuss the questions.

1 How did each student manage to resolve their problem?
2 Have you ever had an experience like Alisha's, John's, or Minh's? If so, describe it.

SKILLS

Culture shock

Culture shock is a feeling of confusion that results from suddenly experiencing a culture that is not familiar. It is normal to feel culture shock, and the feelings of confusion will decrease with time.

PRACTICE

5 Work in a small group. Read the advice for dealing with culture shock. Match each sentence with a follow-up sentence.

1 Be patient. _____
2 Try not to judge the new culture or the people. _____
3 Keep yourself in shape. _____
4 Stay in touch with your friends and family at home. _____
5 Remember your personal goals. _____
6 Know where to go for help. _____

a But don't spend all of your free time texting and talking to them!
b Exercise is a good way to deal with stress.
c Give yourself time to adjust to your new environment.
d Most colleges have a tutoring center, an international student center, or counselors who can help you.
e Remind yourself often of the reasons why you came.
f The differences are cultural, not personal.

6 Work with a partner. Discuss the questions.

1 Which advice would have been useful for each of the students in Exercise 3?
2 Which three pieces of advice do you think are the most helpful?

REAL-WORLD APPLICATION

7 Work with a partner. Read the problems, and think of 2–3 pieces of advice for each person.

> I don't understand anything the teachers say in class, and my English is not good enough to have conversations in English. There aren't many international students here – it's a small campus in a small town – and I feel very lonely. What can I do?

> This is my first semester in the U.S. I like the college, but I don't like the classes. They're really easy! I learned this material in high school. The teachers are very informal, and in class we just have discussions. This isn't my idea of college. I don't feel like I'm learning anything.

8 Choose one of the situations from Exercise 7. Role-play a conversation between the student and a counselor.

Indiana Jo
WHERE YOUR TRAVEL ADENTURE BEGINS

50 Biggest Culture Shock Experiences

Last updated: 19 January, 2021

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Newsletter
📲

https://indianajo.com/culture-shock-experiences.html

2.04 Show evidences of your designed tool to assess your students.

In this dissertation was decided to assess speaking and writing. It is concluded that writing requires a long process where drafting is essential. As opposed to speaking, writing is expected to fulfill a more systematic and accurate process with the purpose of conveying meaning to certain audiences. Another difference is that the writer has more time to analyze his/her ideas and do the necessary adjustments. Speaking, on the other hand, is a spontaneous productive skill in which there is no time to correct mistakes; although, it has the advantage to use meta-linguistic aspects during the performing speech. That said, we can summarize the writing aspects in two components, *language knowledge* and *strategic competence*, which might function as a basis to design both holistic and analytic rubrics. (brown, 2004)

The activities in the class were developing in a good way, it was a topic that caught the students' attention because they started to remember different types of situations in which they experienced this culture shock, like movies, social networks, travels they had in the past, friends, family, relatives, etc. they started sharing with all the class their own experiences and when they were doing the activities in the book they were really interested in the topic. Once we finished with all the activities, I explained to all of them the role play-video they had to do in order to demonstrate they got the main point of this topic and they were able to demonstrate their speaking skills and how they can express their own thought by themselves.

To be honest, they surprised me with their creativity of using technology to create videos and show very well the purpose of the activity. Some of the videos are showed in the video of evidences. The last point of the lesson plan was an activity in which they must express a summary in which they demonstrate their point of view of shock culture and the knowledge they got from the sessions.

As we can see, we can prove that culture in the process of teaching and learning English is the clue that is going to help our students to learn easily, and I want to continue working on it and implementing different topics of culture in English.

2.05 Rational behind the assessing and testing tools

In assessing a student's academic achievements, marks and percentiles play a key role. If arriving for a work interview or qualifying for further education at a school, grades are critical and are among the fundamental items that an evaluator looks at.

Grading systems in any institution has their pros and cons. It can be made better and can be used to improve productivity instead of increasing negative perceptions about grading.

Advantages of Grading Systems	Disadvantages of Grading Systems
Grading systems help determine the Weakness and Strengths of students. It helps students understand which subjects they need to work on. Teachers can know which students find the subject difficult and they can give them special attention if required.	Students are highly demotivated when they score lesser marks than expected. Grading increases room for comparisons. Students often focus on achieving passing marks instead of understanding the concepts.

(Edu, 2021)

The assessments can help the teachers to create the meaningful learning experiences to their students. The teachers can motivate their students to improve their performances. In addition, the students can participate to assess their own learning progress. Comprehensive assessments can give the complete picture of the students' skills and performance. This valuable information can be used to improve teaching and learning process. The important part of the application of the assessment is teacher willingness to work hard to apply the assessment which can appropriate to assess their students' performance.

It is believed that it is important for learners to see how much they have learned over a long period of time. Sometimes I was wondering how harsh/lenient I should assess my students. Being too strict may diminish students' interest and participation in the class but being too flexible can also decrease students' engagement in the class.

Assessment practices play an important role in the field of teaching. They not only show what students have learned but also provides vital information as to the effectiveness of a lesson, unit, or curriculum. A variety of assessment techniques must be used to determine student knowledge. Involving students in the assessment process helps them see how their knowledge has progressed and provides motivation and pride to push them on in their journey of obtaining knowledge.

2.06 Recording the activities

https://youtu.be/IazFOiQms2U

https://youtu.be/Dsr0BdFBNQ0

Chapter 3: Experience Report

Role play is also a useful instructional technique in a sociocultural approach. A sociocultural approach is the most useful method currently applied in second language instructions. The main objective of a sociocultural approach is to prepare learners for intercultural communication and dialogue between cultures. According to Savignon (Savignon, 1997), sociocultural strategies can be seen as one of the most efficient ways for learners to achieve sociocultural competence within second language communicative competence. Tomalin and Stempleski (Tomalin, 1993) further indicated that role play activities can examine cultural behavior and patterns of communication. For example, in one of these role plays, students can dramatize an incident that happened to them and caused cross-cultural misunderstanding. In this way, it will enable them to develop communicative strategies to overcome similar problems in real second language communication.

The activities in the class were developing in a good way, it was a topic that caught the students' attention because they started to remember different types of situations in which they experienced this culture shock, like movies, social networks, travels they had in the past, friends, family, relatives, etc. they started sharing with all the class their own experiences and when they were doing the activities in the book they were really interested in the topic. Once we finished with all the activities, I explained to all of them the role play-video they had to do in order to demonstrate they got the main point of this topic and they were able to demonstrate their speaking skills and how they can express their own thought by themselves.

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As we can see, we can prove that culture in the process of teaching and learning English is the clue that is going to help our students to learn easily, and I want to continue working on it and implementing different topics of culture in English.

Chapter 4: Conclusions

Culture and language have often been described as inseparable and the relationship between them is highly complex. Language is not just the total of words, grammatical principles, and sentence construction, but also unique cultural norms, social systems, and cognitive processes. Understanding these cultural-specific contexts along with linguistic principles of a culture is central to effective language acquisition.

People who live in different areas of the world have different cultural backgrounds and use different languages. Language and culture appear on the surface to be two distinct fields, but they have an intertwined relationship and affect each other mutually. Languages are not only the products of cultures, but also are the symbols of cultures. The development of a language frequently affects its associated culture, and cultural patterns of cognition and custom are often explicitly coded in language.

Language and culture are intertwined, and one will affect the other. Language and culture have a kind of deep and symbolic relationship. Language stands for the whole culture because language represents culture in the minds of its speakers. Conversely, culture also symbolizes language and is summed in the economic, religions, and philosophical systems of a country.

Students cannot truly master new language until they have mastered the cultural context in which the new language occurs. This means that understanding a new culture is an important element in achieving the success in second language acquisition. In fact, the learning of language and the learning of culture can be compared with a child's first experiences with the family into which he or she is born, the community to which he or she belongs and the environment in which he or she lives. When we are kids, we acquire our first language in a natural way because our society, our environment, and our culture continually feed us. Similarly, when we acquire a new language, we also need to ingest the new culture's nutrients.

The purpose of this article is to discuss the inseparable relation between culture and language and to purpose ways to implement instructional strategies for teaching second language through culture to enhance students' linguistic comprehension. Cultural learning helps us to discover that there are a multitude of ways of viewing the world. Understanding the relationship between culture and linguistics will help us to develop instructional strategies and pedagogies for teaching second languages. In the information driven world, language ability gradually becomes an essential skill.

Culture in language learning is not an expendable skill. For achieving true linguistic comprehension, culture and language should be learned together. After all, the more cultural concepts we learn, the more language abilities we gain; the more language we gain, the more competitiveness we have.

At the beginning of this specialization, I consider that I was in lacking of knowledge of theories and analysis of some important things about teaching, in most of the cases teachers have the experience because their work, but we need to reflect and to get more knowledge and continue updating or knowledge and ways of teaching. I used to be more a traditional teacher that would give to my students grammar structures and vocabulary, but now I am able to identify that teaching a second language implies more than just giving structures and vocabulary. We teach them strategies with meaningful activities that we have created or have chosen with time and careful thinking in order to develop and strengthen their skills to communicate with people in a second language. One of theories and approaches I will never forget, and I will continue using are the communicative and sociocultural approach, because we can conclude that at the end is the key of being successful in the process of learning.

The specialization gave many tools to improve my teaching skills and I will continue improving my skills and keep working hard to help all my students to achieve the main goal that is: learning English through the culture and technology.

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The examples and definitions given below are intended to clarify the standards by which academic honesty and academically honorable conduct are to be judged. The list is merely illustrative of the kinds of infractions that may occur, and it is not intended to be exhaustive. Moreover, the definitions and examples suggest conditions under which unacceptable behavior of the indicated types normally occurs; however, there may be unusual cases that fall outside these conditions which also will be judged unacceptable by the academic community.

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[1] EEAILE-CEAL. UPN. Guidelines for Academic Honesty in Citation and References.
http://eeaile.cealupn.net/pluginfile.php/2441/mod_resource/content/1/eeaile_1_00_Academic%20Guidelines%20for%20Citation%20and%20References.pdf

A. Plagiarism: Plagiarism is presenting another person's work as one's own. Plagiarism includes any paraphrasing or summarizing of the works of another person without acknowledgment, including the submitting of another student's work as one's own.

Plagiarism frequently involves a failure to acknowledge in the text, notes, or footnotes the quotation of the paragraphs, sentences, or even a few phrases written or spoken by someone else. The *submission of research or completed papers or projects by someone else is plagiarism, as is the unacknowledged use of research sources gathered by someone else when that use is specifically forbidden by the faculty member. Failure to indicate the extent and nature of one's reliance on other sources is also a form of plagiarism. Any work, in whole or in part, taken from the Internet or other computer-based resource without properly referencing the source (for example, the URL) is considered plagiarism. A complete reference is required in order that all parties may locate and view the original source. Finally, there may be forms of plagiarism that are unique to an individual discipline or course, examples of which should be provided in advance by the faculty member. The student is responsible for understanding the legitimate use of sources, the appropriate ways of acknowledging academic, scholarly or creative indebtedness, and the consequences of violating this responsibility."*

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III. Baja definitiva en los siguientes casos:

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JOSE JESUS VAZQUEZ RAMIREZ

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[2] Reglamento General para estudios de posgrado de la UPN.
http://137.135.91.197/normateca/index.php/category/6-reglamentos-internos.html

FINAL PROJECT ASSESSMENT	
FINAL PROJECT	**The Importance and impact of Culture on English as a Second language and Foreign Language Learning.**
STUDENT´S NAME	**JOSE JESUS VAZQUEZ RAMIREZ**
FINAL PROJECT ASSESSOR	**Alma Daniela Otero Sosa**
Introduction	**Clear and brief introduction.**
1 Identity and teaching philosophy	**Very well explained clear and concise.**
1.2 Theoretical foundations	**You need to include more information regarding your theoretical foundation in your final project do it by July 4th.**
1.3 Theoretical basis about language, language learning and language teaching of your model	**You could have addressed more the methodological aspects of your language learning and language teaching of your model in "methodology and practice" please add more information by July 4th.**
2. Lesson plan	**complete planning of the lesson. Well organised**
2.1 Applications	**Well done!** **Nicely and well explained**
2.2 Procedures	**explained in great detailed**
2.3 Evidences (images, graphics, photos, etc)	**Very clear and nice videos and according to the lesson plan.**
A video that shows the application of your lesson plan	**Very nice videos. The videos are very critical and show a deep reflection of what was learned throughout the specialization.**
3. Design of Assessment tools	**Well design of assessment tools.** **According to students age.** **Very clear and adequate.**
3.1 Testing tools for activities	**adequate for the activities.**
3.2 Rationale behind the Assessing and/or Testing tool	**You need to write the rationale behind the assessing and testing tools.**

3.3 Evidences of having worked the assessment and/or testing tools (images, photos, diagrams, graphics, etc)	**Done.**
4.1 Report and analysis	**well done report and a good analysis of your lesson class given.**
5. Conclusions	**Well Done.**
6. Appendices	**Done.**
Instruments of learning assessment (rubrics, tests and others)	**attached**
Evidences of materials and resources for learning (readings, audios, audiovisuals, interactive materials, etc.)	**Very nice extra materials** **Authentic material** **Excellent use of technological resources**

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de Tesis o Trabajo Recepcional de Posgrado

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DE LA UNIVERSIDAD PEDAGÓGICA NACIONAL
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