



## **UNIVERSIDAD PEDAGÓGICA NACIONAL**

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### **UNIDAD AJUSCO**

### **PROPUESTA DE INTERVENCIÓN EDUCATIVA**

### **GREETINGS IN DIFFERENT CULTURES AROUND THE WORLD & INTERCULTURAL COMMUNICATION COMPETENCE DEVELOPMENT**

### **TRABAJO RECEPCIONAL**

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

**PRESENTA:**

**ULISES ORTEGA CANALES**

**ASESOR: SHELICK ERIKA GARCÍA GALVÁN**

Ciudad de México, a 05 de julio de 2022



**UNIVERSIDAD PEDAGÓGICA NACIONAL**

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**SPECIALIZATION IN ENGLISH LANGUAGE AND TEACHING AS A  
FOREIGN LANGUAGE**

**GREETINGS IN DIFFERENT CULTURES AROUND THE  
WORLD & INTERCULTURAL COMMUNICATION  
COMPETENCE DEVELOPMENT**

**PEDAGOGICAL INTERVENTION PROJECT**

**ULISES ORTEGA CANALES**

**TUTOR: SHELICK GARCÍA GALVÁN**

**July, 5th, 2022  
Mexico City.**

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## INTRODUCTION

Nowadays English has become an international language, it is often referred to as a lingua franca. A lingua franca has been defined as a language that is used primarily for communication purposes. Speakers retain their allegiance to their first language and use the lingua franca to be intelligible to others (Spencer & Franklin, 2009). This assignment suggests a set of activities in order to develop intercultural competence in high school students, at the same a reflection based on the development and outcome of the activities is included.

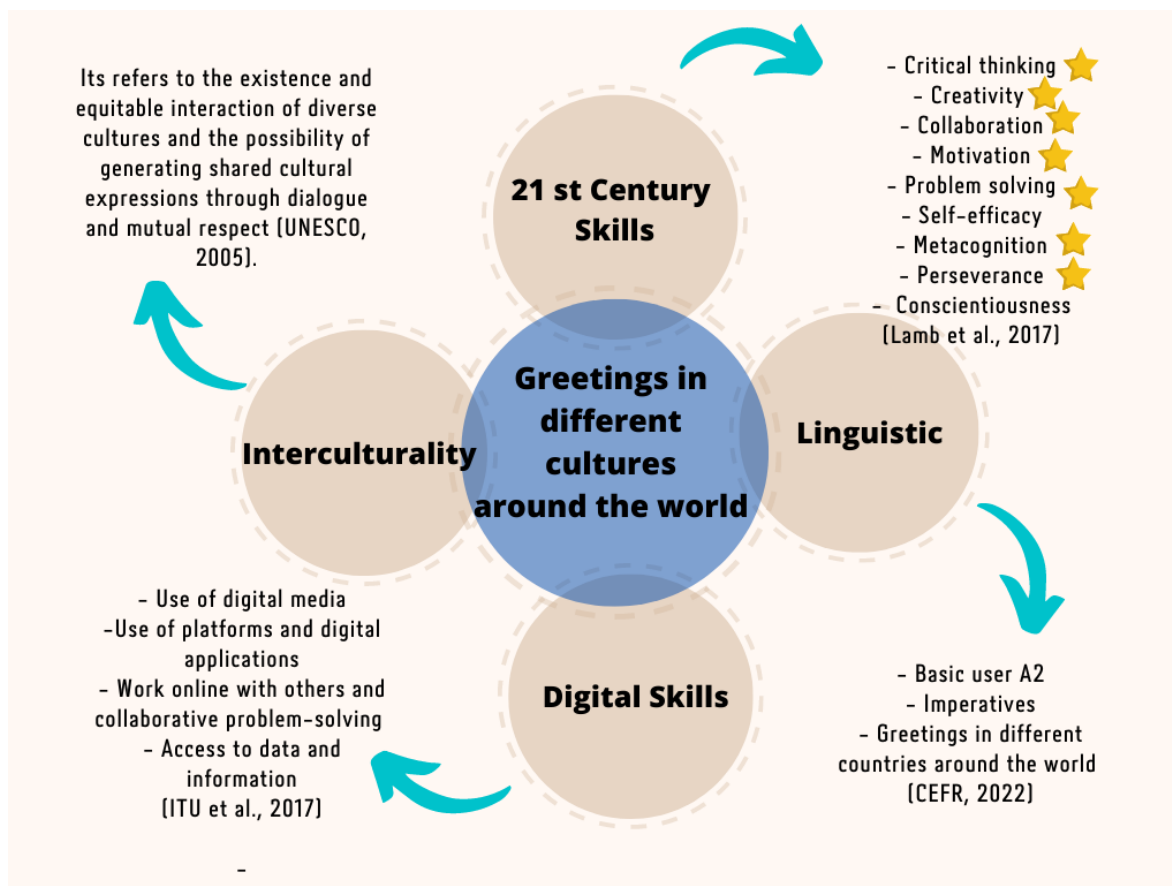
This work represents a reproduction about my best-practices in working with different skills in the language classroom which includes reflections on the use of digital resources and an analysis based on the English language skills developed by the students. Activities to develop previous skills in students are proposed based on different approaches, context and teaching philosophy. It is worth mentioning that all the language skills are important, so that, this project focused on the development of all the skills in an integrated way based on a Whole Language Approach.

First of all, in chapter 1 it is incorporated my teaching philosophy based on theoretical foundations, principles, hypothesis, approaches, methods and techniques in ESL teaching. This is a better version of my teaching identity and philosophy based on the topics seen in the three modules of this specialization program and my own experiences and beliefs as a student and teacher; this view of teaching has the purpose to enhance my practices in order to face the challenges about the teaching of English in Mexico.

Secondly, in chapter 2 a lesson plan with integrated and interrelated activities with an intercultural approach is included; activities were designed for the high school students of the “Centro de Estudios de Bachillerato 4/1 Mtro. Moisés Sáenz Garza” based on the General Directorate of Baccalaureate ; Moreover, activities are based on a “Whole Language Approach”, it means different tasks that allow the student’s development of all the language skills: vocabulary development, listening, reading, writing and. Also, it was taken into account the English level of the students, their cultural and economic background and the curriculum we are working on. Additionally, a video with the most relevant moments of the lesson is incorporated.

**Figure 1**

*Dimensions to develop language skills*



*Note.* From *Key Skills for the 21st Century: An evidence-based review*, by Lamb et al., 2017, Education Future Frontiers.

“Common European Framework of Reference for Languages”, by Council of Europe, 2022 (<https://www.coe.int/en/web/common-european-framework-reference-languages/table-1-cefr-3.3-common-reference-levels-global-scale>)

*The 2005 Convention on the Protection and Promotion of the Diversity of Cultural Expressions*, by United Nations Educational, Scientific and Cultural Organization, 2005.

*Working Group on Education: Digital skills for life and work*, by ITU et al., 2017.

The diagram above shows the relation between different aspects that positively impact on the language skills development. To participate in processes of interculturality and develop intercultural competences, not only do the students need to have knowledge about the target culture, but they also must understand their culture to generate intercultural dialogue

in order to find new shared understandings. “Interculturality refers to the existence and equitable interaction of diverse cultures and the possibility of generating shared cultural expressions through dialogue and mutual respect” (UNESCO, 2005). It is essential to take into account the purposes and common reference points included in the CEFR for A levels. “A2 Basic user can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need” (CEFR,2022).

In addition, 21 st century skills are essential to do well in school, work and interact in the world more broadly. Critique is often levelled that school systems focus too much on teaching content and knowledge as though this comes at the price of other desirable learning outcomes such as good skills in communication and collaboration, critical thinking, perseverance, creativity, metacognition, motivation, self-efficacy, and problem solving abilities, conscientiousness, and concepts like citizenship and global awareness” (Lamb et al., 2017). In this sense real life situations and problem solving tasks around a relevant and interesting topic can contribute to develop these skills. Moreover, digital skills, including the use of digital media, platforms, and the access to data and information definitely engage the students in the activities in class. Technology (ICT) skills are key ingredients in what young people need for success in a world in which digital technologies are prominent and have rapidly developed (Lamb et al., 2017).

Then, there is a section for assessment and evaluation whose purpose is to identify the competencies that the students developed during the lessons in order to provide them feedback to improve.

After that, a section to reflect and analyze the results of carrying out the activities is presented in chapter 4. It includes comparisons and contrasts in the results of the expected outcomes, as well as, possible solutions.

Furthermore, considering what I have done in the Specialization and the design of this final project, a conclusion based on the results of the implementation of the lesson is presented. Different aspects such as: methodology, observation, analysis and report are taking into consideration in order to improve my English language teaching and help my students to achieve their learning goals.

Finally, it is included the digital a section for appendixes, letter of originality and materials used to carry out the lessons. Here you will find the worksheets with the proposed exercises in every activity in the lesson plan. In addition, a list of APA style references is incorporated.

# CHAPTER 1 PHYLOSOPHY AND THEORY

## **1.2 Theoretical foundations**

The teaching philosophy that guided this project is based on Constructivism and the Sociocultural Theory. On the one hand, according to Constructivism, knowledge is built up. This theory is based on the notion that as learners we construct our own understanding of the world around us based on experience as we lived and grow. We select and transform information from past and current knowledge and experience into new personal knowledge and understanding (Pritchard & Woollard, 2010). On the second hand according to Sociocultural Theory, languages are learned as a result of interactions between social and cognitive factors. Thoughts or a higher form of consciousness does not exist in isolation, but arise from the dialectical interaction between or biologically endowed brain and culturally shaped ways of life (Masuda et al., 2015).

### **1.02 Theoretical basis about language, language learning and language teaching.**

The “affective filter” has also a relevant place in the teaching philosophy because if we want that our students learn we should consider factors that impact in the learning process in both positive and negative ways, such as motivation, attitude, confidence and anxiety. Krashen proposed the Affective Filter Hypothesis, he believed that when students are nervous or anxious, their affective filter is high or up, and therefore the input that students are exposed to cannot be acquired.

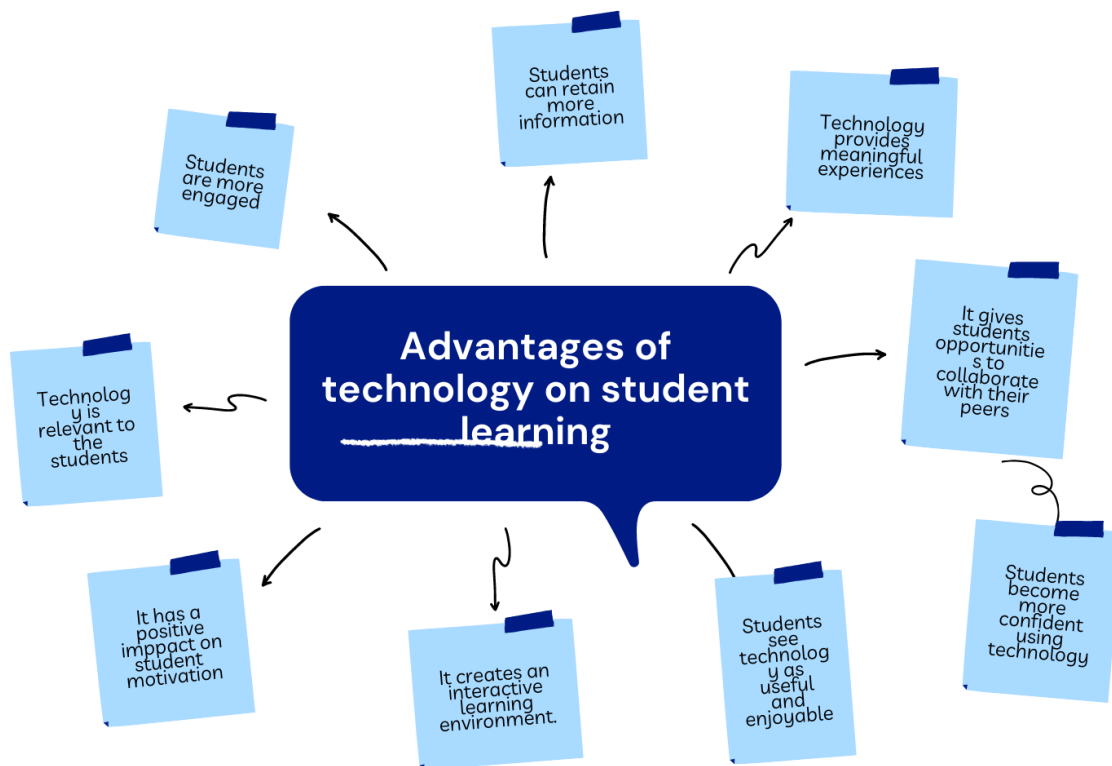
It is worth mentioning, if students are comfortable and calm their filter is lower or their affective filter is down. In this condition, the language input that they receive can be readily learned, so, our challenge as teachers is to create comfortable and positive learning contexts. In this sense, one important aspect to consider is the use of technology and authentic materials. On the one hand, technology has a strong potential for motivation in English language learning, it means it makes the development of skills more meaningful, fascinating and fun for the learners. Multimedia resources can catch the attention of the students, we can use them to expand the range of voices, since our voice should not be the only one listening resource in the classroom, today, and our students can have the



opportunity to listen to native speakers thanks to technology and internet. In addition, it is important to consider the fact that nowadays we have at our disposal many online resources such as newspapers, magazines, video clips, online radio and television, software and mobile applications, we can get access to many materials thanks to internet. Recognizing the educational potential, the possibilities offered by the Net as a delivery for electronic communication also make it relatively easy for students and staff to communicate individually and for students to communicate with each other or when a task set by the teacher requires it (Forsyth, 1998).

**Figure 2**

*Advantages of technology on student learning*



*Note. Adapted from The Positive Effects of Technology on Teaching and Student Learning, by K. Costley, 2014, Arkansas Tech University.*

Choosing the appropriate materials can raise “motivation” and it might positively impact in the students’ language success, if the students are motivated they will internalize the input they are exposed to and will be able to produce output. There are some key areas in which

teachers can influence learners' motivation:

**Figure 3**

*Areas which teachers can motivate students*

<b>The teacher</b>	Teachers should be a good example; they should be motivated and be sensitive.
<b>Classroom atmosphere</b>	Classroom should be a pleasant, calm, secure and ordered place. Humor and laughter can take place.
<b>The task</b>	Teachers should give clear instructions and point out the purpose and usefulness of every task.
<b>The rapport</b>	Respect every learner.
<b>Self-confidence</b>	Teachers should give positive feedback and students should be convinced that mistakes are a natural part of learning.
<b>Interest</b>	Selection of interesting tasks and topics are vital. Offering a variety of materials and activities allows involving all students.
<b>Autonomy</b>	Teachers should encourage creative and imaginative ideas, questions and other contributions from students.
<b>Personal Relevance</b>	It is important to personalize tasks to make them relevant.
<b>Goal target</b>	A need's analysis of learners is essential for lesson planning. Specific learning goals for learners should be communicated to students. Teachers should encourage students to achieve their goals.

*Note.* Adapted from *The Teaching Knowledge Test Course (54)*, by Spratt et al., 2011, Cambridge University Press.

Another important point in my teaching philosophy is to apply the Zone of Proximal Development (ZPD) in order to give my students the opportunity to participate in language

exchanges with more English language competent speakers that could help them to construct their learning and produce what they have learned through negotiation and interactional modifications. “The ZPD describes the difference between what a person can learn on his or her own and what that person can learn when learning is supported by a more knowledgeable other” (Pritchard & Woollard, 2010). In this sense, it is important to include collaborative activities, so that, the students can learn from each other, activities such as pair discussions, role plays and problem solving allow the students to learn from their peers and here is the reason to include such activities in the lesson plan.

Furthermore, two language teaching theories are aligned with the philosophy, the first one is Theme-Based Instruction, since it is useful to organize activities around a specific topic, and if the topic is relevant for the students they will be motivated; the second one is Task-Based Language Teaching (TBLT), which recommends a specific sequence of learning activities, generally including real life situations and problem solving. Brown (2007) states that, “in TBLT, the course goals center on the development of pragmatic competence”, thus, students develop the ability to manipulate the different aspects of the language. TBL has three steps: Pre-task, Task Cycle, and Language Focus. In the Pre-task step learners activate their previous knowledge of the topic, often by brainstorming. The Task-Cycle offers the learners a variety of contexts for exposure to the language from others and from themselves. In the final Language Focus stage, learners have the opportunity to focus on form and ask specific questions about the language being learned.

## CHAPTER 2 LESSON PLAN

Activities included in this lesson plan were based on the premise of a Whole Language Approach, in other words, the purpose in every session is to incorporate the majority of the skills, since in everyday communication we rarely separate skills.

### 2.1 Applications

1. Lesson plan identification cell.	
Author	Ulises Ortega Canales
Educational stage	High School
Semester	Second
Students' age	15 – 16 years old
Title of your Lesson plan	Greetings in different cultures around the world
Learning Objective of the plan/Competency	Identify and use imperatives to give indications to greet people in different cultures.
Communicative skill considered	Listening, reading, writing and speaking
Functions	Identify and use imperatives in an intercultural context. Express different feelings and emotions. Identify countries around the world.
Main Grammar structure	Imperatives
Other Grammar structures	Simple present, second conditional.
Hours of the plan implementation	3 hours
Number of sessions	2 sessions (1 online session, 1 face to face) and autonomous work.  Activities were designed to be carrying out in a hybrid model, since in the CEB 4/1 we are working in this semester with this modality because of the COVID-19 pandemic. It is important mentioning that students only go to the school two days a week.
Link of the content	<a href="https://drive.google.com/drive/folders/12dLKP01WbeaNAXAyO6Ic_FT5ABs0Ks52?usp=sharing">https://drive.google.com/drive/folders/12dLKP01WbeaNAXAyO6Ic_FT5ABs0Ks52?usp=sharing</a>
EEAILE tutor on line	Shelick Galvan



<ul style="list-style-type: none"> <li><b>Exercise IV</b></li> </ul>	<ul style="list-style-type: none"> <li>Teacher requests to read the text and look for the meaning of words that they don't know. He asks for questions about vocabulary in order to clarify doubts. He explain the instructions to complete a chart and finally he asks them to complete a text with some words given.</li> <li>Teacher asks the students to complete a chart considering their reaction if they were greeted with a kiss on the cheeks. Students should answer the task as if they were from different countries.</li> </ul>	<p>“word reference online dictionary”. After that, the students complete a chart about greeting that they can use in their country and different greetings.</p> <p><b>B.</b> Using some words given, the students complete a text called “Greeting and customs around the world”</p> <p><b>A.</b> Students complete the chart about how some people from other cultures presented in the Infographic probably would feel if they were greeted them with a kiss on the cheek.</p> <p><b>B.</b> Students greet themselves in</p>	<p>saying hello:  <a href="https://english-ceb41.blogspot.com/2022/05/blog-post.html">https://english-  h-  ceb41.blogspot  pot.com/202  2/05/blog-  post.html</a></p> <p>Word  reference  online  dictionary:  <a href="https://www.wordreference.com/">https://www.  wordreferenc  e.com/</a></p> <p>Worksheet</p> <p>Infographic:</p>	<p>02</p>	<p>Self-rubric</p> <p>Students complete Exercise IV.</p>
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<ul style="list-style-type: none"> <li>• <b>Exercise V</b></li> </ul>	<ul style="list-style-type: none"> <li>• Teacher asks the students to work in pairs and represent all the greetings in the infographic.</li> <li>• Teacher asks the students to work in pairs and perform a conversation.</li> </ul>	<p>different ways based on the greetings and information in the infographic.</p> <p><b>B.</b> Students work in pairs in a conversation base on the following situation. You are a new student in a new school in another country. They perform a conversation substituting the words in bold (using the greetings and countries from the infographic). This allows them to reflect on how they would tell their classmates about how they greet in their culture and others.</p>	<p>How to be an international master of saying hello.</p> <p>Worksheet, Infographic &amp; Worksheet</p>	<p>Face to face</p> <p>02</p>	<p>Student's participations.</p> <p>Student's participations (speaking rubric).</p>
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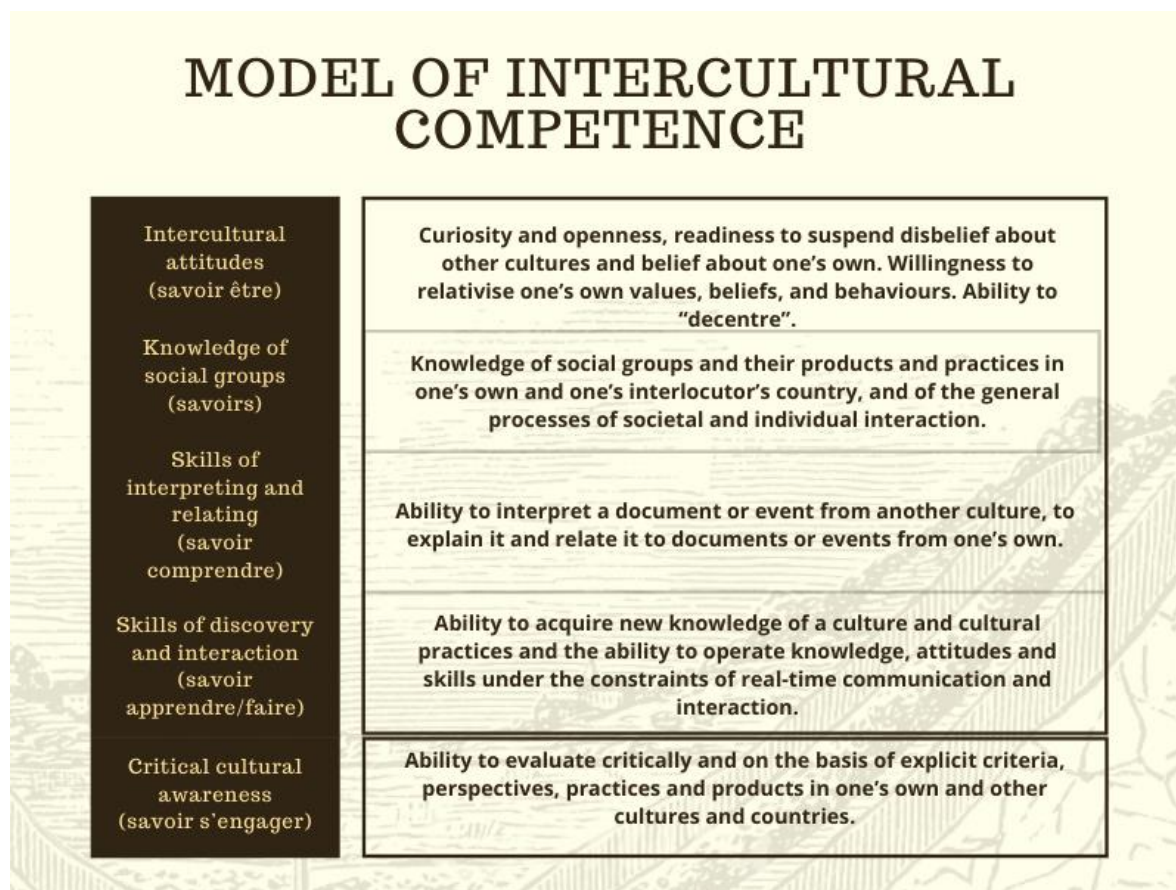


	<p>communication”</p> <ul style="list-style-type: none"> <li>• He moderates the debate and motivates the students to participate.</li> </ul>	<p>3. Do you believe social media facilitates intercultural communication or affects it?</p>	<p>on:</p> <p><a href="https://www.youtube.com/watch?v=h1S_a_v4MV8">https://www.youtube.com/watch?v=h1S_a_v4MV8</a></p>		
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Activities presented in the lesson were planned based on the Model of Intercultural Competence by Bryram et al., (2002).

**Figure 4**

*Model of Intercultural Competence*



*Note.* From *Developing the intercultural dimension in language teaching: a practical introduction for teachers*, by Bryram et al., 2002. University College London

Byram's Model of Intercultural Competence proposes three fundamental characteristics:

- A realistic ideal, the intercultural speaker, and rejects the notion of the native speaker as a model for foreign language learners.
- It is a model for the acquisition of intercultural competence in an educational context, and includes educational objectives.
- It has an educational dimension; it includes specifications of locations of learning and of the roles of teachers and students.

Activities followed the basis of TBL and Theme-Based Instruction, since classroom activities were based around a specific topic, where learners needed to communicate; besides, the topic chosen was relevant for our students in order to engage them in the tasks. “Language is a tool for communicating meaning through use of functions, vocabulary, structures, discourse and is learnt by using it” (Spratt et al., 2011).

On the flip side, pre-activities were destined to bring new vocabulary into focus, since it is perceived to be relevant to the topic of conversation and to the tasks. The students had the opportunity to recognize the words in the matching exercises (noticing), use the words when they became relevant, for example, answering some questions in a task recycling the vocabulary (retrieval), and use the words in a new context, for instance, using the words to express their point of view from different perspectives in a debate (generation).

#### Speaking activities

Communicative drills activities were incorporated, such as exercise I, exercise VI and VII. Brown (2007) states that, “communicative drills give learners a wider array of choices to formulate responses”.

On the other hand, exercises V-B, VI and VII are good examples of social interaction activities. “They usually draw on such types of techniques as simulation and role play, where social situations and social relationships can be enacted. The main measure of success in these types of activities is given by the “acceptability of the forms that are used” (Littlewood, 1987). These activities involve role-playing, debates, discussions and improvisation.

#### Listening activities

The listening activities incorporated in this lesson plan had the main purpose to develop communicate listening skills. The activities helped students to take meaning from the oral language produced by different speakers; it is important to expose our students to different elements that are included in the language, such as: reduced forms, natural rate of delivery and intonation, this is the reason why videos from YouTube were chosen.

Listening is a receptive skill that requires the development of both two skills: processing sound and processing meaning. On the one hand, the first one helps us to recognize sounds, words boundaries, sentence and clause boundaries in speech, intonation, tone and speech of delivery. On the other hand, the second one helps us to organize the meaningful speech into meaningful sections and anticipate what speakers are going to say (Fang, 2008). To help students develop the previous skills it was important to create activities that involved interactive and non-interactive listening situations; in the case of the first ones, the students should alternately listen and speak, so face to face conversations that allow the students to ask for clarification or repetition were included. Regarding to the second kind of listening situations, they include activities like listening the radio, music, TV programs, movies, etc. so that some videos related to ways to greet around the world were carefully selected to work with.

#### Reading activities

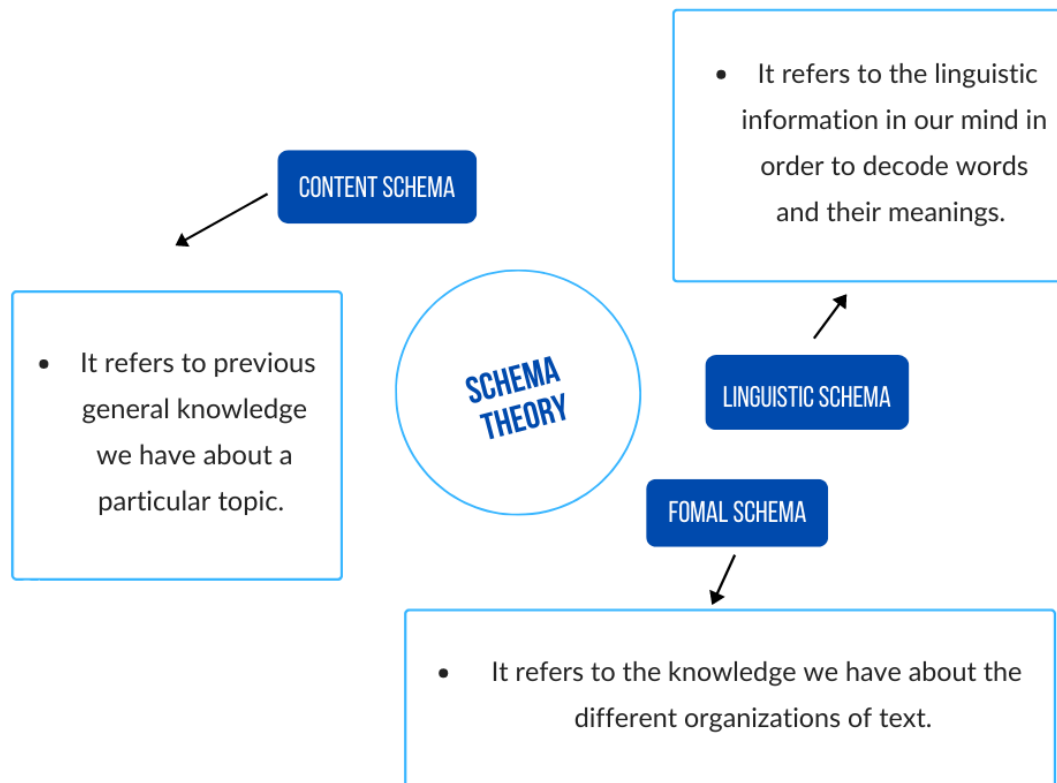
For regarding activities were applied some techniques about the Cognitive Academic Language Learning Approach (CALLA). In the first strategy "elaboration", the students are asked to watch a video to activate their prior knowledge, after they are asked some questions: How do you greet your friends? How do you greet your relatives? How do you greet your teachers? In the second strategy "planning" the teacher communicate the purpose to reading, in this case, learning new vocabulary and identifying different ways to greet around the world; this allow the students to know what to do with the text. Finally, in the last strategy "self-evaluation", students reflect and write what the most interesting greeting for them was and why.

In the reading activity included in the lesson plan, the students need to activate their content and linguistic schema. On the one hand, they can activate their knowledge about greetings and countries; this kind of schema allows students to connect old and new information, which can help them understand clearer the message of the infographic. On the other hand, linguistic schema refers to the linguistic information we have stored in our mind in order to decode words and their meanings (Singhal, 1998). In the last case, students activated their knowledge about the structure for simple present, verbs on base form and imperatives. This schema activation is necessary for the students in order to avoid a feeling of frustration and discouragement. If our students can activate their

schema, the reading activity will be more pleasant and they will have a better understanding of the text.

### Figure 5

*Schema Theory.*



*Note.* Adapted from *A comparison of L1 and L2 reading: Cultural differences and schema*, by M. Singhal, 1998, The internet TESL journal.

### Writing activities

The writing activity was based on the free writing principle, since the students had to write the answers of some questions using the knowledge learned during the previous activities. In addition, they orally discussed the questions before with a classmate; it was useful for them to get a better understanding and as a guide to write their ideas.

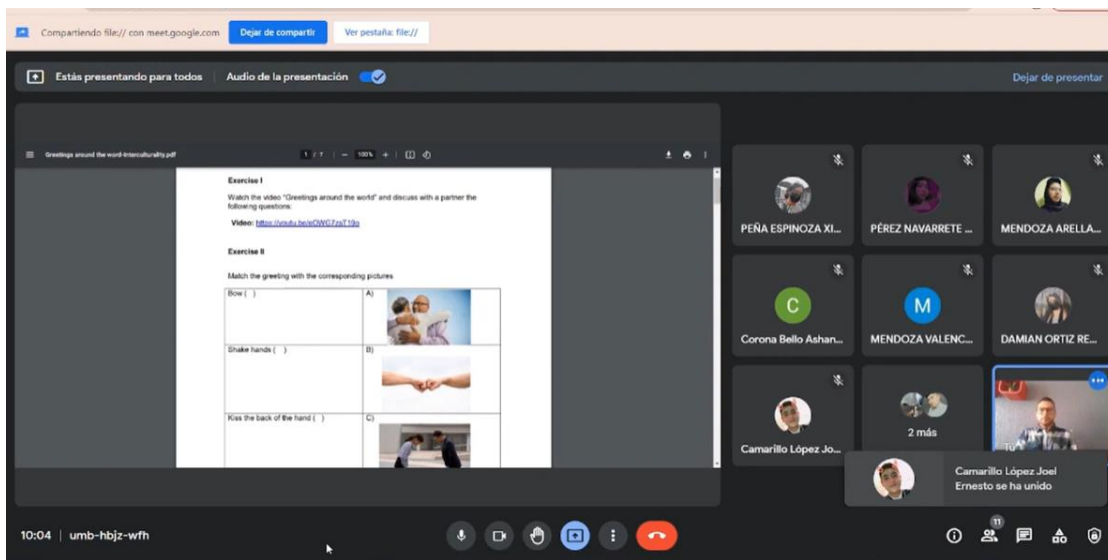
## 2.2 Procedures

In this part it is incorporated the YouTube link to watch the video with the most relevant moments of the activities carried out. In addition, some students' activities are included in order to analyze their performance and results in chapter four; some photographs of them carrying out the activities are included.

**Performing activities:** Link of the video: <https://youtu.be/AWbaXYotD1s>

**Figure 6**

*Students working in online class*



(Ortega, 2022)

**Figure 7**

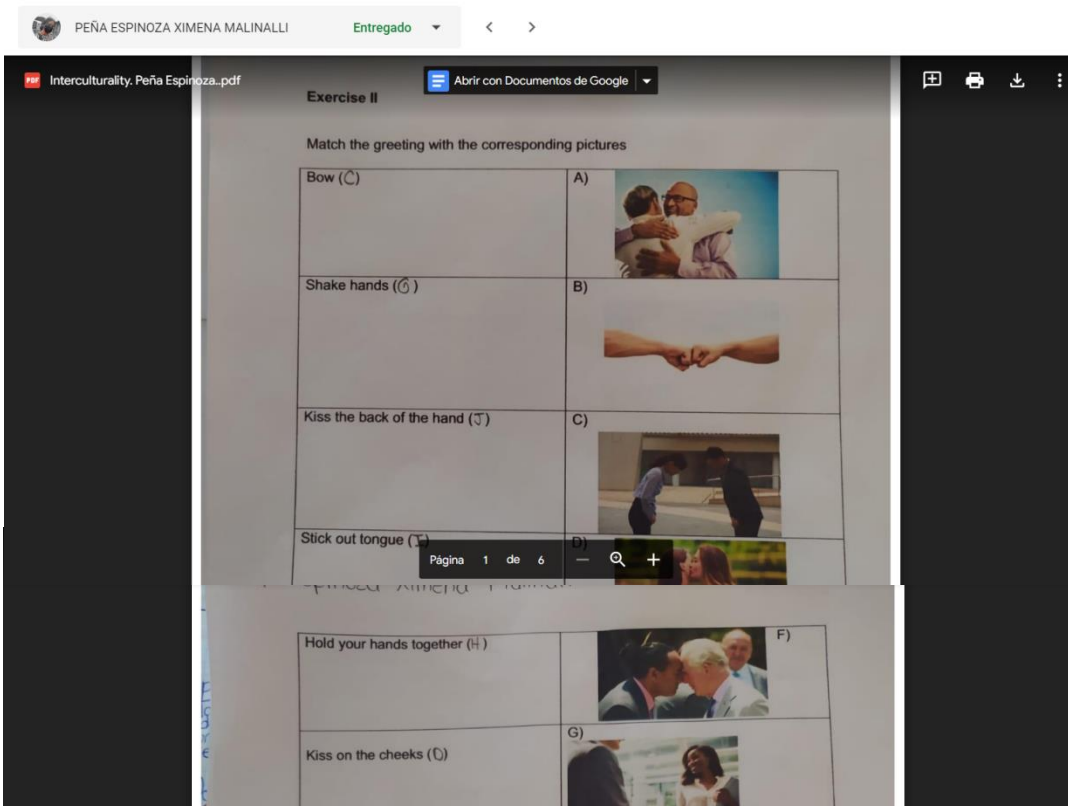
*Students working in face to face class*



(Ortega, 2022)

**Figure 8**

*Students' evidence of exercise II*



(Ortega, 2022)



Figure 9

Students' evidence of exercise III-A

SORIANO MARTÍNEZ ANA LIZE... Entregado Completada con retraso

Interculturality Soriano Martínez Ana Lizeth G208. Abrir con Documentos de Google

**Exercise III How to be an international master of saying hello**

A. Read the infographic and classify the greetings in the right category. Write the name of the country.

Complete infographic: <https://english-ceb41.blogspot.com/2022/05/blog-post.html>

GREETINGS THAT I CAN USE IN MY COUNTRY	DIFFERENT GREETINGS FROM MY COUNTRY
• Mexico • USA • UK • Germany • Netherlands • Belize	• Italy • Arabic • Polynesia • Japan • Tibet • Ciao • Egypt

Imperative Sentences:

1. Show respect the people that lives in Japan bowing
2. Don't kiss on the cheek in South Africa
3. Don't tube the noses to greet in France

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(Ortega, 2022)

Figure 10

Students' evidence of exercise III-B

FERNÁNDEZ GARCÍA DANA Entregado

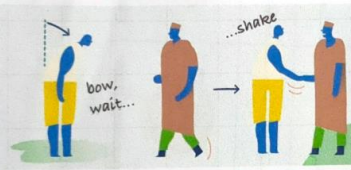
Interculturality.pdf. Abrir con Documentos de Google

B. Complete the text with the words from the box.

bow contact informal greet  
shake hands nod hello cheeks

**Greetings and customs around the world**

The customs and rituals involved in greeting someone are often different from country to country. In the USA, it is normal for men to shake hands when they meet, but it is quite unusual for men to kiss when they greet each other. Greetings are casual: a handshake, a smile and a 'hello' will do just fine.



The British often simply say 'hello' when they meet friends. They usually shake hands only when they meet for the first time. Social kissing, often just a peck on the cheek, is common in an informal situation between men and women and also between women who know each other very well.

In Japan, the common greeting for men and women as well is to bow when they greet someone. In France, it is common to shake or a hug.

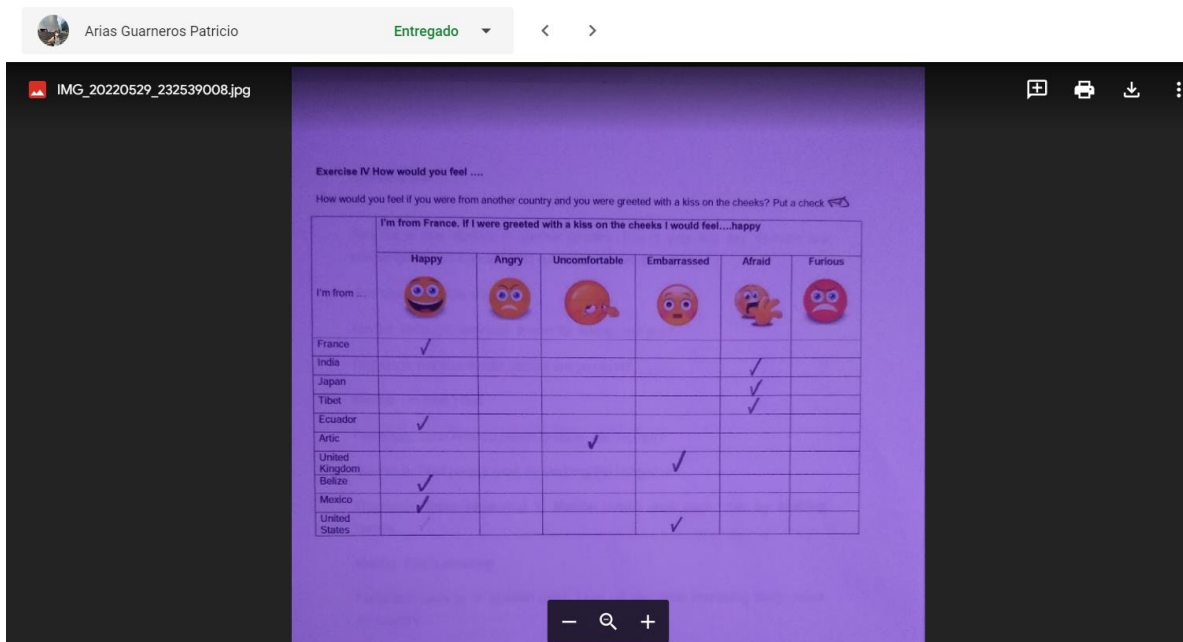
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(Ortega, 2022)



**Figure 11**

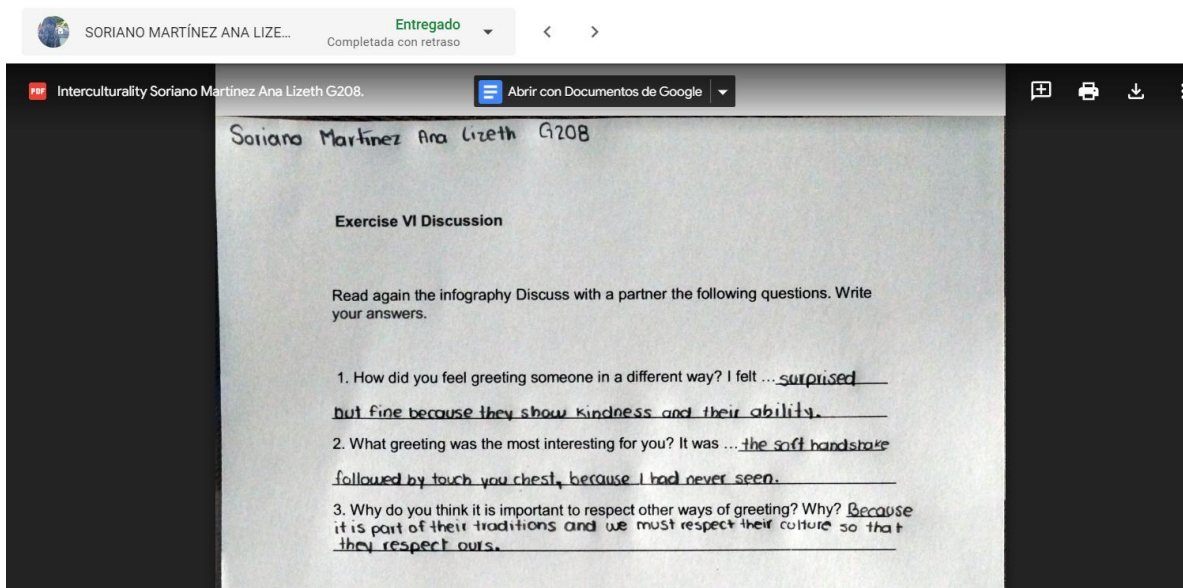
*Students' evidence of exercise IV*



(Ortega, 2022)

**Figure 12**

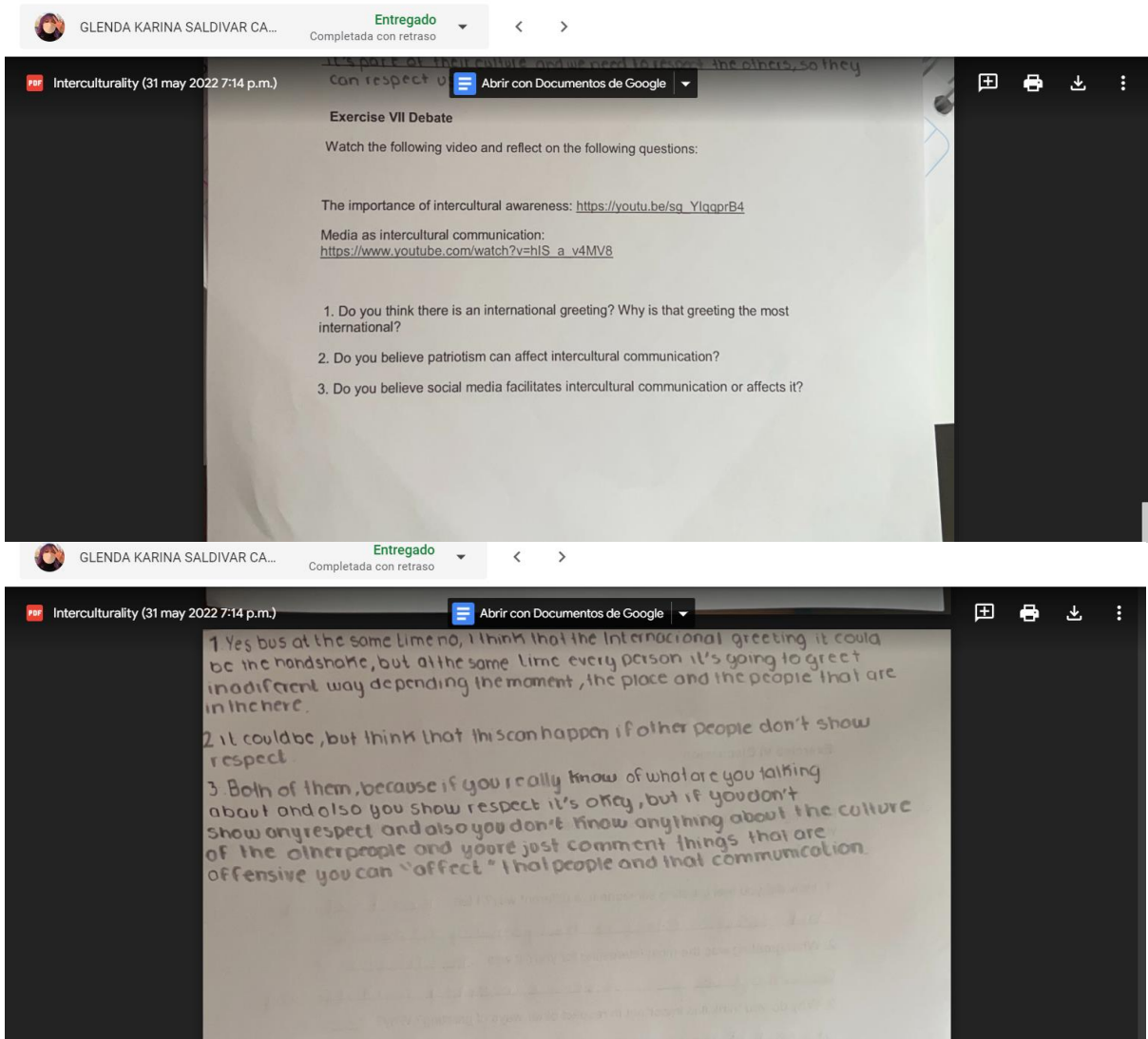
*Students' evidence of exercise VI*



(Ortega, 2022)

**Figure 13**

*Students's evidence of exercise VII*



(Ortega, 2022)

## CHAPTER 3: DESIGN FOR ASSESSMENT TOOLS

### 3.1 Assessing and/or testing tools for activities

Rubrics were used to assess productive skills because they are good tools to provide feedback on student progress for specific tasks. It is important mentioning that, students need feedback to realize how well they are advancing in their language learning.

Speaking activities were evaluated based on the following analytic rubric. Analytic rubrics generally focus on more specific aspects.

**Figure 14**

*Rubric to asses speaking*

<b>Criteria</b>	<b>5 points Excellent</b>	<b>3 points Acceptable</b>	<b>1 point Improvement is necessary</b>
<b>Pronunciation</b>	Student (S) is easy to understand and makes few errors.	S makes many errors in pronunciation but can be understood	S is very difficult to understand or responds in Spanish
<b>Fluency</b>	S can effectively communicate in different contexts. Student speaks correctly and easily	S can generally communicate in most situations. The pauses the student makes do not distort the clarity of the message	S cannot communicate effectively in any situation. The pauses distort the clarity of the message
<b>Word choice/Vocabulary</b>	S uses appropriate words to express meaning. S correctly uses the vocabulary studied in class.	S uses words or phrases to express simple meanings. S uses the vocabulary studied in the	S speaks using unrelated Words. The use that the student gives to the vocabulary studied in the

		documents on few occasions	documents indicates that he does not know its meaning
<b>Content and Usage</b>	The content is clear and well structured. S makes minor errors in grammar and structure and can be understood	S makes major or frequent mistakes in grammar and structure but it is possible to understand	S makes major or frequent mistakes in grammar and structure making speech difficult to understand
<b>TOTAL SCORE</b>			
<b>OBSERVATIONS</b>			

*Note: Adapted from An Introduction to Language Assessment in the K-12 Classroom, by Kuhlman, 2008, Cengage Learning, Inc*

Writing activities were evaluated based on the following analytic rubric. This tool can help us assess specific aspects of the writing domain.

**Figure 15**

*Rubric to asses writing*

<b>Criteria</b>	<b>4 Excellent</b>	<b>3 Good job</b>	<b>2 Acceptable</b>	<b>1 Improvement is necessary</b>	<b>Awarded Score</b>
Spelling	Excellent spelling (there are not misspellings).	The product has minimal misspellings	The product has serious deficiencies in its spelling.	The product has some important errors in spelling.	
Content and gramar	The content is clear and well structured. It doesn't contain	The content is clear with certain errors in the structure.	The content is not so clear and has some flaws in its	The content is not clear.	

	grammatical errors.		structure and grammar.		
Vocabulary	The student correctly uses the vocabulary studied in the documents.	The student correctly uses the vocabulary studied in the documents most of the time.	The student uses the vocabulary studied in the documents on a few occasions correctly.	The use that the student gives to the vocabulary studied in the documents indicates that he does not know its meaning.	
TOTAL SCORE					
OBSERVATIONS					

(Ortega, 2022)

Grammar and vocabulary assessment are linked to the assessment tools previously described. Vocabulary is evaluated in the context of a language-use task, where it naturally interacts with other components within a topic developed in class. In addition, students can follow the progress of new vocabulary; this self-rubric is proposed after every lesson.

**Figure 16**

*Self-assessment rubric*

Word	I know what this word means and I can use it in a sentence.	I know something about this word and I think it means:	I have heard and seen of this word, but I don't know what it means.	I have never heard and seen this word.

--	--	--	--	--

Note. Adapted from *A Vocabulary Teacher's Handbook.*, by C.B. Zimmerman, 2009, Oxford University Press.

Both formative and summative evaluations were taken into account. “Formative assessment is part of the instructional process. When incorporated into classroom practice, it provides the information needed to adjust teaching and learning while they are happening. In this regard, formative assessment informs both teachers and students about student understanding at a point when timely adjustments can be made. Summative assessments are given periodically to determine at a particular point in time what students know and do not know. Many associate summative assessments only with standardized tests such as state assessments, but they are also used at and are an important part of district and classroom programs. Summative assessment at the district/classroom level is an accountability measure that is generally used as part of the grading process” (Garrison & Ehrlinghaus, n.d.).

Along with the previously mentioned, students’ learning on a task was assessed with a formative evaluation. Some formative activities included were guided discussions, conversations, matching and gap-fill exercises. On the other hand, in the summative evaluation learners’ were considered on different tasks in a period of time were considered, in this case five weeks were taken into account, since we are in the third partial of the semester. Each semester is divided in three periods called partials, the first one is made up of five weeks, the second has six and the last one five.

### **3.2 Rationale behind the Assessing and/or Testing tool**

When teachers assess the speaking domain, Kuhlman (2008) recommends reflecting on the following aspects:

1. *Speaking is an observable skill so it might be easier to assess.* The teacher can just assign a topic to students and observe the achievements and errors they show during their performance.
2. *When speaking, we include non-verbal language such as hand or body movements, and facial expressions.* In actual conversation, or speech, these non-verbal cues help the

speaker convey meaning.

3. *Speaking requires interaction with at least two people.* Speaking occurs when negotiating language use with one or more individuals.

4. *Speaking may show language variation, that is, some particular dialects may appear as issues to discuss.* Speakers may show some sort of accent as a result of their L1 or of their particular dialect (the latter is more observable in native speakers)

5. *Speaking cannot be assessed in isolation.* This point is related to number 3 above. For assessing purposes, the teacher should pair or group students so that speaking can occur through interacting conversation.

First of all, an example of the speaking assessment of one student is presented, and then a writing assessment one is integrated.

### Figure 17

*Example of speaking assessment and feedback*

Student: Arias Guarneros Patricio.

Criteria	5 points Excellent	3 points Acceptable	1 point Improvement is necessary
<b>Pronunciation</b>	Student (S) is easy to understand and makes few errors.	S makes many errors in pronunciation but can be understood	S is very difficult to understand or responds in Spanish
<b>Fluency</b>	S can effectively communicate in different contexts. Student speaks correctly and easily	S can generally communicate in most situations. The pauses the student makes do not distort the clarity of the message	S cannot communicate effectively in any situation. The pauses distort the clarity of the message
<b>Word</b>	S uses appropriate	S uses words or	S speaks using

<b>choice/Vocabulary</b>	words to express meaning. S correctly uses the vocabulary studied in class.	phrases to express simple meanings. S uses the vocabulary studied in the documents on few occasions	unrelated Words. The use that the student gives to the vocabulary studied in the documents indicates that he does not know its meaning
<b>Content and Usage</b>	The content is clear and well structured. S makes minor errors in grammar and structure and can be understood	S makes frequent mistakes in grammar and structure but it is possible to understand	S makes major or frequent mistakes in grammar and structure making speech difficult to understand
<b>TOTAL SCORE</b>			16 /20
<b>OBSERVATIONS</b>			
<p>Hello Patricio;</p> <p>You did a great job! You have a good pronunciation and the message in your conversation was clear.</p> <p>Just pay attention on the pronunciation of “by”. Check this tool to listen the right pronunciation: <a href="https://www.wordreference.com/">https://www.wordreference.com/</a></p> <p>Just write the word “by” in the box and press on “listen”.</p> <p>Also, it’s important that you mention the verb in “ing” form after the preposition (by). Example: In USA people greet each other by shaking hands.</p> <p>Finally, check the greeting used in USA in the infographic.</p> <p>Continue improving!</p> <p>Regards!</p>			

Note: Adapted from *An Introduction to Language Assessment in the K-12 Classroom*, by Kuhlman, 2008, Cengage Learning, Inc



The following rubric is an example of the assessment for one student in the writing exercises included in the lesson plan.

**Figure 18**

*Example of writing assessment and feedback*

Criteria	4 Excellent	3 Good job	2 Acceptable	1 Improvement is necessary	Awarded Score
Spelling	Excellent spelling (there are not misspellings).	The product has minimal misspellings	The product has serious deficiencies in its spelling.	The product has some important errors in spelling.	
Content and grammar	The content is clear and well structured. It doesn't contain grammatical errors.	The content is clear with certain errors in the structure.	The content is not so clear and has some flaws in its structure and grammar.	The content is not clear.	
Vocabulary	The student correctly uses the vocabulary studied in the documents.	The student correctly uses the vocabulary studied in the documents most of the time.	The student uses the vocabulary studied in the documents on a few occasions correctly.	The use that the student gives to the vocabulary studied in the documents indicates that he does not know its meaning.	
TOTAL SCORE					11/12
OBSERVATIONS					

Hello Joel;

Good job!

Your answers are clear and coherent. You are able to express your points of view and to use the content and vocabulary previously studied in the lessons.

In exercise VI question 2 don't forget to explain the reason why this greeting is the most important for you.

Check this correction in exercise VII question 2, the correct should be: it doesn't affect **it**.

Suggestions: Check this web page in order to reinforce the use of object pronouns:

<https://www.lewolang.com/gramatica-inglesa/40/object-pronouns>

Continue improving!

Regards!

(Ortega, 2022)

## Figure 19

*Students' evidence of exercise VI*

Student's name: Joel Camarillo López.

The image shows a screenshot of a digital document viewer displaying a PDF file named 'Camarillo López Joel Ernesto.pdf'. The document contains handwritten answers to three questions. The first question asks how the student felt greeting someone in a different way, with the answer 'weird because we greet each other like in the country of Tibet'. The second question asks for the most interesting greeting, with the answer 'I was the Indonesian'. The third question asks why it is important to respect other ways of greeting, with the answer 'because those from other countries do not understand or take it the wrong way'. The document is viewed in a browser window with a light blue header and a right-hand sidebar containing navigation and search options.

Read again the infographic Discuss with a partner the following questions. Write your answers.

1. How did you feel greeting someone in a different way? I felt weird because we greet each other like in the country of Tibet.
2. What greeting was the most interesting for you? It was I was the Indonesian.
3. Why do you think it is important to respect other ways of greeting? Why? because those from other countries do not understand or take it the wrong way.

(Ortega, 2022)

## Figure 20

Students' evidence of exercise VII

Student's name: Joel Camarillo López.

The screenshot shows a PDF document titled "Camarillo López Joel Ernesto.pdf" with a search bar containing "Abrir con Documentos de Google" and "Questions:". The document content includes:

The importance of intercultural awareness: [https://youtu.be/sq\\_YlqprB4](https://youtu.be/sq_YlqprB4)

Media as intercultural communication:  
[https://www.youtube.com/watch?v=hIS\\_a\\_v4MV8](https://www.youtube.com/watch?v=hIS_a_v4MV8)

1. Do you think there is an international greeting? Why is that greeting the most international? I think that if there is and it is to greet with the hand since I think that in most countries it is like that.
2. Do you believe patriotism can affect intercultural communication? I think it doesn't affect her.
3. Do you believe social media facilitates intercultural communication or affects it? they facilitate it because there are more ways to communicate.

The bottom of the page shows "Página 5 de 5" and navigation icons. On the right side, there is a sidebar with a PDF icon and a search bar.

(Ortega, 2022)

## CHAPTER 4: EXPERIENCE REPORT

### **4.1 Report and analysis**

In this section results obtained are analyzed based on the expected outcomes.

First of all, it is worth mentioning that, the biggest challenge was to achieve that the students participated in the speaking activities; most of them do not take this risk because they feel ashamed and afraid of making mistakes. In this sense, a catchy and interesting topic for them is absolutely essential because it can encourage them to participate. Moreover, informal positive feedback is vital for them, when they participate, we as teachers should congratulate them for their effort; it might impact positively on the student's language learning experiences.

Furthermore, giving students feedback on certain mistakes they make is an important function of teaching, it provides students a certain amount of information to help them differentiate between what is right or wrong. We can give students informal feedback, it means, comments to students in an incidental way and without prior planning, it looks for results in students' competence in a task without a formal record of it, for instance we can provide to our students: "Good job!" "Well done!" or "Very good!" Lastly, errors can tell us how to improve our classes and homework assignments.

Regarding to exercises I and II, they were very useful to activate the student's schema about the topic and to learn new vocabulary. The questions included in exercise II also represented a good opportunity to use the new vocabulary in a real context. Moreover, exposure to real materials such as videos was a good opportunity to expand the voices in the classroom and it caught the students' attention; it is important to be careful with the length of the videos, if they are very long students can easily lose the attention and get bored. I could realize that including the subtitles in English was really useful for a better understanding in the case of beginner students. Also, these exercises woke up the curiosity of the learners towards other cultures, in this case about greetings in different parts of the world. Bryam (1997) states that, "in order to be interculturally competent, you must be curious and ready to learn about your own culture and also other cultures in an open, nonjudgmental way".

It is valuable mentioning that previous activities allowed the students to activate their content schema to make connections between the old and the new information about greetings around the world. It helped them to understand the message of texts clearly. Furthermore, students were able to activate their linguistic schema, “which refers to the linguistic information we have stored in our mind in order to decode words and their meanings” (Singhal, 1998). An example of this was that learners were able to understand that “imperatives are formed by using the verbs on base form; this helped them to understand the meaning to use linguistic information in the next exercise (III-A).

Exercise III-A helped students to develop fluency when they read and it also allowed me to detect and correct pronunciation mistakes. Exercise III-B facilitated students to develop reading comprehension as well as learning new vocabulary. Both exercises fostered an intercultural awareness. These exercises are based on top-down decoding; it means that the learners started the tasks with some assumptions about the meaning of a text. In this sense, before interacting directly with the text, the readers activated what they already knew about the topic seen in previous activities and it facilitated their process of comprehension. “One approach to teaching reading which is based on top-down decoding is the whole language approach. The whole language approach emphasizes or highlights what the reader brings to the text” (Chamot and O’Malley, 1994).

It is essential that we as teachers determine how much cultural knowledge the students need in order to understand a reading, so that the text included in exercise III-A was adapted, since the original one had a lot of countries that students do not even know and it is very long, so, it was also shorten. Overall, both exercises allowed the students have knowledge about social groups and become aware of cultural differences in greetings. For example some people greet with a kiss on the cheeks, others with a hand shake and others with a nod. All these differences helped the students to learn more about their culture and others.

Through exercise IV students could practice how to express feelings and emotions using second conditional from an intercultural approach. I could realize that this exercise was not difficult for the students because they had a pattern sentence. This exercise was really

meaningful to get intercultural awareness; since it let the students interpret situations from another's person point of view, in that regard, the learners were able to interpret how people from another culture would feel if they are greeted with a kiss on the cheek.

Students performed a conversation in exercise V. They had to substitute some information in the conversation based on a pattern. Overall, this activity was not difficult for the students, but most of them made mistakes pronouncing some words, so it could generate feelings of insecurity to speak the language. In this context, my opinion is that students need to reinforce pronunciation and more exposure of authentic spoken materials; direct method could be good a strategy to follow in the next classes, because pronunciation is central to this method. "In class students should listen and imitate forms extensively until they become accurate and automatic" (Rivers, 1981). In addition, through this activity learners developed the ability to operate knowledge, attitudes and use the information in real-time interaction. They were able to operate knowledge and cultural practices through greeting people from different parts of the world within an intercultural situation.

Social interaction activities worked well for students (exercises V, VI and VII). "Social interaction activities usually draw on such types of techniques as simulation and role play, where social situations and social relationships can be enacted. The main measure of success in these types of activities is given by the acceptability of the forms that are used" (Littlewood, 1987). These activities involve role-playing, debates, discussions and improvisation. The conversation included in exercise V worked fine for the students because it was controlled, so, they had the script and they were asked to change only some information focusing on the different greetings.

The writing part of exercise VI is based on the free writing principle, the students had to write the answers of some questions using the knowledge learned during the previous activities. In addition, they orally discussed the questions before with a classmate, it helped them to get a better understanding and as a guide to write their ideas.

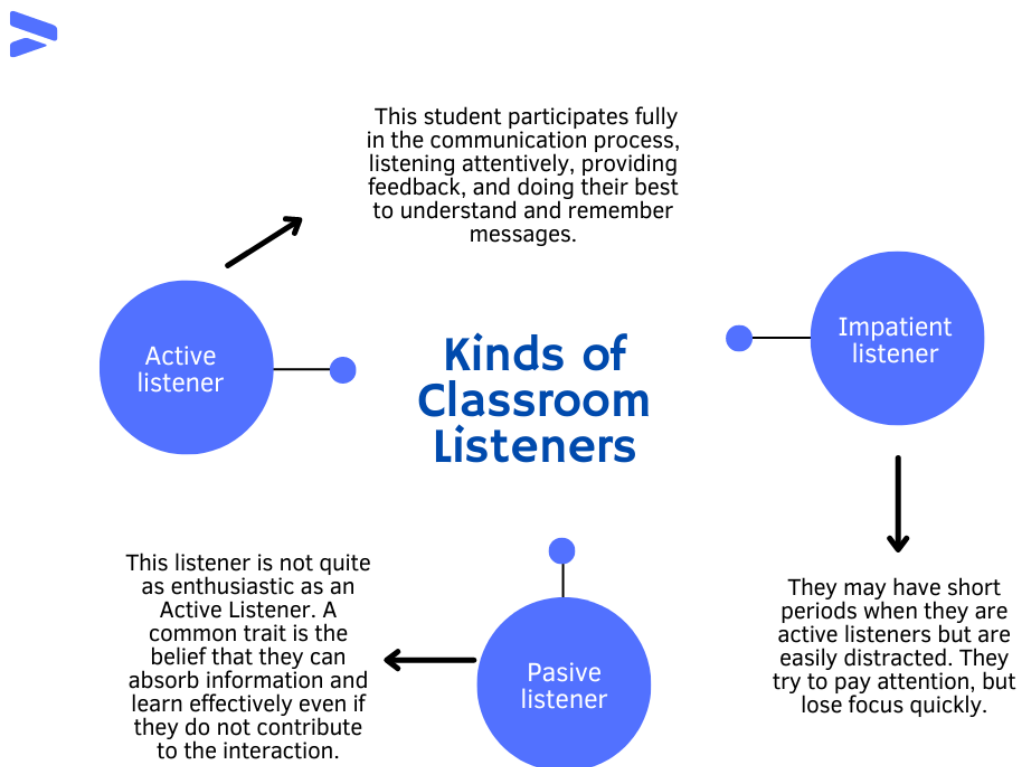
Exercise VI allowed the students to evaluate their own culture's perspectives and practices critically and became aware of how their beliefs and behaviors, in this case related to greetings, influence their reaction towards ways of greetings of others.

In exercise VII the students could think critically and express their points of view in a debate. The students had time to prepare and discuss their answers and it was helpful for them because they are not used to speak in English in front of the group, some of them do not have confidence, but some of them were able to argue and support their ideas

Moreover, it is important that we as teachers consider what kind of listener we have in our classrooms and try to motivate them to participate in the communication process. The diagram below shows the characteristic of every kind of listener. I would like to say that one way to motivate our students is talking about topics that are relevant for them, in this regard, the students were interested in the topic about greetings in different cultures around the world, some of the greetings were astonishing for them, and it facilitated their engagement in the tasks.

**Figure 21**

*Kinds of Classroom Listeners.*



*Note.* From *Materials and Methods in ELT: a Teacher's Guide*, by J. McDonough & C. Shaw, 2003, Wiley.

Additionally, we as teachers want our students succeed in their listening process. McDonough & Shaw (2003) believe that it is necessary to address 5 issues in order to help our students during the listening process:

- Listeners may find it frustrating when they can't control the speed of delivery of what they are hearing, since they may not be able to fully understand language spoken quickly.
- They cannot always get things repeated.
- They might lack contextual knowledge, so pre-listening activities can be useful.
- It is difficult and sometimes stressful concentrating in a foreign language. Everything is new and therefore different.
- Listeners may develop certain habits, like trying to understand every word.

Based on the previous issues and considering the English level of the students, English subtitles were activated on the videos; it helped the students' comprehension and decreased their frustration.

Additionally, activities proposed in the lesson plan allowed the students develop both linguistic and communicative competence, on the one hand, they acquired knowledge about the grammar, in this case about the imperatives structure, and on the other hand, they learned when to use particular words, it means when to use specific greetings according to different social contexts. "Communicative competence in a language includes not only grammar, words, and sounds but also the social knowledge of when and how to use them appropriately" (Hymes, 1971). In addition, activities facilitated the learners an effective communication in a cross-cultural context. They could communicate with other English speakers, no matter if English was not their native language.

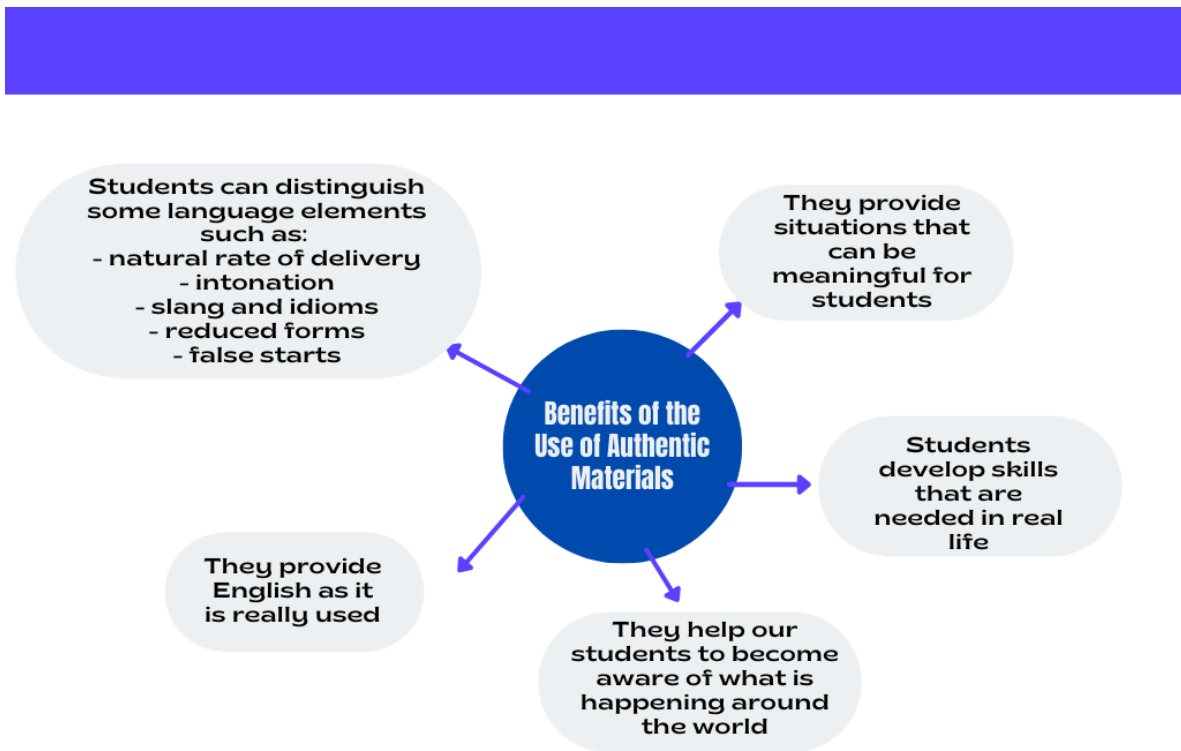
Authentic materials were useful to involve students in authentic reading, writing, listening and speaking situations. Authentic materials such as videos from YouTube and infographics from web pages were used because they promoted intercultural knowledge and facilitated the development of intercultural competences. Materials were useful for different purposes, such as listening activities (exercises I and VII), discussions (exercises I and VI) conversations (exercise V), and matching exercises (exercise II). Understanding the different variations within the cultural context (as in the day-to-day conversational



conventions such as greetings, farewells, forms of address, thanking, making requests, and giving or receiving compliments) helps our students to be able to produce more than grammatical sentences. That is to say, the student will be able to know what is appropriate to say to whom, and in what context. Identifying beliefs and values represented by the various forms and usages of the language (Peterson& Coltrane, 2003).

**Figure 20**

*Benefits of the use of authentic materials*



*Note.* Adapted from “Designing Lessons for EFL Listening Comprehension Classes,” by J. Ross, 2007, *English Teaching Forum Number 3*, p. 33.

Equally important, activities in the lesson plan were oriented to the Cultural Dialogism Approach, since they emphasized internationalism (exercise II), world-wide communication (exercise III) and humanism (exercise IV). This approach focuses on developing cross-cultural communication skills through self and cross-cultural awareness; it is culture-general and seeks to overcome differences (Humphrey, 2002). Further, activities were also focused on the “Ethic Approach, since the students examined and compared many cultures; this approach is culture-general. It is worth mentioning that activities allowed the

students develop the 21st Century skills. For instance, the collaboration in pair discussions; the critical thinking and communication in the debate where the students had to express their points of view and argument their ideas, the learning about their process of learning through self-assessment tools, and the development of an emotional intelligence to better understand themselves and people from other cultures.

What's more, exercises presented tried to eliminate ethnocentrism; it means the belief that one's values and ways of being are more natural, superior and more right than other culture's values and ways of being. In that respect, exercise V proposed a dynamic way in which students could find out interesting and exiting ways of greeting from other countries, also exercise VI suggested a reflection about the importance of showing respect towards other cultures' greetings. The activities sought that the students see all cultures as equally valuable.

Within the previous context, when people perceive their own values, beliefs and way of being as superior, stereotypes and prejudices increases. "Prejudice is a negative attitude toward a cultural group that is usually based on little or no experience. Stereotypes tell us what a group is like but prejudice tells us how to feel about a group" (Martin & Nakayama 2010). The activities proposed in the lesson plan tried to avoid fostering prejudices and negative stereotypes from media, personal experiences and taught by others, for example, someone might think that some people are boring and little expressive because of their ways of greeting; through the activities, students were able to understand that every culture has its way of being and respecting that variety of values and behaviors make our students intercultural competent speakers.

## CHAPTER 5 CONCLUSIONS

This assignment was really useful because I could identify important aspects that I should consider to improve my teaching practice and help my students to develop linguistic, communicative and intercultural competence.

Through this assignment, I became aware that activities written in the lesson plan did not always work well, so, here is the importance to know our students, specially their English level, what they can and can't do with the language in order to decide what kind of tasks we could implement and the type of materials and resources we can work with. It is also important to set realistic and attainable objectives, too high expectations about the skills of our students could discourage our students and generate frustration and bad experiences in the language learning.

Regarding listening comprehension, it is not mandatory that our apprentices understand everything what they listen; we as teachers should look for the engagement and motivation, and try to create real world language situations as much as possible, in this sense, if the students find the topic and activities relevant for them they will have a positive attitude toward the language learning. Concerning speaking communicative activities, they are essential in language learning, and we as teachers must create activities that allow students use the language in social interactions. Speaking practice as much real as possible is substantial and it really helps our students to develop speaking competences, so, it is significant to include discussions, role-plays, improvisation and debates in our lessons.

On the other hand, I could realize that activation of the students' different schema is vital for their success in tasks as well as the way in which we incorporate new vocabulary. New words should be introduced to activate the students' content and cultural schema, and to facilitate a better comprehension. In this regard, I became conscious that videos and open-ended questions are good exercises to do this.

Methodologies involved in the lessons gave the students the possibility to actively engage in the processing of learning and participate actively in the use of the language. Theme-Based Instruction let them talk about an intercultural interesting topic. In addition, Task-

Based Language Learning allowed the students participate in real word context tasks to enhance all the language skills: reading, speaking, listening, writing and vocabulary development. It is important to highlight the role of students and teacher in TBL, the student takes an active role, while the teacher acts as a coach or trainer who monitors the students at work with the purpose to give them feedback.

Furthermore, I consider really important to involve the students in authentic reading, writing, listening and speaking situations. It is an excellent idea to create activities to foster all the skills as a whole, not in an isolated way. I could identify that students responded well to the topic chosen, it was interesting for them, and the videos and the infographic were catchy. Additionally, it is worth mentioning that we as teachers should look for ways to motivate our students to participate and lose their fear to speak in English, they should become aware that speaking a new language is a gradual process and mistakes are opportunities to learn. Nowadays, technology has a potential to motivate our students; it makes the development of a second language more meaningful and fascinating, so, our challenge as teachers is to include it in our lessons with pedagogical purposes.

It is also essential mentioning the importance for today's students to realize in-depth learning; it means knowing the leanings that enables them to use what they learn in a situation and apply it to new situations. We as teachers play an important role in providing the context for in- depth learning through new teaching practices such as the creation and use of English language in real life situations within an intercultural approach, and the access to digital tools and resources inside and outside from school in order to learn and use the language.

In closing, I would like to say that this project and the complete Specialization program helped me look for strategies and new ways of teaching English, it was the reason why I decided to take this program, if I am a more prepared teacher, thus, my students will also benefit. My challenge now is to apply all the learned knowledge in my teaching practice in order to support my students and help them to progress on their English language skills from a cross-cultural perspective.

# APPENDIXES AND LETTER OF ORIGINALITY

## Digital material for the lesson

### Exercise I

Watch the video “Greetings around the world” and discuss with a partner the following questions:

**Video:** <https://youtu.be/eOWG7zsT19o>

How do you greet your friends? **I greet my friend by kissing on a cheek**






How do you greet people that you don't know?





How do you greet your relatives?

How do you greet your teachers?

### Exercise II Greetings around the world

A. Match the greetings with the corresponding pictures

Bow ( )	A) 
Shake hands ( )	B) 
Kiss the back of the hand ( )	C) 
Stick out tongue ( )	D) 
Hold your hands together ( )	F) 

Kiss on the cheeks ( )	G) 
Press nose and forehead ( )	H) 
Hug ( )	I) 
Bump fists ( )	J) 

### Exercise III How to be an international master of saying hello

Read the infographic “**How to be an international master of saying hello**” and classify the greetings of every country according if it is acceptable in your country or not. Write the name of the country.

Get access to the infographic here: <https://english-ceb41.blogspot.com/2022/05/blog-post.html>

GREETINGS THAT I CAN USE IN MY COUNTRY	DIFFERENT GREETINGS FROM MY COUNTRY

Imperative Sentences:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

**B. Complete the text with the words from the box.**

## HOW TO BE THE *International Master* OF SAYING HELLO

Have you ever wondered what the appropriate way to greet someone in Greenland is? Would you like to know how to say 'Hello' in Tibet? Get ready to make yourself accustomed to even the most curious greetings from across the world...

<p><b>Hello</b></p>  <p><b>UNITED KINGDOM</b></p> <p>A handshake. For an informal greeting: a hug and friendly slaps on the back.</p>	<p><b>How are you doing?</b></p>  <p><b>UNITED STATES</b></p> <p>A firm handshake, making eye contact.</p>	<p><b>Hallo</b> (Hello)</p>  <p><b>GERMANY</b></p> <p>A handshake. Men should wait for a woman to extend her hand, and in mixed company shake a woman's hand before a man's.</p>
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 <p><b>NETHERLANDS</b></p> <p>Shake hands and say your last name.</p>	 <p><b>FRANCE</b></p> <p>A kiss on both cheeks.</p>	<p><b>Oyasumi</b> (Only before bed)</p>  <p><b>JAPAN</b></p> <p>Bow from the waist.</p>
<p><b>La Orana</b> (Hello)</p>  <p><b>POLYNESIA</b></p> <p>The 'Honi'. A greeting in which two people press noses and inhale.</p>	<p><b>Ainngai Tunngahugit</b> (Hello) (Welcome)</p>  <p><b>ARTIC</b></p> <p>Rub noses like the Inuits.</p>	<p><b>Tashi Deleg</b> (Hello)</p>  <p><b>TIBET</b></p> <p>Stick your tongue out, to show no evil thoughts.</p>
<p><b>Weh di go ann?</b> (What's up?)</p>  <p><b>BELIZE</b></p> <p>Press fists together with the other person.</p>	<p><b>As-salamu-alaykum</b> (Peace be unto you)</p>  <p><b>EGYPT</b></p> <p>Kiss three times, alternating from cheek to cheek. Left, right, left.</p>	<p><b>Ciao</b> (Informal: Hello)</p>  <p><b>ITALY</b></p> <p>Kiss on the cheeks four times. Twice on left, twice on right.</p>

**B. Complete the text with the words from the box.**

<b>bow</b>	<b>contact</b>	<b>informal</b>	<b>greet</b>
<b>shake hands</b>	<b>nod</b>	<b>hello</b>	<b>cheeks</b>

**Greetings and customs around the world**

Cultural do's and don'ts are one of the most important parts of diversity in the interculturally connected world we live in. The customs and rituals involved in greeting someone are often different from country to country.



In the USA, it is normal for men \_\_\_\_\_ to \_\_\_\_\_ when they meet, but it is quite unusual for men to kiss when they \_\_\_\_\_ each other. Greetings are casual: a handshake, a smile and a 'hello' will do just fine.

The British often simply say '\_\_\_\_\_' when they meet friends. They usually shake hands only when they meet for the first time. Social kissing, often just a peck on the cheek, is common in an \_\_\_\_\_ situation between men and women and also between women who know each other very well.

In Japan, the common greeting for men and women as well is to \_\_\_\_\_ when they greet someone, as opposed to giving a casual handshake or a hug.


In Arab countries, close male friends or colleagues hug and kiss both \_\_\_\_\_. They shake hands with the right hand only. \_\_\_\_\_ between the opposite genders in public is considered obscene. Do not offer to shake hands with the opposite sex.







Chinese tend to be more conservative. When meeting someone for the first time, they would usually \_\_\_\_\_ their heads and smile, or shake hands if in a formal situation. In Mexico, people are very friendly and they greet each other in different ways such as a kiss on a cheek, a hug, shaking hands bumping fists.

Adapted from <https://www.diversityresources.com/greeting-customs-around-the-world/>



**Exercise IV How would you feel ....**

How would you feel if you were from another country and you were greeted with a kiss on the cheek? Put a check 

I'm from ...	I would feel ... if I were greeted with a kiss on the cheeks.					
	Happy 	Angry 	Uncomfortable 	Embarrassed 	Afraid 	Furious 
France						
India						
Japan						
Tibet						
Ecuador						
United States						
Thailand						
Belize						

United Kingdom						
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### Exercise V-B

You are a new student in another country. This is your first day. Practice this conversation with a partner and substitute the words in bold.

Francisco: Hi, How are you?

Martha: Hello. I'm very well, thanks for asking, and you?

Francisco: Not bad thanks. Where are you from?

Martha: I'm from **Tibet**

Francisco: Cool! How do people greet in your country?

Martha: In Tibet people greet by **sticking the tongue out.**

Francisco: That's interesting! In **Mexico** people greet each other **by shaking hands.**

Martha: That's amazing!

Francisco: Let's go to Spanish class. I can tell you some interesting things about my country.

Martha: Fantastic!

### Exercise VI Discussion

1. How did you feel greeting someone in a different way? I felt ... \_\_\_\_\_

\_\_\_\_\_

2. What greeting was the most interesting for you? It was ... \_\_\_\_\_

\_\_\_\_\_

3. Why do you think it is important to respect other ways of greeting? Why? \_\_\_\_\_

\_\_\_\_\_

### Exercise VII Debate

Watch the following video and reflect on the following questions:

The importance of intercultural awareness: [https://youtu.be/sg\\_YlqqprB4](https://youtu.be/sg_YlqqprB4)

Media as intercultural communication: [https://www.youtube.com/watch?v=hIS\\_a\\_v4MV8](https://www.youtube.com/watch?v=hIS_a_v4MV8)

1. Do you think there is an international greeting? Why that greeting is the most international?
2. Do you believe patriotism can affect intercultural communication?
3. Do you believe social media facilitates intercultural communication or affect it?

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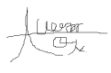
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**Atentamente,**  
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