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PROPUESTA DE INTERVENCIÓN EDUCATIVA CULTURAL ASPECTS FROM TEACHING-LEARNING APPROACH

TRABAJO RECEPTACIONAL

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

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**UNIVERSIDAD PEDAGÓGICA NACIONAL
CAMPUS AJUSCO**

Centro de Enseñanza y Aprendizaje de Lenguas



Specialization in English Language Learning and Teaching
(EEAILE)

**ESPECIALIZACIÓN EN ENSEÑANZA Y APRENDIZAJES DE
INGLÉS COMO LENGUA EXTRANJERA**

Final Project

“Cultural Aspects From Teaching-Learning Approach”

Made by:

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Escuela de Enseñanza y Aprendizaje de Inglés como Lengua Extranjera
Specialization in English Language and Teaching as a Foreign Language



CULTURAL ASPECTS FROM TEACHING-LEARNING APPROACH

FINAL PROJECT

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INTRODUCTION

Learning a foreign language is not only about having developed language skills and knowing how to speak it, it is also about its culture.

The world has changed a lot over the years and with tools like the internet we have access to a lot of information, to be able to communicate with people from other parts of the world. Nowadays many companies around the world are connected and we see it here in our country Mexico, many companies are foreign and they can send you to work in another country, many of the owners of these companies or bosses are foreigners and this is where we can see the difference in the meaning of culture and where English becomes one of the most important languages in the world.

English is the main lingua franca in the world, as teachers of English as a second language we have a very important role to play with our students, and that is not only to teach them to speak the language but also to communicate interculturally.

So in the first part of this paper I will mention a little bit of the background of the approaches related to cultural awareness and intercultural competences and how to put them into practice for better language learning with students. In the second part, you will see some lesson plans with activities applied to intercultural competence, I should mention that in the previous unit seen with the students and in the final project of module 2 the theme of the unit was Cultural Identity, without knowing that I would see this theme in module 3 I was applying intercultural competence in class, so for these lesson plans I added some reviewing activities and related to the theme of the unit that I am currently seeing in class as well as evidence of some activities carried out by the students.

Teachers have a challenge, and we must seek and have the correct and adequate strategies for learning and teaching reading and writing, and we must also consider

that not all people learn in the same way, as well as we must also encourage the habit of reading and writing

CHAPTER 1: PHILOSOPHY AND THEORY

1.01 MY TEACHING PHILOSOPHY

I believe that to be a teacher you have to like teaching, you have to have a vocation and of course you have to teach with passion and love. I think you have to know your role as a teacher and that will depend on the situation you are in at the moment with your students inside and outside the classroom because it is not only about teaching knowledge but also feelings, artistic skills, practices, etc and you have to have good communication otherwise there will be no understanding by the students, it is a combination of both because both communication and humanism complement each other. My teaching philosophy is based in communication and humanism,

I really enjoy teaching, it is a vocation that I didn't know I had, and that I really love. I like English and as I know I am not an expert since it is a second language that I learned. I keep preparing myself, taking courses, doing certifications and doing this specialization.

I am a very strict teacher. I also insist on hard work and focus on the task at hand, and I also like to create an environment where students feel safe and secure. I like to talk to my students about current popular topics on social networks and give them advice about life, school, friends and they like to ask me questions about it, they like to ask me for advice and I like to motivate them to take advantage of the English classes, which will open many doors in their lives and as we live on the border with the US some will go to study there, so that motivates them to want to improve their pronunciation and writing.

Culture has many meanings and a different meaning for each person, so it is therefore a very complex concept. Focusing on the theme of this unit, this is the concept that best fits the theme. According to the textbook by Martin and Nakayama *“Culture: shared language, beliefs, values (as different from language beliefs and values that are not shared; dissenting voices; and voices of the “other”)* For example, *“We come from the same culture, we speak the same language, and we share the same tradition.”*¹

English is the main lingua franca in the world, as teachers of English as a second language we have a very important role to play with our students, and that is not only to teach them to speak the language but also to communicate interculturally. I think intercultural competence and communication are important, nowadays there are so many doors open and opportunities to study and work in other countries, and English as a lingua franca helps a lot more and above all motivates students to want to get more involved with the English language.

1.02 THEORY BEHIND MY TEACHING PRACTICE

With all that I have seen and learned in the past modules of this specialization, I believe that it is not only about following a single model, method or approach for teaching and learning, I think that when we put it into practice in our classes we apply a little bit of everything, we cannot focus on only going one way, because times are changing, situations are different, as well as our students are not the same and we cannot apply the same working method, I try to take a bit of everything, if I see that one method does not work I go for another, I have an open mind to new things to find the best for my students to really learn, so I try to update myself and prepare myself as best as possible to be able to develop the necessary skills for L2 learning.

But personally I really like to work with Krashen's theory. I think it is very complete. I think that as teachers of a foreign language we must understand and know the difference between learning and acquisition, and by knowing and applying this hypothesis we can develop our classes much better and therefore it is very important to know the input, intake, output. I also believe that definitely we all feel related at the moment with the Affective Filter hypothesis, and speaking for my students the Covid pandemic did bring them many emotional problems, some of my students suffered from anxiety crises, depressions due to isolation and some to the loss of their fathers or a close relative, then the affective filter was very high and lowered their academic performance, so I tried to lower the the the affective filter, so I also try to be very empathic with them, very humanistic.

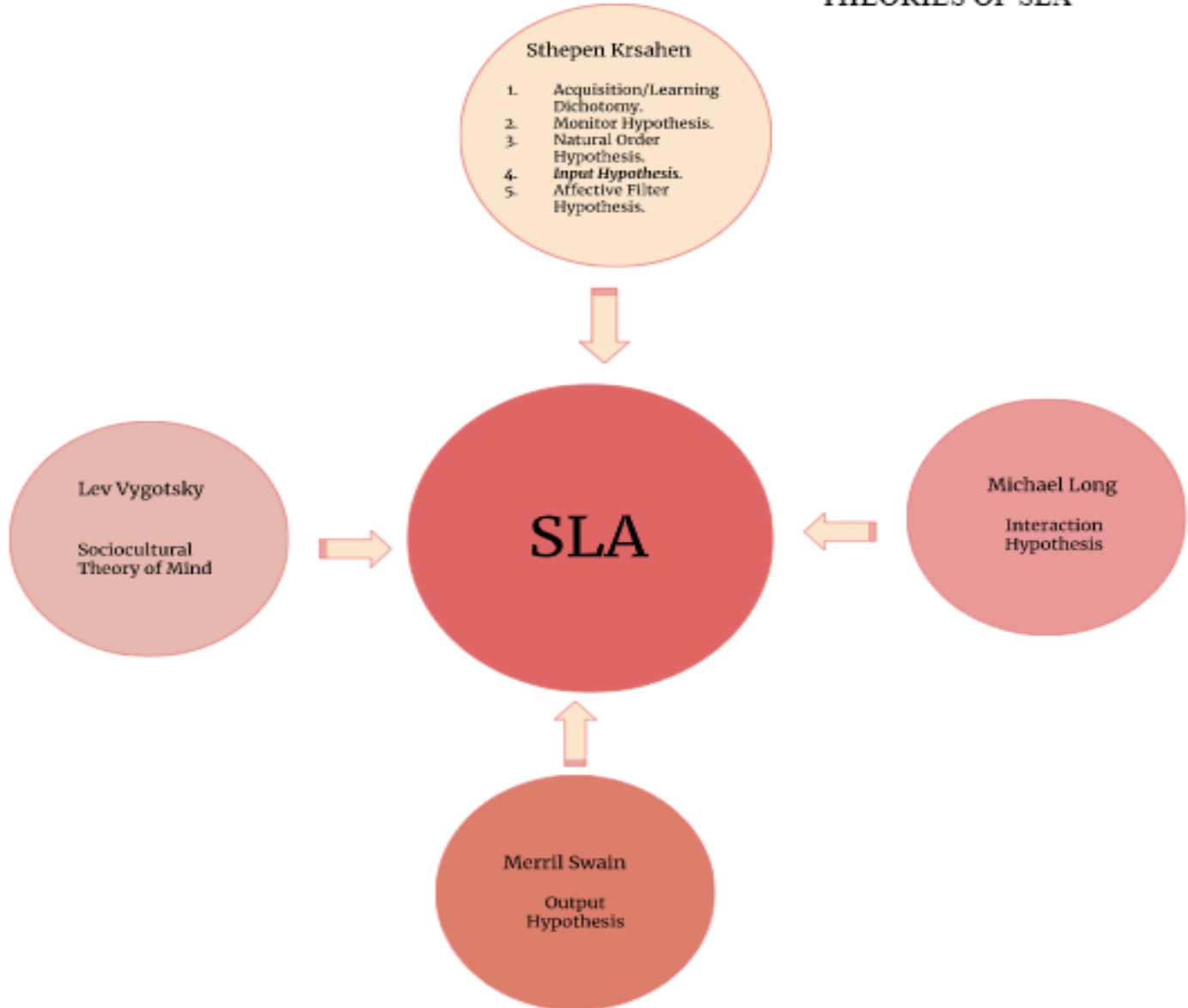
Another one is the communicative approach. I think that's the one that I use the most during my classes because my students like to be really chatty so I tried to use it in my favor by motivating them to do it in English.

I should also mention Vygotsky's Zone of Proximal Development (ZPD) since knowing this concept and having clear that it is basically the relationship between teaching and development we can definitely look for better strategies to apply in our classes that will help our students in their performance since we unconsciously use the ZPD day by day.

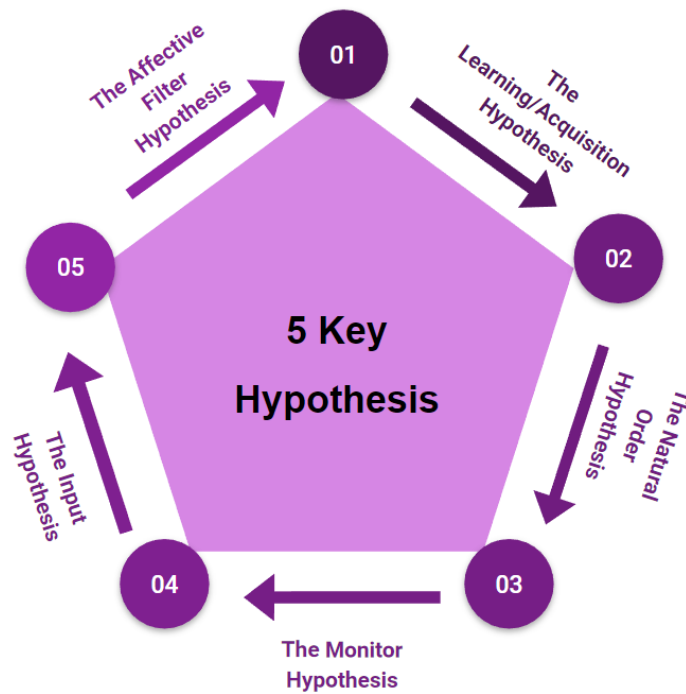
It is important to be able to put into practice what we have learned, since as teachers we have to look for the best strategies for our students' learning and of course according to their needs, since not all learners are the same and thanks to what I have learned I have improved in my teaching.

1.03 THEORETICAL BASIS

THEORIES OF SLA



KRASEHN'S THEORY OF SLA



1. THE LEARNING/ACQUISITION HYPOTHESIS

- *Learning*: A conscious learning process in which learners attend to form, figure out rules, and are generally aware of their process.
- *Acquisition*: A subconscious and intuitive process of constructing the system of a language.

2. THE NATURAL ORDER HYPOTHESIS

- We acquire language rules in a predictable or natural order

3. THE MONITOR HYPOTHESIS

- Rules learned about a language can regulate output (i.e. speaking or writing).

4. THE INPUT HYPOTHESIS

- We acquire language in one way only: when we are exposed to input (written or spoken) language that is comprehensible to us.

5. THE AFFECTIVE FILTER HYPOTHESIS

- Suggests that an individual's feelings - such as boredom, anxiety or poor motivation, poor self-esteem - may block language input into the brain.
- In order for language acquisition to occur, learners must receive input that is slightly beyond their current ability level.

INPUT, INTAKE, INTERACTION AND OUTPUT

The nature of *input* is to be exposed to the language learned. *Intake* refers to foreign language that is available to the learner. So the difference between input and intake is that input is what the learners are exposed to foreign language like when they're listening to television, listen a song and when us teachers explain a topic and the intake would be what they do learn, when it is internalize.

Interaction is the opportunity for the learners to practice the language and through this learners develop their second language, they can do this through feedback, negotiation of meaning, clarification requests, confirmation checks, repetitions, reformulations, recast when they are interacting with someone else. (Michael Long)

Output is when learners demonstrate their knowledge and it is also an opportunity, a rich moment for them to learn the language. (Swain).

CHAPTER 2: METHODOLOGY AND PRACTICE

I based this planning on a unit from the textbook called "Cultural Identity", since the school where I work is private, I have to rely on the textbooks and English program used and of course do the planning according to AMCO which is the English program I use at this high school. I also used all language skills vocabulary,

listening, reading, writing and speaking with different activities. This semester I had 4 classes a week with my 6th semester students so I based my planning on 4 sessions and each session has warm-up, pre-activity, activity and post-activity. We also have a platform called Aluzo where the students can do different activities from the ones from the book and quizzes so I also used the CALL method.

After finishing the activities during the class After finishing each activity I review them during the class. This way I promote participation and speaking with the students, since they have to read and say the answer and students have to make the corrections in case they have it incorrect. The post-activities are used as a review of what was seen in class and help me to evaluate their performance and see what I need to reinforce.

2.01 LESSON PLAN

Teacher's Name:	Pamela Del Carmen Flores Muñoz
Identification Card Of The Lesson Plan	
Educational Stage:	High School (6th semester) Level: B2+
Lesson /Unit:	Cultural Identity
Objective:	Show respect for cultural diversity, talk about cultural differences, make thoughtful judgments, discuss how someone is perceived.
Language Skills:	Listening, Speaking, Reading, Writing.
Grammar Structures:	Negative Interrogatives + Adverb, Deductions in the Past
Class Sessions:	4 sessions 3 days a week (1 day 2 sessions)
Class Length:	45 min.

Brief Description Of The Lesson:	This lesson is focused on knowing a little about the cultural diversity of different countries, the differences between cultures in Mexico and other countries, to know and know how to identify subcultures.
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Session	Time	Lesson	Stage/Session Sequence	Teacher Activities	Students Activities	Material
1	45 min.	Introduction to the Unit / Vocabulary Builder	Warm up: (10 min.)	<ol style="list-style-type: none"> 1. T prepares the class with a discussion and overviewing what will be seen today (cultural identity). 2. T. elicit to SS brainstorming about Cultural Identity, some concepts about culture, things that come to their mind when listening to Cultural Identity. 3. T. give a concept of culture to SS. 4. T. explain SS to do a mind map about Culture Identity in their notebooks. 5. Teacher will check the mind map. 	<ol style="list-style-type: none"> 1. Students will participate and give the concept of what is culture to them and answer what comes to their mind when they listen to "Cultural Identity". 2. Students will listen to the teacher giving the concept of culture. 3. Students will do a mind map in their notebooks. 4. Students will go to the teacher to check the mind map. 	Notebook, Book
			Pre- Activity: (10min.)	<ol style="list-style-type: none"> 1. Teacher will introduce the vocabulary of the unit, by reading the words from the book. 2. Teacher will read the sentences from the book where the words from the vocabulary are used. 3. Teacher tells students to repeat the words from the vocabulary aloud. 4. Teacher explains to SS they have to listen to a track and number the words from 1-20 according to the track's order. 5. The teacher tells the 	<ol style="list-style-type: none"> 1. Students read aloud the words from the vocabulary. 2. Students listen to the track and number the words 1-20 according to the track. 3. Students participate by reading the word in the order from the book, saying the number according to the track and reading the sentence. 	Book

				students that they are going to participate by saying the word in the order of the book, the number according to track and reading the example statement.		
			Activity:(15 min)	<ol style="list-style-type: none"> 1. Teacher explains to SS that they are going to search for the meaning of the words and write them in their notebooks. 2. Teacher elicits the meaning of each word. 	<ol style="list-style-type: none"> 1. Students search for the meaning of the words and write them in their notebooks. 2. Students participate by saying the meaning they found. 	Notebook, Book, Internet
			Post - Activity: (10 min.)	<ol style="list-style-type: none"> 1. Teacher explains to SS they have to go to Aluzo's platform, go to Unit 5, vocabulary and do the vocabulary quiz. 	<ol style="list-style-type: none"> 1. Students log in to Aluzo and go to -unit 5, Vocabulary and then do the Vocabulary Quiz. 	Aluzo's Platform
2	45 min.	Listening/ Language: Negative Interrogative + Adverb	Warm up: (5 min.)	<ol style="list-style-type: none"> 1. Teacher will be presenting some pictures related to the "listening" and will ask SS. What do they think the conversation will be? 	<ol style="list-style-type: none"> 1. Students will see the pictures presented by the teacher and will answer the question What do they think the conversation will be? 	Aluzo's Platform
			Pre- Activity: (10min.)	<ol style="list-style-type: none"> 1. T. will ask SS to listen to the talk on Cultural Identity (track 27)and ask volunteers to share what the conversation is about. 2. T. will explain the activities: act. 1 check on the pictures the examples Dr. Krinkov mentions, act. 2 underline the correct option and act. 3 read the two sentences and figure out the meaning of the idioms. 3. T. will elicit the participation of students to check the answers. 	<ol style="list-style-type: none"> 1. SS listened to the talk on Cultural Identity and shared what the conversation was about. 2. SS must check the examples Dr. Krinkov mentions in the talk.T. plays track 27. Act. 2: SS must underline the correct option according to track. and act. 2 SS read the statements and answer. 3.SS participate to check their answers. 	Book, Digital Book

			Activity:(20 min)	<ol style="list-style-type: none"> 1. T. plays a video on Negative Interrogatives + Adverb and explains the language topic. 2. T, explain to SS exercise A: complete the negative interrogatives with an adverb from the box and explain exercise B: use the cues to form negative interrogatives + adverb. 3. T. elicits the participation of the SS to check the answers from the 2 exercises. 	<ol style="list-style-type: none"> 1. SS watch the Negative Interrogatives + Adverb. 2. SS answer the activities from exercise A and B that the teacher explains. 3. SS participate to check the answers from the 2 exercises. 	Digital book, book
			Post - Activity: (10 min.)	<ol style="list-style-type: none"> 1. T explains exercise C using their knowledge and experience they have to complete the negative interrogatives. 2. T. elicit participation to check the answers. 3. T. explain to SS they have to ask a classmate the questions they wrote. 	<ol style="list-style-type: none"> 1. SS answer exercise C using their knowledge and experience. 2. SS participate by saying their answers. 3. SS ask a classmate their questions. 	Book
3	45 min.	Vocabulary / Speaking	Warm up: (5 min.)	<ol style="list-style-type: none"> 1. T. review the vocabulary words with students and their meanings. 	<ol style="list-style-type: none"> 1. SS review the words from the vocabulary and their meaning with the teacher. 	Book, notebook
			Pre- Activity: (10min.)	<ol style="list-style-type: none"> 1. T. explain to SS that they have to find 8 words in the word search from the vocabulary builder. 2. T. elicits the words they found on the word search. 3. T. explain to SS they have to complete the text using five of the words they found in the word search. 4. T. elicits to SS to read the text to check the answers. 5. T. explain to SS to write three sentences using the words they didn't use from the wordsearch in the text, about a tradition they like and 	<ol style="list-style-type: none"> 1. SS search for 8 words from the vocabulary in the word search. 2. SS participated by saying the words they found. 3. SS complete the text using five words from the word search. 4. SS participate by reading the text to check the answers. 3. SS write three sentences using the 3 words from wordsearch they didn't use in the text about traditions they like and then participate by reading their sentences. 	Book

				<p>elicit participation to check the sentences.</p>		
			Activity:(20 min)	<p>1. T. explain to SS the meaning of subcultures and tell SS to list three different subcultures they know. 2. T. elicits to SS to say the subcultures they wrote. 3. T. tell SS to choose one subculture from the previous activity and to fill the chart with the information requested, beliefs, hair and dressing about the subculture they chose. 4. T. tell SS to look for a song that represents each of the subcultures they wrote about in exercise 1. 5. T. tell SS to participate by saying the information they wrote from the chart on act. 2 and to say the subculture songs and reasons why they believe the song are representative of that song.</p>	<p>1. SS list three subcultures they know and participate by saying them. 2. SS choose one of the subcultures and complete the chart with the information requested. 3. SS look for a song for each of the three subcultures they wrote that represents them. 4. SS discuss the chart with the information requested and tell the name of the songs and why they represent that culture.</p>	Book, Internet
			Post - Activity: (10 min.)	<p>1. T. explain to the activities: Act. 1. Look at the pictures and unscramble the words. Act. 2 write a sentence using the words from the box, Act. 3 read the sentences from the vocabulary list on page 216 and explain the meaning of the words mentioned below using their own words. T. ask SS 3 questions about the subcultures.</p>	<p>1. SS unscramble the words on act. 1. 2. SS have to write a sentence using the words from the box. 3. SS read the sentences on page 216 and write the meaning of the words mentioned below with their own words. 4. SS answer the questions the teacher asks.</p>	Book
4	45 min.	Reading/Writing	Warm up: (5 min.)	<p>1. T. will do a review on subcultures and ask SS if they think they belong to a subculture and which one.</p>	<p>1. SS will participate by answering the question the T. did If they think they belong to a subculture and which one.</p>	

			<p>Pre- Activity: (10min.)</p> <ol style="list-style-type: none"> 1. T. will tell SS to participate by reading the text "Subcultures and their Fashion" aloud. 2. T. will ask SS to discuss what the text is about. 3. T. will explain SS to complete the chart with the corresponding information from the text. 4. T. will elicit participation from SS to check the answers from the chart. 	<ol style="list-style-type: none"> 1. SS will participate by reading the text "World Subcultures and their Fashion" aloud. 2. SS will discuss what the text is about. 3. SS will complete the chart with the information from the text. 4. SS will participate to check their answers. 	Book
			<p>Activity:(20 min)</p> <ol style="list-style-type: none"> 1. T. explain SS they have to write a 2 paragraph blog post on their Aluzo's blog about a subculture of their choice and add pictures. 	<ol style="list-style-type: none"> 1. SS go to their blogs on Aluzo and write about a subculture of their choice and add pictures. 	Aluzo 's Platform.
			<p>Post - Activity: (10 min.)</p> <ol style="list-style-type: none"> 1. T. tell SS to notify when they finish writing to check the blog post to give feedback... To continue next class aslo. 	<ol style="list-style-type: none"> 1. SS notify the T. when they finish the blog post to give feedback. To be continued in the next class also. 	Aluzo 's Platform.

2.02 EVALUATION AND ASSESSMENT

When talking about evaluation or assessment in the educational field we all think that it can be an exam, when the reality is that it does not require an exam as such, there are several methods or tools to evaluate or assess students.

The first thing we as teachers must be clear about is the difference between evaluation, assessment and test or quiz and know when to use them.

→ **Evaluation:** focuses on grades and might reflect classroom components other than course content and mastery level, provides closure, shows shortfalls and it's product-oriented.

- **Assessment:** is an ongoing pedagogical process that includes a number of evaluative acts on the part of the teacher, documenting and using empirical data to measure knowledge, skills, attitudes and beliefs, it provides feedback, improves learning quality and it's process-oriented.
- **Test/Quiz:** are simply instruments or procedures for gathering particular kinds of information, or any specific skills or ability.

It is important to make assessments, tests and evaluations to our students to be able to know how they have been progressing throughout the class.

For evaluation and assessment I have to rely on the school's rubrics, which are the same for the whole high school, the only thing that changes according to the grade is the percentage. The rubric is: class activities, weekly, participation and partial exam or project.

Now how do I evaluate according to the planning presented?

I use formative and summative assessment. In the activities done and reviewed in class I give them oral feedback and in the ones they upload in the NEO platform I give them written feedback so they know their mistakes and can correct them, the grading of these activities I take into account the rubric of activities in class.

Speaking is included in the participation rubric and I use an AMCO rubric to evaluate it. A writing activity was taken as a weekly activity.

Speaking Rubric:

	EXCELLENT	GOOD	FAIR	NEEDS TO IMPROVE
CONTENT	Clear message, topic well explained, appropriate and relevant visual support.	Clear message, most of the time, topic can be generally understood, generally good visual support.	Unclear message sometimes but basic ideas may be understood, visual support sometimes irrelevant.	Unclear message; no understanding possible, irrelevant or non-existent visual support.
ORGANIZATION	Coherent and logical, with good explanations.	Logical order most of the time, with some explanations.	Some basic order but with few explanations.	Generally disorganized and with no explanations.
LANGUAGE	Correct use of grammar, varied and precise vocabulary, good pronunciation and tone.	Few errors in grammar, varied vocabulary; slightly unclear pronunciation and tone that may affect meaning.	Some errors in grammar, but can be understood most of the time; simple vocabulary with some new words; unclear pronunciation.	Many errors in grammar cannot be understood; very simple vocabulary with no new words; wrong pronunciation affecting meaning.
PERFORMANCE	Loud and clear voice; appropriate body language, keeps audience's interest.	Clear voice and some body language; tries to keep interest.	Voice unclear or sometimes low; some body language; some difficulty keeping audience's interest.	Problems to hear presentation; no body language; difficulty keeping audience's interest.

Writing rubric:

	EXCELLENT	GOOD	FAIR	NEEDS TO IMPROVE
LAYOUT	Creative layout and effective paragraph structure.	Neat and clean layout, with generally correct paragraph structure.	Mostly neat, with margins and some attempt at paragraph structure.	Generally untidy, no margins of paragraphs marked.
ORGANIZATION	Ideas organized to support desired effects.	Ideas organized in a linear fashion.	Ideas generally organized, some confusion.	Ideas disorganized, contents confusing.

CONNECTION OF IDEAS	Variety of linking words.	Suitable linking words.	Simple linking words.	Linking words used rarely or not at all.
ACCURACY	Good use of a wide range of basic and complex structures and vocabulary; minimal errors.	Good use of basic and some complex structures and vocabulary; some errors that do not interfere with understanding.	Good use of basic structures and vocabulary and some attempts at complex ones; errors in complex structures that may be difficult to understand.	Very limited and basic structures and vocabulary; too many errors due to interference with the first language.

2.03 MATERIAL EVIDENCE

1ST SESSION

VOCABULARY BUILDER

Listen carefully and repeat with correct pronunciation. Point at the words as you hear them.

adapt - I had to adapt quickly to my new school's environment and system.

judge - We shouldn't judge people for having different customs.

background - Even though Keiko and I have very different backgrounds, we immediately became friends.

catch one's attention - The people's respect for their traditions really caught my attention.

ancestor - Lenka's ancestors come from the Czech Republic.

on a daily basis - On a daily basis, we have to get used to living in a country that is different from ours.

be associated with - The didgeridoo, a wind instrument, is associated with ceremonial singing and dancing in Australia.

impolite - It is considered impolite to point at someone with your index finger.

forbid - Some customs and traditions from your country may be forbidden in another one.

exceptional - The girl stunned the audience with the exceptional traditional dance.

be absorbed by - On their visit to Greece, my parents were absorbed by the architecture.

desirable - Besides its rich cultural history, Paris has many other desirable attributes.

carnival - There is a famous carnival celebrated every February in Venice, Italy.

actively - To my surprise, Sharon is actively helping in the school's Culture Fair.

complain - People are always complaining about the prices of costumes during the carnival.

firmly - My city's Cultural Department was firmly established a long time ago.

grow older - As I grow older, I hope to learn more about human rights and social issues.

fond - I have fond memories from my last vacation to England.

emotional - I was emotional when I finally met my French cousin.

belong - People in the world belong to different cultural groups.

SUB BzP U5 - Vocabulary

SU BzP U5 - 1. Vocabulary Activities

Assignment Questions Grades Submission status Analytics Grading scale Completion Score rules Visibility Tags

SU BzP U5 - 1.2 Vocabulary Activities

- 10 questions are selected @ 1 points per question [edit, remove]
- Total points: 10

[add selector]

Deletes

#	Name
1	Choose the correct vocabulary word for each definition depending on how it is used in this unit, to regard (someone) as et...
2	Choose the correct vocabulary word for each definition depending on how it is used in this unit, a person from whom som...
3	Choose the correct vocabulary word for each definition depending on how it is used in this unit, an organized program of e...
4	Choose the correct vocabulary word for each definition depending on how it is used in this unit, rude
5	Choose the correct vocabulary word for each definition depending on how it is used in this unit, an energetic or vigorous...
6	Choose the correct vocabulary word for each definition depending on how it is used in this unit, an outfit worn to create th...
7	Choose the correct vocabulary word for each definition depending on how it is used in this unit, having an affection or liking
8	Choose the correct vocabulary word for each definition depending on how it is used in this unit, to change behavior so tha...
9	Fill in the blanks with the correct antonyms from the Word Bank. commonunfnciseiregularlyyellownot to relatehostileweak...
10	Fill in the blanks with the correct antonyms from the Word Bank. commonunfnciseiregularlyyellownot to relatehostileweak...
11	Fill in the blanks with the correct antonyms from the Word Bank. commonunfnciseiregularlyyellownot to relatehostileweak...
12	Fill in the blanks with the correct antonyms from the Word Bank. commonunfnciseiregularlyyellownot to relatehostileweak...
13	Fill in the blanks with the correct antonyms from the Word Bank. commonunfnciseiregularlyyellownot to relatehostileweak...
14	Fill in the blanks with the correct antonyms from the Word Bank. commonunfnciseiregularlyyellownot to relatehostileweak...
15	Fill in the blanks with the correct antonyms from the Word Bank. commonunfnciseiregularlyyellownot to relatehostileweak...

2ND SESSION

What comes to your mind when you hear the word culture?
Have you ever visited a country where people have very different traditions than yours?
Do you have friends from other cultural backgrounds?
What customs do you like in your country?

LISTENING

Listen to the talk on cultural identity and check (✓) the examples Dr. Krinkov mentions.

Listen to the talk again and underline the correct option.

1. Before talking about cultural identity, Dr. Krinkov did the following:

- a) talked about major factors of cultural identity
- b) explained the concept of culture
- c) defined the concept of ethnicity

2. This can also reinforce the idea of belonging to a group:

- a) education
- b) religion
- c) ancestry

3. These are some of the cultural elements that define someone's identity:

- a) money and religion
- b) hair and friends
- c) clothing and food

4. Dr. Krinkov suggests:

- a) people should continue to speak their language.
- b) people should follow other traditions to learn about them.
- c) people should have ceremonies every now and then.

Read the two sentences and figure out the meanings of the idioms. Share your ideas with a partner.

I won't tell you how you must fix your hair; my philosophy is to **live and let live**.

My friends always respect other cultures. I think you should **follow suit**.

Language Check: Negative Interrogatives + Adverbs

1. Read these questions from the talk. Can't we say that similarities among people are clearly representative of cultural identity? Aren't there truly successful ways to maintain cultural identity?

2. What do these questions have in common?

Grammar Appendix page 364

A. Complete the negative interrogatives with an adverb from the box.

quickly usually normally at least ever

1. Don't you _____ go to the gym in the morning?
2. Haven't you _____ practiced English in another country?
3. Won't you _____ tell her what her mistake is?
4. Didn't you _____ become friends?
5. Aren't they _____ interested in participating in class?

B. Use the cues to form negative interrogatives + adverbs.

1. Can / they / play rugby? (seriously) _____
2. Does / Jimmy / have breakfast at home? (usually) _____
3. Will / he / travel overseas? (ever) _____
4. Do / you / ask for more salad? (always) _____
5. Is / she / making interesting comments in class? (frequently) _____

C. Using your own knowledge and experience, complete the negative interrogatives. Then, ask a classmate your questions.

1. Has your best friend ever seen _____?
2. Don't you ever come _____?
3. Haven't you ever gone _____?
4. Couldn't you only wait _____?
5. Didn't she move slowly _____?

VOCABULARY BUILDER

Listen to the vocabulary list again and repeat with your best pronunciation and intonation. As you listen, find eight words in the word search.

D E S D G G N U O R G K C A B W Q
 R T U C B H T F R E D S W J O U K
 E R F C G E B K F O W E R T Y I I
 L O L A E I M P O L I T E G D E C
 K L T R D R X G N J F O O F J E H
 M E T N F Y M D L K L R T U C V
 D F E I R C H G J A D I B R O C M
 I G D V T D G G X E Q V V S H E H
 B B C A G E T I N I U W T B E Y F
 R N C L G W R H B N E U E D L A Y
 O H V O H S F J M S M U J M T M R
 F Y F I A D A P T E D Y R V O C M
 F T R K J Z E U S E S I A I U J A
 V G S L U Q S K R W F G F A L V E

Complete the following text using five of the words you found.

New York City has the largest population of Italian-Americans in the US. Their cultural _____ has been preserved for more than 200 years. The first Italians arrived in the country in the late 19th century. They quickly _____ to the new environment and settled down in Harlem.

Many Italian-Americans celebrate the Dancing of the Giglio, a religious _____ every August in New York. People wear colorful _____ and walk to the Church of Our Lady of Mount Carmel.

In conclusion, many Italian-Americans _____ believe that their traditions, language, and family values must be handed down from generation to generation.

Which three words from the word search didn't you use?

Using the words you didn't use in the previous activity, write three sentences about a tradition you like.

1. _____
 2. _____
 3. _____

Bonus Activity Appendix
 Find extra vocabulary activities on page 339.

819

SPEAKING

A subculture is a group of people with different beliefs and behavior from the main groups of a society or culture. List three different subcultures you know about. Compare your answers with a partner and discuss what you know about these subcultures' identities.

Choose one subculture from the previous activity and fill in the chart with information of their cultural identity. Discuss your answers in teams.

Subculture: _____

Beliefs	Hair	Dressing

Look for the names of three songs from the subcultures you have discussed and explain why you think they are representative of those groups. Then, compare your work with a partner's and discuss the differences you may have.

Song	Subculture	Reasons

Whenever you have to talk, try to organize your ideas and give them a logical sequence, especially if you are talking about cultural matters.


Bonus Activity Appendix
 Find extra speaking activities on page 340.

Self-Assessment: Learning to Learn
 Was it difficult for me to organize my ideas before sharing them with my team or partner? During the discussions, was I able to express myself fluently and clearly?

820

UNIT 5 BONUS ACTIVITY APPENDIX

Activity 1 Review Look at the pictures. Unscramble the words from the vocabulary list.

resorts tribenah aeropette

Activity 2 Reinforcement Work in pairs. Write sentences with the words in the box on a separate piece of paper. Then dictate the sentences to a classmate. On the lines below, write the sentences that your partner dictates.

judge catch one's attention on a daily basis desirable actively

1. _____
 2. _____
 3. _____
 4. _____
 5. _____

Activity 3 Extension Read the sentences from the vocabulary list on page 216. Now explain the meaning of these words and phrases in your own words.

1. be associated with _____
 2. be absorbed by _____
 3. costume _____
 4. grow older _____
 5. belong _____

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4TH SESSION


Instrucciones

Upload evidences from your blog on Aluzo

You have to write in your blog about a subculture in your country (México) and describe their form of dress in detail. (2 paragraphs - 6 lines for each paragraph)

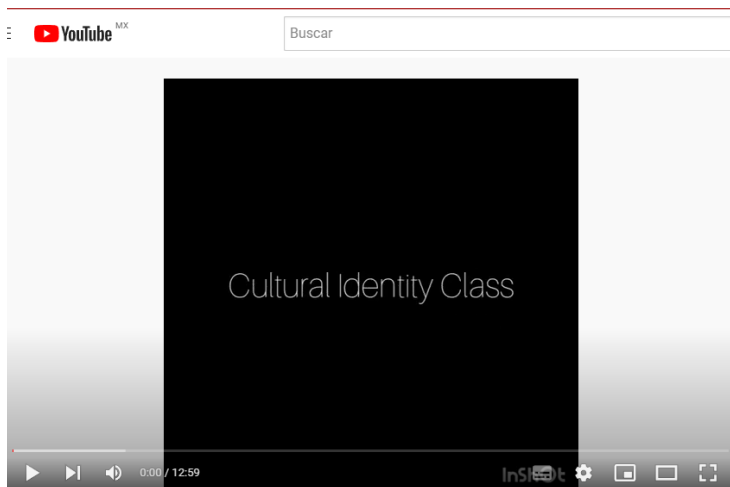
Add pictures

DO NOT COPY AND PASTE



2.05 VIDEO

The following video shows a part of my classes given to apply this planning:



Click on the link to watch it: <https://youtu.be/j-iONFTUtbl>

CHAPTER 3: EXPERIENCE REPORT

3.01 OUTCOMES

GENERAL OUTCOMES OF THE STUDENTS FOR THE FOUR SESSIONS

- Practice the unit's target vocabulary.
- Assess their understanding of the vocabulary words used in a context.
- Demonstrate listening comprehension of a conversation with idiomatic expressions.
- Practice their listening comprehension skills.
- Analyze and practice negative interrogatives + adverbs.
- Read and analyze facts about subcultures around the world.
- Use communication strategies to discuss subcultures.
- Write a blog post on subcultures.

By doing these activities, I realized that the Culture theme is very good for language learning, as it is something appealing to the students.

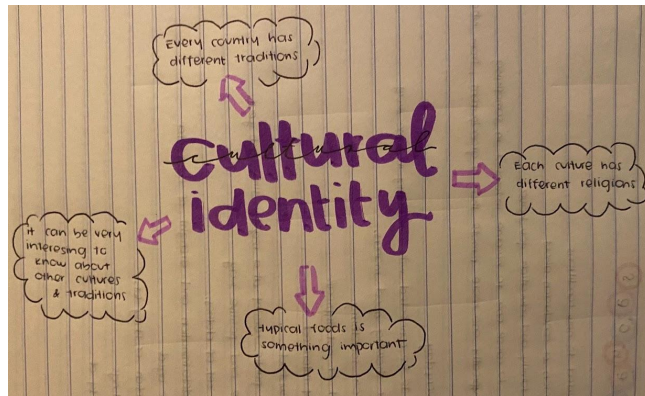
I consider that the oral and written feedback helps the students a lot, and I consider that the writing ability is one of the most complicated to develop, because of the spelling mistakes and above all because most of the students don't want to struggle and prefer to copy and paste.

I really like to work with this type of activities, especially in which the students have to research and write, so I consider that I help them a lot and I must confess that some students surprised me with their work.

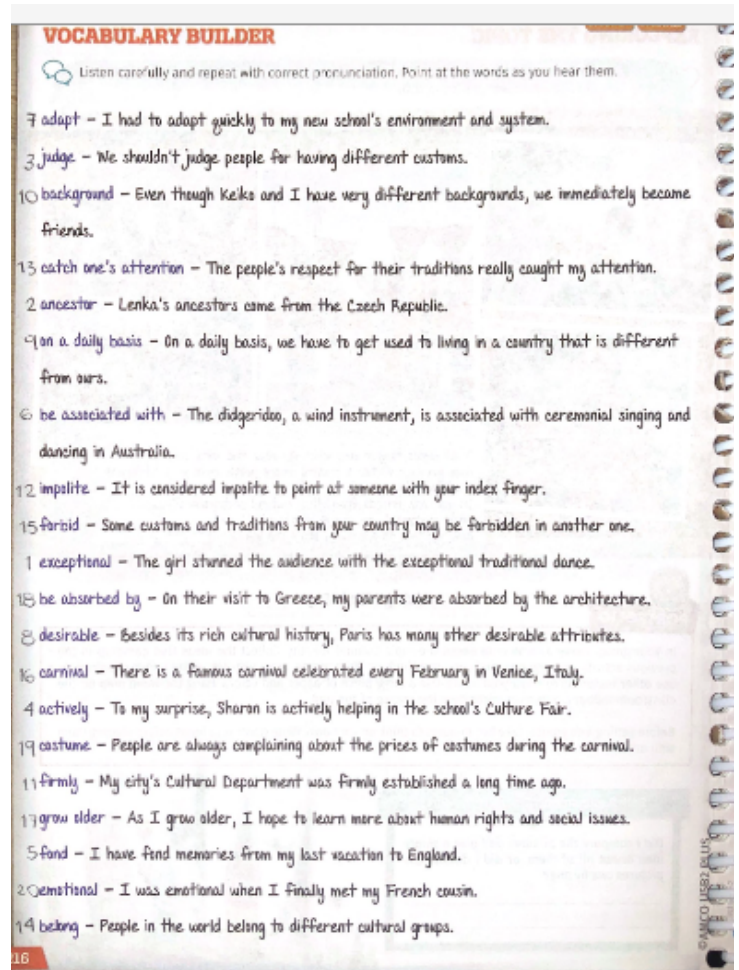
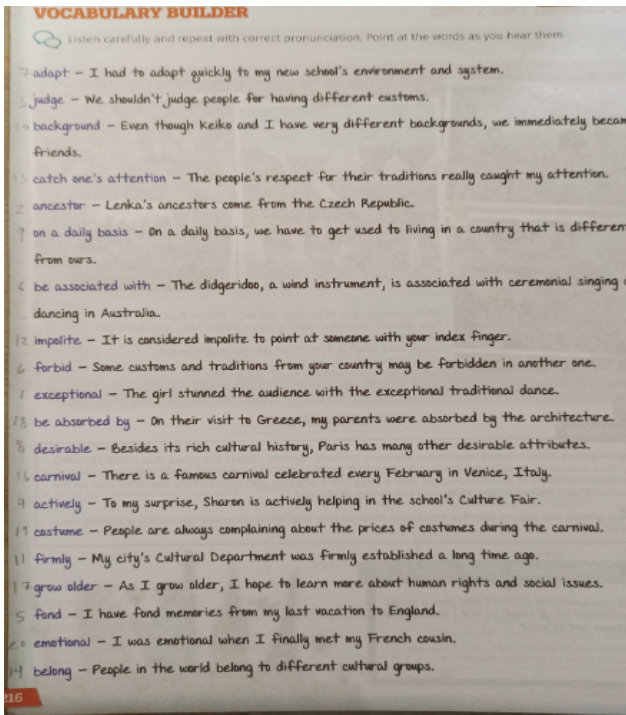
3.02 RESULTS AND EVIDENCES

1ST SESSION

Warm-up: was the introduction of the unit, and the trigger question: What comes to your mind when listening to the word "culture"? We brainstormed and the students did a mind map.

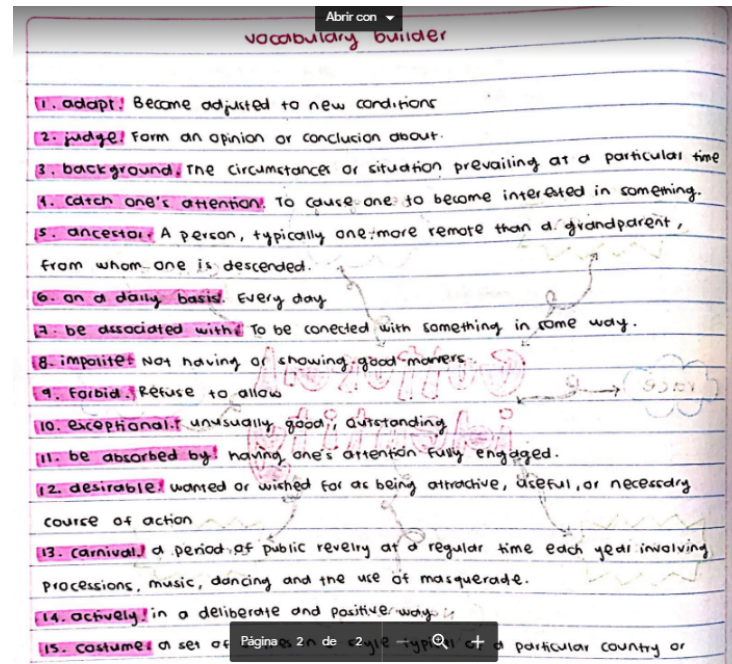
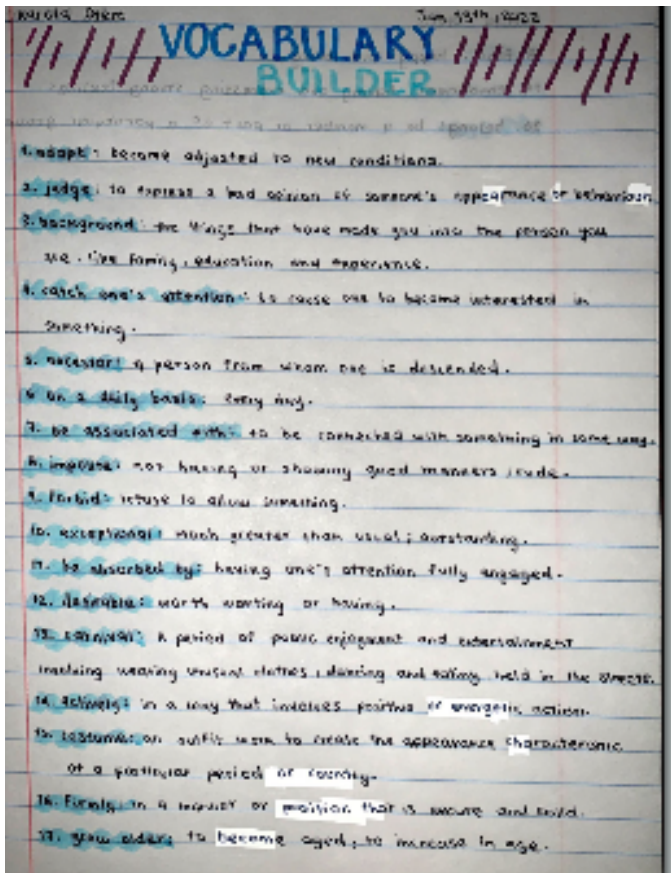


Pre-activity: Students listen to a track and numbered the words (1-20) according to the track.

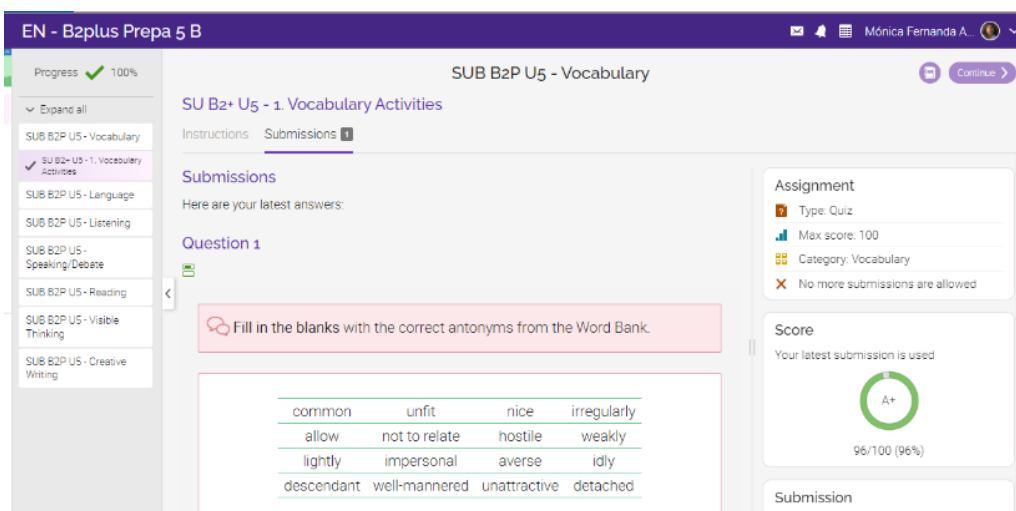


Activity: Students searched for the meaning of each word on their cell phones and

wrote them on their notebooks.



Post-activity: Students did a vocabulary quiz on Aluzo.



Pre-activity: Students listened to a track and answered the activities according to the track.

LISTENING
Listen to the talk on cultural identity and check (✓) the examples Dr. Krinkov mentions.

Listen to the talk again and underline the correct option.

- Before talking about cultural identity, Dr. Krinkov did the following:
 - talked about major factors of cultural identity
 - explained the concept of culture
 - defined the concept of ethnicity
- This can also reinforce the idea of belonging to a group:
 - education
 - religion
 - ancestry
- These are some of the cultural elements that define someone's identity:
 - money and religion
 - hair and friends
 - clothing and food
- Dr. Krinkov suggests:
 - people should continue to speak their language
 - people should follow other traditions to learn about them.
 - people should have ceremonies every now and then.

Read the two sentences and figure out the meanings of the idioms. Share your ideas with a partner.

I won't tell you how you must fix your hair; my philosophy is to live and let live.
That people should accept how others live and live good as well

My friends always respect other cultures. I think you should follow suit.
to do the same thing

Language Check: Negative Interrogatives + Adverb

- Read these questions from the talk. Can't we say that similarities among people are clearly representative of cultural identity? Aren't there truly successful ways to maintain cultural identity?
- What do these questions have in common?
Both sentences are negative and have adverbs

Grammar Appendix page 364

LISTENING
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Listen to the talk again and underline the correct option.

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 - hair and friends
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 - people should continue to speak their language
 - people should follow other traditions to learn about them.
 - people should have ceremonies every now and then.

Read the two sentences and figure out the meanings of the idioms. Share your ideas with a partner.

I won't tell you how you must fix your hair; my philosophy is to live and let live.
To let each one live their life

My friends always respect other cultures. I think you should follow suit.
To follow the something

Language Check: Negative Interrogatives + Adverb

- Read these questions from the talk. Can't we say that similarities among people are clearly representative of cultural identity? Aren't there truly successful ways to maintain cultural identity?
- What do these questions have in common?
Both sentences are negative and have adverbs

Grammar Appendix page 364

Activity: Students watched ad video on Negative Interrogatives + Adverb and then answered activity A and B

5. Complete the negative interrogatives with an adverb from the box.

quickly usually normally at least ever

- Don't you usually go to the gym in the morning?
- Haven't you at least practiced English in another country?
- Won't you ever tell her what her mistake is?
- Didn't you quickly become friends?
- Aren't they normally interested in participating in class?

6. Use the cues to form negative interrogatives + adverb.

- Can / they / play rugby? (seriously)
Can't they seriously play rugby?
- Does / Jimmy / have breakfast at home? (usually)
Doesn't Jimmy usually have breakfast at home?
- Will / he / travel overseas? (ever)
Won't he ever travel overseas?
- Do / you / ask for more salad? (often)
Don't you always ask for more salad?
- Is / she / making interesting comments in class? (frequently)
Isn't she frequently making interesting comments in class?

5. Complete the negative interrogatives with an adverb from the box.

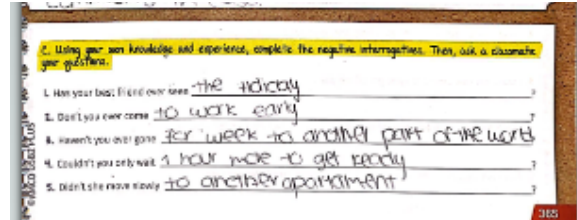
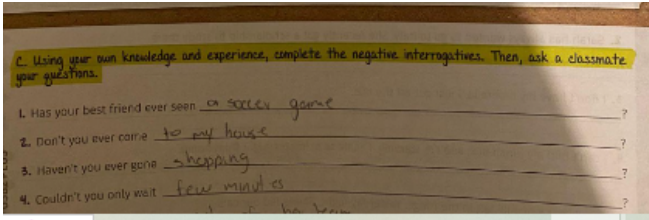
quickly usually normally at least ever

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- Haven't you at least practiced English in another country?
- Won't you ever tell her what her mistake is?
- Didn't you quickly become friends?
- Aren't they normally interested in participating in class?

6. Use the cues to form negative interrogatives + adverb.

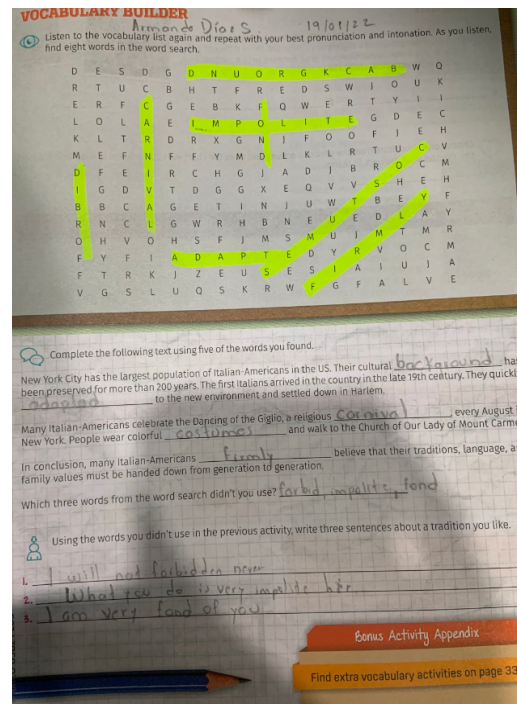
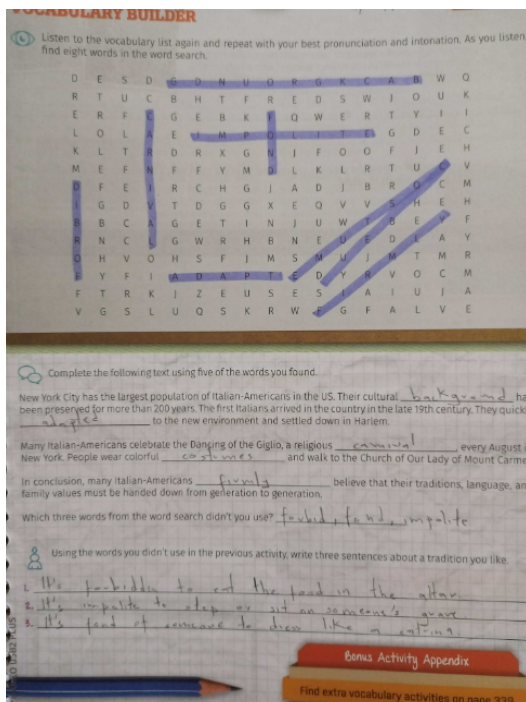
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Can't they seriously play rugby?
- Does / Jimmy / have breakfast at home? (usually)
Doesn't Jimmy usually have breakfast at home?
- Will / he / travel overseas? (ever)
Won't he ever travel overseas?
- Do / you / ask for more salad? (often)
Don't you always ask for more salad?
- Is / she / making interesting comments in class? (frequently)
Isn't she frequently making interesting comments in class?

Post-activity: Students did exercise C.



3RD SESSION

Pre-activity: Students did a search word with 8 words from the vocabulary, completed a text using 5 words from the search word and wrote 3 sentences with the 3 left words.



Activity: Students wrote 3 subcultures, then chose one and completed a chart with the information requested, and then completed another chart with the 3 subcultures and a song that represents them.

SPEAKING

A subculture is a group of people with different beliefs and behavior from the main groups of a society or culture. List three different subcultures you know about. Compare your answers with a partner and discuss what you know about these subcultures' identities.

1. Cholos 2. fresas 3. dark

Choose one subculture from the previous activity and fill in the chart with information of their cultural identity. Discuss your answers in teams.

Subculture: Cholos

Beliefs	Hair	Dressing
It depends on the person himself and his beliefs, example: Jesus	hairless or with a low intensity cut	Oversized shirt and pants below the butt

Look for the names of three songs from the subcultures you have discussed and explain why you think they are representative of those groups. Then, compare your work with a partner's and discuss the differences you may have.

Song	Subculture	Reasons
Extasis	Cholos	Because the son is very explicit and it's famous on the streets.
Coronel de Santa		

Whenever you have to talk, try to organize your ideas and give them a logical sequence, especially if you are talking about cultural matters.

Bonus Activity Appendix
Find extra speaking activities on page 340.

Self-Assessment: Learning to Learn
Was it difficult for me to organize my ideas before sharing them with my team or partner? During the discussions, was I able to express myself fluently and clearly?

SPEAKING Isabela Ibarra

A subculture is a group of people with different beliefs and behavior from the main groups of a society or culture. List three different subcultures you know about. Compare your answers with a partner and discuss what you know about these subcultures' identities.

1. Emos 2. punks 3. Hippies

Choose one subculture from the previous activity and fill in the chart with information of their cultural identity. Discuss your answers in teams.

Subculture: Emos

Beliefs	Hair	Dressing
They just see the life in a pessimist way.	- Black - They have a part of it in front of the face	- Black clothes - Piercings - Converse

Look for the names of three songs from the subcultures you have discussed and explain why you think they are representative of those groups. Then, compare your work with a partner's and discuss the differences you may have.

Song	Subculture	Reasons
MCR - Dead!	Emos	talks about a guy that will die
Beach Weather - Sex, drugs, etc	Hippies	The rhythm gives me hippie vibes
System of a Down - Toxicity	Punks	The rhythm is kinda hard

Whenever you have to talk, try to organize your ideas and give them a logical sequence, especially if you are talking about cultural matters.

Bonus Activity Appendix
Find extra speaking activities on page 340.

Self-Assessment: Learning to Learn
Was it difficult for me to organize my ideas before sharing them with my team or partner? During the discussions, was I able to express myself fluently and clearly?

Post-activity: Students unscramble 3 words, wrote a sentence using the words from the box and then wrote the meaning of some words using their own words.

UNIT 5 BONUS ACTIVITY APPENDIX

Activity 1 Review Look at the pictures. Unscramble the words from the vocabulary list.

naserto ancestor
foisnah emotional
aneapseth exceptional

Activity 2 Reinforcement Work in pairs. Write sentences with the words in the box on a separate piece of paper. Then dictate the sentences to a classmate. On the lines below, write the sentences that your partner dictates.

judge catch one's attention on a daily basis desirable actively

- It's hard to judge someone's appearance.
- It caught my attention that they always clean their car.
- My mom nags on me on a daily basis.
- Having her grades is desirable.
- He was actively working out this morning.

Activity 3 Extension Read the sentences from the vocabulary list on page 216. Now explain the meaning of these words and phrases in your own words.

- be associated with To be related with something
- be absorbed by To like something so much
- costume The traditional clothes for a specific occasion
- grow older To have lived more years
- belong That an object is from someone

UNIT 5 BONUS ACTIVITY APPENDIX

Activity 1 Review Look at the pictures. Unscramble the words from the vocabulary list.

naserto ancestor
foisnah emotional
aneapseth exceptional

Activity 2 Reinforcement Work in pairs. Write sentences with the words in the box on a separate piece of paper. Then dictate the sentences to a classmate. On the lines below, write the sentences that your partner dictates.

judge catch one's attention on a daily basis desirable actively

- That book catch one's attention for real
- You need to do your responsibilities on a daily basis
- That cake look very desirable
- I consider you a actively person
- The judge would take a de decision

Activity 3 Extension Read the sentences from the vocabulary list on page 216. Now explain the meaning of these words and phrases in your own words.

- be associated with
- be absorbed by Be attracted by someone
- costume traditional vestiment
- grow older To earn more years
- belong To be specific of someone

Pre-activity: Students read aloud a text and answer a chart about the text.

26/Jan/22 *Isabela Ibanez*

A LOOK AT THE WORLD

World Subcultures and their Fashion

Japanese Rockabillys

Rockabilly is a rock-and-roll music style that dates to the early 1950s, but it is no longer mainstream. Though it is outdated, it has experienced revivals every now and then and rockabilly is more alive than ever in Tokyo, Japan. Actually, one of the greatest rockabilly scenes these days is in Yoyogi Park, where fans of this music hang out. Men wear nice leather jackets, slicked hair, and pompadours, while women put on 1950s style doty dresses or rolled jeans. Who thought rock-and-roll was not current?

The Sapeurs

Milan, Paris, and New York are considered the most important global cities of fashion, but some of the world's most fashionable people live in a city in the Republic of the Congo. The Congolese Sapeurs walk around wearing designer tailoring, tweed, silk-made hankies, and spottess footwear. They are not rich, but these middle-class men choose to spend their money to express themselves through fashion.

The Herero Women

The Herero is a group of people who live in Southern Africa. This Namibian tribe represents a subculture of women who wear pieces of clothing and dresses which date back from the Victorian times. These women like wearing long, colorful dresses with petticoats, as well as horn-shaped hats. People in this tribe were colonized by Germans in the beginning of the 20th century and they preserve this early colonial way of dressing to this day. The Herero women see their Victorian clothing as representative of their tribe's determination to overcome struggles.

With a partner, list the main fashion characteristics of each subculture you just read about.

Japanese Rockabilly	Sapeurs from Congo	Herero Tribe
Nice leather jackets, slicked hair, pompadours, doty dresses or rolled jeans	Designer tailoring, tweed, silk-made hankies, spottess footwear	Long colorful dresses with petticoats, horn-shaped hats

PORTFOLIO

Write two paragraphs about a subculture in your country. Describe their form of dress in detail.

BE HIGH TECH

Choose one of the subcultures discussed above and look for information about it. Prepare a digital presentation to present the way the members of the subculture dress. Share it with your classmates and talk about the differences in dress of the subcultures you chose. Use GoogleDrive to share your files.

26/Jan/22 *Isabela Ibanez*

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Choose one of the subcultures discussed above and look for information about it. Prepare a digital presentation to present the way the members of the subculture dress. Share it with your classmates and talk about the differences in dress of the subcultures you chose. Use GoogleDrive to share your files.

Activity and Post-activity: Students wrote a blog post on Aluzo about a subculture of their choice.

EN - Bzplus Prepa 5 B

THE BUCHONES

In Mexico, there are many people who normally identify themselves as people with money and ranches, so they dress in cowboy-type clothes on occasion or in brand-name clothes, these people are usually called "buchones", which is probably a strange word but that's what they're called. As I mentioned before, men sometimes dress in denim-type clothes or brand-name clothes, and women are always very well dressed, with a lot of makeup and always with slightly flashy brand-name clothes.

The buchones also usually listen to traditional Mexican music like corridos and that type of music. They also usually give their girlfriends or couples bouquets with more than 100 roses since they are usually people with a lot of money.

CHOLOS

by:Camila Torres Marroquin

México has many well-known subcultures all around its country, one of the most popular are the "cholos". This is a Mexican American gang subculture, the cholo subculture was originated in the street of Southern California. Cholo style includes characteristic demeanour, clothing, makeup, speech patterns, hand signals, tattoos, and graffiti. Characteristics associated with choloization include low socioeconomic status, marginalized acculturation, problems in school, and the need for cultural support, protection, and a sense of belonging. In the early 21st century, some of its stylistic elements were appropriated by pop stars and clothing manufacturers for consumption by the wider youth culture.



If you haven't noticed almost every single movie portrays mexicans as cholos or cowboys, these leads to the fact that the term cholo, is sometimes used disparagingly, is derived from early Spanish and Mexican usage and denotes marginalization. As I said their type of clothing got pretty famous so people started dressing like them for halloween parties and other events, most of the people take this as they're mocking their culture and I feel the same way, I think it's kind of disrespectful. Cholo gangs are loosely organized into age cohorts or cliques, called *klikas*. Most cliques are separated in age by two to three years, so that within a barrio there is a succession of cliques, which together make up a larger barrio unit of older and younger gang members. A clique tends to have a unique behavioral and stylistic signature and may be known to specialize in particular activities, such as violence or drug use.



CHAPTER 4: CONCLUSIONS

This project helped me to improve my language teaching strategies, as well as to realize what skills I need to reinforce with my students. So in order to better develop these skills, and even though it seems repetitive, we should not forget that four skills are intertwined, and are all required at the same time. It is also important to remember to always look for the best strategies according to the needs of our students, because not everyone is the same and not everyone learns in the same way, and of course according to the level of the language.

As teachers we should not close ourselves to the idea that only the traditional way is the best, but we should think about all the theories and methods that exist, not to choose the best but as I mentioned before to apply them all, something that many teachers already do when we give our classes because we want the best for our students and above all we want them to really learn the English language, which is complicated and complex but not impossible.

The four skills can be developed and practiced in a single activity, which of course there are activities where more emphasis is placed on one skill, but they begin to develop from the moment you are reading the instruction aloud, and the text aloud, asking for answers to the questions or asking for what you think of the text or situation, participation, etc, everything goes hand in hand.

I really enjoyed doing this work with the students, and seeing how much they enjoy learning about other cultures. My students are high school students, so some of them have traveled to other countries and when we talk about something related to culture or activities in other countries, they like to share their experiences or the experiences of someone they know who has visited other countries, just as I also like to tell them about my experiences of meeting people from other countries.

I think intercultural competence and communication is important, nowadays there are so many doors open and opportunities to study and work in other countries, and English as a lingua franca helps a lot more and above all motivates students to want to get more involved with the English language.

From now on and thanks to this specialization I will be able to develop my classes better, since I have the necessary knowledge to do it, I really learned a lot.

CHAPTER 5: APPENDIXES AND APA REFERENCES

5.01 APA REFERENCE

¹ Intercultural Communication in contexts. Martin, J. & Nakayama, T.
(2010)https://www.academia.edu/37454331/INTERCULTURAL_COMMUNICATION_in_Contexts

5.02 DECLARATION LETTER

DECLARACIÓN DE AUTENTICIDAD DE TESIS O TRABAJO RECEPCIONAL
PARA LA OBTENCIÓN DE GRADO ACADÉMICO ANTE LA UNIVERSIDAD PEDAGÓGICA NACIONAL

Declaración de Originalidad
de Tesis o Trabajo Recepcional de Posgrado

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

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Atentamente,
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