

# **UNIVERSIDAD PEDAGÓGICA NACIONAL**

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**UNIDAD AJUSCO**

## **PROPUESTA DE INTERVENCIÓN EDUCATIVA**

**GROWING GLOBAL CITIZENS:**

**ENHANCING LANGUAGE LEARNING AND CULTURAL UNDERSTANDING  
THROUGH INTERCULTURALITY**

## **TRABAJO RECEPCIONAL**

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

**PRESENTA:**

**SILVIA MONCADA CAMPOS**

**ASESOR: ELIN EMILSSON INGVARSDOTTIR**

**México, DF. a 24 de Julio de 2023**



**SEP**  
SECRETARÍA DE  
EDUCACIÓN PÚBLICA



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**QUE PARA OBTENER EL GRADO EN:**

**ESPECIALIZACIÓN EN ENSEÑANZA APRENDIZAJE DE INGLES  
COMO LENGUA EXTRANJERA, MODALIDAD EN LÍNEA  
GENERACIÓN 2022-2023**

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México, Julio 2023

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To my beloved Angels in heaven,  
because you are my stronghold.

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## **INTRODUCTION**

The present document is the development of a project focused on interculturality applied to elementary education, targeting second-grade students. Throughout my studies, I have explored various models and methodologies that have shaped my understanding of this topic, drawing upon the theories of Vygotsky and Krashen, as well as the methodologies proposed by Kolb and Byram.

First and foremost, let me emphasize the importance of finishing a postgraduate degree in English teaching and learning. As educators, our responsibility extends beyond imparting knowledge; we have the power to shape young minds and cultivate a love for learning. By engaging in advanced studies, we equip ourselves with the necessary tools and knowledge to create a positive and enriching learning environment for our students.

The central focus of my project lies in the implementation of an intercultural project tailored to second-grade students in elementary school. Interculturality, in the context of education, refers to the recognition and appreciation of diverse cultures within a classroom setting. By incorporating interculturality into the curriculum, I am able foster inclusivity, promote tolerance, and cultivate a global perspective among our students from an early age.

To support my project, I have drawn upon the theories of Lev Vygotsky and Stephen Krashen. Vygotsky's socio-cultural theory emphasizes the importance of social interaction and collaboration in the learning process. By encouraging students to work together, share experiences, and engage in meaningful discussions, we create an environment contributing to language acquisition and cognitive development.

In addition, according to Stephen Krashen's input hypothesis, it emphasizes that language acquisition occurs when learners are exposed to comprehensible input, i.e., language that is slightly beyond their current proficiency level. By integrating interculturality into the practice, I could provide students with diverse language inputs, enhancing their language learning experience and facilitating their linguistic growth.

Moreover, my research incorporates the methodologies proposed by David Kolb and Michael Byram. Kolb's experiential learning model suggests that students learn best through hands-on experiences and reflection. By engaging second-grade students in

project-based activities that involve cultural exploration, such as media resources, storytelling, and text readings, I enable them to actively participate in their own learning process.

Furthermore, Michael Byram's intercultural communicative competence framework provides a comprehensive approach to language learning, encompassing not only linguistic competence but also the ability to understand and appreciate cultural differences. By integrating Byram's framework into the curriculum, I provide the students the tools to develop necessary skills to communicate effectively and respectfully in diverse cultural settings. The significance of developing advance knowledge and skills on teaching-learning English language through interculturality, exploring the application of a project-based approach has contributed to gain confidence and strengths to apply in my practice. Additionally, I will draw upon the theoretical frameworks of Vygotsky and Krashen's models, as well as Kolb and Byram's methodology. I will emphasize their role in fostering effective language acquisition and intercultural competence.

## **1. Theories, principles and approaches regarding learning and language acquisition.**

The teaching-learning process is considered to set the foundation for language communication. Therefore, it is important to understand the approach and methodology in order to promote the acquisition of a language. The present document shows language teaching methodologies, approaches and techniques which provide a pathway to achieve goals. Also, the perspectives involved in communication are theoretically explained to understand the importance of an organized structure about how learning happens. Exploring the analysis of methodologies, models, and techniques guide towards teaching-learning a second language in the same way it happens with mother tongue and the way specialist explain their job and how it influences teaching-learning to teacher and student in classroom

The importance of knowing approaches, methodologies and techniques relies on the option to choose the best model to work with students and considering the way students learn and what can give best results in accordance to student needs, thus getting to review author's proposals to offer good material to study and apply for the benefit of student and better development of teaching-learning.

The present document displays the study and analysis of the material proposed to understand the teaching-learning process to give support, improve students' performance, help them to identify their abilities and error areas, to develop their autonomy by teaching them to do things on their own while discovering their strengths to acquire new abilities to speak another language, and as a teacher get to know the elements to develop a better practice after developing critical reflection of it.

### **Models of communication**

To understand a message or a conversation it is important to have had developed a knowledge based on vocabulary, association of word image and a comprehensible relation of language with family, social environment, therefore, considering communication, no matter if it is oral or written, Teaching requires to become familiar with models of communication since main aim of learning a language is communication.

Firstly, for communication to happen, there must be elements to fulfill the communication process:

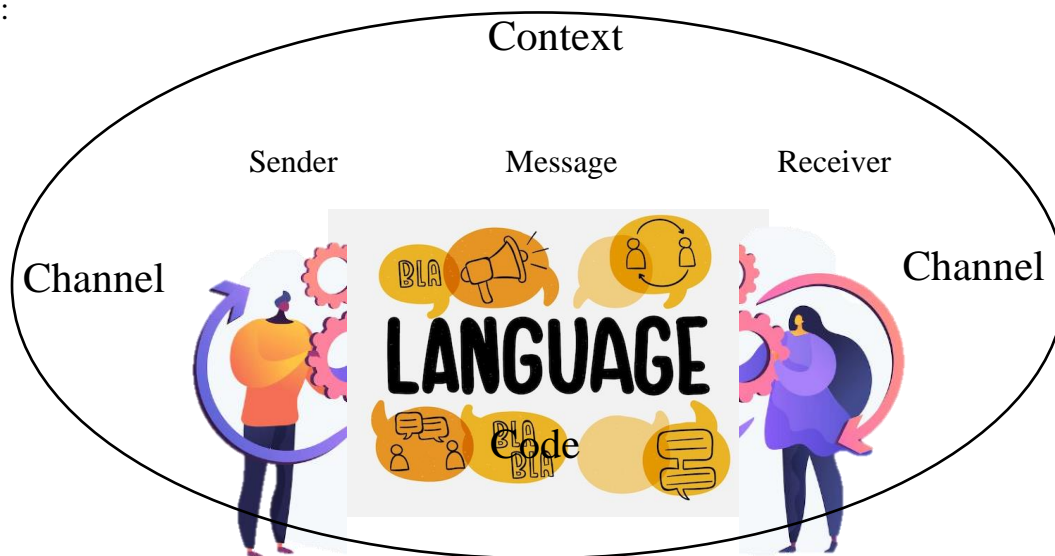


Figure 1 Process of communication. Resource: Freepik.com

After considering the communication elements, there are other elements which will be part of knowledge acquisition that students must develop, considering that students are in the process to build up vocabulary, knowledge of structures and increasing of their cognitive skills; the teaching –learning process considers different studies and authors whose contributions are part of education, and mainly, to plan and develop activities to promote communicative exchange among students to facilitate acquisition of language when is studied outside L1 field.

The following methods have been developed to facilitate student acquisition of a foreign language by considering communicative approaches and tasks that contribute to develop such skills and a well-designed planning, use of resources and clear objectives aiming communication in the classroom and as a preparation for future developing environment will contribute to achieve goals.

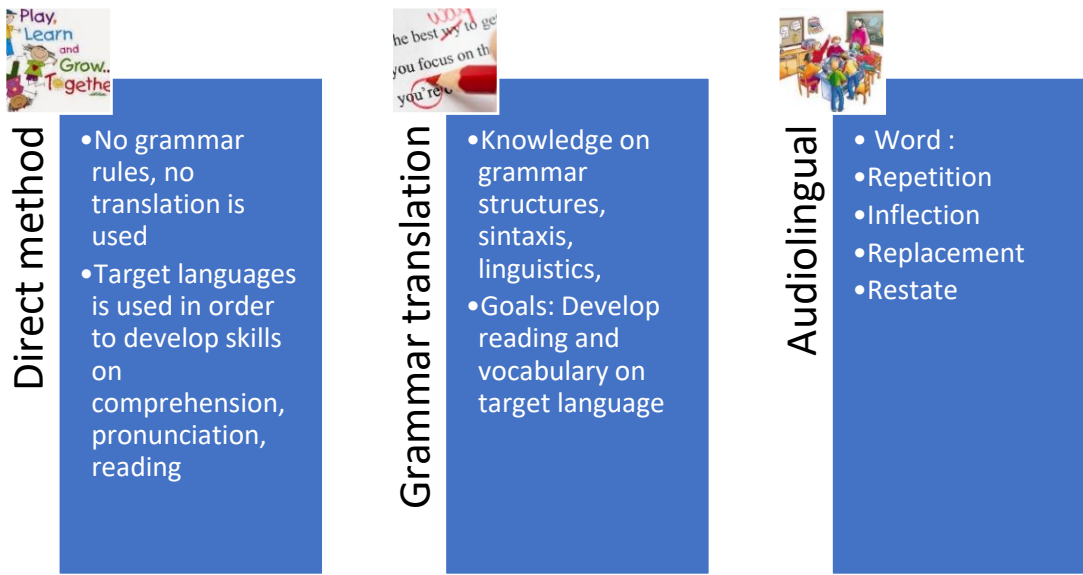


Figure 2 Communication Models. Own elaboration. Images CCBY Resource: Bing

For instance, in my practice at Programa Nacional de Ingles (PRONI), the model presents a separate plan divided into cycles: Cycle 1 is for Pre-school, and first and second grade, Cycle 2 for third and fourth grade, Cycle 3 for fifth and sixth grade and Cycle 4 for Secondary School.

PRONI Planning has considered for each cycle teaching-learning involving social practices of the language. Students get closer to know vocabulary and phrases to become familiar with a second language, for instance, greetings, give and receive personal information; to develop more abilities to communicate, develop and use more vocabulary and use them in sentences aiming to express ideas or understand short dialogues; to develop abilities to express themselves, give information, analyze and review texts and express general ideas of given facts, as also to understand instructions and follow directions.

During my experience working with first graders, I employ a combination of audiolingual and direct teaching methods. I engage the students by presenting flashcards, encouraging them to observe the images and pronounce the corresponding words. To enhance their learning, I incorporate short sentences that help them establish connections between objects and their pronunciation. Furthermore, I utilize songs to introduce new vocabulary as well as short stories to track their progress.

At the first stage of this project, I was working with students on sixth grade, and through the process of analyzing texts and expressing their ideas, opinions, or findings. By observing various sentence structures, they gain a deeper comprehension of language usage and develop their communication skills. Later, I moved to a different institute of the PRONI, to start working with first, second and third grade solely, these grades are in the work frame of cycle 1 and 2 of the SEP curriculum.

Therefore, according to cycle and expected outcomes, the planning is going to serve as the map towards learning the language, also setting guidelines that will help to find strategies to identify error on the practice or just having the students to repeat words or copying from board but to have them to become familiar with new knowledge and put it into practice following guidance by the Teacher.

Video analysis of learning vocabulary and pronunciation.

As part of the specialization. I had the opportunity to review media resources such as “My fair lady”, and “The Rain in Spain Stays Mainly in the Plain” <https://youtu.be/uVmU3iANbgk> , in the video observation, it becomes evident that the student gains an understanding of pronunciation after numerous repetitions. Once they realize that they have grasped the pronunciation, they are able to accurately reproduce the expected sound. This successful outcome is a result of the intake they received, with the tutoring providing input.

This performance can be regarded as a valuable resource for classroom use. It serves to demonstrate to students the pronunciation and accent variations from different countries. Additionally, it presents an authentic situation where students can witness and listen to people speaking, aiding in the development of their listening skills. By becoming familiar with pronunciation and speech contexts, as well as linguistic structures, students can enhance their ability to comprehend and reproduce sounds accurately. Hence, incorporating materials like this, along with similar audiolingual resources, can greatly contribute to effective language practice.



## Language teaching methodologies, approaches, and teaching techniques



Figure 3 Models of Language in use Images CCBY Resource: Bing



Figure 4 Modes of Language in use, Images CCBY Resource: Bing

I can describe approach, method, and technique as follows:

APPROACH	METHOD	TECHNIQUE
What is language and how it occurs and way of teaching considering theories that explain nature of a language and language learning in order to facilitate the process of language acquisition.	Implementation of approaches: What is going to be taught? How it is going to be taught? Procedures and techniques, Content to be taught, and How is it going to be presented?	Implementation of procedures, practices and how to obtain specific outcomes.

*Table 1 Approach, method, techniques*

Relating all of them into practice of teaching-learning to my class, I work on a plan aiming to expected outcomes, I develop approaches, methodology and techniques to guide my students on acquiring English language, the objective to plan is to set up a pathway that guide me step by step, and to have the chance to redesign methods and techniques in case that students need a different way or their learning style has a different requirement, so in order to have all the group moving at same pace I need to organize and structure plan to their needs.

By examining the authors and their contributions, I try to adjust the lesson plan to the objectives of the unit, social practice, and if needed, the product of the unit might be changed in order to adjust it to expect outcomes and results before conclude the unit. During the planning of lessons to work, I analyze the group and according to abilities and skills I adjust the lesson plan in order to organize procedures and practices aiming to help student acquire new knowledge and abilities to communicate in another language, for instance permanent knowledge: greetings, asking permission for specific tasks, understand rules in the class and from there encourage them to express their knowledge at their own pace.

### *Theoretical perspectives of the communicative approach*

#### *Task based approach*

During the time I have worked for PRONI one of the issues we are expected to develop is task based topic, which we focus on during the unit, so I work with students presenting vocabulary which will be used in it, specific aims are set up and from there I start developing a plan, for instance, right now at this day on first and second grade we are working on Rhymes, so students start working on the vocabulary of the unit, instructions and use of rhymes through songs, and poems, students start knowing the words, listen songs and I will explain the meaning of verse, rhyme and stanza in a poem and/or song, they will listen the words so they will be able to identify rhyme and sing along saying the rhyme aloud, students observe and after being explained about rhymes, they will look for the rhymes on songs and poems.

Working with a task-based approach for me is a common task, since PRONI has set this up as part of the program, but I try to involve students on areas where they will use rhyme in other fields such as poems related to geometry, additions, etcetera, so they see rhyme as a natural way to listen and develop attention when working on reading. An example of task base approach towards communication is to describe objects in the classroom and play finding them, this exercise helps them identify common objects in the classroom and remember name, color, and share with classmates their findings.

#### Kolb's model

Kolb is considered as the author of experiential learning theory, as studied, he presented phases of language acquisition in a cycle:

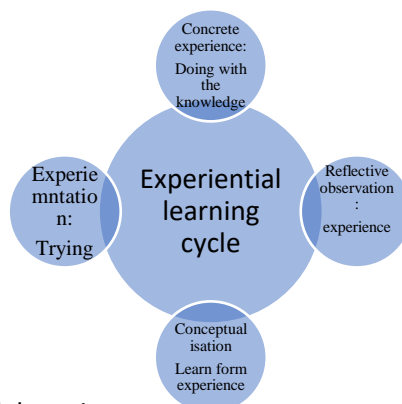


Figure 5 Experiential learning cycle. Own elaboration

Kolb's model makes a significant contribution to the teaching-learning process by emphasizing the connection between learning and experience. This can be exemplified by sixth-grade students working on the topic of places and their locations in the city. After acquiring new vocabulary and engaging in practice activities, such as unscrambling words and writing short sentences to name places, the students take it a step further.

They draw their own houses and nearby stores, describing how to navigate to their location by providing instructions. In a collaborative setting, they share their work with classmates and identify instructions given by others. As the exercise progresses, they work on mapping skills, following instructions to reach a specific place, and even giving directions themselves.

This comprehensive exercise serves a dual purpose. Firstly, it helps students to develop a stronger sense of their own environment and spatial awareness, fostering a deeper connection to the places they inhabit. Secondly, it enables them to refine their communication skills by effectively giving instructions and describing locations.

The importance of Kolb's theory lies in its ability to provide students with practical experiences that reinforce and activate their knowledge of vocabulary. By engaging in new tasks and relating them to newly acquired vocabulary, students can deepen their understanding and make meaningful connections between theory and practice.

#### Student and Teacher Roles in the Classroom

In my opinion, a teacher's role as a mentor and guide in elementary school greatly influences students. As a teacher in the classroom, my objective is to facilitate language learning by helping students discover more accessible methods while establishing connections with their own culture as well as other cultures. Additionally, I aim to highlight similarities between the target language (English) and their native language (Spanish). As students learn vocabulary and begin to develop their English language skills, they experience a sense of delight when they can identify words in a text or comprehend a sentence. These achievements instill confidence in them, encouraging them to continue their learning journey and expand their vocabulary further.

The teacher's role within the classroom extends to enabling language acquisition through the utilization of effective methods and approaches that benefit students and foster the teaching-learning process, ultimately leading to higher educational goals. As a language teacher, I collaborate with the students' regular classroom teacher to implement strategies that aid in maintaining their attention, reinforcing pronunciation in both Spanish and English, and supporting spelling and orthography skills. This exchange of ideas and coordination proves advantageous for students as the program and curriculum align with national education standards. By incorporating related topics into the curriculum, students can reinforce their knowledge. Therefore, networking with other teachers becomes a valuable strategy for promoting best practices and exchanging approaches that benefit students.

Regarding students, it is crucial to involve them in the planning process, considering their expectations and individual needs. Recognizing that not all students learn at the same pace, I strive to adapt lessons to accommodate each student's learning style. By preparing accessible materials and creating a supportive learning environment, students can better understand the content and work towards the main objective of language acquisition.

In conclusion, both student and teacher roles play integral parts in the educational process. As a teacher, my responsibility encompasses identifying, selecting, applying, and assessing the various methods, theories, and approaches that facilitate students' overall development. Moreover, I encourage students to actively participate in the teaching-learning process, putting their communicative skills into practice, which encompasses writing, listening, speaking, and reading. By actively involving students, the classroom becomes a dynamic and engaging space where meaningful learning occurs.

### Contrast of processes: learning and acquiring a second language.

Learning a language		Acquiring a language
Conscious process, Reflects into knowing, Takes place in formal environment, It is necessary to know about rules and grammar structures,	For Krashen it is more important acquisition than learning language, Both practices require interaction with language and practice.	Subconscious process, Takes place without direct learning instruction, Does not require knowledge of grammar, Requires interaction with language

*Table 2 contrast of processes*

By observing the differences on how a second language is understood and used, learning a language is the study of it, grammar, rules, syntaxes and the result of it, on the other hand, acquiring a language is the natural result of being exposed to it without the study of the structure or elements, the output of speaking a second language is the result of being in a context where a specific language is present, for instance, learning Chinese because a child was born in China or because the parents are from China and all communication is in their mother tongue (L1), so as a result of the interaction the language will be a natural result which will differ from learning a different language (L2) at school through studying vocabulary, word association.

Understanding a second language involves key concepts: Language acquisition versus Language learning.

To become familiar with a language involves knowing vocabulary and to use it effectively in communication and observe two different perspectives, one is to interact in a natural way with another language and develop it as part of a daily activity and the other is to study the language, its grammar and structure to give a meaningful sense of communication.

#### Comprehensible Input and output

Interaction with a different language apart from the mother tongue requires to learn from the relation object-symbol and what it is known, and expected to know and how to assess to achieve target language.

#### Communicative approach

Once comprehension of the language has occurred, communication is the result of acquisition and development of skills to produce language, but it is important to have developed the idea of what is expected to tell and message to effectively transmit it to the receiver.

#### Affective filter

Developing a language is more than just watching and reproducing a sound, but also the need to communicate and having developed motivation, self-confidence and attitudinal aspects will influence language learning and acquisition.

It is important to consider prior concepts since they offer a perspective of elements to consider when teaching-learning another language.

Becoming familiar with key concepts on teaching-learning English will help to set the input and expected outcomes while planning according to the national curriculum, but also, considering students' results and needs to adequate planning according to them, topics to be covered and improvements shown.

### Stephen Krashen's hypotheses



Table 3 Stephen Krashen's theory

I consider that the theory of Krashen has important applications in my teaching-learning practice; firstly, I must mention that its use at early stages of school education, first and second graders set up the basis to develop listening skills and the chance to become comfortable to a second language as they begin to listen to short sentences, simple structures and build up vocabulary by associating language to symbols and images, and also contribute to scaffolding knowledge on later stages of development of English.

Input is important to assess students as they put into practice new knowledge through their exercises, so, according to school grade the input to apply since each grade has objectives and goals to achieve, but most important to consolidate previous knowledge is to continue building up linguistic skills and guide them in a natural order, for instance, in my practice I mimic readings so students may associate the word to a subject without saying the words in their mother tongue, using images, flashcards to show words and meaning.

Monitoring is a practical element that I apply when we work in teams, students with speaking and reading skills help students that are in the process of understanding readings and helping them to understand reading process, and another practice in use is to place skilled readers or writers in each team to help them read or write, while I explain instructions and expected results, they share their findings and help one another.

A common activity to begin with in first grade is to introduce students to a language and similarities with their mother tongue, to introduce students to a foreign language in a natural way I associate L1-L2, as they see that there are a lot of similarities the understand that learning a second language has benefits.

### Vygotsky's theory of zone of proximal development (ZPD)

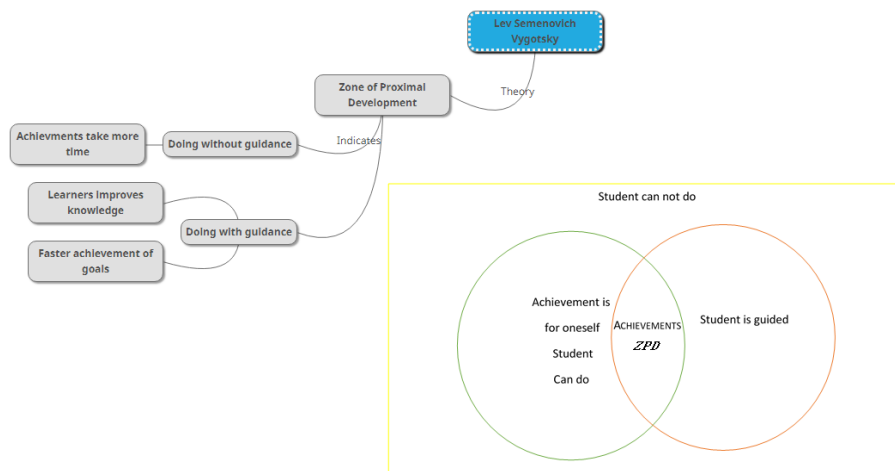


Figure 6 Vygotsky's theory of ZPD

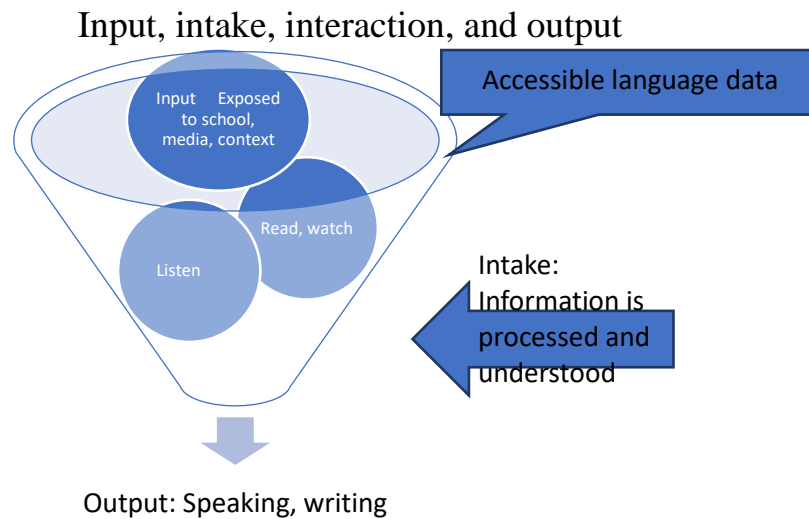


Exposition to English considering previous knowledge, students' learning style and expected goals are going to set the approaching teaching-learning work to develop, so it is important to provide students with a well-structured practice plan.

Zone of proximal development, ZPD, describes the process a student follows towards new knowledge acquisition, considering background, previous knowledge, even if the student has never been in touch with new language, and integrating new knowledge it is going to cause a zone of proximal development where acquisition starts to build up a communication result, step by step growing in knowledge and abilities.

Karim, 2010, describes similarities on the ZPD presented by Vygotsky, and scaffolding knowledge as part of the sociocultural theory while examining origin and process of development of higher mental processes because it works through artifacts as a result of a relationship among development of knowledge, scaffolding knowledge, resulting on language knowledge.

Relating this theory to my practice I find that as students move from first grade up to sixth grade on English Class, beginning from zero and to start developing their reading and writing skills, the natural approach has given me more results, when students arrive to upper grades, they relate previous knowledge and build up complex structures, practice that reflexes the result of not knowing-learning-doing after each grade.



*Figure 7 Input, intake, interaction, and output*

As seen on prior graphic, students are exposed to a new language for them, so the process to learn, acquire and develop skills to be able to communicate begins with input, present the words, vocabulary, form and tools to start will lead to intake where students associates new knowledge into meaningful knowledge, considering that not all student will get there at the same time, continuous assessment and guidance will show an output where students is able to present a social communication result.

My students will start to get in touch with new language at first grade not using grammar and trying to become familiar with vocabulary through games, songs, listening and associating symbols to sound and moving by stage up to sixth grade where they will develop skills to read and write, and produce short dialogs as output.

In my teaching-learning practice, I must develop more strategies to make input attractive to students since it is a basic rule to start the new adventure of acquiring and learn a new language, I still need to reinforce intake of students because a common situation I have observed is that they forget words when they are not in touch with language, therefore it is a step backwards in their process.

#### Types of learning motivation

Motivation in teaching-learning is an important step towards language comprehension, therefore it is important to understand the learning styles of students and adapt lesson planning to incorporate activities to keep students attracted and interested in class, but also

to consider how to boost students' motivation. Intrinsic and extrinsic motivation require developing of tasks and activities to reach objectives.

Example A. This week first graders worked on vocabulary: Objects in the classroom, I showed individual flashcards as symbolic tool with objects we use in classroom saying the word in English and they will try to draw it, they instantly said the word in Spanish and I said once again in English and they repeated it in English, the same happened when I showed flashcards of greetings, students draw parts of the day and greetings used at each part of the day, but some students do not like to draw since they do not feel confident with their drawing skills; I encourage students to copy it using their own style, as I work with improving their confidence at the same time as I work on vocabulary and word association, after drawing they instantly said it in Spanish and again I repeated it in English, later that week as soon as they saw me they would greet me in English.

Direct strategies

The usage of visuals to show students vocabulary on early stages has helped me to introduce students to the English language, so they interact with language, practicing new words with memory games in early stages and in upper grades they play scrabble and bingo as a strategy to practice vocabulary then they will use it in sentences as part of language usage.

## **2. Approaches and methodology for the four skills: reading, writing, listening, and speaking; considering lexis and syntax whilst developing digital competences.**

The learning processes

Being in contact with a second language for the first time has been interesting to students, considering that I started with a diagnostic of each group to detect needs of the students per grade and per group, detect learners' type, cultural background in order to gather the most information to design the plan of study.

For the students it has been engaging to learn how the words in English have a similar structure as Spanish, also, they have noticed that same as they speak in Spanish, English

language has sentences which express needs and they show their interesting to understand words.

Considering that on cycle one, according to the national curriculum for English as a second language, students get in touch with the language and start to know vocabulary and common phrases; the students, in the present case, have shown compromise to pronunciation, spelling and association image-word has been part of the actions they follow.

Another development that has been interesting is that the school started installing smart televisions on the classrooms, so students have been benefited with activities that bring diversity in the classroom such as videos, music, Pictionary that they are able to observe and analyze, also, they reinforce with activities on their textbook.

Incorporating schema, bottom-up and top-down reading, theories of language, writing strategies, and language elements into English language teaching has helped first-grade students develop their language skills and become more confident and effective communicators in English according to expected outcomes of the program.

#### Types of learners

Accommodate resources for both, passive and active learners, as explained by Students' guide module 2, (nd), considering incorporating a range of teaching strategies to allow students to engage with the language in different ways. For example, a lesson on vocabulary may include a lecture or video for passive learners, as well as group activities and games for learners that are more active. In this way, it is possible to create a nice and smooth learning environment that is available to more students and assists their individual learning styles.

During the analysis of lesson plan development aiming the cultural awareness and intercultural competences development, I consider promotion of understanding, appreciation and getting to know about other cultures, therefore, I considered an adapted lesson for second graders to foster their interest and attention towards own and other cultures around the world. In the context of elementary school education, specifically

second graders, integrating digital tools into assessment and testing can effectively measure students' progress in their cultural awareness and intercultural competences.

Interculturality helps students recognize and appreciate the similarities and differences among cultures, encouraging empathy and open-mindedness to know and respect others' beliefs, and values. These competences include effective communication, empathy, flexibility, and adaptability.

Assessing and measuring students' development in cultural awareness and intercultural competences can be a complex task. The use of digital tools has served their purpose to innovate and keep students engaged through activities to explore and learn from different places around the world, and at the same time present an opportunity to get them closer to other countries.

Testing tools tailored for assessing cultural awareness and intercultural competences in elementary school second graders can be designed to evaluate various aspects. These may include resources to appreciate cultural diversity and an engaging opportunity to explore people from different places.

#### Cultural and intercultural context

Since the school is in a peripheral zone of the municipality, there is a variety of social and cultural backgrounds, which also plays an important function in teaching and learning English as a second language. Students' social and cultural context can influence their motivation, learning style, and language proficiency. Here are some tactics that can be used to address the influence of social and cultural background:

**Cultural sensitivity:** Being aware of students' cultural backgrounds and should design materials and activities that are culturally sensitive and relevant to students.

Multicultural education is a topic that is considered on my planning while working on each of the units since the use of multicultural education is a form that helps students to develop an understanding and appreciation of different cultures.

There are some Students with Special Needs, so working with differentiated instruction for them to adjust to students' diverse learning needs and styles.

Schema theory can be a helpful tool when teaching English as a second language, as it can help students understand new information, promote critical thinking, and help stimulate long-term retention. Social and cultural background also plays a significant role in teaching and learning English as a second language, and trying to use methods such as cultural sensitivity, multicultural education, and differentiated instruction to address this effect is a plus to raise awareness on students.

During the development of the units using prior students' experience to understand English would relate the previous knowledge while introducing new vocabulary, structures, and strategies. Students need to have authentic experiences with the language to learn how to use it successfully, so this can be enabled by making available opportunities for students to practice their language skills in real-life situations. Analysis is also important because students need to understand the structure and rules of the language and use.

Considering that, this is the first time these students are in contact with a foreign language, I have started introducing Top-Down and Bottom-Up Reading Strategies because reading is an essential skill in language learning, and I can help students improve their reading skills by using both top-down and bottom-up reading strategies. Considering that, Top-down strategies consist of using background knowledge and context to understand the overall meaning of a text, while bottom-up strategies implicate analyzing the individual words and grammar of a text these strategies would contribute to develop on students their skills. Therefore, including some grammar aspects without theory, meaning to say, to use grammar into a sentence so they can figure out rules by observation was applied.

#### Developing reading and speaking skills

Another important theme that I have included in the sessions is the elements of intonation, accent, stress, rhythm, fluency, and Sentence Coherence, since these factors are significant for effective communication in English; which is a way I can help students develop their speaking skills by centering on these areas, which include:

Intonation (the rise and fall of pitch in speech), accent (the way words are pronounced), stress (the emphasis placed on certain words or syllables), rhythm (the pattern of stressed and unstressed syllables), fluency (the ability to speak smoothly and without hesitation), and sentence coherence (the logical connection between sentences), (Student's guide Module 2, nd).

I have had to deal with and negotiate, as suggested by Shaw and Emilsson, (1984) with students working with the use of their mother tongue (L1) to relate it to the second language, English as L2, all this as mentioned by the authors, to define what better works for them and what fits or not.

By incorporating best practices in working with different skills in the language classroom has helped to provide better teaching and learning practice. By including the use of digital resources, experience, analysis, the use of top-down and bottom-up reading strategies, and considering intonation, accent, stress, rhythm, fluency, and sentence coherence. By using these practices, it is possible to create an attractive and valuable language-learning environment for students.

## Schema

Schema theory refers to a cognitive theory that explains how our pre-existing knowledge, beliefs, and experiences influence our understanding of new information. In the context of language learning, schema theory states that students use their existing knowledge and experiences to understand and process new language input. Here are some benefits of schema theory and its use when teaching-learning English as a second language, (Student's guide Module 2, nd):

Helps students understand new information: By activating their existing knowledge and experiences, students can better become familiar with new language input. This is because they can relate with previous knowledge and the new information.

Encourages critical thinking: When students use their existing schema to follow new information, they are required to think critically about the material they study, and how it contributes to their existing knowledge. This can help them develop higher-order thinking skills.

Schema promotes long-term retention as students can introduce and use the new information to their existing knowledge, they are able to retain the new information over the long term.

When teaching English as a second language, the use of schema theory activates students' existing knowledge and experiences. This is possible by using applicable and significant materials, encouraging discussion and reflection, and connecting new language input to students' personal experiences.

### Building vocabulary

Learning vocabulary is essential for elementary stage students as it is the building block of language. The importance of word knowledge is crucial for students to understand and communicate effectively in English. Some reasons why vocabulary learning is important are:

- Helps students understand and communicate: A large vocabulary allows students to understand and communicate effectively in English.
- Improves reading comprehension, we are building a strong vocabulary, which is essential for effective reading comprehension on early stages of language acquisition, considering that it allows students to understand written texts more easily on later stages of education in a second language.

When it comes to teaching and learning vocabulary, several strategies had been used to improve vocabulary learning:

- Contextual learning: Learning new words in context is an effective way to learn vocabulary.
- Repetition and reinforcement: Repetition and reinforcement are key to vocabulary learning. I use a variety of activities to reinforce the learning of new words, such as flashcards, games, and quizzes.

An important observation by Raimes, A. (2002) that I found interesting about the importance for students when they start to write in English is that:

- Improved writing skills: The writing process teaches students how to plan, organize, and revise their writing, which leads to better writing skills.



- Increased confidence: As students learn to plan and organize their writing, they become more confident in their ability to express their ideas in writing.
- Improved critical thinking: The writing process requires students to analyze and evaluate their ideas, which improves their critical thinking skills, no matter if they are on cycle one, they start noticing about words and meaning, so as spelling.
- Better communication: By improving their writing skills, students can communicate more effectively in English the meaning of words.
- Improve creativity: The writing process encourages students to be creative and to think outside the box.
- Better time management: The writing process requires students to manage their time effectively, which is a valuable skill in all areas of life, and in class is a very important item since our sessions are short.
- Increased attention to detail: Students become more alert to details such as grammar and punctuation.

Considering that learning vocabulary is fundamental for language students as it enables them to understand and communicate effectively in English, it is a fundamental part of teaching. The use a diversity of strategies to improve vocabulary learning, such as contextual learning, repetition, and reinforcement, and personalized learning would help students to improve their English language knowledge. By using effective vocabulary learning strategies, students can increase their word knowledge and communicate more effectively in English and on the practice, I include practice, observation, and attention from students to encourage them to develop their skills.

#### Developing writing skills

Working with second grade students involves working with transversal skills development since they are learning to write, read in their mother tongue: Spanish, so it is also part of the School Plan to help them develop writing skills. As for some students it is difficult to write and some others are fast when writing, then I encourage students to observe the words, pronounce them and write them once they understood the meaning of the word.

At the beginning of the course, they found pronunciation somewhat complicated, reading and writing in a different language, but as time passed, they became more confident about language acquisition and started to identify words.

As part of a language acquisition strategy, I played some music for students that included songs like: ABC, Ten little monkeys, Numbers 1-100 among others, one of the things I usually observe in students is that the first time I play music in English they are quietly paying attention to songs. I am used to playing music as background during the session until they start to sing as the music plays without them even noticing it until another partner mentions about it.

### Writing Process

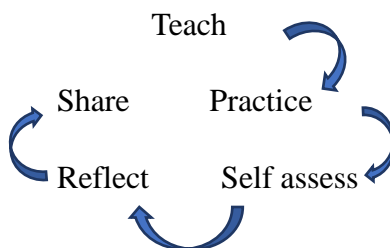
The First part began so the next step was vocabulary and familiarize with words, spelling, as I wrote down on the white board new vocabulary, dictation in this case sounded impossible at the beginning, but students were capable of following a dictation by the last week of the unit, even though it was not perfect when they spelled words, they did their best, taking into consideration that they studied along prior three weeks the vocabulary, pronunciation and spelling, they were able to identify and associate word, meaning and use the words in context when the activities required to draw and write the new vocabulary.

On each session they wrote the new vocabulary according to practice and completed the specific task, at first, and considering that they are learning the language, it was not an easy task and revision was needed at all times, convention of writing, punctuation, capitalization were specific topics to review, I also included critical thinking on their activities to help them recover the new vocabulary and guide them towards put into practice new knowledge, I must say that collaborative work was a key point that students used to share and help one another, they also share their findings and information with classmates.

### Reflective practice

Once students were comfortable with their new skills to identify words on written and listening, it was time for them to reflect on their activities so they were able to complete an activity on their own and completed some signs and traffic symbols on their courser book, at this point they could assess progress on their own and review the resources they had to

recall, if the case, a sign, or symbol, which was interesting because for their surprise, they were able to complete the task and even mentioned that they knew almost all the signs and symbols and asked if they could do some more on their own.



As students began their English course for the first time, I had the time to observe the way some of the theories related to my practice, for instance:

- Bottom-up: Students started piecing graphemes and associating grapheme-phonetic elements as they started to get in touch with a different language, which was a new world for them, so their efforts to learn and identify the words were huge.
- Students were able to process the language beginning from the smallest units of it, so after a few lessons they were able to practice Top-bottom stage while they acknowledge the new words, they started to find them in a sentence, then in a text, and I must say that since this was the first contact with a different language, they were eager to learn more and ready to move to next stage.

### Interactive approach

This phase was part of the practice while they started to identify the new vocabulary, sentence structure and listening the words on their practice, it took them some sessions to identify the words during the practice, but also, they reinforced their new skills.

It all begun from the schema/schemata that ignite their curiosity when they found that the symbols, signs, and word used in Spanish are also used in different languages, this first stage help them to develop self-confidence and they showed enthusiasm on every session, so it was a matter of time to start moving towards building up sentences and improve their vocabulary and fluency considering that this school cycle they started from zero! So, relating bottom-up and Top-bottom approaches set the beginning of the unit and their approach to a foreign language.

Students were able to segment the words and relate it to the sound since they are part of vocabulary of the unit which was important to understand and recognize pronunciation as the sessions went by, they organized the words and understood their meaning and were able to repeat the words as they saw them, it was a good moment for students as they were able to write the words, complete the practice and share their knowledge in group.

All the process helped students to build up new knowledge and begun learning about new skills such as read their first words in English by activating their L1 knowledge and related to L2, so as they were able to organize their information and present it on their written activities, identifying the words which gave meaning to their experience with a new language.

Beginning reading and writing development process on second grade is an interesting stage that involves guiding and continuous assessment, in this particular case this time the experience was a beginning for them to get in touch with English language, so it was necessary to control writing and invite them to follow the patterns of new vocabulary; pronunciation was a part where they showed interest and tried to understand most of the words as a cognate, for example when working with colors as soon as they heard black they translated it into Spanish as “blanco” , so I explained them that white was the one for the Spanish word, but later when they already understood unit vocabulary, as soon as they were working on the video, course book and whiteboard, they were able to pronounce the words and identify meaning.

Students were able to reinforce vocabulary and read instructions, perform the tasks, and complete activities, but also were able to help others when needed, I still need to work on their vocabulary after considering that this is their first contact with a foreign language, I also need to work on more flashcards, worksheets, and improve some more strategies for them to work on oral expression too at the same time they develop their reading and writing skills.

#### Language theories

Theories of language acquisition have helped me understand how children learn language and the stages of development they go through. This has helped me to the

development of age-appropriate teaching strategies that can support children's language development.

**Creating Language-Rich Environments:** I have realized the importance of creating a language-rich environment in the classroom, where children have chance to use and practice language in meaningful ways. This includes activities such as music, art activities, and games that allow children to practice their language skills in a fun and attractive way.

**Integrating Technology:** With the increase of technology use, I had begun to incorporate digital tools and resources into language teaching strategies. Some websites have allowed me to personalized learning experiences and gain more attention from students.

The use of different approaches of theories of language teaching have accentuated on me the importance of using multimodal approaches that engage all the senses. This includes incorporating visual aids, music, and movement into language teaching to help students understand and retain language concepts.

Focusing on Communication has brought more focusing on communication rather than just grammar and vocabulary. This means that language-teaching strategies now emphasize the importance of developing speaking, listening, reading, and writing skills in an integrated way, so that students can communicate effectively in real-life situations.

Thus, theories about language, language learning, and language teaching have had a significant impact on teaching and learning to students of the cycle one only. By understanding how children acquire language, generating language-rich environments, incorporating technology, using multimodal approaches, and focusing on communication, I start to provide effective language teaching strategies that support the development of students' language skills.

#### Digital resources in the classroom

During my work with this new school center, I started including digital resources such as videos, games as the school recently incorporated smart televisions on first and second grade groups, which has helped my practice, so I consider:

**Usage of Digital Resources:** Integrating technology into the classroom is a great tool for both: for me as a teacher and students. I consider that use digital resources such as videos,

audio clips, interactive games, and online materials to make learning more engaging and interactive. Students can use technology to practice their language skills outside of the classroom, which can improve their learning experience.

### **3. Cultural awareness and Intercultural competences, as well as assessment and testing tools to measure students' development and progress with the aid of digital tools**

#### **Chapter 1. Philosophy and theory**

##### Cultural Awareness in the Classroom

The Common European Framework adopts an active-oriented approach that considers language users and learners as social agents. This approach emphasizes the role of cognition, emotions, and intentions in expressing and understanding meaning. By adopting a task-based approach, students are better equipped to engage in real-life tasks.

Drawing upon the works of Carlos Sánchez (2016) and Saussure (1998), students are now capable of grasping the concept of signs, their signifiers, and the signified: the process of decoding. They can comprehend the relationship between sound, language, and meaning, thereby reducing the initial difficulty encountered when learning a second language and dealing with the arbitrary nature of language. This development enables them to discern word meanings with greater proficiency.

Therefore, planning in the classroom incorporates elements of structuralism. This includes integrating language use, written structures, reading processes, and comprehension during listening activities. The provided readings are designed to address specific learning objectives, aligning with the students' acquired skills up to the present moment.

The focus of the planning is centered around communication, enabling students to use the target language (L2) to effectively express their ideas. In some instances, students may resort to their native language (L1) to clarify their participation with their classmates. This also allows for monitoring their progress in L2 as they draw upon their previous knowledge and reinforce vocabulary. In addition, they engage in a community of practice through the exchange of ideas to complete tasks.

In today's more globalized world, the importance of developing intercultural competences cannot be underestimated. As society becomes every day more diverse and globalized, it is fundamental for individuals to develop the skills and attitudes necessary to interact effectively with people from different cultural backgrounds. The need to develop intercultural competences are important in the context of language learning, where students are not only acquiring a new language but also acquiring knowledge about different cultures and ways of life.

In elementary-level students learning English as a second language, fostering intercultural competence becomes a vital component of their language education. Michael Byram, Gribkova, and Starkey have valuable insights into the key concepts that contribute to the development of intercultural competence. Understanding and integrating these concepts into the language learning curriculum, as a teacher I can provide guidance to students to develop their abilities to communicate across cultures and prepare them for a globalized future by practices in the classroom.

The purpose of integrating key concepts into the language learning curriculum for elementary-level students will help to create a supportive environment that promotes intercultural competence. Through interactive activities, authentic materials, and exposure to diverse perspectives, students can develop the necessary skills, knowledge, attitudes, critical cultural awareness, and intercultural communication abilities to navigate a multicultural world with confidence and understanding.

### Teaching context, identity, and philosophy

#### Teaching context

<b>Sociocultural</b>	<ul style="list-style-type: none"> <li>- Institution is in an urban side of the city; all access are a mixture of pavement and land on a bad shape.</li> <li>- Weather is extreme on winter and spring</li> <li>- There are students from different places of the city that are away from the institute</li> <li>- Most of habitants are dedicated to work on Maquilas and Mennonite business</li> <li>- Socioeconomic status is medium-low</li> <li>- The surroundings of institution, area and location are in a conflictive zone.</li> </ul>
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<b>Learning obstacles</b>	<ul style="list-style-type: none"> <li>- Absenteeism is frequent</li> <li>- Parents have few time to help students on school chores.</li> </ul> <p>It is difficult for the families or parents to have didactic materials to help students</p>
<b>Aspects that benefit learning process</b>	<ul style="list-style-type: none"> <li>- City has easy access to library and computers.</li> <li>- Students can visit open spaces to explore</li> </ul>
<b>School Context</b>	<ul style="list-style-type: none"> <li>- School has 18 classrooms, playground, auditorium, and a playground with a small football, basketball playground.</li> <li>- School facilities are in a regular condition.</li> </ul> <p>Material on stock is TV Set on each classroom.</p>
<b>Obstacles on teaching-learning</b>	<ul style="list-style-type: none"> <li>- There are few materials to use for English lab or class.</li> </ul>
<b>Development and learning characteristics</b>	<ul style="list-style-type: none"> <li>- There are 99 students on second grade.</li> </ul> <p>They are 27 students in the process of writing and reading skills acquisition.</p>
<b>Level of learning skills</b>	<ul style="list-style-type: none"> <li>- 12% require support on reading, 28% on writing.</li> </ul>
<b>Learning style of students</b>	<ul style="list-style-type: none"> <li>- According to Felder and Silverman learning style model: 24% of students are active; 20% of students are visual, 26% reflexive; 22% theoretical, and 8% pragmatics.</li> <li>- 70% of students have a moderate learning style, the groups are collaborative and they like activities that involve drawing, singing, and creating</li> </ul>
<b>Students with special education and learning needs.</b>	<ul style="list-style-type: none"> <li>- 12 students require additional assistance by USAER due to neurological treatment, hyperactivity, and attention deficit, so the lesson plan must be adapted to their needs.</li> </ul>
<b>Interests of students</b>	<ul style="list-style-type: none"> <li>- They show interest on songs, videos, and images.</li> <li>- - Students like to draw, create, and build a Project.</li> </ul>

### Teaching philosophy

At the beginning of lesson design, it was a challenge for students as they felt it was something new, so it was important to engage students with the topic of the lesson. Considering that the unit development can help promote intercultural understanding and competence among students. Byram, Gribkova, and Starkey (2002) fundamentals provide valuable insights on this topic.

Bottom-up approach: The bottom-up approach emphasizes starting with concrete, everyday experiences and building students' intercultural awareness from there. It involves exposing students to authentic materials, such as literature, videos, and cultural artifacts, that reflect



different cultural perspectives. Students' engagement on hands/on/approach has delighted them as they enjoy learning about different cultures and their understanding of their own culture.

**Top-down approach:** The top-down approach focuses on introducing students to broader concepts and theories related to interculturality. It involves discussing topics such as cultural values, stereotypes, and intercultural communication theories. Under a theoretical framework helps students on critical thinking, this is because they can identify words they know and have learnt during the sessions to understand their project and final objective of teaching/learning culture.

**Assessment and testing:** Effective assessment and testing methods play a crucial role in evaluating students' intercultural competence. Assessments should go beyond language proficiency and include intercultural knowledge, skills, and attitudes. Various assessment tools are used, such as portfolios, taking notes, interviews, and project-based assessments. Such practice allows students to engage in cultural activities and apply their intercultural comprehension on their life

The lesson plan is combining the bottom-up and top-down approaches and incorporating appropriate assessment and testing methods, teachers to create a holistic learning environment that promotes interculturality. As Byram M, Gribkova, B., &Starkey, H. (2002) propose on their principles the importance of providing practical guidance and examples to students shall give me the opportunity to integrate cultural competence in my practice.

Part of my teaching style includes to take time to showcase vocabulary of unit whenever each units starts, I draw for students most of the vocabulary so they can associate image-word and present a related video with it, I read to students the big book that accompanies the unit lesson, sing to students related to unit songs, and develop sessions as stated by the Secretaría de Educación Pública (SEP) and Programa Nacional de Inglés (PRONI) curriculum describe, I adapt the lesson plan to each group needs because no group is always the same. Considering learning styles of each student and group dynamic is part of the class development and something to consider as all groups are expected to achieve same objective, but not at the same time, so the activities must consider learning styles and group needs, considering SEP curriculum, plan and program, considering goals that program sets

does not assure me that all students fulfill them, so I adapt lesson plan for those students that need more guidance, somehow dealing with difficulties students face during the development of lesson I adequate materials for students that require them and keep track of their progress along with the rest of students and at their own pace and trace goals that all students can achieve. By adapting the lesson plan on the go allows me to redirect it and reduce time loss or leave students behind.

#### Theory underlying teaching practice and identity

Michael Byram, a leading figure in intercultural education, proposes five characteristics of culture that are essential to intercultural competence: attitudes, knowledge, skills, critical cultural awareness, and intercultural communication. These characteristics form the foundation upon which students can build their intercultural competence.

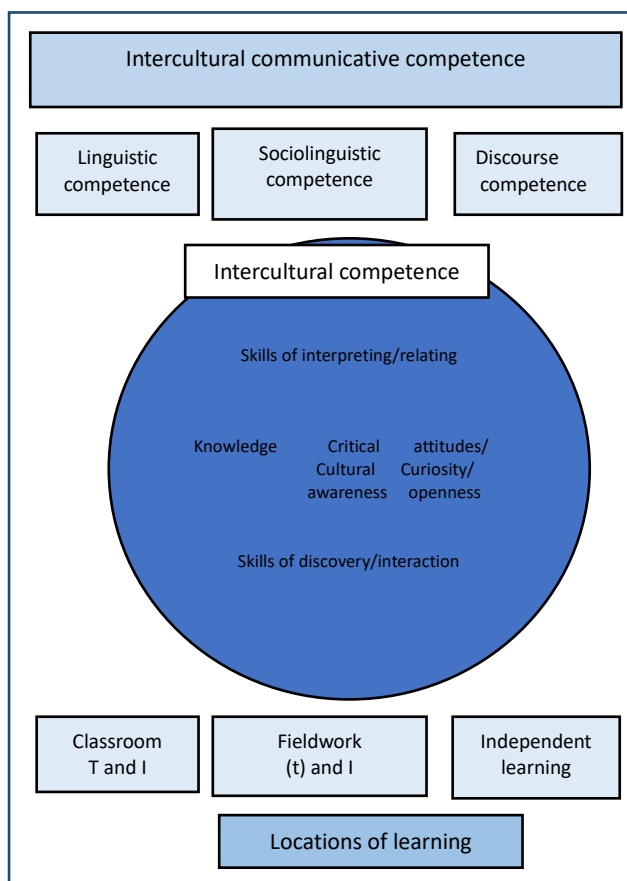


Figure 8 Adapted from: Byram's model of Intercultural Communicative Competence

Attitudes incorporates open-mindedness, curiosity, empathy, and respect for cultures. Developing positive attitudes allows students to approach cultural differences with an open heart and a willingness to learn, fostering a sense of cultural appreciation and sensitivity.

Culture includes customs, traditions, beliefs, and values of different cultures. Learning and developing knowledge about diverse cultures, students can investigate how people from different parts of the world live, so they can easily understand cultural differences.

Students can interpret and relate to different cultural contexts. These skills include interpreting verbal and non-verbal prompts, adapting communication styles, and resolving intercultural conflicts that students find. Developing abilities of understanding own culture, compare, and understand culture around the world students can engage in meaningful relations and interactions with individuals from different cultural backgrounds as they investigate and learn about it, as they are able to see during the presentation of the information.

Critical cultural awareness encourages students to question their own cultural biases and assumptions while challenging stereotypes and prejudices, when they observe the customs and way of living from other countries.

Since intercultural communication is the ability to interact and respect individuals from different cultures, student is being capable of understanding the implications of cross-cultural communication, including understanding cultural norms, adjusting language use, and recognizing and respecting cultural differences that gives identity to each culture.

Cultural awareness in the classroom

Reinforcing what the Common European Framework points out, directing active oriented approach and seeing students as “social agents”, interculturality brings out a relevant element to develop. This action-based approach to language also considers cognitive, emotional, and intentional aspects that as speaker use to express and understand meaning taking task-based approach will help to carry out different task in real life.

Spencer-Oatey and Franklin's (2009) theory of intercultural interaction point out the importance of understanding the cultural backgrounds of individuals related to communication to avoid misreading and problems at the time of reading. Their theory comes up with six key dimensions of intercultural interaction, including identity, face, social norms and values, beliefs and attitudes, language, and nonverbal communication.

Considering English language learners in a second-grade classroom, the teacher can help students develop cultural competence by promoting a positive sense of identity, addressing respect for different cultural norms and values, and present opportunities to practice communication skills by giving a chance for students to participate.

Byram, Gribkova, and Starkey (2002) mention that by incorporating the model of intercultural competence into lesson plans for English language learners will promote attitudes of openness, curiosity, and respect for other cultures. The activities should also aim to develop knowledge of cultural practices, values, and beliefs, as well as skills for interpreting and relating to people from different cultures. Language competence can be exploited through activities that encourage language use in authentic cultural contexts such as common activities. Finally, activities that promote critical cultural awareness can help learners understand and analyze cultural differences and their impact on communication. The authors emphasize the importance of creating a safe and supportive learning environment that encourages learners to take risks and learn from their mistakes.

## **Chapter 2. Methodology and practice**

### **2.1 A practical and useful lesson plan**

Lesson plan objectives

Teaching second graders interculturality included an inclusive and supportive environment to understand culture values and diversity in the classroom. Considering the planning set for teaching-learning interculturality, the following findings are presented:

Interaction with cultures from other countries offers opportunities for students to observe society from other places and they can compare and share their own culture with others.

They discuss reading a text and watching videos from other cultures that show food, clothing, and region to analyze and understand them

Language input: Meaningful language input that is culturally relevant and relatable to the students is shown by incorporating vocabulary through presentation of videos, slides and text handed out to students before, during and after the introduction of the lesson. Incorporating materials such as stories about a kid and her day, songs, and videos that reflect diverse cultures, languages, and perspectives.

Multimodal approaches by using a variety of instructional strategies to cater to different learning styles and engage students in active learning was done incorporating visual aids, hands-on activities, games, and technology to reinforce language learning and cultural understanding.

Through the lesson plan students observed some characteristics of cultures from the China, France, Italy, Mexico, and the United States, visual, videos, notebook were use to support the lesson plan during the analysis of the culture concept development in order to help students find support to such concept.

Type of activity: Jigsaw reading

Level Elementary – CEFR Level CEFR A

Grade: Second

Timing 50 minutes 18 sessions

Aim: Interculturality through reading practice and speaking skills.

Focus on parallel forms of language.

Secondary aim: Students acknowledge cultural differences that involve: clothing, language, identify nationalities, flag of the country, and food.

Project base task: Present paper clothing from their country of interest, and handcrafted miniatures of food from China, Italy, France, Mexico, and the United States.

Preparation: Make copies of the worksheets: questionnaire, test 1,2, 3, list de video presentation in advance to present, provide resources to produce handcrafts culture related

Present the slides and project them on the TV.

1. Divide students into groups of 4 people per group.
2. Divide content into 5 pieces.
3. Assign one piece of content to each team in the jigsaw group.
4. Have students meet in a whole group to discuss findings, ideas, and suggestions.
5. Students return to Jigsaw Groups.
6. Assess all students on all the content.

#### Culture around the world

Showing different cultures customs, clothing, food, free time activities on slides to present the lesson, setting the beginning of the objectives to reach; student start by identifying subjects, actions, places, and all elements to work on the lesson to build the background and develop the concepts so students can contribute to build schema and add new concepts into their vocabulary considering that their vocabulary background is poor in terms of English language, it is suitable to model the new vocabulary and guide students to create meaning association to words on their L (Mother tongue) and L2 (Target language, English) since it is a suggested process to build up bottom-up and top-down method to process target language.

Introducing cultural aspects in the planning promote on students to infer, and deduct meaning from content which will support the process to teaching-learning to move towards the main aim which will result on learning vocabulary, reading words, understand meaning on a sentence, identify specific information on a text and be able to comprehend the task.



On prior sessions vocabulary to be used has been explained to students during the units. Writing down on whiteboard to activate previous knowledge of culture concept on students a word map will help, so as some examples of the sentences that are expected to be written down in their practice on lesson product.

Pronunciation has been part of oral expression, so during the session, assessing students about words pronunciation on the task will help them.

#### Planning

<b>Cycle: 1</b> <b>Grade: 2° Elementary</b>	<b>Month: May</b> <b>Week(s): 6</b> <b>Day(s): 18, 3 Session per week</b>	<b>Main aim:</b> <b>Develop intercultural competence,</b>
--	--	--

Groups A, B, C	Teacher: LD Silvia Moncada C.	fostering understanding and respect for diverse cultures.
<b>Social Practice of the Language</b>	<b>Communicative Activity</b>	<b>Social Learning Environment</b>
<b>Records information about Country's culture and geography, after reading a text</b>	Treat information, communicative exchange of information focused on cultural affairs	Academic and formative.
<b>Final Product (producto final)</b>	<b>Learning Outcomes (evidencia de aprendizaje)</b>	<b>Evaluation tool (instrumento de evaluación)</b>
<b>Presentation of cultural aspects: Exhibition of World map identifying: Clothing, foods, Language and nationalities.</b>	<ul style="list-style-type: none"> <li>List of countries,</li> <li>Chart of nationalities, food, clothing, language.</li> </ul>	<ul style="list-style-type: none"> <li>Jigsaw</li> <li>Questionary.</li> </ul>

Stage	Aim	Action	Time	Focus
Introduction of lesson	Getting to know the culture around the world	Mind map culture concept Slide presentation about culture around the world <a href="https://youtu.be/H-P3wm1Fvv4">https://youtu.be/H-P3wm1Fvv4</a>	session	Introduce culture concept
1	To introduce the topic of the reading and to raise interest the following video presents a concept about culture so students will develop their own concept.	Present to students a video about Culture from other countries. Activity: Students elaborate a mind map with their own concept. Videos about different cultures around the world are presented in order to show students different countries and their culture. Culture concept: Students will explain in their own words the concept of culture and will share ideas with classmates. <a href="https://youtu.be/FOEB87B0Zas">https://youtu.be/FOEB87B0Zas</a>	session	Teacher to whole class Students in pairs Vocabulary:
1.1	Present nationalities from different characters on the story/text Slide show/Presentation	 Understanding Traditions and Cultures for Kids <a href="https://www.youtube.com/watch?v=atZvLpk2NgM">https://www.youtube.com/watch?v=atZvLpk2NgM</a>  USA Facts for Kids   American Culture in 5 minutes		Focus on explaining different habits and customs people have on different countries and culture Slide show on
		Show presentation of different country cultures: China, Italy, Mexico, France, and		

the United States  
Countries:

foods:

<https://youtu.be/4uuGYHfnVRE>



Kids vocabulary - World food - Learn English for kids - English educational video

English Sin... 3.76 M de... Suscrito 4.5 K Compartir ...

Clothing; [https://youtu.be/dFDz\\_GZUeP4](https://youtu.be/dFDz_GZUeP4)



CHILDREN'S CLOTHES AROUND THE WORLD

Edgar Mendoza 83 suscriptores Suscribirse 344 Compartir ...

Counties:  
China,  
Mexico,  
Italy,  
France,  
the United  
States)

Students  
fill out a  
chart  
regarding  
Country,  
nationaliti  
es to relate  
them on  
courseboo  
k.

Students they are going to read a text about someone's day (Kim, family, and friends).

Show them the pictures and tell them this is Kim, and about her day.

Ask them to imagine what Kim did.

Give them one minute to share ideas with their partner and draw a different scenario about the day Kim had.

Take feedback of ideas – acknowledge all reasonable ideas.

Students observe different information regarding Countries and their foods, desserts, activities, and culture of different countries.

Teamwork  
. Students  
are  
divided  
into 5  
teams of  
5-6  
students  
and jigsaw  
distributed

A student  
of each  
team takes  
turn to  
read the  
section of  
jigsaw  
from  
team.  
Teacher to  
whole  
class

2

Reading for  
gist

Split class in teams of five students, they will have a chart to identify the elements of each culture to identify. them, Distribute Jigsaw Text to students.  
Tell students they have 5 minutes to scan-

session



3	Reading for detail	read the text to see if they were right with their ideas.	session	Students in teams. Teacher to whole Class Students Individually
		When they have finished reading, they check with partners the text and clarify any words they have underlined. Monitor while they do this and check they have understood all the text and any new words.		Students in teams.  Assess Students and help to clarify word meaning. Teacher to whole class
4	Checking understanding of key areas/note-taking practice.	Now students are going to make some notes to help them remember the text. They should not write the whole sentences, just the important words to help them remember what the text says.	session	Students in teams
		To give them an example, write the following on the board: <i>Kim – shopping – Sunday – spent money.</i> This is an example from the opening line.  Students work in teams to complete the questionnaire below their text.		Teacher to whole group: Review product, questions, and answers about how different cultures
4.1	Quiz time	When they have finished, they join with another team to check their notes.		
		Monitor and guide as necessary, making sure they write down <i>content words</i> , which show meaning, rather than <i>grammatical words</i> .		
5	Jigsaw task	Students find a partner from the other team. The teams share their findings Tell them to observe the text, tell them the story they have is basically the same and details that are important to observe. They then compare their notes and retell the story to each other.	session	Teacher to whole Class

6	Closing	<p>Students who finish more quickly can exchange texts and read these while everyone is completing the task. Students will show their results and discoveries to class, it is important to reflect on new vocabulary and their analysis of it during the lesson development</p>	session	<p>Students in teams</p> <p>Whole class</p> <p>Assessment: Students will present final findings through notes, discussion while observing their progress. Praise students!</p>
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**Resources**

Board, TV set, youtube videos, internet, worksheets, course book, notebook, paper dolls, modeling clay, World map, America map,

**2.2. Assessment and testing tools**

A range of assessment methods to evaluate students' English language proficiency and their understanding of intercultural concepts was developed through readings, drawings, pictures, and handcrafts to identify culture diversity. It included both formative assessments, such as observations and informal assessments during class activities, as well as summative assessments, such as jigsaw and a final project to check upon their understanding of culture (see Appendix).

Digital assessment tools can incorporate quizzes, games, multimedia presentations, and online discussions to gauge students' progress. These tools can also generate detailed reports and analytics, allowing educators to track individual students' development and identify areas for improvement. Furthermore, digital platforms can provide personalized learning experiences, adapting to each student's needs and offering targeted interventions to support their growth.

By integrating digital tools into the assessment and testing of cultural awareness and intercultural competences in elementary school second graders holds immense potential. The chance to engage students with the resources provided by the media have helped students to take a closer look to different cultures. This approach has enabled me to effectively evaluate students' development and implement targeted interventions to support their growth in cultural awareness and intercultural competences.

Testing knowledge, assessing for learning.

Formative assessment

After considering current stage that students are, to assess knowledge there were different element to consider, for instance: Observation on students' performance during the text reading, difficulties students presented at the time of reading, participation, and cooperative attitude with team members.

Test tools employed to measure the progresses were:

- Multiple-choice Questions: After listening task during the presentation of videos, students test provided multiple-choice options for answers.
- Gap-filling: Students filled in the gaps with names of the characters.
- Matching: Students were able to match the typical food to related country.




Test material

After watching the video presentation about China, Italy, Mexico, and the United States cultural elements: Food, clothing, language, habits, students are now familiarized with customs and culture, they solved out the first test to reinforce their knowledge.

Test samples

Match columns

School: XXXXXX	Name: _____
Grade: Second	Group: A B C
Part I. Instructions: Identify the culture of each Country and write the corresponding letter on the space	

<p>A) Mexico</p> <p>B) Italy</p> <p>C) China</p>	 <p>_____</p>  <p>_____</p>  <p>_____</p>
--	--

Students were able to identify cultural elements seen on visuals after they were presented in class, students were able to analyze and gather information from texts and/or visual.

In the following test, students were able to identify the characters from the text and write the proper name under each of the characters.

2) Test 2

<p>School: XXXXXX</p> <p>Grade: Second      Group: A   B   C</p>	<p>Name: _____</p>
<p>Part I. Instructions: Identify the name of the characters in the story and write the correct one on the line</p>	



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Kim's friends**

**Kim**

**Kim's father**

The following questionnaire helped to assess students' understanding of text, as a complementary element. It helped students to discuss and share information about new word meaning, they also were able to exchange information to complete the task

*Test 3*

Questionnaire

Instructions: Identify the answer for the following questions and circle the correct one

1. What ice-cream flavor do Kim and her friends find?
  - a) Chilly    b) Mango    c) Banana
2. What places do they visit?
  - a) Museum and zoo    b) Park and restaurant    c) School and movie theater
3. What dishes from different countries do they see on the menu?
  - a) Pizza from Italy    b) Barbecue    c) Frijoles charros

Rubric of the lesson

	No	Partial	Very good
<b>comprehension of vocabulary</b>		✓	
<b>Completes the task</b>			✓
<b>Identifies characters</b>			✓
<b>Teamwork</b>			✓
<b>Participates actively</b>			✓

Assessment	No	Partial	Very good
<b>comprehension of vocabulary</b>	Review vocabulary in group	Encourage to share doubts with classmates	Share ideas and help teammates
<b>Completes the task</b>	Work on a separate session task review	Share findings with classmates to corroborate answers	Ask to monitor classmates and help
<b>Identifies characters</b>	Review material with whole class	Review material with whole class	Ask to monitor classmates and help
<b>Teamwork</b>	Encourage student to share notes and ask	Whole class exchange papers to	Students share with other teams?

	teammates for help	share findings	findings and collaborate to complete tasks
<b>Participates actively</b>	Encourage student to participate at his/her own pace bits and pieces of work with team	Praise students' achievements and encourage them to collaborate with	Praise achievements, consider having related extra material to increase their knowledge.

### Highlights of lesson plan development

Objective of the lesson is clearly set on planning, focusing on developing intercultural competence and fostering understanding and respect for diverse cultures.

I started with a warm-up activity that prompted students to reflect on their own cultural backgrounds and experiences. This involved sharing personal stories, participating in a group discussion about cultural traditions.

**Task-Based Lesson Plan:** the lesson is structured around a task-based approach, where students engage in meaningful and authentic activities that require intercultural communication. Students worked in groups to analyze and present information about a specific culture scenario that involve intercultural interactions.

**Productive and Receptive Skills:** Incorporate both productive and receptive skills in the lesson plan. The lesson plan provided students the opportunity to practice speaking and writing, setting an intercultural topic has kept them interested and raise awareness about differences among cultural diversity.

**Assessing and Testing:** I integrated formative and summative assessments to evaluate students' intercultural competence both formal and informal way. I used a variety of assessment methods, such presentation, and written reflections, to measure their understanding, communication skills, and ability to face cultural differences.

**Intra-rater Reliability:** I ensure consistency in grading by considering intra-rater reliability. Provided clear rubrics and criteria to assess students' performance, and helped me to calibrate their evaluations through discussions and shared examples of student work.

Jigsaw Activities: I incorporated jigsaw activity, where students felt as experts on specific cultural topics and then shared their knowledge with their peers. This cooperative learning strategy promoted collaboration, critical thinking, and the exchange of cultural information.

Reflection and Feedback: I allocated time for reflection and feedback at the end of the lesson. Students have had the opportunity to reflect on the experience and share with classmates their interest. Praise and provide constructive feedback to support their ongoing development was important for them.

Adapting the lesson plan to their specific age, language proficiency level, and cultural diversity of the students has been important, since there was the need to Incorporate culturally relevant materials, promote active student participation, and create a supportive and inclusive classroom environment.

## **2.3 Evidence**

Presenting students development

On this video I am showcasing the progress made by second graders during the interculturality lesson. Throughout this lesson, I have implemented various theoretical approaches, assessment, and testing strategies, and engaging activities, including the use of videos, interactive map using Google Earth, and jigsaw activities. I will present an overview of the key components and show the impact on my students during the journey. (See Appendix)

To grow a solid base for the lesson I have integrated both bottom-up and top-down approaches. The bottom-up approach focuses on engaging students with concrete experiences, such as the story in jigsaw, videos, and slideshow, that represent different cultures. Students were able to connect with the presentation of all resources and develop curiosity and appreciation for cultural diversity. Simultaneously, the top-down approach introduces students to broader concepts and theories related to interculturality, promoting critical thinking and a deeper understanding of cultural interactions.

Using Videos have been an invaluable resource in our interculturality lesson. The representations of different cultures captivated them as they were exposed to a wide range of cultural experiences.

**Jigsaw Activities:** Jigsaw activities have played a significant role in our lesson. Students have engaged in collaborative learning, working in small groups to become experts on specific cultural topics. Students had the opportunity to analyze, think and express their empathy towards different cultures and the chance to share their interest with classmates. This cooperative approach has not only enhanced their understanding of various cultures but also encouraged teamwork, communication, and critical thinking skills.

Assessing and testing students' intercultural competence was a crucial aspect of our lesson. We employed a range of assessment methods that went beyond measuring language proficiency. Portfolios, presentations, and written reflections were utilized to evaluate their understanding, communication skills, and ability to navigate cultural differences. This comprehensive approach ensured a holistic assessment of their intercultural development.

Videos proved to be an invaluable resource throughout our interculturality lesson. Students liked to handcraft two of the most representative elements of different cultures: clothing and food.

Jigsaw activities played a significant role in our lesson, promoting collaborative learning. Students worked in small groups, becoming experts on specific cultural topics. This cooperative approach facilitated analysis, critical thinking, and the expression of empathy towards different cultures. Additionally, the use of multimedia resources provides students a different way to learn and reinforce their new findings on their course book, same as interact with classmates on teamwork.

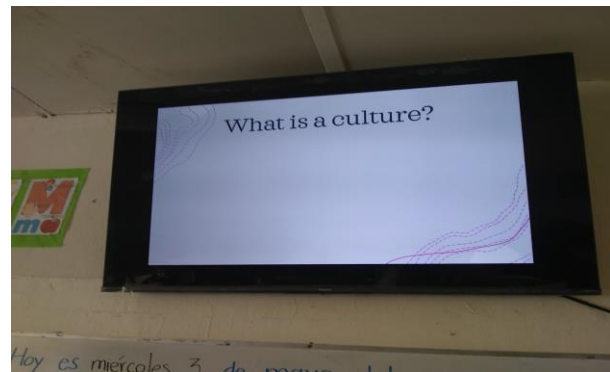
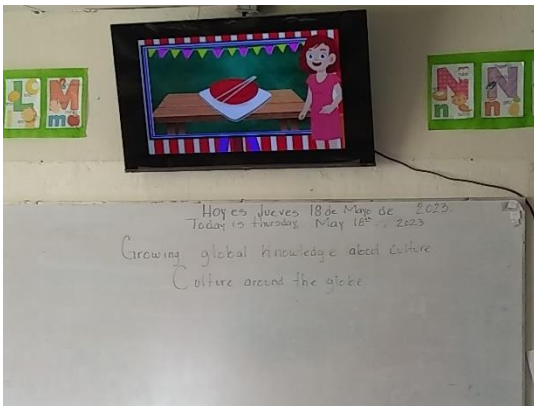
Throughout this video, you will witness the impressive progress made by our second graders in developing intercultural competence. Their engagement, growth, and the positive impact of the theoretical approaches, assessment and testing strategies, video integration, and jigsaw activities are evident in their enriched understanding of interculturality. The video shows evidence of student's achievements and progresses.



## Extra activities

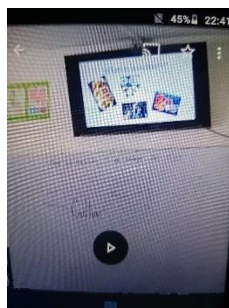
To enrich the lesson plan during the unit development, I added a chart sheet for student to write the countries and nationalities, the activity served as a target skill: acquired abilities to read and write, including comprehension, as a result of it, students were able to complete gaps on the activity and fill the chart with the nationality.

### 2.4. Evidence of achieved progresses



Introducing the topic

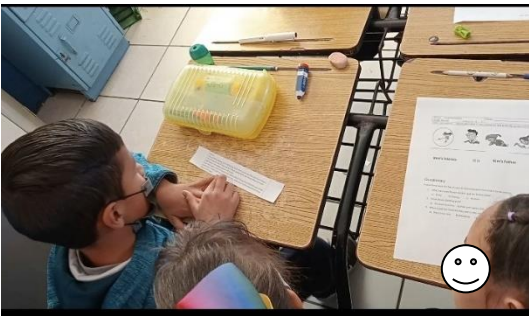
Mind mapping the concept

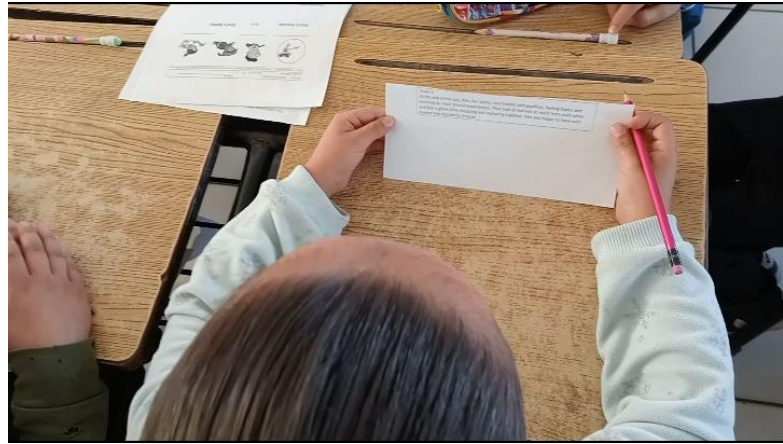
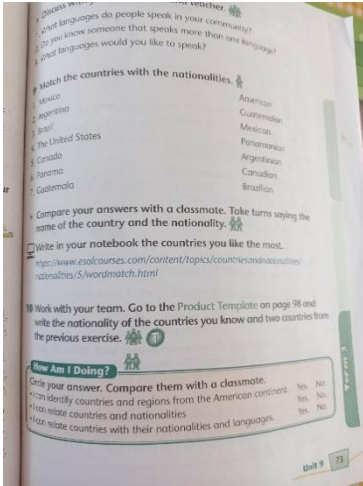


Slideshow to introduce the Topic of interculturality before jigsaw activity



## Jigsaw





## Assessment and test



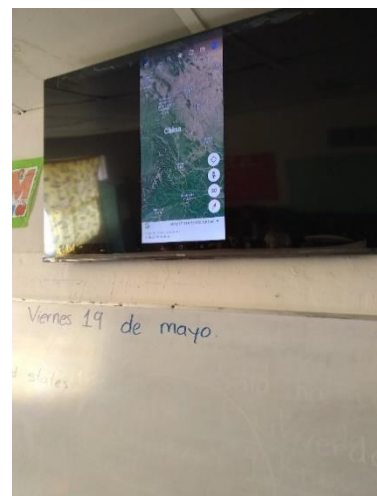


## Extra activities

Using paper dolls to relate clothing to different countries is carried out to review their knowledge.



## Use of Media technology





Feedback and final project



Food and clothing from different countries around the globe students handmade for the final presentation.



## 2.5 Video presentation of planning

A video presentation on growing interculturality in second graders can be an effective way to showcase the use of various teaching approaches and assessment tools. Here's an explanation of how you can incorporate an input-based, bottom-up approach, schema activation, and assessment with teamwork in the context of promoting interculturality:

**Input-based approach:** Begin the video presentation by demonstrating how you provide rich language input to second graders. Explaining videos to students so they can understand the information from videos and presentation helped to spark students' curiosity and promote intercultural understanding.

**Bottom-up approach:** Illustrate how you facilitate language learning from the ground up, starting with individual words and building up to more complex structures. Showcase activities that focus on vocabulary acquisition, sentence building, and language patterns. Emphasize the importance of scaffolding and providing clear explanations to help students comprehend and produce language in meaningful contexts.

**Schema activation** at beginning of the activity contribute to highlight students' prior knowledge and experiences to connect new information with what they already know. Presenting to students a real-life situation, as seen on the lesson plan, students' attention was draw to understand culture and keep them interested on the topic. This can involve sharing personal stories, exploring cultural artifacts, or engaging in role-play activities.

Assessment with teamwork: After explaining students how activities will be carried out it was possible to integrate assessment into the learning process using teamwork. Showcasing examples of group projects and collaborative activities where students work together to explore different cultures, create presentations, and present a final project, both on teams and individually. Assessing their language proficiency to identify and say the name of foods, nationalities and countries helped to assess their acquisition of intercultural competence, and observing their collaborative skills through teamwork, and rubrics. Highlighting their participation with constructive feedback and encouraging reflection on their intercultural experiences was important for them.

Throughout the video presentation, I emphasize the benefits of these approaches and assessment tools in fostering interculturality in second graders. Promoting empathy, respect for diversity, and the development of communication skills necessary for intercultural interactions to students raise their interest about other cultures.

The content and examples in the video presentation were adapted to suit specific classroom context and the cultural diversity of students.

Throughout this video, you will witness the progress made by our second graders in developing intercultural competence. Their engagement, growth, and the impact of these theoretical approaches, assessment and testing strategies, video integration, and jigsaw activities are evident in their enriched understanding of interculturality. This video show information about students progresses and achievements of my students.

Link for video:  
Growing global citizens.

[https://www.canva.com/design/DAFiHPq9sLc/GdT Eat-OWkuA4TUv6JkP7Q/view?utm\\_content=DAFiHPq9sLc&utm\\_campaign=designshare&utm\\_medium=link&utm\\_source=publishsharelink](https://www.canva.com/design/DAFiHPq9sLc/GdT Eat-OWkuA4TUv6JkP7Q/view?utm_content=DAFiHPq9sLc&utm_campaign=designshare&utm_medium=link&utm_source=publishsharelink)

Made in Canva

In this video, I am delighted to present the remarkable progress achieved by second graders during our interculturality lesson. Our approach involved the integration of various theoretical frameworks, assessment, and testing strategies, as well as engaging activities



such as videos and jigsaw activities. Through the bottom-up approach, students engaged with tangible experiences like stories, videos, and worksheets that represented diverse cultures. This allowed them to connect on a personal level, fostering curiosity and interest on cultural diversity. Simultaneously, the top-down approach introduced broader concepts and theories related to interculturality, promoting critical thinking and a deeper understanding of cultural interactions.

### **Chapter 3. Experience report**

Advantages of Intra-rater reliability and washback are described in the following lines.

Intra-rater reliability refers to the consistency of grading or assessment by a single rater or teacher. In the context of intercultural lessons for second graders, intra-rater reliability offers several advantages:

**Consistency:** It ensures consistent evaluation of students' intercultural competence throughout the lesson. to maintain reliability in their grading, as it reduces variability and ensures fairness in assessing students' progress and performance, I considered their participation and collaborative work on their teams, also I included as part of the participation modeling with clay foods from different countries to individually present on an exhibit in class.

**Progress Tracking:** By maintaining consistency in grading, I can effectively track students' progress over time. This allows me a more accurate understanding of individual students' development and enables targeted interventions or support where necessary.

**Washback** refers to the influence that assessments have on teaching and learning practices. In the context of intercultural lessons for second graders, the advantages of washback include:

**Alignment with Learning Objectives:** Well-designed assessments that align with the learning objectives of intercultural lessons can guide both teachers and students in focusing on the essential knowledge, skills, and attitudes related to interculturality. This ensures that the assessment measures what is taught and valued in the lessons.



So, students had the chance to express their interest and participation regarding the culture concept through teamwork, individual participation, meanwhile I assessed them during the class development.

Students understand the importance of developing their intercultural skills and are more likely to invest effort and participate actively in intercultural activities, so most of the extra activities were presented by most of students.

Assessments provided valuable feedback to both me and students. I can identify areas where students excel or struggle, enabling them to adapt teaching strategies and provide targeted support. Students received feedback on their strengths and areas for improvement, which can guide their further development in intercultural competence.

Real-world Application: Well-designed assessments can simulate real-world intercultural interactions, preparing students for future encounters in diverse settings. By focusing on authentic assessments that reflect real-life situations, students develop skills that are transferable to practical intercultural contexts.

By incorporating intra-rater reliability and promoting positive washback, intercultural lessons for second graders it is possible to ensure consistent and accurate assessments, support students' progress, enhance motivation, provide valuable feedback, and prepare students for intercultural interactions in the real world.

## **Chapter 4. Conclusions**

In conclusion, the project based on interculturality in English teaching-learning for second graders in elementary school holds immense importance. Growing intercultural competences among elementary-level students learning English as a second language is essential for preparing them for a globalized and diverse society. By incorporating the key concepts of culture outlined by Michael Byram, Gribkova, and Starkey, as educator can foster an environment that encourages open-mindedness, cultural appreciation, and effective communication across cultures. By mean of this approach students can develop

the skills they need to be part of a more global world who can interact in an increasingly interconnected world.

Dimensions of intercultural interaction mentioned by Spencer-Oatey and Franklin (2009), highlighted the significance of incorporating the model of intercultural competence into lesson plans for English language learners to foster positive attitudes and respect towards other cultures, suggesting various ways of promoting cultural competence, such as encouraging language use in authentic cultural contexts, developing knowledge of cultural practices, values, and beliefs, and promoting critical cultural awareness. Students will gain confidence when learning new skills in a second language by creating a supportive environment. Overall, the document provides an insightful and effective guide for promoting cultural competence among English language learners.

The present document provides a deeper understanding of language acquisition theories and instructional strategies to create engaging learning environments considering interculturality in education to nurture global citizens.

Intercultural competence enables students to navigate diverse cultural contexts with respect and understanding, implementing an intercultural project in an elementary school setting promotes tolerance, empathy, and appreciation for different cultures.

Engaging and meaningful learning experiences through project-based practices allows students to participate in an active manner and connect their learning process to daily life in a practical way.

Vygotsky and Krashen's models are an effective practice to acquire a language and they had been taken into account, such as Vygotsky's socio-cultural theory emphasizes the role of social interaction and scaffolding in language development, from Krashen's input hypothesis underscores the importance of comprehensible input and language exposure in language acquisition, also Kolb and Byram's Methodology: Cultivating language proficiency and intercultural competence, while Kolb's experiential learning model encourages learners to engage in reflective observation, abstract conceptualization, active experimentation, and concrete experience, Byram's intercultural communicative

competence model focuses on developing learners' skills in interpreting, relating, and discovering cultural differences.

Completing a postgraduate degree in English teaching-learning opens doors to a world of opportunities as an educator seeking to enhance my teaching methodologies and facilitate meaningful learning experiences. Through the application of interculturality and project-based approaches, I can nurture global citizens who possess both language proficiency and intercultural competence. The theoretical frameworks of Vygotsky, Krashen, Kolb, and Byram serve as invaluable guides in shaping effective language acquisition and promoting intercultural understanding among second-grade students in elementary schools.

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# APPENDIX

Slide 1



## ♥♥ITALY♥♥

COME AND HAVE FUN IN ITALY. FROM JULY TO SEPTEMBER, THE CLIMATE IS WONDERFUL AND WARM.

There are beautiful beaches on the islands where you can relax or do water sports in summer. Italy is also great to visit in winter. You can go skiing in the high mountains in the north.

Have you ever seen an active volcano? There are three in the south of Italy. Be careful!



Mount Etna  
is a famous  
Italian  
volcano.

Italian food is the best in the world. Try delicious pizzas, pastas and hundreds of different flavours of ice cream. What's your favourite?





# FOOD AROUND THE WORLD

1- Look at the pictures and read the descriptions. Where do you think these dishes are from? Choose from the options given!

## BORSCHT



This is a soup made with beetroot, stock and other vegetables. You can drink it hot or cold. Where do you think it is from?

## CROQUE MADAME



This is a fried egg and cheese sandwich. It has grated cheese on top. People usually eat it for breakfast. Where do you think it is from?

## KIMCHI



This is a very spicy dish made with Chinese cabbage, onions, garlic and red pepper. Where do you think it is from?

## CARBONARA



This is pasta cooked with cream sauce, eggs, bacon and olive oil. It is usually served with Parmesan cheese. Where do you think it is from?

## BANGERS AND MASH



These are sausages with mashed potatoes. It has onion gravy on top. Where do you think it is from?

## MEAT PIE




This is a pie with meat inside. It can have onions, mushrooms or other ingredients and tomato sauce! Where do you think it is from?

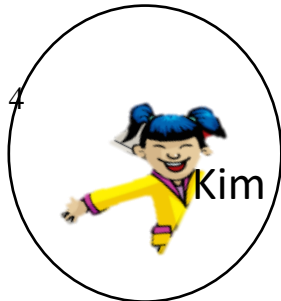
2- Speaking time! -> Which of these dishes would you try? Is there one you dislike? What is a traditional dish in your country?



Slide 3 Folding minibook

<p>50002 028111 01A10C</p>  <p>By David Lisgo</p> <h1>Mexico</h1>		<p>Ezra is f Ezra is d Yes, Ezz dentist.</p> 
<p>①</p>  <p>Mexico is a big land. It has sand and rocks and hills.</p>	<p>Mexicans have big hats and long dresses.</p>  <p>⑤</p>	 <p>Mexico has skunks and possums and parrots and pelicans.</p> <p>④</p>
<p>Mexico has pink grass, arid land, bi tropical for</p> 	<p>volcanic strong t sun.</p> 	

Assessment and testing resources 1



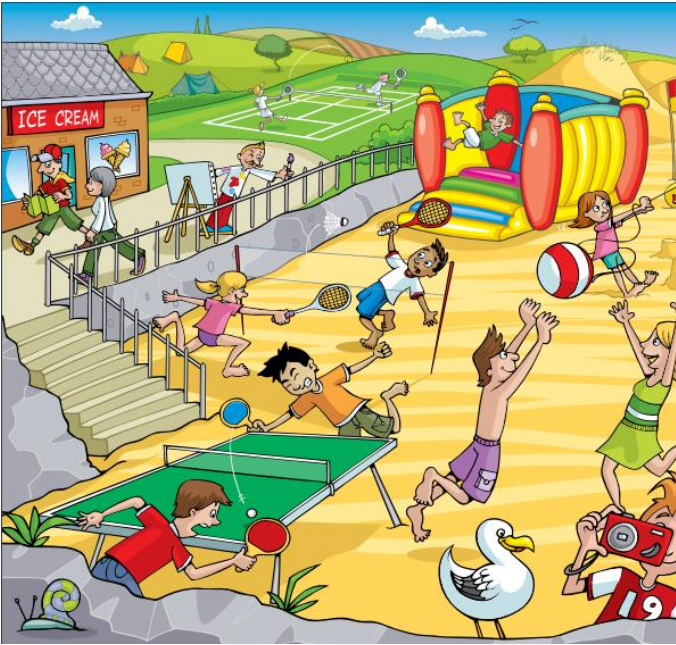
Kim's friends



*Cambridge English, Starters world list book, page. 14*

Assessment and testing resources 2





Cambridge English, Starters world list book, page. 20.



Cambridge English, Starters world list book, page. 22.

Assessment and testing resources 3



*Cambridge English, Starters world list book, page. 23.*

Jigsaw text

## JIGSAW

### Team 1

Once upon a time, there was a little girl named Kim. Kim lived in a big city with her family and friends, who all came from different parts of the world.

One sunny Sunday, Kim, her family, and friends went to the beach and at the mall with their friends. As they walked around, they noticed all the different stores and products that represented different cultures.

### Team 2

They started by buying some refreshing drinks from a juice bar that sold exotic flavors from all over the world. Kim and her friends tasted some new flavors they had never tried before, like mango, guava, and lychee.

Next, they went to the ice cream shop, which offered flavors from different parts of the world. Kim's family tried some gelato from Italy, while their friends chose flavors from Mexico and Japan.

### Team 3

After that, they went to the bookstore and found books about different cultures and languages. Kim and her friends were very interested in learning about different countries and their customs.

Then, they went to the cinema to watch a movie from a different country, which had English subtitles. Kim's family and friends enjoyed the movie and learned some new words in a different language.

### Team 4

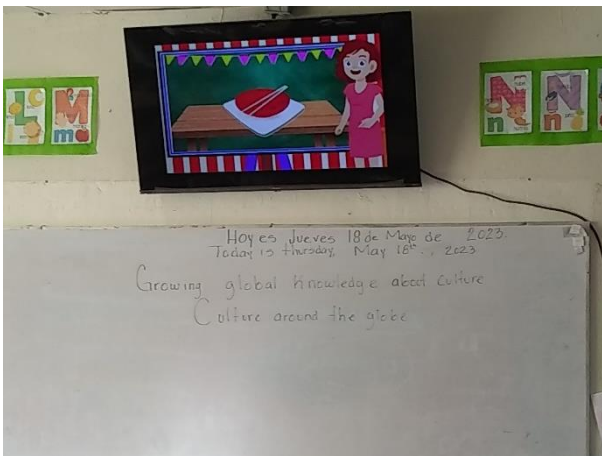
Finally, they all went to the plaza to have lunch. They ordered food from different restaurants that offered international cuisine. Kim's family ordered some delicious sushi from Japan, while their friends chose pizza from Italy and tacos from Mexico.

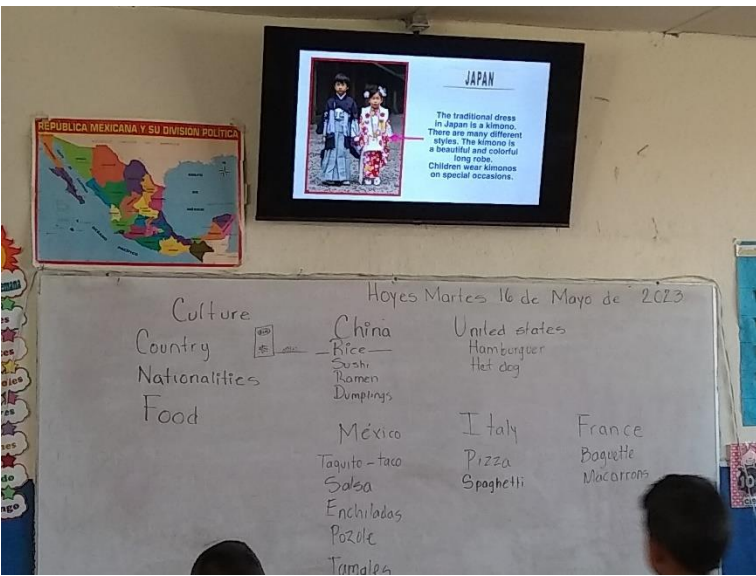
As they ate, Kim and her friends talked about their different cultures and traditions. They shared stories and learned new things from each other.

### Team 5

At the end of the day, Kim, her family, and friends said goodbye, feeling happy and enriched by their shared experiences. They had all learned so much from each other and had a great time shopping and exploring together. Kim was happy to have such diverse and wonderful friends.

Resource: Own elaboration







Presenting final project

