UNIVERSIDAD PEDAGÓGICA NACIONAL

UNIDAD 097, AJUSCO

PROPUESTA DE INTERVENCIÓN EDUCATIVA

ACTIVIDADES DIDÁCTICAS PARA PROMOVER EL APRENDIZAJE INTERCULTURAL EN ALUMNOS DE BACHILLERATO

TRABAJO RECEPCIONAL

QUE PARA OBTENER EL DIPLOMA DE:

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

PRESENTA:

CITLALLI BECERRIL MARTINEZ

ASESOR:

ALMA DELIA GARCIA SALAZAR

México, CDMX. A 4 de Julio, 2022

NATIONAL PEDAGOGICAL UNIVERSITY

UNIT 097, AJUSCO

EDUCATIONAL INTERVENTION PROPOSAL

**DIDACTIC ACTIVITIES TO PROMOTE INTERCULTURAL
KNOWLEDGE IN HIGH SCHOOL STUDENTS**

RECEPTIONAL WORK

TO OBTAIN THE DIPLOMA ON:

**SPECIALIZATION IN TEACHING AND LEARNING
ENGLISH AS A FOREIGN LANGUAGE,
ONLINE MODALITY**

PRESENTS:

CITLALLI BECERRIL MARTINEZ

ADVISOR:

ALMA DELIA GARCIA SALAZAR

Mexico, CDMX. A July 4th, 2022

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INTRODUCTION

When learning English, we usually think about grammatical rules, acquiring vocabulary, listening skills or reading comprehension. As a matter of fact, we tend to think of the basic topics we learned in school like "verb to be", "tenses" or even some theme songs. But the truth is that when we learn a second language, it is also recommended we learn the culture of the language.

Multicultural learning encourages the expansion of our knowledge about other places, languages, customs and more. Some of the several advantages to learning about other countries are: it opens the opportunity to broaden our horizons, to realize that there are other ways of seeing the world, of conceiving reality.

The purpose of this project is to describe how my planned didactic activities promoted intercultural knowledge in my high school students based on my English teaching skills. By designing a lesson plan, dividing into tasks like it was recommended, and applying it with my groups, I explain how I reached a multicultural awareness in my students and how they acquired basic traveling vocabulary.
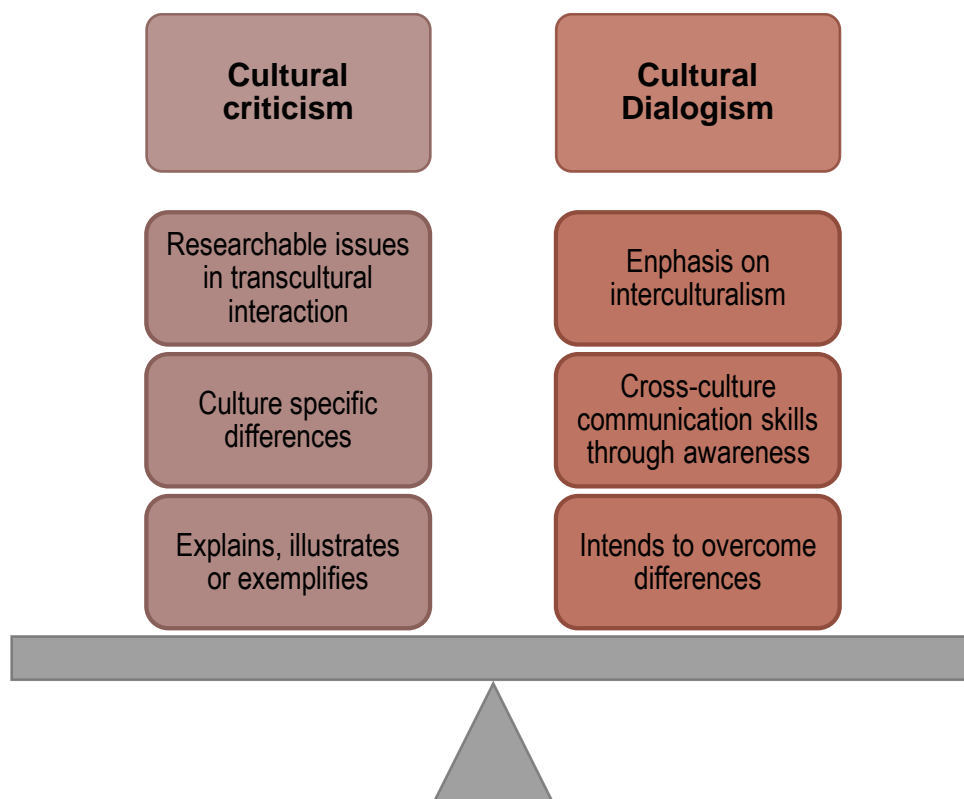
THEORETICAL FOUNDATIONS

The model of Intercultural Communicative Competence by Michael Byram
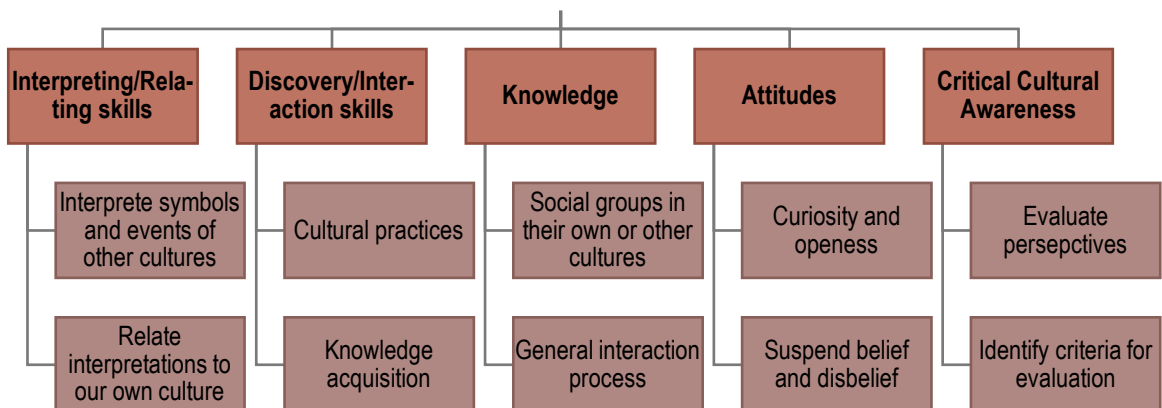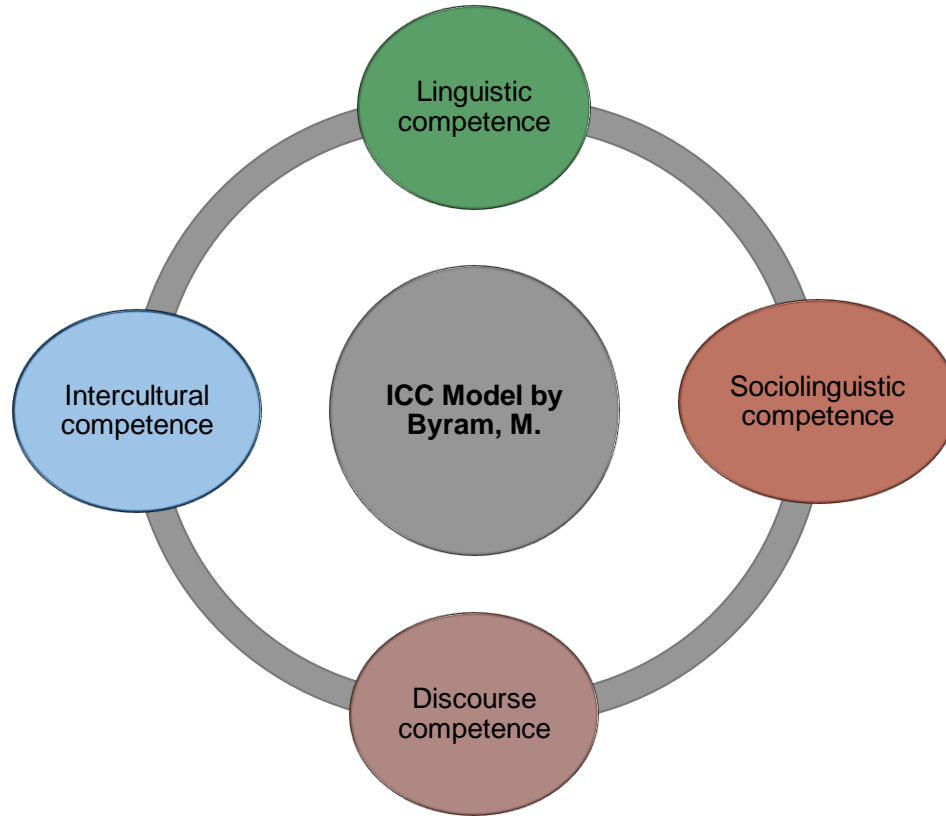
The model mainly highlights linguistic, sociolinguistic and discourse competence based upon five components which are attitudes, knowledge, skills of interpreting and relating, as well as skills of discovery and interaction, plus critical cultural awareness. During this project, I put this model into practice by taking into account my students' background knowledge of countries and nationalities, in hand with basic touristic information they need to know if they ever travel to another country.
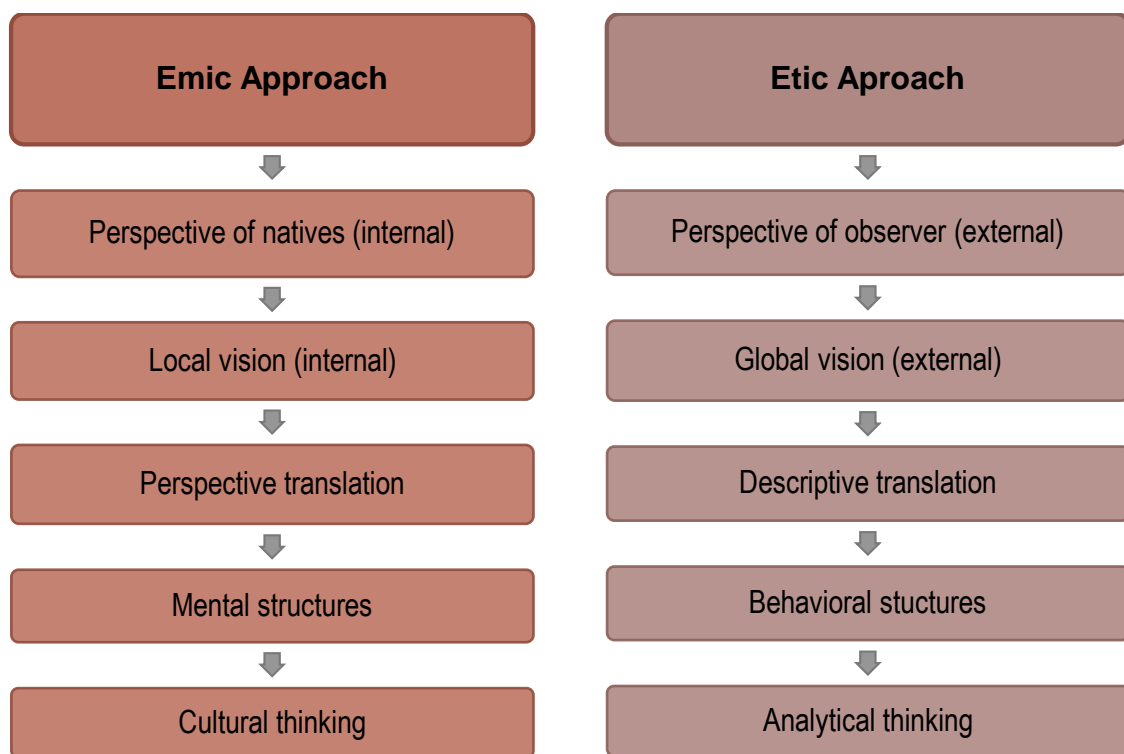
In the beginning, many students didn't seem thrilled because they thought they'd have to learn a lot of information about every country but once the criteria's were determined, their perspective of the topic changed. Especially after I explained the information they'd investigate and how these were going to be interpreted in teams, representing only one country each team.

The cultural criticism approach and cultural dialogism

Cultural criticism	Cultural Dialogism
Researchable issues in transcultural interaction	Enphasis on interculturalism
Culture specific differences	Cross-culture communication skills through awareness
Explains, illustrates or exemplifies	Intends to overcome differences

These approaches resemble how we could play a role as investigators and research information about other cultures and relate these to our own country and culture. By making use of both approaches, my students were able to investigate about different countries and their cultures, discover their differences, explain how each country differs from one another and all together determine how they all have similarities. Making them culturally aware of the world around them is a way of making them grow with open minds, creating an intercultural environment and overcoming cultural differences.

The "emic" and "etic" approach

| Emic Approach	Etic Aproach
Perspective of natives (internal)	Perspective of observer (external)
Local vision (internal)	Global vision (external)
Perspective translation	Descriptive translation
Mental structures	Behavioral stuctures
Cultural thinking	Analytical thinking

The Emic and etic approach gives us the perspective of how natives and outsiders see each country and their culture. Although we weren't able to communicate with natives from each country, I was able to give them a brief explanation of what it

was like to live in the United States of America and how culturally diverse it was because of my personal experience living abroad.

In the case of my students, during the development of the lesson plan I applied, they made most usage of the emic approach because they explained what they investigated as observers, stating they have never been there physically but giving the information that was asked for, charactering themselves and describing with detail what they learned from each country. After each team described their country, they all made an analytical reflection and discussed the differences and similarities between each country and our own.
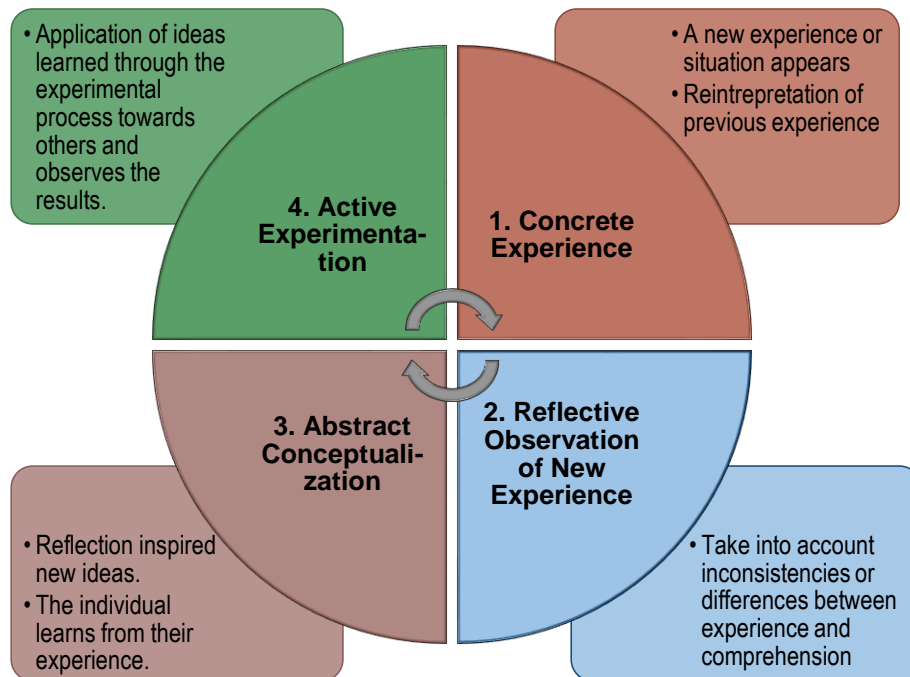
The dynamic process approach
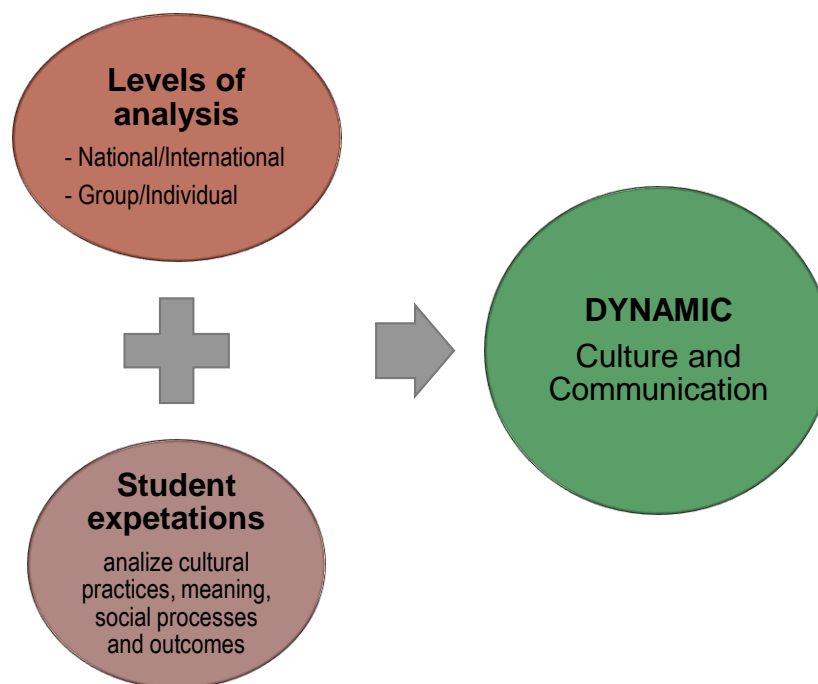
In order to have apply a successful dynamic process approach, as guiders, we need to take into account the levels of analysis and the expectations we have of what our students will achieve. For example, in the activities I planned, the first activities were

done individually but the last activities were completed in teams of 5-8 members. The investigated information was mainly based on international surroundings and then compared to our national environment.

The experiential learning approach by Kolb

- Application of ideas learned through the experimental process towards others and observes the results.

4. Active Experimenta-tion

1. Concrete Experience

- A new experience or situation appears
- Reintrepretation of previous experience

3. Abstract Conceptuali-zation

2. Reflective Observation of New Experience

- Reflection inspired new ideas.
- The individual learns from their experience.

- Take into account inconsistencies or differences between experience and comprehension

Adolescence

Anna Freud (1965) compared the adolescent stage to a duel. "The adolescent is engaged in an emotional struggle of extreme urgency and immediacy. Mourning for the objects of the past and lucky or unlucky love affairs are inevitable." (pp.172) Adolescents continue to expect the protection, control, economic and emotional help that their parents offer them, but at the same time they yearn for the freedom to decide, to do, and the recognition that their parents can make of them as adults. It is said that an educational institution is like a second home for our students because it is where

they spend most part of the day and it is our duty as teachers to guide students in academic issues as well as to provide socioemotional skills.

Language

The PNIEB (2010) defines the language as follows:

Language is a communicative, cognitive and reflective activity through which ideas are expressed, exchanged and defended; interpersonal relationships are established and maintained; information is accessed; participate in the construction of knowledge, organizes thought and reflects on the very process of discursive and intellectual creation. (p.28)

Language is divided into two: verbal language (ability to externalize knowledge of language) and non-verbal language (ability to internalize knowledge of this same language). These are made up of two of the four language skills each. The two skills that make up verbal language are listening and reading. While the two remaining skills that make up non-verbal language are those of writing and speaking.

These four language skills were taken into account during the implementation of the strategy. Each one of the sessions was programmed in order to work on speaking, writing, listening and reading the basic vocabulary attended. This, in the same way, favoring the learning style that each student presents in the respective groups.

Games

Piaget, cited by Erikson (1972) mentions that games of simple exercise or sensomotors: they are primitive games of simple operation whose main characteristic is the simple pleasure of the action of discovering the world, they arise as a functional

pleasure and a means for the child, through movement, mature your nervous system. "The child who discovers by chance the possibility of balancing a suspended object, immediately reproduces the result to adapt to it and understand it." (p.16)

In this sense, the game favors and stimulates moral qualities in boys and girls, such as: self-control, honesty, security, attention is focused on what they do, reflection, the search for alternatives to winning, respect for the rules of the game, creativity, curiosity, imagination, initiative, common sense and solidarity with their friends and with the group in general.

The game in the classroom serves to facilitate learning as long as pleasant activities are planned, with rules that allow the strengthening of values: love, group and intergroup tolerance, responsibility, solidarity, self-confidence, security, that foster camaraderie to share ideas, knowledge, concerns, all of them -values- facilitate the effort to internalize knowledge in a meaningful way and not as a simple tape recorder.

What has caused in the students a certain discontent and lack of motivation towards learning, seeing school as a negative element in their lives, which has caused, according to informal interviews applied to the students, the idea of dropping out after completing high school education. This is why I play a short game as an ice-breaker at the beginning of most of my classes in order to activate their minds and motivate them into learning more efficient and effectively. Plus, most of my activities (even though they didn't involve many games as such), were made with striking material that caught their attention and made them want to compete for the participations, making the virtual classes more entertaining.

My Identity

I'm a 25 year old English teacher at *Technological, Industrial and Services Baccalaureate Center No. 180,* also known as CBTis No. 180 located in Jilotepec, the State of Mexico, near the center of the municipality. The school counts with 629 total students; 229 of them belong to second semester; 202 students are in fourth semester and; 198 students are in sixth semester. Our school has five specialties:

- Human Resources Management

- Logistics

- Programming

- Accounting

- Industrial Mechanics

According to internet infographics, even though I am from 8 to 10 years older than my students, they and I belong to the Z Generation, in which most of our technological knowledge is similar, as well as our digital skills. Plus, this made it easier for me to be up to date with the latest trends, get to know their interests better and even interact about some of these, adapting a few to my classes or making jokes about them.

My Teaching Philosophy

If anything, I want to give my students the confidence they need to open up to me and interact about anything. Other than being their teacher, I like to get to know them better through interaction and figure out what are there need. Therefore, my teaching philosophy is mostly influenced by Abraham Maslow's humanist approach, taking into account his Hierarchy of Needs. I seek to ensure my students' emotional and social

needs in order for them to feel comfortable and confident in my class. Once these basic needs are met, my students focus on learning and personal growth.

I often get asked why I apply a holistic approach when my students are adolescents (almost adults), and the answer is simple: because I do what I would've wanted all of my teachers to have done for me at some point. Fortunately for me, when I was in 8th grade of Middle School, still in the U.S.A., I met the Spanish teacher whom would change my perspective of learning forever.

I had gone through some emotional trauma recently and instead of sending me to detention he took 10 minutes of his personal time one day to talk with me; about me. It was confusing because teachers rarely interacted with students about other things that weren't projects, classwork, deadlines and homework. As I've mentioned before, my first official language was English, so learning Spanish was much more difficult. He mentioned my grades were low because I hadn't been practicing my speaking skills at home and the first thing he asked was "How have you been?" followed by "And use a different adjective other than '*bien*' because I need you to practice your Spanish pronunciation and because I'm worried if I'm not doing enough for you."

I felt guilty and had to explain the reason why I hadn't been practicing my speaking skills at home was because I didn't see my parents due to their long working shifts, nor did I have family members near to practice with. I didn't want him to feel sorry for me but he took the time to ask if there was anything he could do to help and he listened to me. He focused on giving me more class participation so I could practice with my classmates rather than at home and it helped.

My point is, if it wouldn't have been for such an empathetic teacher, I doubt I would have learned a few or the basics of Spanish. He balanced the importance of my cognitive development as well as my emotional and social development, focusing on my needs as a student and as a person, giving me the confidence I needed. After that, I enjoyed learning new things and saw the bright side to each subject.

Learning new things and loving to learn them in the process is a hard task but not with the correct guidance or patience. I personally have above 400 students at my charge but if we can dedicate a few minutes with each student to understand their personal situation, I believe our students can achieve more knowledge, better grades, more participations, more confidence and academic engagement from our students.

"Teachers who love teaching, teach students to love learning" was always my favorite quote from my 8th grade Spanish teacher. He didn't need to say he loved his job, we could see it in the didactic classes he gave us and the interest he had invested for each and every one of his students. He became my role model and I promised that if I ever became a teacher (because I had always wanted to be one), I'd try my best to be as good as he was, or better. I can't assure that my students' love me but I did notice they participate more often, they do their classwork and homework, they put the previous knowledge into practice, leading this into the improvement of their group grade point average, at least in my subject.

PROCEDURES

Lesson Plan

SESSION 1	Reviewing countries and nationalities.
Time	30-50 minutes.
Objective	Give students the names of the countries and nationalities with the students in order to register their previous knowledge.
Aim	Prepare students with the following task.
Context	Different countries and nationalities.
Language	Vocabulary related with countries and nationalities.
Procedure	Introduction The teacher explains the importance of learning about other countries and their cultures. The student listens and reflects on the motives to learn a second language. Development The teacher shares the power-point presentation and projects slides of 14 different flags, asking for their countries with their nationality. The student participates giving the name of a country or the nationality, according to the flag. Conclusion The teacher mentions vocabulary based on the most commonly visited countries and asks students to repeat. The student listens to the instructions and repeats the given vocabulary after the teacher mentions it.
Skills	Listening While the teacher gives instructions. Speaking When the students have doubts or questions and when repeating the vocabulary given by the teacher.
Interactional Patterns	Individual participations.
Aids	• Computer/Laptop/Cellphone • Power-Point Presentation (Appendix B) • Zoom Platform
Predictable Problems	• Students might not understand the instructions.

Suggested Solutions	• Let students ask questions and answer with clear and precise indications. • Make an evaluation instrument to hand each team.
Linking Activity	The teacher will explains the main point of the next task: • Students will review the names of the most commonly traveled countries and their nationalities.
Evaluation Instrument	

Checklist			
Aspects	Yes (0.2)	Maybe (0.1)	No (0)
The student logged in the synchronic Zoom session			
The student participated in the synchronic Zoom session			
Total			

SESSION 2	Countries and nationalities exercise.
Time	30-50 minutes.
Objective	Students match each country and their flag with their corresponding nationality. Practice the use of the given vocabulary in the last session (most common country names and nationalities) by choosing the correct one in a sentence.
Aim	Students respond the material given as a group and participate individually for points.
Context	Difference between the use of a country and nationality.
Language	Vocabulary related with countries and nationalities.

Procedure	Introduction
	  The teacher explains how to answer each exercise.
	  The student listens and looks for the correct answer
	Development
	  The teacher shares the exercises on the screen and asks students to participate and give their answer.
	  The student participates giving the name of a country or the nationality, according to the sentence.
	Conclusion
	  The student asks questions.
	  The teacher clears existing doubts.

Skills	Reading
	  Students read the sentences to choose the correct answer between a country and a nationality.
	Speaking
	  Students participate to give their answer.

Interactional Patterns	Individual participation and group response.
Aids	- Computer/Laptop/Cellphone - Exercises (Appendix C) - Zoom Platform
Predictable Problems	Students might not understand the instructions.
Suggested Solutions	- Let students ask questions and answer with clear and precise indications. - Make an evaluation instrument to hand each team.
Linking Activity	The teacher will explains the main point of the next task: Students will have to make teams of 5-9 team members (depending on the group) and choose a different country from the ones the teacher listed in the virtual synchronic class.

	Checklist			
Evaluation Instrument	Aspects	Yes (0.3)	Maybe (0.1)	No (0)
	The student logged in the synchronic Zoom session			
	The student participated in the synchronic Zoom session			
	Total			

SESSION 3	Ask the tourist guide project assignation.
Time	30 minutes.
Objective	Each team presents what they researched about the country they represent.
Aim	Learn more about other countries.
Context	Different countries.
Language	Vocabulary related with sequencers, present simple tense, adjectives, countries and more.

Procedure	Introduction
	   The teacher explains the importance of learning about other countries and their cultures.
	   The student listens and reflects on the motives to learn a second language.
	Development
	   The teacher shares the power-point presentation and projects slides with questions about the information they

	will need to investigate, as well as examples of the complete answers to each question. The student participates repeating with the correct pronunciation the vocabulary given. Conclusion The student asks questions. The teacher clears existing doubts.
Skills	Listening While the teacher gives instructions and pronunciates the new vocabulary. Speaking When the students repeats the new vocabulary given by the teacher.
Interactional Patterns	Individual participation and group response.
Aids	• Computer/Laptop/Cellphone • Power-Point Presentation (Appendix D and E) • Zoom Platform
Predictable Problems	• The activity might take longer than estimated due to the amount of students in each group.
Suggested Solutions	• Record the session and upload it to Google Classroom and the WhatsApp group.
Linking Activity	The teacher will explains the main point of the next task: • Students must create a dialogue expressing the investigated information, look for typical attires or clothing, make a poster board and cook at least two typical dishes from the country they represent.
Evaluation Instrument	(see checklist below)

Checklist			
Aspects	Yes (0.2)	Maybe (0.1)	No (0)
The student logged in the synchronic Zoom session			
The student participated in the synchronic Zoom session			
Total			

SESSION 4	Ask the tourist guide project presentation
Time	2 hours.
Objective	Students must create a dialogue expressing the procedure to a recipe of a traditional meal from the country they represent, explain the language they mostly speak, wear typical outfits or clothing, expose different touristic places and describe fun facts about the place.

Aim	Students respond the material given as a group and participate individually for points.
Context	Difference between the use of a country and nationality.
Language	Vocabulary related with countries and nationalities, as well as the present simple tense, adjectives and nouns.
Procedure	Introduction 　The teacher explains the importance of learning about other countries and their cultures. 　The student listens and reflects on the motives to learn a second language. Development 　The teacher shares the power-point presentation and projects slides of 14 different flags, asking for their countries with their nationality. 　The student participates giving the name of a country or the nationality, according to the flag. Conclusion 　The teacher mentions vocabulary based on the most commonly visited countries and asks students to repeat. 　The student listens to the instructions and repeats the given vocabulary after the teacher mentions it.
Skills	Writing 　Students write what each one will say for their presentation, making use of the known vocabulary and structures previously given. Reading 　Students practice reading their lines out loud so they can present their project by the next class with little mistakes and better fluency.
Interactional Patterns	Individual participation and group response.
Aids	• Poster board per team (Appendix F) • Extra material for the presentation (such as attire/outfits/clothing, food, beverages, images and music)
Predictable Problems	• Some students will not take their part of the work, (or not attend), and might affect their team.
Suggested Solutions	• Only evaluate what each team has while the students who were irresponsible won't be rewarded with the grade their team obtains.
Linking Activity	The teacher will explains the main point of the next task: • Students will present the language, attire, touristic places and fun facts about the country they chose.

Evaluation Instrument	Checklist			
	Aspects	Yes (0.5)	Maybe (0.2)	No (0)
	The student collaborated with material (such as images, printed text, colored paper or stationary resourced) needed for the elaboration of their poster board.			
	The student investigated information about the country the team represents.			
	The student wore the proper attire for the country the teams represents.			
	The student cooked a meal or took a beverage similar to or from the country the team represents.			
	The student presented one of the questions from the "Ask the tourist guide" worksheet, speaking in English with a proper pronunciation, according to the examples seen in the last online synchronic class. (Worth 1 pt.)			
	Total			

SESSION 5	Dream country collage.
Time	30-50 minutes.
Objective	Create a collage with images or drawings that represent the country each student would like to visit someday, (taking into account the countries that were presented in the last session and the information given about each one of them).
Aim	Reinforce acquired knowledge about all the countries that were presented in the last session.
Context	Different countries.
Language	Vocabulary related with countries and nationalities.

Procedure	<u>Introduction</u> The teacher gives an example of how to respond the question: "If you could travel to any country that you learned about, which one would it be and why?" The student listens and reflects on the questions. <u>Development</u> The student asks questions. The teacher clears existing doubts. <u>Conclusion</u> The student takes every checklist given during the project elaboration for grading. The teacher reviews the work and grades it.
Skills	<u>Writing</u> Students explain at least two reasons as to why he/she would like to visit the country they chose taking into account the given information from the last session.
Interactional Patterns	Individual grading.
Aids	• Collage worksheet and images (Appendix G)
Predictable Problems	• Some students will not take their checklists.
Suggested Solutions	• Grade pending work in the next class.
Linking Activity	The teacher will explain the main point of the next task: • Students will have to present the procedure of a meal from a different country and fun facts about the place they are representing.
Evaluation Instrument	<table><tr><td colspan="4" align="center">**Checklist**</td></tr><tr><td>Aspects</td><td>Yes (0.3)</td><td>Maybe (0.1)</td><td>No (0)</td></tr><tr><td>The student makes a collage with images, pictures and drawings of the country they liked the most and would like to visit someday.</td><td></td><td></td><td></td></tr><tr><td>The student responded why he/she wants to travel to the country they liked the most.</td><td></td><td></td><td></td></tr><tr><td align="right">**Total**</td><td></td><td></td><td></td></tr></table>

Video

https://drive.google.com/file/d/187KzxKjQm3pa1Izmqhx8mx-HC4dHUWdR/view

CONCLUSIONS

Experience

Making use of our personal experience and applying our previous knowledge based on these for the development of new activities is an essential tool for most teachers. In my case, and as mentioned before, I had the opportunity to study abroad in the U.S.A. during my first basic education years (preschool, elementary school and middle school), while my adolescent/young adult studies were taken in Mexico. Taking this into account, I like to share my personal experience with my peers and students to compare different strategies and teaching methods, with the intention of improving my teaching skills and making my classes more entertaining.

As I mentioned in other occasions, I had a cultural shock when I arrived to Mexico and realized that teaching and learning methods were different. My grades were changed from an alphabetical system to a numerical system, subject were named differently of had a different focus, other subjects were combined and some didn't even exist. I had to deal with all of this and many other changes. But I knew I wasn't the first, the only nor the last student to live this experience.

I got to experience what it was like to be a student in two different countries and it is incredible how much they differ from one to another. Explaining these differences to my students, but also the similarities, gave me the courage to expand my lesson plan with more creative and didactic activities. Plus, many of them seemed more interested in learning about countries abroad and their cultures, setting a goal upon themselves to one day travel around the world or at least to a different country to meet new places.

Challenges

The main difficulty I had to face during the application of my lesson plan was the fact that in the subsystem I work for, DGETI, decided we would return giving virtual classes during the 2 weeks after spring break. Just when I had my sessions programmed, I had to rearrange and adapt my activities during my "vacation period" so that everything would match. It also meant I had to add one more session to my lesson plan, in order to clear doubts along the way.

This decision wasn't something we were in favor of at the beginning but once the reasons were discussed, it seem proper to follow orders from our superiors. It was mentioned that, due to spring break and how it is know that a lot of people travel during those days, they might catch an infection or worse, infect others. This would mean another quarantine and they intended to avoid this. It seemed like we had no choice, so it was back to using virtual platforms, pages, games and more.

Nowadays, teachers have seen the need to adapt ourselves to a new digital teaching-learning system. Because our students belong to the "Z" generation, (or mostly considered as the "digital era"), they are quite familiarized with the use of many apps, platforms, websites, virtual games, video sessions and more technological material. This had been a barrier for teachers around the world, making e-learning and e-teaching harder for teachers.

As I see it, becoming digital was mostly a challenge for teachers and parents rather than for students. We introduced ourselves to a world of technology they already knew and had to learn how to use this in our favor. By researching and investigating, we learned how to use new resources and got to interact with everyone from a distance.

I personally made use of WhatsApp, Facebook, Google Classroom, Zoom and liveworksheets.com during my activities of the lesson plan. I studied English courses and even entered this specialty, which gave me the opportunity to interact with a few teachers around the country. I was able to compare some techniques, suggest and learn about playful activities that would help my teaching style, and even joined a group of teachers who would share their material to help us out with our struggle. This is an example of how interculturalism helped me become a better teacher and, especially, helped my students learn English much faster and in an interactive/fun way.

It was difficult at first, because I have more than 400 students and I won't lie, not every single student improved their knowledge or grades but based on statistics the school's administration presented, in my subject there was a clear improvement. This is mostly because not every student has access to these virtual tools, but using all kinds of virtual games helped make my classes entertaining and got my students into playing while having both fun and learning the essential topics of each subject.

Another reason as to why applying this lesson plan was difficult is because of the lack of technology in my school's region. Even though the CBTis No. 180 institution is in the urban area of Jilotepec, State Of Mexico, most of the students who attend come from rural areas in which they don't have access to internet or they don't own a smartphone for themselves.

On the long run, it became a huge barrier because not many students were able to log into the synchronic online classes but they were able to review the information of these on the recorded classes I'd upload for them. Plus, the due date for each activity was extended to a week so they had time to upload their evidences.

The hardest barrier I had to face during the application of my lesson plan was the amount of students I give class to, but especially the lack of interest many of them have towards learning. This was presented not only in my subject but with other teachers as well. Now, some may say, "let them fail, it's their decision" but the problem was that they came to affect, distract or try to convince other students into not doing their work.

Unfortunately for them, the formative assessment resulted into them failing the subject while many of their classmates passed with a reasonable or impeccable grade. Mainly because, as teachers, had to apply an exam in the third partial of the semester, with a value of at least 50% of their grade. This resulted preoccupying for many students because they had the fear of failing the subject. Not only were students conditioned into doing their activities and exams with high values, but we as teachers were conditioned to establish that value for our activities so that either, the students' grades and attitudes could improve or they'd fail and "learn the hard way".

Reflections

My students not only improved their grades but I consider that the activities I applied with them helped them gain more confidence in themselves and gain more trust in me. I was always there to instruct them and help them when they got stuck. As mentioned before, most of them don't have the highest knowledge in a second language. But when they saw I had the patience to repeat what they doubted, it made them realize I was going to be there to help always.

On one hand, I think it is because they know I'm relatively young and could relate to many of the experiences they're facing during this rough stage in their life but also because I take the time to investigate and take into account their needs, their previous

knowledge, their interests, their likes, their dislikes and I even learned each and every single one of their names.

Soon, before I knew it, other than creating a teaching-learning environment in class, they created an affectionate bond towards me, telling me what bothered them along the way, asking for advice and making jokes in class. I realized that they learned more English, because they got the chance to put it into practice and I learned how to be a better teacher.

Once I saw that, I remembered my third grade teacher in elementary school whom would always tell my classmates and I to never give up on our dreams; If we wanted to be a professional soccer player, we had to practice more or if we wanted to be a teacher (like in my case), we had to learn how to love teaching first. I honestly didn't understand that quote at the moment but after studying Pedagogy, (also considered to be the synonym to the art of teaching), now I do. "A teacher who loves teaching, teaches students to love learning".

Now, my students plead for me to give them class next semester and I got so many gratitude messages for teaching them differently from what others in the past had done. In that moment, I knew I had achieved what Mrs. Diaz told me 17 years ago. I realized that, even though I spend sleepless night in front of my computer planning my next class or reviewing notebooks for countless hours, it's all worth it because my students are actually learning and they're enjoying it.

APPENDIXES

A. Declaration Letter

Declaración de Originalidad
de Tesis o Trabajo Recepcional de Posgrado

C. RECTOR(A)
DE LA UNIVERSIDAD PEDAGÓGICA NACIONAL
PRESENTE:

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Título del trabajo recepcional o tesis:	Didactic Activities to Promote Intercultural Knowledge in High School Students		
Tipo:	✓ Trabajo recepcional		☐ Tesis
Presentado para obtener el grado de:	✓ Especialidad	☐ Maestría	☐ Doctorado
Programa de posgrado:	EEAILE	Tutor(a), Asesor(a) o Director(a):	Alma Delia García Salazar
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Atentamente,
Ciudad de México a 4 de julio de 2022.

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

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PARA LA OBTENCIÓN DE GRADO ACADÉMICO ANTE LA UNIVERSIDAD PEDAGÓGICA NACIONAL

B. Power-Point Presentation on Countries and Nationalities

WHAT COUNTRY IS THIS?	WHAT COUNTRY IS THIS?
B R A Z I L	A R G E N T I N A
Brazilian	Argentinian

WHAT COUNTRY IS THIS?	WHAT COUNTRY IS THIS?
S P A I N	F R A N C E
Spanish	French

WHAT COUNTRY IS THIS?	WHAT COUNTRY IS THIS?
G E R M A N Y	I T A L Y
German	Italian

WHAT COUNTRY IS THIS?	WHAT COUNTRY IS THIS?
E G Y P T	R U S S I A
Egyptian	Russian

WHAT COUNTRY IS THIS?	WHAT COUNTRY IS THIS?
C H I N A	S O U T H K O R E A
Chinese	South Korean

C. Activities to Review Countries and Nationalities

1. Choose the correct word.

a) This toy is made in China / Chinese.

b) Tacos and guacamole are Mexico / Mexican foods.

c) Coffee is produced in Brazil / Brazilian.

d) This movie is produced in the USA / American.

e) Pizza and spaghetti are Italy / Italian foods.

3. Look at the flags and write the country.

a) The pyramids are located in _____.

b) Kangaroos and koalas are found in _____.

c) _____ is the largest country in the world.

d) Madrid is the capital of _____.

a) MATCH THE COUNTRY WITH THE CORRESPONDING NATIONALITY:

England

Russia

Italy

France

Spain

China

India

Mexico

U.S.A.

Argentina

American

French

Indian

Spanish

Mexican

Russian

Chinese

Argentinian

Italian

English
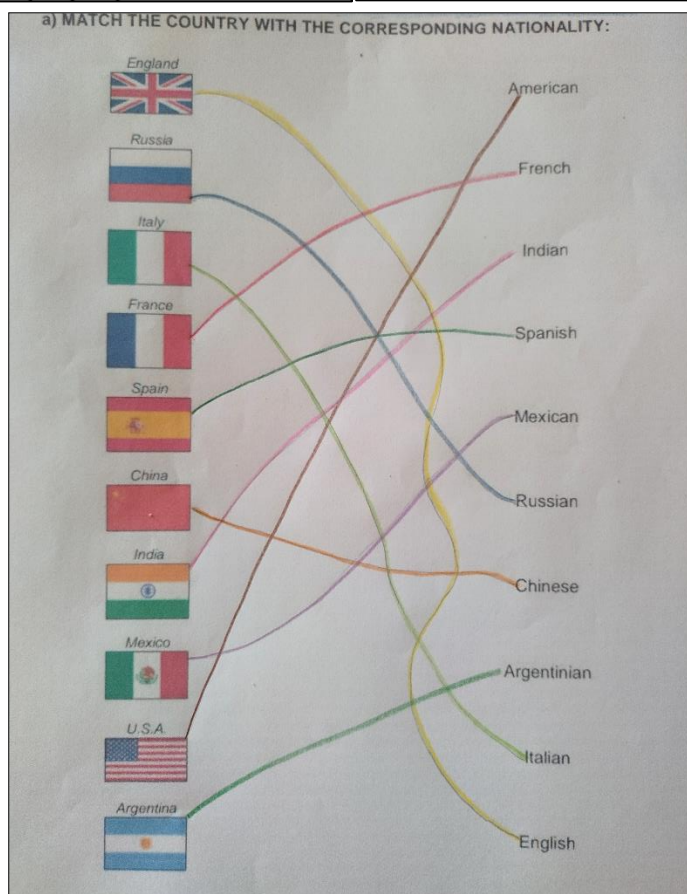
D. Power-Point Presentation Describing the Project

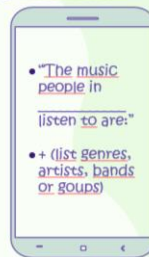**7. What are some traditions that are still practiced in this country?**

- "The traditions practiced in _____ are:"
- + (list traditions)

8. What kind of music do the people in this country normally listen to?

- "The music people in _____ listen to are:"
- + (list genres, artists, bands or goups)

Example of a Poster Boards

E. Investigation Questions About the Country Chosen

ASK THE TOURIST GUIDE!

b) IN TEAMS OF 3-5 STUDENTS, CHOOSE A COUNTRY:

- England
- Russia
- Italy
- ● France
- Spain
- China
- India
- Mexico
- U.S.A.
- Argentina

Great job! :)

c) ANSWER THE FOLLOWING CULTURAL QUESTIONS ABOUT THE COUNTRY YOU CHOSE:

1. What languages are spoken in this country?

They speak French

2. What are some typical dishes in this country?

Pot-au-feu, omelette, snails with butter

3. What are some typical beverages in this country?

Pear cider, ciroc and chouchen

4. What are some of their traditional outfits?

striped shirt, tenis, beret, long coats

5. Which are some of the most touristic places you recommend to visit in this country? the most touristic places are the eiffel tower, the notre dame cathedral, the louvre museum

6. What are some traditions that the people in this country practice still? traditions are jazz festival, fall festival Bastille day

7. What kind of music do the people in this country normally listen to? the music they listen to the most is classical music, jazz, nouvelle and folk

F. Poster Board and Presentations of Countries
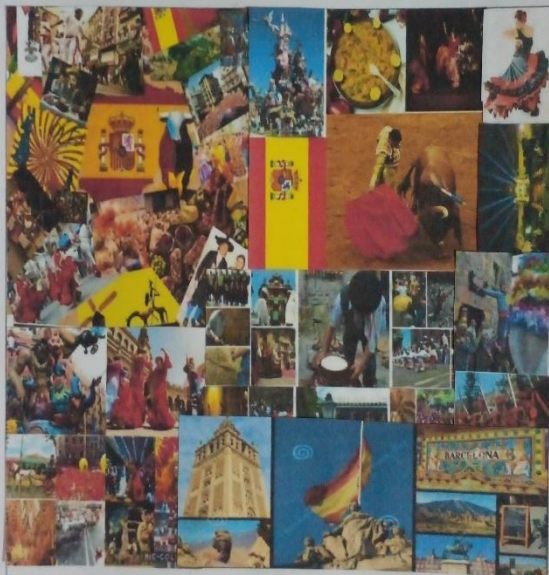
G. Collage About the Country They Want to Visit

LET'S GO!

What country would you like to travel to?

- Mention the country and reasons
- Make a collage to describe it

What country would you like to travel to? Add a small collage with images that represent this country and the give a brief explanation

I would like to travel to _Spain because it is a very beautiful place_ and there are many tourist places to visit and the Spanish accent is very attractive

What country would you like to travel to? Add a small collage with images that represent this country and the give a brief explanation

I would like to travel to _the United States has impressive cities full of life and with a multitude of leisure activities for all tastes. Strolling down fifth Avenue in New York, visit the statue of Liberty, walk through the country's history along Boston's Freedom Trail. But mainly for its food_

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