UNIVERSIDAD PEDAGÓGICA NACIONAL

UNIDAD AJUSCO

PROPUESTA PEDAGÓGICA DE INTERVENCIÓN EDUCATIVA

Embracing cultural differences at the workplace

TRABAJO RECEPCIONAL

QUE PARA OBTENER EL DIPLOMA DE

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

PRESENTA:

ADRIANA DÍAZ DE LEÓN PALOMINO

ASESOR: ELIN EMILSSON

México, DF. a 19 de junio de 2022

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CULTURAL DIVERSITY
in the Workplace

INDEX

Chapter 1: Philosophy and theory

1.01 Teaching identity and philosophy

As a student, I remember learning mostly by the traditional school. The teachers always played the role of the authority and the students were simple listeners and observers. I wondered if we as student would ever have the opportunity to have an exciting class. A class where we would do different things and not only sit down and copy the information from the board. I knew there were different types of classes only when I started working professionally.

When I turned 15, I started teaching friends and relatives. I had learned English with my dad who used to live in the United States. I also started to study English at a private school. After my first class at Interlingua, I knew that I wanted to do what the teacher had done that day and that I wanted to work for that school. I loved the way the teachers performed their classes. I

was participating a lot and taking part of the class. I was finally doing what I always wanted to do before. As I wanted to work for that school, I started preparing myself. In the meantime, I continued teaching different classmates and neighbors whenever they had some problems with the language. I was basically teaching language systems; pronunciation, grammar rules and vocabulary.

I applied for a job at Interlingua but I was told I had to continue preparing myself. I lacked vocabulary and more speaking skills. I continued with different private classes to help friends and others. I started reading and writing a lot. During my private sessions with different people, I started noticing that different people would assimilate information differently and I also wondered if I was teaching my students well. If the things I tried to teach them were enough. I asked myself many times if my exercises and activities were really helping me teach my students to use the language correctly and if with the information I was providing, they would ever be able to use English to say anything correctly and most importantly if with this information they would be able to say their ideas well. Perhaps at that moment I didn't realize I was concerned my students were able to communicate their ideas and that they would make themselves understood. Honestly, I knew they were learning but up to a certain point.

This is when my professional career started. I went back to Interlingua and applied again for a job. In fact, I simply came back to study and one of my teachers saw my potential. He was the one who told me about the job offer and I was accepted to start the whole process. I had to go under a very strict training course. I didn't know about it at the moment, but later I realized we were being trained on how to use different types of methods: direct, audiolingual and the most important: communicative. Students always had a chance to use the language at the end of the lesson: written or spoken.

When I finished the training, they told me I had gotten the job. It was a really satisfying experience. I worked there for 5 years. I have to say that I learned a lot and that was the first time I heard of the Language Acquisition Theory by Stephen Krashen. We used to have different trainings for different courses and levels. Stephen Krashen's theory has been the one that has helped me understand the way students learn and acquire language. Despite the fact that we were always having trainings and workshops I always wanted to be more, to know more, to be able to do more as a teacher. Here, I was able to expand my horizons as a teacher, I knew of different learning styles and also teaching styles. I confirmed that language is not a

set of rules or chunks of vocabulary words to be learned and memorized by students. It is a more complex system which purposes reach communication for real situations. However, when I noticed that perhaps I had already used up all my time there, and that I had already gained all the experience from this place. I decided to enter the university to study a major in Language teaching and I considered looking for a new job. I felt I was prepared enough to look for new experiences as a teacher and also as a student. Whenever I think of these 5 years, I always remember the experiences I had with my students. Some were good and some were not that good but those not so good experiences were the ones which taught me the most to be a better teacher and also a person. I noticed there were students with many lacks and personal difficulties, different levels of motivation, different goals and different perspectives of English. Students taught me that even if my classes are very well prepared, they will not always work the same with all the groups and that sometimes improvisation is valid and that changing the direction of the class has nothing to do with responsibility or being a bad worker. It simply has to do with empathy and understanding that sometimes things in the classroom don't work out according to the plan.

As I was studying at the university, I got a job in a public school for SEP. There used to be an English program for public schools called PNIEB. I worked there for 2 years. It was a great challenge for me. I was used to teaching small groups: no more than 12 students. When I started working at that public school, I had more than 50 students in a single room. I had to be standing up all the time to control the kids. And I faced different levels in a single group. Students were interested in the class, but we did not have a specific plan to follow. We did have a book but some students could afford to pay it and some others couldn't. the classes were only 50 minutes long and I was used to working with longer classes (80 minutes). Sometimes I was able to finish the plan for the day and many other times I ended up without even getting to the "drilling" part. I worked here for 2 years. I also learned a lot, and I also cried a lot. I felt frustrated many times because on one hand, I had to deal with the students' different needs and personalities and on the other hand, I had to deal with the teachers who were reluctant to have me there as part of their group. At the beginning, they used to think I was there to try to take over their place, but the truth is I was simply doing my job. Fortunately, they soon realized I was doing nothing but working and trying my best at work. Even though this was a difficult experience, I gained a lot more things such as: confidence, reputation, self-esteem, respect and more creativity and imagination to deal with different people and situations. During this

time, I was studying at the university. I thought this would be a great experience. Nevertheless, this time at the university was not as satisfying as I had thought. Despite this, I was always positive about my professional growth.

I got an offer to work in a private school as a high school teacher. I hadn't finished my major but they gave me the chance to work there. In this place, I noticed the students in general had a very good level of English. I must say I felt intimidated many times by the level of confidence and accuracy they used the language. I was also impressed at the several differences I could notice from my previous job and the new one, not only in the social status of my students but also the facilities, the access to technology, the attention the school provides to students not only in academic fields but also personal and social interactions. I worked here for 7 years and again this was a great experience for me. The hardest challenge was perhaps to change my students' view towards English class. Since they were totally exposed to the language, they used to think they didn't need to make an effort. I tried different techniques and strategies. They worked at the beginning slowly but finally my students understood that they had to work and take the class seriously. Another thing I had to face was that my students wouldn't speak English. They preferred to speak Spanish all the time. Their level was good but they felt no necessity to use the language. Again, I tried different techniques to change this situation. In the end, my students ended up speaking and using the language, even when they were not in my class anymore. Since I saw most of my students were really good at English. We focused mainly in certification preparation courses. We used different tools: the book, a platform, online resources to train our students for the different papers of the test. There we also special courses to train students to be better readers and speakers. We focused on different activities that activated students' creativity and communication skills. They usually had to work together to solve problems or propose different procedures to find solutions to different situations. I also wanted to be better for them. I finished the major but I did not graduate from the university. I felt there was something else I could do, something better for me. I then started the process through Ceneval. I also took the certification at UNAM (Dictamen 10) and I took a simple Teacher's training course. Years later, I decided to take CELTA to continue growing professionally for my own satisfaction and for my students. I have always thought that we should be prepared for our students. Specially for these new generations. The guys sometimes know more than we do, and this is not something bad; it simply shows the reality of the times we are living. Although I felt always happy in this place and satisfied with the goals I achieved

there, I started wondering if there was anything else for me. I constantly asked myself if that was the place I wanted to be still and if there was another challenging place where I could test or improve my teaching skills. Here I learned that even at private school students conceive English in different forms. It is not the only subject they have to worry about and I had to understand that I was working with adolescents who were in more contact with the language and the culture. Being empathetic and trying to be in their shoes helped me build a very nice and strong relationship with my students. Their affective filter was always down at least during my lessons and this helped me transmit information in a better way, and in the same form it let them assimilate and accept learning better. (Schutz, 1998)

Unexpectedly, I lost my job and because of family situations I had to stop working. It was during the pandemic breakout. I wasn't sure of what the future was for me. One day an old friend from Mexico City invited me to work as an online teacher. I wasn't sure if I was able to do it. I knew how to handle technology but I never imagined I would teach other people online. I accepted his offer and I discovered I was good at online teaching. Another challenge yes, but nothing impossible for me. Later that year, I was offered a job position as an English teacher in a private school. I accepted and I have been working there for over a year. This is my second school year in that school. I've been a secondary English teacher. Something again new to me, I had worked with teenagers before but not like this way. We use Cambridge books that help us teach students how to use English for real purposes. The books have different topics related to functions of the language and real-world activities. We want our students to achieve goals for communication. It has not been easy especially in this hybrid system, but I believe that the barriers are there to show us that we can simply pass the over and move on to a better and more challenging stage. Right now, I am working on my own school. I think I have collected enough experience and so far, a lot of people know me and my work and that has given me a good reputation around my city. I think this is not the end for me, only the beginning of something more challenging but at the same time deeply rewarding.

To sum up, now when time allows to reflect on what these years mean, I see that most of the time the idea of preparing my students for the real world working on those real communication activities inside the classroom has always been part of my teaching philosophy.

Students need to learn grammar and vocabulary and find opportunities to practice their listening and reading skills, etc. but it is also relevant that we help them to become competent not only

to use the concepts or materials from the class but to fit into society in matters of communication competencies, respect, tolerance and other values around social interactions.

1.02 Theory underlying your teaching practice and identity

When we become teachers there are a wide range of theories or approaches that we start using because the textbooks we use come arranged or fixed in that specific way. Also, teacher may have a teaching reference from their previous experiences as students or by observing other peers.

Throughout teaching experiences, teachers end up molding their teaching personalities and styles. (Gill, 2020) They choose their techniques, strategies, approaches and methodologies based on the needs they have to cover up in the classroom or because of the methodology they use at their workplace.

Personally, my teaching style has been based on the belief that languages are to communicate. A strong influence has been taken from Krashen's acquisition theory. (Schutz, 1998) however not only Krashen has built up my use of different techniques or strategies also, important principles from the communicative approach and Kolb's model of experiential learning.

The communicative approach focuses on the idea that communication has to happen in real-world situations in order to be successful and meaningful. (Council, 2010)

When we have to plan our lessons, we are concerned with our students being able to use the verbs in the correct forms or to remember the collocations that go with a specific word. We want and expect them to identify the different tenses and to use grammar accurately.

However, we also want our students to use language to communicate successfully with others. In order to achieve this, it is important that we create the spaces for this to happen. Sometimes our coursebooks provide with enough communicative activities for our students to practice, moreover they include the handouts or worksheets if necessary to have our students practice. Nevertheless, we can still think of some other interaction activities for our pupils to practice language in a more natural real-like situation, not only at school but there outside the classroom where real life happens.

In the communicative approach the use of authentic materials is essential, sometimes the coursebooks provide some adapted versions of different authentic materials such as audios, articles or bulletin boards. We as teachers, can also look for more authentic materials to enrich the lessons.

For example, one time long ago the goal of my lesson was unexplained things to make deductions about mysterious events in the past. Apart from the book's activities I provided my students with some information I had collected from different events from the past.

My students had to work together to make deductions about these events in past according to their personal opinions and ideas. Later, I asked them to investigate about any mystery of the world and talk about this in their next History class. (They were talking about events from the past that had changed the world)

The result of this activity was amazing, students were talking about events such as The Titanic sinking, Hitler's death, Amelia Earhart's Disappearance, etc.

All of the them had collected the information from authentic articles or newspapers they had gotten from the internet and even one of the students went to the public library to document his presentation.

This approach seems to be better in use than the Presentation Practice Produce approach. Since this approach does not focus on language directly but only refers to it at a certain point of the cycle. (Council, 2010)

Task Based Approach. One great advantage to this approach is that students have the chance to work together and by interacting with others they can either monitor their use of language or change their output, which seem to be 2 great advantages of speaking interaction

In this approach the teacher's role is as a monitor, provider, guide. Students work and take part in the learning process. They do and make decisions based on the opinions and ideas of their working plan.

I had a group of 23 students from the UVM. They were studying different subjects related to health. In one of the classes, the objective of the lesson was to give recommendations about love matters. The class was a speaking and writing lesson.

I divided the class into several teams and I asked them to watch a part of a video from the movie Hitch. This guy is supposedly an expert in love and he gives recommendations and advice to a guy to be successful in love. Then, they had to read the following article and discuss if these were good or bad tips. (**10 Keys to a Successful Romantic Relationship** https://www.lifehack.org/articles/featured/10-keys-to-a-successful-romantic-relationship.html)

Later, I asked them to work together and create their own tips and recommendations for a good relationship in order to upload this to a blog.

Students worked together to plan their work and complete the task. After they finished, they had to present their work to the other teams and the other teams would give the team presenting feedback on their work. After all teams presented, they had to get together to plan the changes or improvements to their articles. When they were ready, they presented again but this time we were paying attention to the use of language. I collected some important information from the students' works and wrote on the board this information. I asked students to work together and to analyze or check or scan the language on the board and together, say something that attracts them from the information on the board.
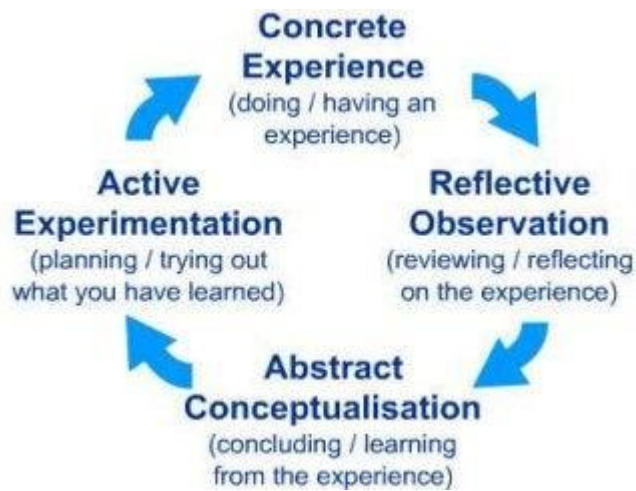
I wrote simple things such as: "if you want to have successful in the love". "walk your partner to see the sunset", etc.

Little by little, students were analyzing the language on the board and they were getting that some of the information on the board was not precisely correct and some other was used correctly. For example: "Being friends makes the best relationships ever".

Kolb's Model of Experiential Learning. As the name mentions it, Kolb states that students learn through experiences. (McLeod, 2017)

The experiential learning cycle:

This cycle has 4 stages.

Concrete Experience (doing / having an experience)

Reflective Observation (reviewing / reflecting on the experience)

Abstract Conceptualisation (concluding / learning from the experience)

Active Experimentation (planning / trying out what you have learned)

The first one is called Concrete Experience. In this stage, learners learn by doing and having an experience. The second one is Reflective Observation, in this stage, students review and reflect on the experience. The third one is Abstract Conceptualization. In this stage, students make their conclusions and learn from their experience. The fourth one is Active Experimentation. In this stage, students plan and try out in the real world what they have learned.

In a level intro class, students are presented with the objective of the class which is to practice expressions and vocabulary to order food in a restaurant.

We were practicing these topics just before Christmas vacations in 2021. Some of my students were to go to the United States to spend their holidays there. They were excited and nervous at the same time because their level of English was low and some of them had never had the opportunity to travel abroad.

The topic was introduced by a video of some people ordering food at a restaurant. (https://www.youtube.com/watch?v=bgfdqVmVjfk) I projected the video once ant later I showed students the conversation. I asked students to work in pairs and pretend they were at a restaurant. I provided students with an incomplete dialogue for them to follow, very similar to the one they had just been exposed to. I asked one of my students to help me model the dialogue and then I asked my students to practice in pairs. I told my students to practice different times. Later, I asked some pairs to perform the dialogue in front of the class and I asked the observers to check if their classmates had used different words, vocabulary,

expressions etc. to those they had used in their practice. I elicited this information from students and wrote it on the board. After this, I set my students in different pairs and asked to practice the dialogue again but trying to use some other vocabulary words, perhaps the ones they noticed other pairs were using. (Information on the board)

At the end of the activity some of the students going to the United States said they felt more prepared to go there. They said at least they would know how to order a hamburger in English. Time went by, and after winter vacations I asked my students about their experiences abroad. These students said they used what they had learned in a real restaurant with real people and not only to order a hamburger but to order some more complex dishes. One of my students said she had to order for her family because they don't speak English. Because of this, she ordered the food during the whole trip and she said she had become an expert in ordering different types of foods and drinks. She even said she could then order from different cuisines. This made me think that what we say as teachers is true: the more our students practice, the better they master something. I had heard of Kolb's model but had never thought of it deeply until now. In this course I have had the opportunity to reflect on what my students do and learn but also on what I do as a guide and facilitator in the classroom.

Sometimes, we do not stop to think that what we do in the classroom: the activities we choose, the input we expose our students to, etc. has a relevant impact on what they do outside the class.

Maestro (a): Adriana Díaz de León Palomino	**Nivel:** B1+	**Número alumnos:** 6
Semana de aplicación: mayo 16 – mayo 20		**Tema de la semana:** working across cultures

Objetivo del tema:	**Número de sesiones:** 3 por semana. **Duración:** 50 mins
- Identificar y comparar las diferencias de comunicación y actitudes en diferentes culturas alrededor del mundo. - Reconocer y aplicar diferentes maneras de comunicación dentro del ambiente laboral (y fuera de) para desarrollar y mantener una convivencia respetuosa y dinámica en el ambiente laboral. - Experimentar y simular situaciones de comunicación y convivencia distintas a las de su propia cultura. - Aceptar que todas las culturas son diferentes a la propia. - Esforzarse por situarse en el lugar del otro para lograr una convivencia sana y respetuosa.	Sin embargo, debido a que esta secuencia fue pensada para una actividad escolar, se realizarán 5 sesiones durante la semana del 16 al 20 de mayo para poder cumplir con todos los objetivos señalados.

Tema (s):

Working across cultures

Subtemas:

Culture

Saying "no" politely

Communication styles

Aprendizaje esperado:

Al final de esta secuencia el alumno:

- Implementará lo aprendido en diferentes situaciones en su ambiente laboral y de ser posible fuera de él.
- Identificará las diferencias de comunicación y convivencia entre personas de diferentes culturas y definirá qué actitudes y acciones tomar para lograr un ambiente de respeto y buena comunicación en el ambiente laboral y fuera de él.

Objetivo (s) personal de la clase

- Crear espacios durante la clase para que mis alumnos tengan la oportunidad de experimentar y usar lo aprendido en las lecciones.
- Ayudar a aquellos alumnos a los que les cuesta más la participación durante las clases.
- Motivar a mis alumnos durante todas las sesiones.
- Evitar momentos de tensión, mantener siempre contacto visual con ellos cuando se dirijan a mí y llamarlos por su nombre en todo momento.
- Promover un ambiente de respeto y empatía durante las sesiones.
- Anticipar problemas inesperados y pensar en las soluciones con antelación.
- Procurar dar el tiempo necesario para que mis alumnos realicen las actividades de las lecciones con suficiente calma y que no se apresuren por terminar.

Actividad(es) de evaluación sumativa:	**Conceptos a trabajar:**
Quizzes	Culture
Participation in class	Gesture
Portfolio	Style
	Communication and socializing
	Business culture

Habilidades a desarrollar:

Speaking:

- Talking about culture
- Stating opinions about communication styles
- Role-play
- Discussion

	Listening:
	- Different ways of communication
	- Business culture in China
	- Workshop on dining
	- Communication styles and cultural awareness
	Reading:
	- Examples of cultural differences in business
	- Business culture in Germany
	Writing:
	- Your own definition of culture

Chapter 2: Methodology and practice

2.01 A practical and useful lesson plan

<p align="center">PLANEACIÓN SEMANAL</p>

SECUENCIA DIDÁCTICA

DAY 1: MONDAY 16 – culture

- **<u>Conocimientos previos: WRITING, SPEAKING</u>**

¿De qué formas podemos revisar o constatar los conocimientos y habilidades previas? (Preguntas detonantes), lluvia de ideas,

- Students are asked to write their definition of culture in their notebooks and later share with a partner.
- Students are asked to share their ideas with the whole class.

- **Inicio: SPEAKING, WRITING, LISTENING**

¿Qué preguntas formula el maestro o qué estímulos presentará para impulsar la indagación o la presentación del tema? (información llamativa) (situación de aprendizaje inicial) video, actividad previa, (identificación de habilidades previas y/o obstáculos epistemológicos) (problemas previos)

- Teacher asks students to read a phrase and say what they think it means. Students work in pairs to discuss their ideas.
- Teacher tells students to work in groups to answer some questions. Students are invited to share with the whole class a summary of their ideas.
- Students are told they will have to work together to formulate a definition for the word culture. Teacher tells them to keep their definition for further use.
- Students watch a video and compare their definition with the information shown.
- Students are then asked to do activities B and C together and say if they think cultured are becoming more alike and why and also state if they think this is a good thing or not. They also have to mention which things they consider: important, not important, or best avoided when doing business in their country.

- **Desarrollo: LISTENING, WRITING,**

¿Qué experiencias de aprendizaje ha sugerido el maestro, o los alumnos, para fomentar la participación plena de los alumnos en la indagación y abordar las preguntas que la impulsan?

- Teacher tells students they will listen to a director of an international culture training center. They have to listen to complete three different activities using the information in the audio:
- First, they have to listen to answer 2 questions related to the interview.
- Second, they have to listen to get some specific information. (qualities)
- Third, they have to complete a part of the interview. (gaps)
- In this activity, after they finish teacher shows students the answers so they compare or if they have

enough time, they can participate to check answers as a whole class.

- **Cierre: SPEAKING**

¿De qué forma podemos observar o verificar el aprendizaje? ¿Qué preguntas/actividades/reflexiones mostrarán el conocimiento adquirido por los alumnos?

- As a closure, teacher asks students to think about the following question: "if you could be sent anywhere in the world to work, which country would you choose? Which aspects of its culture do you like? Why?
- Students are paired up and are asked to share their ideas with their partners. Now, students are invited to look back at the definition they wrote at the beginning of the lesson and to change or add any information they want.

DAY 2: TUESDAY 17 – Communication styles: gestures

QUIZ TIME

Before the class begins, students are asked to answer a short quiz to check if they have understood the information from the previous lesson.

- **Conocimientos previos: WRITING, SPEAKING**

¿De qué formas podemos revisar o constatar los conocimientos y habilidades previas? (Preguntas detonantes), lluvia de ideas,

- Teacher asks ss to write what they think a gesture is.
- Students share this information in pairs or groups.

- **Inicio: SPEAKING, LISTENING**

¿Qué preguntas formula el maestro o qué estímulos presentará para impulsar la indagación o la presentación del tema? (información llamativa) (situación de aprendizaje inicial) video, actividad previa,

(identificación de habilidades previas y/o obstáculos epistemológicos) (problemas previos)

- Teacher displays a picture on the TV for students to look at. She asks ss what is happening there. What the meaning of the picture is.
- Students work in pairs and say what they think the picture is showing.
- Teacher asks if they have ever had any problems communicating a message with their coworkers. Invites ss to share their experiences.
- Teacher tells ss they will hear an audio about culture and communication styles. They will hear the audio twice. The first to get the information and the second one to check.
- Teacher asks ss to work together and share their ideas about the video information. If they agree or if they have experienced any of these situations.

- **Desarrollo: LISTENING, SPEAKING, PROBLEM SOLVING, MIMICRY**

¿Qué experiencias de aprendizaje ha sugerido el maestro, o los alumnos, para fomentar la participación plena de los alumnos en la indagación y abordar las preguntas que la impulsan?

- Teacher displays on the TV the 👍 definition of the word "gesture". She asks ss to check if their definition is similar or different.
- Teacher makes the following gesture: and asks students if they know what it means
- Students share their ideas.
- Teacher tells students they will watch a video about gestures around the world. Tells them to pay attention to complete the next worksheet.
- Teacher asks ss to work together and to say the meaning of the gestures in their country.
- Students compare their ideas.
- Teacher tells students they will practice with the gestures they have learned. She asks them to imagine they are talking to different people from all over the world. And each one of them will be assigned a different nationality as well. One student will read a statement and their partners have to answer or react to that statement with one of the gestures.

- Students are told there are more gestures people use to communicate around the world. Some of them depict common messages for everybody but some which are common and nice for some can represent something offensive and ugly for others. Teacher will play a video for students asking them to complete a chart with information from the video and asks them to keep this for the next activity.
- GESTURE COMPETITION: teacher asks students to imagine they need to deliver a very important message to their boss who is from a different nationality. Unfortunately, they have become deaf and mute due to too much stress at work. The computer is not working and their cellphones are out of battery. There's no paper nor pens or pencils around. However, it is imperative they communicate the message. Students will have to use different gestures to communicate the message paying attention to the gestures they use to avoid misunderstandings or conflict. They know the boss is a very picky and intolerant person. If he gets mad, they might be fired.
- Students are divided in pairs to do the activity: one is the employee and the other one is the boss. Teacher can walk around to check the activity is being performed as expected. If there's enough time, this activity can be done in front of the whole class, so other students can witness their partners' performance.

- **Cierre: SPEAKING, WRITING**

¿De qué forma podemos observar o verificar el aprendizaje? ¿Qué preguntas/actividades/reflexiones mostrarán el conocimiento adquirido por los alumnos?

- As a closure, teacher asks ss to work in pairs and say how important are gestures in communication and what has to be taken into account when using them to communicate with people from different cultures. Also, students are invited to say which gestures they WILL not use in the company they work for and why
- Students are later set into different pairs and discuss their ideas with a different person. And are invited to keep this information in their notebooks as a survival guide.

DAY 3: WEDNESDAY 18 – Communication styles: working across cultures

QUIZ TIME

Before the class begins, students are asked to answer a short quiz to check if they have understood the information from the previous lesson.

- **Conocimientos previos: SPEAKING,WRITING**

¿De qué formas podemos revisar o constatar los conocimientos y habilidades previas? (Preguntas detonantes), lluvia de ideas,

- Teacher asks the following question: In which countries people see <u>proximity</u> as something uncomfortable? Mention 3.
- Students are asked to keep this information to check later.

- **Inicio: SPEAKING, LISTENING, WRITING**

¿Qué preguntas formula el maestro o qué estímulos presentará para impulsar la indagación o la presentación del tema? (información llamativa) (situación de aprendizaje inicial) video, actividad previa, (identificación de habilidades previas y/o obstáculos epistemológicos) (problemas previos)

- Teacher introduces the topic which topic by directing students to the question on the worksheet.
- Teacher asks students to work in pairs or groups and DISCUSS the questions.
- Students are invited to share their ideas with the class.
- Teacher tells ss they will listen to a short talk. Teacher invites ss to take a look at the information they will need to complete. Then, gives ss time to do so.
- Teacher plays the audio for students to complete the table.
- Later, ss are asked to compare their answers with another partner and correct any mistakes they find.

- **Desarrollo: WRITING, SPEAKING,**

¿Qué experiencias de aprendizaje ha sugerido el maestro, o los alumnos, para fomentar la participación

plena de los alumnos en la indagación y abordar las preguntas que la impulsan?

- Teacher tells ss they have to read the items listed through 1-7 and asks them to read the script from the previous listening to identify and classify the different questions or expressions into the categories mentioned.
- Students work together to complete the activity. Teacher walks around to observe and offer help only when needed and makes sure they have enough time to complete this task.
- Students later can check answers with other pairs or as a whole class.
- ROLE-PLAY: teacher asks students they will use the information they collected from the listening to do one activity. Students are paired up and given instructions: they are co-workers, each one of them has a different nationality. They have to discuss together when the next product of the company will be launched. They have to be careful with the body language and gestures they use. Trying not to offend their co-workers or make them feel uncomfortable. After 5 minutes, students switch roles and later they can practice with a different partner. If there's still enough time, some pairs can present their acting in front of the whole class.

- **Cierre: SPEAKING, WRITING**

¿De qué forma podemos observar o verificar el aprendizaje? ¿Qué preguntas/actividades/reflexiones mostrarán el conocimiento adquirido por los alumnos?

- Teacher asks students to think about the following questions: "why is it important to know about other people's cultures when communicating? How can we be sure we are respectful towards people from different countries?
- Students are given some time to think of this, and are invited to share some ideas with their classmates and write their conclusions in their notebooks to keep them as a survival guide.

DAY 4: THURSDAY 19 – saying no politely

- **Conocimientos previos: SPEAKING**

¿De qué formas podemos revisar o constatar los conocimientos y habilidades previas? (Preguntas

detonantes), lluvia de ideas,

- Teacher asks students in which situations it is important to be polite. Students and teacher brainstorm the ideas.

- **Inicio: SPEAKING, LISTENING, WRITING**

¿Qué preguntas formula el maestro o qué estímulos presentará para impulsar la indagación o la presentación del tema? (información llamativa) (situación de aprendizaje inicial) video, actividad previa, (identificación de habilidades previas y/o obstáculos epistemológicos) (problemas previos)

- Teacher asks students if they sometimes have to say no and why. Students share their ideas with the class.
- Teacher shows students 4 questions and tells them they will work in groups to discuss them. Teacher gives students time to do the activity and asks them to report their findings to the class.
- Teacher tells students that saying no seems easy but it is not. Students will hear a talk given by a cross-cultural communication expert. Students have to identify the tips he is giving about how to say no. Students later are asked to work with a partner to check their answers.

- **Desarrollo: SPEAKING, LISTENING, VOCABULARY AWARENESS**

¿Qué experiencias de aprendizaje ha sugerido el maestro, o los alumnos, para fomentar la participación plena de los alumnos en la indagación y abordar las preguntas que la impulsan?

- Teacher asks students if they think politeness at work is the same in all countries. Teacher lets some students give their opinions.
- Teacher tells students they will watch a video about politeness at work in different countries. Teacher asks ss to keep track of this information. Students are later asked to work with a partner and together paraphrase the information they got from the video. They are asked to take the most important notes about this.
- Teacher asks students if they think saying no can be a problem when doing so with people from other

countries and why. Students share their opinions. Teacher tells students they will hear a second part from the previous audio to get more information about what is it like to say no in other countries. Students have to listen and to mark some statements as true or false. They have to correct the false ones using the correct information. Students are paired up to check their answers and correct any mistakes they find.

- Teacher directs ss attention to the functions activity. Students are asked to identify the invitations or questions and match then to their correct polite responses.
- Teacher and students go over the answers together to clarify any questions students may have.
- ROLE-PLAY: students are told they will work in pairs to role play different situations. They will pretend they are different people with different nationalities and they have to act out the situation they are given in the card. Also, they are asked to go back the information they collected from the video and use any of the resources to show more polite. If there's time, students can present their situations to the class.

- **Cierre: SPEAKING, WRITING**

¿De qué forma podemos observar o verificar el aprendizaje? ¿Qué preguntas/actividades/reflexiones mostrarán el conocimiento adquirido por los alumnos?

- As a closure, teacher asks students to look at the rest of the situations they couldn't try and say what actions/phrases/gestures they could use to be more polite if they were in that situation. Teacher asks ss to write these ideas in their notebooks to keep them as a survival guide.

DAY 5: FRIDAY 20 – Cross-cultural communication

QUIZ TIME

Before the class begins, students are asked to answer a short quiz to check they have understood the information from the previous lesson.

- **Conocimientos previos: WRITING**

¿De qué formas podemos revisar o constatar los conocimientos y habilidades previas? (Preguntas detonantes), lluvia de ideas,

- Teacher asks students if they can define "cross-cultural communication". Teacher asks students to write a definition in their notebooks.

- **Inicio: LISTENING, SPEAKING,**

¿Qué preguntas formula el maestro o qué estímulos presentará para impulsar la indagación o la presentación del tema? (información llamativa) (situación de -aprendizaje inicial) video, actividad previa, (identificación de habilidades previas y/o obstáculos epistemológicos) (problemas previos)

- Teacher tells students they will watch a video about cross-cultural communication and tells students to check the information in the video with their own definition. Teacher asks students to report their findings to the class.
- Teacher asks students if it has been difficult to work for a multinational company in matters of communication. Teacher asks students to think about why this happens and to think about some possible solutions. Teacher gets students to come to the conclusion that people from different countries communicate in different ways and that there are no incorrect or incorrect ways. They're simply different and knowing about these different ways or styles can help avoid misunderstandings, conflict and prejudging people.

- **Desarrollo: LISTENING, READING, SPEAKING, WRITING**

¿Qué experiencias de aprendizaje ha sugerido el maestro, o los alumnos, para fomentar la participación plena de los alumnos en la indagación y abordar las preguntas que la impulsan?

- Students are asked to look at the information they have on the worksheet. Teacher asks to look at the title of the lesson. Tells students to read the business culture descriptions and match them to the country they think they belong to: China, Germany or the US. Then teacher will display the answers on the Tv for them to check.
- Students are set into groups and asked to discuss which of the descriptions is more similar to the one

they have in their country and give reasons for their answer.

- Students are told they will read some statements about the business culture in the US, they have to decide whether the statements are true or false. Students later will hear an audio to check their answers from the previous activity.

- DISCUSSION: teacher shows some questions on the Tv and are asked to work together to discuss them. Students can share some of their ideas with other partners.

- READING: students are asked to read some extract of business culture in Germany. They are asked to discuss if these characteristics are similar or different from the ones in their country.

- LISTENING, WRITING-note taking: students will listen to an audio about business culture in China. Students are asked to take notes about the information they consider important. Later, they will work in pairs to answer some questions about the audio.

- **Cierre: SPEAKING**

¿De qué forma podemos observar o verificar el aprendizaje? ¿Qué preguntas/actividades/reflexiones mostrarán el conocimiento adquirido por los alumnos?

- As a closure, teacher asks ss to work together in pairs or trios and to imagine they will have the opportunity for a one-year posting in another country. They have to think where they would like to be sent: Germany, China or the US (only those three). They have to say why they would like to go there, how they will prepare for their posting, what things they need to remember to do a good job when working there and what things they expect to learn from their stay.

- Students prepare their presentation and talk about it to their partners. Teacher observes the activity and pays attention to the information the students provide. At the end, teacher can comment about some information she considers important to highlight or perhaps to clarify.

REC. TECNOLÓGICOS/MATERIALES	EVIDENCIAS	TAREAS
• Power point program and slides • Worksheets • Tv, laptop, screen • Speakers • Internet • YouTube videos: https://www.youtube.com/watch?v=T7Z4zLEX1CQ https://www.youtube.com/watch?v=Zkn47BJgMq8 https://www.youtube.com/watch?v=WFDvDcozhYM https://www.youtube.com/watch?v=7T-Wf3Wdbms https://www.youtube.com/watch?v=lMplUEgo5YQ https://www.youtube.com/watch?v=Zkn47BJgMq8	During the class: Participations Worksheets End of the unit: Portfolio Presentations	Keep portfolio up to date

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https://www.hotelcontractbeds.co.uk/blog/2015/03/around-the-world-in-18-gestures

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https://smallbusiness.chron.com/examples-cultural-differences-business-21958.html

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

Different tools were used to evaluate the students' performance.

Quizzes were used to assess students' understanding from the previous class. Also, they were asked to keep a portfolio so that they were aware of their progress during the lessons and it was also used as a tool for continuous assessment.

Students worked with different worksheets to test their listening and speaking skills. The lesson was based on the communicative approach so students had situations to use the language but not only to produce but also to receive input.

A final presentation was assigned and the evaluation was based on the use of a speaking rubric which was presented and explained to students to avoid misunderstandings and frustrations.

A speaking scale chart was use to assess students continuously during every session. Students need to be evaluated every day in the matters of pronunciation, vocabulary, grammar and fluency.

As students were asked to use their writing skills to come up with their definition of culture and a very simple writing rubric was used given the fact that students are not used to writing often.

DIFFERENT WAYS OF COMMUNICATION AMONG CULTURES

Communicating
Across Culture

-Ashok Vairavan

Listen to the information from the video and complete the gaps.

1. Communication has to do with:
   - _____
   - _____
   - _____

2. Different cultures impact _____

3. We can talk about _____ and _____ - _____ communication.

4. Many times, the message you sent may not be
   _____

5. Culture plays a part in the
   _____

SPEAKING SCALE		Period:		
VG – very good		G – good M - minimum	NA – Not acceptable	
NAME	FLUENCY	PRONUNCIATION	USE OF VOCABULARY	USE OF GRAMMAR

Features	4 Expert	3 Accomplished	2 Capable	1 Beginner
Quality of Writing	• Piece was written in an extraordinary style and voice • very informative and well organized	• Piece was written in an interesting style and voice • Somewhat informative and organized	• Piece had little style or voice • Gives some new information but poorly organized	• Piece had no style or voice • Gives no new information and very poorly organized
Grammar, Usage & Mechanics	• Virtually no spelling, punctuation or grammatical errors	• Few spelling and punctuations errors, minor grammatical errors	• A number of spelling, punctuation or grammatical errors	• So many spelling, punctuation and grammatical errors that it interferes with the meaning

A. Work in groups or pairs and answer the questions:

- How close do you like to be when speaking with a business colleague?
- How much eye contact are you comfortable with?
- Are you comfortable with long periods of silence?
- How do you feel about interruptions?

B. Listen to a short talk at the beginning of a workshop on communication styles and cultural awareness. Complete the table with the appropriate cultures.

Communication			Culture
VERBAL	silence	comfortable	East Asian, Arab
		uncomfortable	Anglo-Saxon
	interruptions	seen as rude	
		seen as acceptable	
NON-VERBAL	proximity	one metre	
		half a metre	
		twelve centimetres	
	eye contact	most	
		middle	
		least	
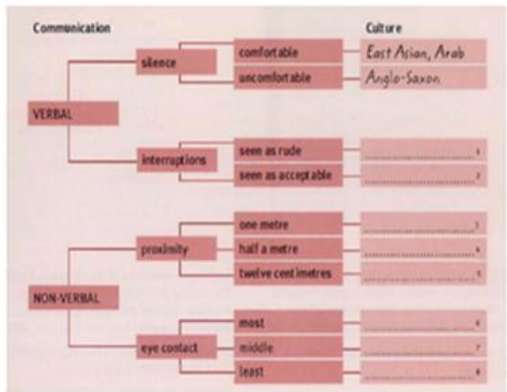
C. Look at the script below from the previous activity and list the sentence(s) which:

1. use rhetorical questions to get the audience's attention
2. give the topic of the talk
3. describe the speaker's expertise
4. outline what the audience will gain from the talk
5. emphasise that something is important
6. outline the structure of the talk
7. ask the audience a question

Question	Examples
1	
2	
3	
4	
5	
6	
7	

D. In groups, discuss some of the things that would be seen as rude in your culture and also any things that you know would be rude in other cultures.

FINAL PRESENTATIONS

Prepare a short presentation about the content of the unit: culture

- Work individually
- Make sure your give your opinion and state what you have learned from this unit. Will this information help you at work? Will it help you with your relationships with other people?
- What was the most useful thing you learned from the unit?
- Is there any other information you can share with the class about culture and work?
- 2 mins long max.
- Use any app/tool to present your ideas.
- Pay attention to the rubric.

B1	Grammar and Vocabulary	Discourse Management	Pronunciation	Interactive Communication
5	• Shows a good degree of control of simple grammatical forms, and attempts some complex grammatical forms. • Uses a range of appropriate vocabulary to give and exchange views on familiar topics.	• Produces extended stretches of language despite some hesitation. • Contributions are relevant despite some repetition. • Uses a range of cohesive devices.	• Is intelligible. • Intonation is generally appropriate. • Sentence and word stress is generally accurately placed. • Individual sounds are generally articulated clearly.	• Initiates and responds appropriately. • Maintains and develops the interaction and negotiates towards an outcome with very little support.
4	*Performance shares features of Bands 3 and 5.*			
3	• Shows a good degree of control of simple grammatical forms. • Uses a range of appropriate vocabulary when talking about familiar topics.	• Produces responses which are extended beyond short phrases, despite hesitation. • Contributions are mostly relevant, but there may be some repetition. • Uses basic cohesive devices.	• Is mostly intelligible, and has some control of phonological features at both utterance and word levels.	• Initiates and responds appropriately. • Keeps the interaction going with very little prompting and support.
2	*Performance shares features of Bands 1 and 3.*			
1	• Shows sufficient control of simple grammatical forms. • Uses a limited range of appropriate vocabulary to talk about familiar topics.	• Produces responses which are characterised by short phrases and frequent hesitation. • Repeats information or digresses from the topic.	• Is mostly intelligible, despite limited control of phonological features.	• Maintains simple exchanges, despite some difficulty. • Requires prompting and support.
0	*Performance below Band 1.*			

CULTURE

✓ QUIZ 2

Write the meaning under the picture. Use the information from the box.

Yes	ok	hi, bye	no	peace
		obscene gesture in Brazil		
	Good luck		ask someone to get closer	

_____

_____

_____

_____

_____

_____

_____

2.03 Attached Evidences

My description OF CULTURE

For me culture is: [before]
- Food
- Clothes
- Languages
- Traditions | CULTURE IS ALSO LEARN!
- Music 🎵

what I think about Culture now. [after]

Now I think the culture is a group of different elements that come with us from the day we're born but also as we grow up we can add more things to the group.

It's important being polite and respectful towards other cultures and beliefs, specially when you work with people from other countries.
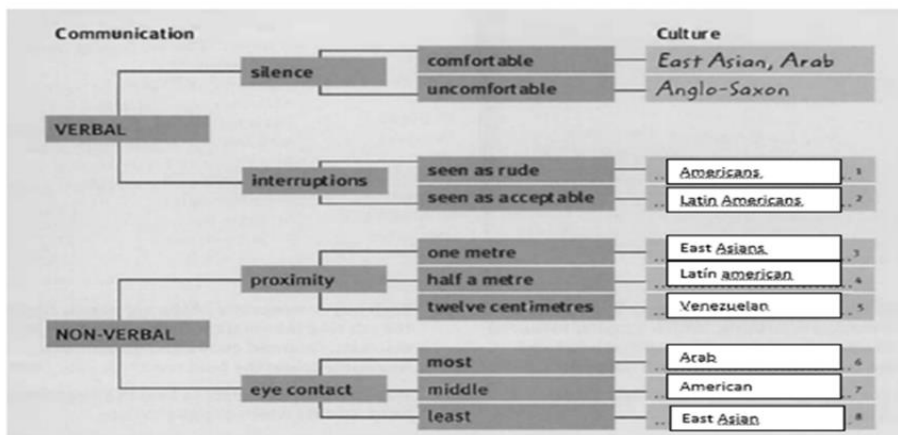
Culture is For me [before]

The language they speak, the food, music and all the traditions.

did I change my opinion?
yes, I did.
why? [after]
as everybody knows I had a problem with my boss, we are from different cultures, he is japanese and I am mexican, now I understand that not everybody has to be friendly like me we all have different attitudes and we can not expect others to be the way we are.
And of course, I've learnt that we have to respect other cultures to make a better work place environment.

Name: Yoss
Was this lesson useful for you? Yes/no. Why?
Yes, I think so. Because I understand my idea was wrong. Maybe I had a bad idea because I thought people from The united arab emirates are not polite and are angry all the time. I didn't know someone from this country. I met people from there when I came here to work. I didn't like the people from there because I saw in tv they were fighting and not nice with the women. Now I think maybe tv has much influence in people.

Name: Itzel
Was this lesson useful for you? Yes/no. Why?
Yes. We have wrong ideas about people because we don't put ourselves in their shoes.

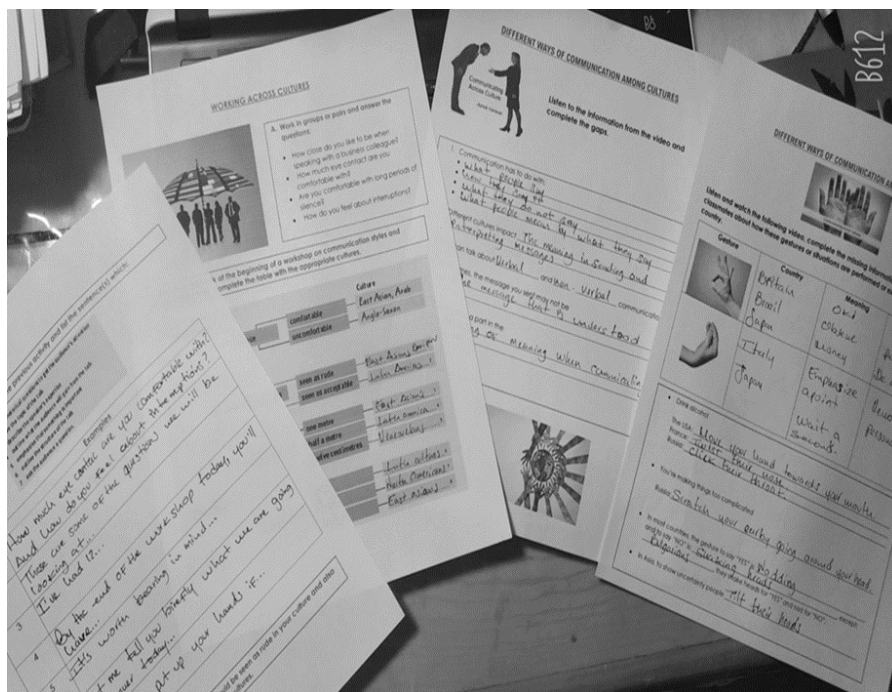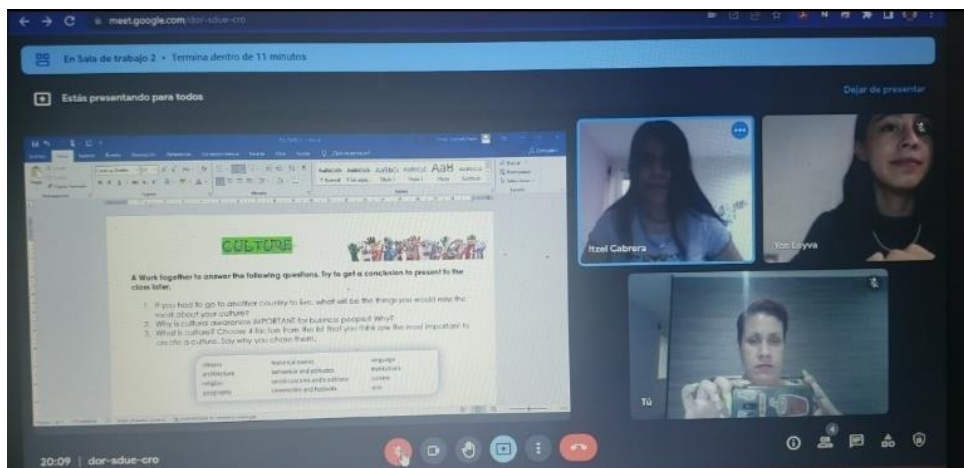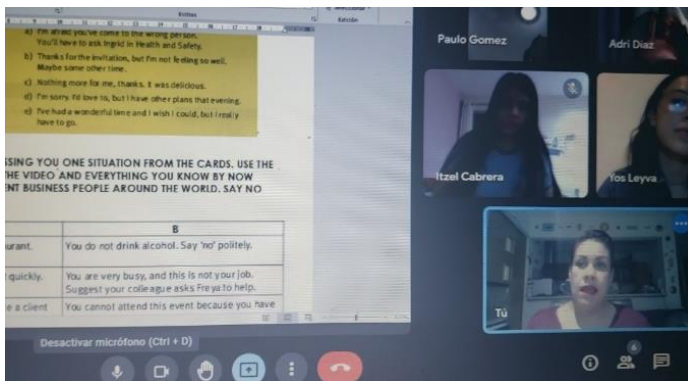| Name: Adry |
| --- |
| **Was this lesson useful for you? Yes/no. Why?** |
| Yes, because now we know more expressions to say no politely. I knew onlye "no thanks". I can use them with my boss and some coworkers and in general with everybody here in the plant. Now I feel a little ☹ sorry, I think if I live in another country far from my family and problems at work and with other people I don't know then I will feel sad and alone. |

silence?
- How do you feel about interruptions?

B. listen to a short talk at the beginning of a workshop on communication styles and cultural awareness. Complete the table with the appropriate cultures.

Communication			Culture	
VERBAL	silence	comfortable	East Asian, Arab	
		uncomfortable	Anglo-Saxon	
	interruptions	seen as rude	Americans.	1
		seen as acceptable	Latin Americans.	2
NON-VERBAL	proximity	one metre	East Asians.	3
		half a metre	Latín american	4
		twelve centimetres	Venezuelan	5
	eye contact	most	Arab	6
		middle	American	7
		least	East Asian	8

2.04 Reflection and analyze the results of the designed tools

Students were to be assessed not only in the grammar and vocabulary use but also in their writing, listening and speaking skills. Also, students were constantly assessed in their reflection and introspection about the content of the lesson: cultural diversity at the workplace. They were struggling understanding and accepting differences among the different nationalities in the company they work at. These several tools helped them develop and practice matters of the language but they also provided the opportunity to set themselves in the other's shoes. As teachers, it is important that we take part in fostering values such as: collaborative work, respect, tolerance etc. (Smith, 2017)

Students achieved the goals in the listening activities as well as in the speaking role-plays and discussions they held. We have not had the opportunity to carry out the presentations but based on what we did during the sessions, there's no doubt they will do a good job as well.

The writing tool was a basic one to motivate students in this skill. They have not had enough practice on writing and if they had been set too high goals on this skill, this activity perhaps would have resulted in frustration or negative feelings.

2.05 Video

https://youtu.be/wfz5FiT0YB8

Chapter 3: Experience report

When I prepared the lesson plan, I was working for a somewhat international company. Their concern was basically that the new Mexican people they were hiring were not really open to embrace the cultural differences among the different people working together. According to the coordinator, some people tended to be so judgmental that many times, the environment would turn hard and uneasy.

I chose this topic: embracing cultural differences in the workplace, because this is what my students needed to learn and work on. They are hard-working, they are nice

people, friendly and as any other Mexican, they're tolerant, but may times we tend to criticize too much and perhaps believe that our culture is even better that others.

I chose to start with the concept of culture because it is true that many of us believe that by culture we mean only food, traditions and maybe language. And many times, we get the wrong idea that our own culture is better than others based on what the things we do without thinking that it is not a matter of finding good or wrong among cultural differences but just simply accepting we are all different. (Pappas & McKelvie, 2021)

Apart from thinking and analyzing and internalizing what culture is, I believe it's also essential students understand that the things we say have positive or negative impact on other people by the words we use and also by the way we say them. Body language, gestures and other resources such as tone of voice, proximity and facial expressions say a lot more than words.

If culture is different in terms of traditions, food, language etc. it is also different in terms of communication and working environments are different too. I chose different activities to show my students these differences and also to have them experience what it is like to be into someone else's shoes. We may know about different cultures and traditions and way of business but we also need to learn to be emphatic, respectful and understanding, and we will only learn from this if we have the opportunity to experiment in different situations. By this, we as teachers expect our students to keep harmony going in every place they are. Especially if they work for a multinational company. These students will be facing different scenarios with people from all over the world and the key to keep a respectful environment and successful communication lies in the competences the develop to handle these differences and to use the different techniques or their own resources to effective communication. (Haiming, 2019)

My lessons were planned to create spaces for students to practice the different four skills of the language. I want my students to be successful communicators but I also

want them to keep an integral practice of the language: listening, writing, reading and speaking. Of course, vocabulary and grammar concepts as well.

Unfortunately, because of the change of groups they made last minute, we didn't have the opportunity to carry the lessons out the way I had planned. However, I must say the objective I thought of from the very beginning was achieved: they showed their concept of culture is different now. They don't see it as a separate entity from any given country and isolated from the other countries in the world, not they know that all cultures change throughout time and that cultures can be learned and also adopted and most importantly, there are no right or wrong when talking about traditions, moods, attitudes, it is simply differences that enrich and make our experiences better.

During the lessons, my students were working with their concepts of culture. And also, they had the chance to practice their listening skills because they were struggling a little bit understanding their other coworkers, mainly because of the different accents. They also learned how to use different expressions to say "no" politely since there had been some situations in which they didn't know how to address their superiors to reject some invitations or to say no to some requests.

As I said before, the use of English to communicate is of great importance and I based the lessons on speaking activities, because I want them to use the language and to feel more comfortable when doing it.

Unfortunately, I lost my job there and I couldn't finish this last part of the lesson with them. But what I did get, was to know that at least, they changed their beliefs on what culture is and how important it is to embrace the differences when working with other people from different nationalities.

Chapter 4: Conclusions

Teaching may be one of the greatest jobs around the world. It gives us the opportunity to witness progress through work and effort. However, teaching English could be a path full of

struggling especially in Mexico. English instruction in Mexico in public school seems to be limited by teaching students only basic vocabulary. (Borjian, 2015)

However, during the specialization we were exposed to different scenarios and were given different tools and reference materials as well as different online websites to create different engaging activities. If we prepare our lessons based on a wide range of interesting activities which promote students collaborative work and their own participation during the process, then teachers might create the appropriate environments for meaningful learning to take place.

Throughout the course, teachers were guided to assimilate and internalize that students need not only to work on different abilities and systems of the language but also to achieve an appropriate level of competence which lets them interact with others in the real world and also solve problems such as those we have in L1 contexts: "clarifications of meaning" "asking for clarification", paraphrasing, etc. and using different tools and techniques to convey messages successfully such as circumlocution.

It is not easy to prepare different lessons to cover students' needs, and it is not easy either to prepare our students to master or at least to have some idea about intercultural competence. But the difficulty goes beyond the class, for our students it is also difficult and frustrating to make their point across with people from a different culture.

In this lesson, I realized that even though my students understand there are differences between everyone around them, they still struggle to stop judging others. Sometimes, we as teachers try to make the perfect environments for our students to go through different experiences. But we also at times play the role of a mentor and a guide in the matters of respect, empathy and tolerance. I confirmed that judging others and ethnocentrism attitudes come many times from home, friends and it is boosted by the internet and movies.

Perhaps fighting against these sources of information seems impossible, but it is worth the try especially when we work with young learners. However, we can take any class and any lesson as a new opportunity not only to teach related to the

language but to teach and foster those abilities that are also necessary to coexist with each other in the different contexts our students face every day. Perhaps we want them to communicate well, but we also hope they will be able to develop and promote those values that we are missing: those which can let them mingle among their coworkers or peers at school. We prepare students to learn a language and we also prepare them to be citizens of the world.

CULTURE

✓ **QUIZ 1**

Put a thick to all those aspects that define culture:

○ Language   ○ Beliefs

○ Traditions   ○ Religion

○ Food, clothes   ○ Favorite colors

○ Your car   ○ Attitudes and values

Mark the following statements as true or false:

1. Culture is learned at home, school and the environment you live in. _____
2. There are better cultures than others. _____
3. Showing affection is also part of culture. _____
4. Culture is only related to artistic concepts. _____
5. We learned our own culture unconsciously. _____

LISTEN TO THE SECOND PART OF THE TALK WHICH REFERS TO SAYING 'NO' IN DIFFERENT COUNTRIES. DECIDE IF THE STATEMENTS ARE TRUE OR FALSE. CORRECT THE FALSE ONE.

1. In Japan, it is very important to focus on verbal communication. _____

2. In Japan, it will embarrass people if you turn down a request. _____

3. Indonesians do not like to embarrass people by saying 'no'. _____

4. Bahasa Indonesian has 12 ways of saying 'yes'. _____

5. In China, silence can mean there are problems. _____

6. In the Arab world, silence usually means 'no'. _____

7. Refusing a cup of coffee from an American host is considered rude. _____

CULTURE

✓ **SAYING NO POLITELY**

MATCH THE INVITATIONS AND REQUESTS (1-5) TO THE RESPONSES (a-e)

1 Would you like to go out for a meal later?	a) I'm afraid you've come to the wrong person. You'll have to ask Ingrid in Health and Safety.
2 Would you like some more food?	b) Thanks for the invitation, but I'm not feeling so well. Maybe some other time.
3 Shall we meet up next Tuesday?	c) Nothing more for me, thanks. It was delicious.
4 Please stay a little bit longer.	d) I'm sorry. I'd love to, but I have other plans that evening.
5 Can you check that the fire-exit notices are all in the right place, please?	e) I've had a wonderful time and I wish I could, but I really have to go.

WORK IN PAIRS. YOUR TEACHER WILL ASSING YOU ONE SITUATION FROM THE CARDS. USE THE INFORMATION YOU COLLECTED FROM THE VIDEO AND EVERYTHING YOU KNOW BY NOW ABOUT COMMUNICATING WITH DIFFERENT BUSINESS PEOPLE AROUND THE WORLD. SAY NO POLITELY.

CULTURE

✓ **QUIZ 3**

READ THE FOLLOWING RESQUESTS AND INVITATIONS. WRITE A SENTENCE TO SAY NO POLITELY.

1. Would you like to go to the movies later tonight?

2. Please do the project for me.

3. Can you finish the report for the meeting?

4. Would you like a cup of green tea?

5. Please pick up those boxes and put them on the highest shelf.

Group: (level)	Period: (month)	Teacher: Adriana Díaz de León

SCALE	10 = very good	8 = good	6 = sufficient	4 = NA

NAME	ORAL PERFORMANCE	READING	LISTENING	WRITING	DATE

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Good job Adriana! Very good synthesis and application of perspectives seen in the EEAILE.

Review the materials so that the format is exactly as you are asked to follow.