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ENGLISH ACTIVITIES TO PROMOTE INTERCULTURALITY THROUGH SECOND LANGUAGE ACQUISITION

TRABAJO RECEPCIONAL

QUE PARA OBTENER EL DIPLOMA DE

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

PRESENTA:

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SPECIALIZATION IN ENGLISH LANGUAGE TEACHING AND LEARNING AS FOREING LANGUAGE

UNIVERSIDAD PEDAGÓGICA NACIONAL

FINAL PROJECT

ENGLISH ACTIVITIES TO PROMOTE INTERCULTURALITY THROUGH SECOND LANGUAGE ACQUISITION

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TUTOR :

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INTRODUCTION

The purpose of the final project has the intention of reflect a new acquired knowledge within the teaching practice by designing and implementing a pedagogical intervention project which is a requirement for obtaining the Diploma as a specialist in teaching and learning English as a foreign language.

In Chapter 1: Philosophy and theory, narrate my language learning experience and how this was influenced by the schools so I will provide information about the school, my teaching practice and furthermore my autobiography of me as a language teacher in order to contrast the theory with experience as teacher.

In addition, describe the school, geographic location, the community, resources of the school, school staff and the organization which describe my current teaching context like the name of the school, type of institution, teaching and language level, number of groups, students, etc.

There are some different theories which help us to guide our teaching practice, how can we act according to a certain problematic, what are teacher role in the learning process of a second language, a natural way to consider when we presented a new content and the specific and correct instructions that we can give students to be clear in what students need to do.

Remember that a second language acquisition and the authors who help to understand their research and the learning a language over the years, behaviorism needs a stimuli and reinforcement it does not matter if it is positive or negative, generative linguistics has a specific purpose to follow rules, structures and grammar to generate correct sentences, sociocultural theory when student interact with social and cognitive factors. Each school thought had a different way to define second language Learning.

design assessment and testing tools to meet the purpose of the teaching and learning activities to reflect students' performance in each activity and skill and identify the competencies that students have developed in teaching and learning practices. Teacher could analyze their professional perspective and development integrating standpoints on language, language learning and language teaching.

In addition, reshape teaching identity and philosophy under a new paradigm shift to identify how our teaching practice to impact in new generations, to give more importance and value to teaching profession, to take into account areas of opportunity to enhance teaching in the classroom.

In Chapter 2: methodology and practice are a permanent cycle that helps us know where we are to elaborate a plan of action. Feedback is the best tool we must redirect our plan towards our objective; therefore, it is important you take your tutor´s comments and suggestions into account to achieve common goals.

Testing and assessing our students help us know how we are doing, identify our strengths and weaknesses and modify our course of action to succeed in our teaching learning and professional development.

In the English language classroom, time is a key factor since we need to get the most out of it; that is why, to have a plan B is crucial to make teaching and learning goals happen.

After all, give ideas and strategies to prevent possible problems by planning optional activities according to school and student's context.

In Chapter 3: experience report, I analyze the teaching experiences that I implement in the group of study. In this section, I reflected about my teaching skills considering four important parts of my practice: the assessment, level of performance during the application, the way I set the purpose of the activity and the things or activities that I changed at the moment of my intervention.

CHAPTER 1: PHILOSOPHY AND THEORY

1.1 Teaching context, identity, and philosophy.

Teaching Context.

My teaching context is the Secondary school number 182 "José Vasconcelos" is located in Rio Lerma street in Cerrillo Vista Hermosa, Toluca. The school number 182 is surrounded by some services like stores, fondas and stationary shops.

The structure of the school has approximately 25 years but it has a good maintenance with the help of the people that is working in the institute. The school is extremely big and is necessary to keep it in good conditions and a lot of personal to satisfy the necessities of the students and building.

Inside the school there are a lot of complement services to do the institute better for the students, it counts with a principal office, lunch room, 15 classrooms, 2 advisor room, a laboratory, restrooms (boys and girls), cafeteria, soccer field, a basketball court, audiovisual room, main office and parking lot, green areas. There are some computers for the service of the students in computer laboratory where the English teacher give classes in English as a second Language to improve in the students the skills, teachers organize different kind of activities to learn and to have fun while they learn another language through games.

All the people here in the school interact in a respectful way with students, relatives and personal in the school, there is a principal Fernando Carlos García Tovar who is the main person in the school who helps and review the job of the teacher.

Based on my teaching, the school has students with a medium socioeconomic status, the school have the support of the relatives but sometimes is difficult for the teachers to have a meeting with them because they have a lot of things to do in their jobs, sometimes parents are supplied with close family in their houses that are the people that are with their children.

As an urban city, Toluca has facilities such public transportation, electricity, drinking water, satellite TV, internet access and public and private schools.

School Staff

The secondary school is organized by a specific hierarchy. The principal is responsible for the secondary school management, he attends a variety of administrative duties, such as the implementation and evaluation of educational programs, he heeds to parents comments, on supporting and supervising school staff. He is followed by the Deputy Master she attends situations related to classroom teaching. She checks teachers lesson plans, organized the academic progress meeting, and coordinates the staff.

There are three counsellors (one per grade), they support the students during the process of completing their secondary education, they guide the students in academic achievement and even in personal issues, they are the first people to solve a problem with the teachers. Teachers talk to them if a student has academic problems or behavior problems, counsellors are responsible for students' files, also they work close with the students' parents to guide their sons and daughters´ educational process.

Finally, the school staff includes: four secretaries, one is the principal´s receptionist, the others are responsible for each school´s year grade. They are responsible of having documents of each school year such as student's role, grades, and official documents. The school also has a staff of two concierges, they clean and look out the school.

Students in the school

The majority of the students in the Secondary School No.182 "Jose Vasconcelos" come from a middle class background, they have a lot of services around them (food, clothes, education) for many of students economy allows them to have a computer and internet at home, smartphones, some of their parents hold a university degree, technical degree, others work in industries which are close of them.

Most of the students live near the school and others come from different communities such as Constitucion Totoltepec, St Maria Atarasquillo, San Pedro Totoltepec and others from

Toluca neighborhoods. This information was obtained during the process of ordering students files and in academic process meeting.

The students in the secondary school are in their adolescence, according to the latin etymology adolescence means "adolecere" this words means suffer, in this stage adolescents face physical, biological, psychological and social changes (Compendio de materiales de la asignatura de Desarrollo de los adolescentes I Aspectos Generales,2013).Teenagers are characterized by being rebels, bad behavior, moodiness, they are looking for their identity because they are not children anymore neither adults yet, in the secondary school this period is notorious the different stage of the adolescence that students are growing through.

The ages of the students from the first grade to third grade are between twelve and fifteen years old, at these ages they are in the puberty- adolescence stage, according to the reading "procesos psicológicos centrales del adolescente" the puberty begins in the girls at the age of ten and in the boys begins between the age of twelve of fifteen years old, the physical transformation are the characteristics of this stage, here the primary sex characteristics and second characteristics appear.

Talking about behavior students in secondary school still have children's attitudes, the first year in the secondary school is special for the adolescents because it is a big change between the elementary school and this new stage of their lives.

Didactic Resources

The secondary school is situated in an urban neighborhood so it has all the facilities of an urban school such as, electricity, potable water, public transportation and infrastructure that includes fifteen classrooms for the fifteen groups, in each classroom there is electricity, chair for each student and a desk.

The secondary school number three has standing because there are important people who was in that school so it is the main reason why many people want their children to study there.

The other reason is because the secondary offers students' different workshops which gives the school community the opportunity to develop their students´ abilities.

Planning Sessions

I obtained information about the students through diagnostic test, the way about she worked and how to plan the classes. I know that is important to meet the context in the school and the most important for the student to guide a lesson plan, classroom management, how to teach English, we are guided by the English Program before, after, during our teaching practice in each group.

Each year as teacher helping me to understand the process of education and they guided me during my teaching and learning process, I experienced a gradual process in each teaching experiences in the scholar practice, from the observation of rural and urban communities and schools, the intervention in simple activities applied in each one and to learn the best way to planning a lesson at least for one or two weeks.

The advantage to being a mentor teacher has a big influence in the formation of a trainee teacher because we are active learners who wanted to know all the activities that are done in the secondary school, academic, administrative and the organization in the activities in CTE from the first day of classes until the end of the scholar year. The purposes of the observation week to take into account how the students start the first day of classes, how apply learning strategies, the way of evaluation, the teaching style and to observe student´s behavior in each classroom.

In conclusion, all the elements before mentioned could help us as teacher to start the lesson plan according with the characteristics of the group and the best way to teach students something new in a different language.

Observation Groups

I had the opportunity to observe my nine groups and then I noticed that the groups were large, around fifty students in each classroom. In the first class, I used to introduce themselves to students, I gave them some attractive materials to know the students' interests, review the previous knowledge and to discover students names.

I applied all my groups a diagnostic test, the diagnostic test was designed to know how much the students have learnt in the previous scholar year, and I took into account reading, listening, writing and vocabulary, the speaking exam was randomly in the first grade where students introduce themselves in some words, with the diagnostic I could notice how much students know something about the language but in this case most of the students were not able to understand neither the vocabulary nor catch some words in the listening. The students do not have knowledge about English so the test for them was difficult and they get frustrated.

I had the opportunity too to apply the learning style and interest test through this test I identify the predominant learning style in each group. Both results were important for me to start with my lesson plans and take into account all student´s characteristics. In the same way I applied a personality test that my mentor teacher each year gave students, here we met a little more the students who we were working.

I observed that each group and grade have a lot of differences such personalities which influence in the behavior of the group and the relationship that the students have with their classmates. The students have different interests which made them feel confident and create a friend group.

The Group Of Study

Why did I choose it?

I do my teaching practice in the secondary school No. 182 "José Vasconcelos" located in "Cerrillo Vista Hermosa" in the "Rio Lerma" avenue.

In the school, there are a lot of groups, but I was assigned to nine groups, four of second grade and five of third grade.

Each group has different attitudes as teenagers, their ages are between twelve and fifteen years old, they are in their adolescence. According with Stanley Hall the adolescence is especially dramatic and wild age in which countless tensions are produced". The students in first grade used to have children's attitudes because they came from elementary school.

The process to choose the group of study was through, the results of the diagnostic test made were based on the contents of the units of cycle four for first grade of National English Program in Basic Education (NEPBE), and the learning style test results.

My lesson plans with my group of study are according to NEPBE, helped me to improve in the student's Listening skill. I take into account the steps of listening although my listening activities were not in the same part of the lesson. I was reflecting that a listening activity could help me to give students scaffolding at the beginning of the lesson or to activate previous knowledge of a determined topic, then I had the elements to give them listening activities but with challenges and at the end of the lesson to review or assess the topic. Activities of the English skills in second and third grade was productive for the students because they were aware when I apply them activities with more speech not just vocabulary words about the content of the lesson.

My Currency Teaching Philosophy

What I am strongly feeling is to develop activities for my students in an easier way, the reason is simple because when I was students my thought about English language.

At first time I did not have idea to be an English teacher (in specific in this because in junior high school my teacher considered students who had the ability to speak fluently so I was not motivated to learn, and each school year was the same. I could not think in the advantages to include a new language in my life.

Over the years, my experiences with English classes were too traditional, they just use the book, taught grammar, some records about songs to complete and filling gaps, my exams were frustrated because I did not have the knowledge.

I consider all my background as an inspiration to change English teaching, and how can I transform students' idea about a second language? I did not have an answer yet. My purpose is meet my student´s interest, learning styles, create active strategies which help me to adapt my teaching according with the context.

During my time at "Normal No.1 de Toluca", I studied different aspects of education as pedagogy, didactic, psychology and every single day I loved each part of where my future would lead as an English Teacher. In that moment my thoughts had too much difference about what I reflect today and where I will go in the future, but I need more elements of teaching and continue to grow professionally through new methods, activities, use of technology, contextualize according with my workplace, my interests and at the end focus my teaching practice to develop English in an easy way to improve all the skills.

We are in a globalized world that is changing every year and a teacher must be prepared for any context, searching new methods or models, prepare new generations with the purpose to use their English language to develop all skills in their future.

There are some method, techniques, strategies, procedures and models that we as teacher known but we had the possibility to select what is thinking as the best option according to student´s needs and to have a successful learning and knowledge in English Language.

Teachers will create a healthy learning environment with the purpose of increase students learning, from my point of view is important to facility the process, also an effective communication helps decrease stress, tension, less apathy in students at the moment to be in contact with a new language.

Theoretical basis

CULTURE

The non-essentialist view of culture (Adrian Holliday, 2011) stresses the complexity and multiplicity of individual identities, going way beyond geographical or family backgrounds. People participate in different groups or cultures, which may be defined according to nationality, ethnicity, language, age, social class, gender, religion, political or sexual orientation, etc.

According to EEAILE (2023) these are the characteristics of culture:

Culture is shared. A culture consists of a group of people who share social knowledge, who have similar values and belief systems that enable them to interact successfully with each other. This similarity includes concepts of time and space, artifacts (the objects that they use), the structure of homes and communities, ideas about personal relationships and families, and language. We are not talking about nation states here (e.g., Mexico, the United States) because in each nation state, many (sub)cultures exist (e.g., urban and rural, northern and southern, rich and poor).

Culture is contextual. A culture emerges out of a specific context, environment and history. For example, a culture that develops in a desert is different from one that develops in a rain forest and one that develops in a cold climate is different from one that develops in a warm climate. The context determines what people eat, the construction of their houses, and even what they talk about. Context also includes political, economic and social forces such as revolutions, invasions, economic depressions or even things less dramatic like the invention of mobile phones, I-phones, and computers.

Culture is dynamic. Cultures change as a result of contextual factors such as the internet, the economy and television. Because of this change, we say that cultures are dynamic. Another way of saying this is that cultures are not static. They do not stay the same.   The cultures your parents and grandparents grew up in are different from the ones you live in now. One

major difference between the two generations is the use of technology. Another difference is the music each generation preferred. Each generation also has its own special words that define it as different from the generation before.

Culture is learned. Culture is learned from parents, family and friends to children and from one generation to another. Culture is learned through schools, churches, work places and other institutions. Children imitate what they see others doing and are often corrected if they do something considered wrong. Although you learn your culture, as you get older, you can accept or reject parts of it. You are not a passive cup that your parents and others fill with their culture. You are an active participant in creating yourself.

Culture is unconscious. From the time we are first born we unconsciously learn our culture through seeing, listening, doing and responding to what is around us. At this unconscious level we learn what is acceptable or unacceptable behavior and we make judgments of what is right and wrong based on what we learn. As we get older, especially if we study culture and visit other cultures, culture can become more conscious, and we are more aware of our capabilities to make decisions.

In the platform we have the most relevant ideas about the culture and how it could be considerate in the classroom or student live, I noticed that we are involve in different characteristics of a culture and it depends on our breeding, the values, the ideas according to the traditions and how it could model us to see our context.

INTERCULTURAL COMPETENCE

Intercultural situations arise when an individual perceives another person (or group of people) as being culturally different from themselves. Every human being is regularly exposed to intercultural situations, with or without direct interactions with others. (Competences for Democratic Culture, Council of Europe, p. 20)

This important competence will be developed when we practice at the moment to communicate to each other, in a second language it will have to increase with attitudes, cultural knowledge and skills as listening, observation and perseverance of the world.

MODEL OF INTERCULTURAL COMPETENCE

Intercultural competence gives us specifics ideas of what could have a person in attitudes, the knowledge on social groups, skills to interpret, skills at the moment to interact and the cultural awareness that will read in the following chart by Byram Gribkova, and Starkey

Table. Model of intercultural competence

Intercultural attitudes (savoir être)	Curiosity and openness, readiness to suspend disbelief about other cultures and belief about one's own. Willingness to relativise one's own values, beliefs, and behaviours. Ability to "decentre".
Knowledge of social groups (savoirs	Knowledge of social groups and their products and practices in one's own and one's interlocutor's country, and of the general processes of societal and individual interaction.
Skills of interpreting and relating	Ability to interpret a document or event from another culture, to explain it and relate it to documents or events from one's own.
Skills of discovery and interaction	Ability to acquire new knowledge of a culture and cultural practices and the ability

(savoir apprendre/faire)	to operate knowledge, attitudes and skills under the constraints of real-time communication and interaction
Critical cultural awareness (savoir s'engager)	Ability to evaluate critically and on the basis of explicit criteria, perspectives, practices and products in one's own and other cultures and countries.

Taken from EEAILE Module 3 Unit 1 lesson 3, 2023.

CULTURE IN THE LANGUAGE CLASSROOM

Kramsch, Claire. (1983) Culture thus permeates the classroom setting in students, the teacher, and the school itself, and even the class activities and materials. It's important to point out that each element in a language classroom, starting with the student him/herself, conveys representations of the culture, that is, it is not enough to think of the cultural object, but the meaning that is communicated or constructed about that object.

English classroom is a good example of intercultural process because all the elements are influenced by the culture and as teacher must take into account strategies to learn about variety of culture and to help students to face the globalized world.

CHAPTER 2: METHODOLOGY AND PRACTICE

2.1 A practical and useful lesson plan

The following lesson plan is the new version of the previous lesson plan in adaptation of the characteristics of the moment to apply and the conditions in the schedule.

TEACHER´S NAME:	Nancy Yareli López Castañeda		
TARGET LANGUAGE	English		
LESSON NAME:	Traveling around the world		
LEVEL:	Elemental (A2)	Class Length:	55 minutes
LESSON OBJECTIVE	At the end of the activity the students will be able to identify differences between cultural aspects from Mexico and English-speaking countries.		
MATERIAL	Posters, Flags, Information about countries, white sheets, markers.		

Duration	Stage	Description	Materials
5 min.	Warm up	T sings with Ss Mystery bag song and jazz chant with the vocabulary words seen. T and Ss repeat together the vocabulary.	Paper bag Flashcards

10 min.	Reading	Students will read about culture definition and some other aspects of the culture.	Culture worksheet and Family tradition. (Annex 2)
		Students will read important information about a specific country.	
		Ss complete a worksheet about their own Family traditions.	
15 min	Writing	T gives Ss an explanation of a country and then Ss are going to complete their country research report.	My country research report worksheet (Annex 3)
		Students will write in a worksheet the important information.	

| 25 min | Speaking | Individually students will select a country and organize to performance and to present with a poster. | Posters Country worksheet. (Annex 4) |

LESSON PLAN STAGES

LESSON PLAN STAGE 1. WARM UP

ACTIVITY	PURPOSE	MATERIAL
Warm up	T sings with Ss Mystery bag song and jazz chant with the vocabulary words seen. T and Ss repeat together the vocabulary. The purpose is to motivate students to learn through mystery bag song to guess the topic of the day.	Paper bag Flashcards

It is important to take into account at the beginning of each class to activate previous knowledge (schema) of the students to generate a good learning environment before start

with an activity in that way the students could feel confidence in the activities that they were doing.

In my point of view the role of the teacher is considerable elemental in an English class because it helped students to understand better the lesson, to follow the sequence that the teacher planned for them. Sometimes it complicated for the teacher to achieve with all the roles that they had in their classroom. In my study group I scaffold my students in the difficult listening activities and create a confident environment for them before to continue with the activity, is vital to take into account that if one of the activities is a mess in the group, we had the flexibility to change it. I need to pay more attention in my role in my group and how could I do to develop of the roles.
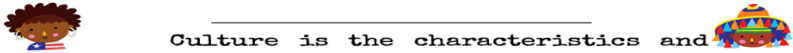
According to Wilson (2008, p 15) mentions that bottom up model emphasizes the decoding of the smallest units - phonemes and syllables - to lead us towards meaning. The approach is based on discrete units of language in the text. I applied bottom up activities to observed if the students could understand the words given in the activity, it was an useful part for them because when I gave them a challenge to complete the lyrics of a song they were aware to do it. I could see the advance of the students in each activity.

LESSON PLAN STAGE 2. READING

ACTIVITY	PURPOSE	MATERIAL
Reading	T and Ss read together culture text. T and Ss read the specific information (researching	Culture text Researching about their country.

| | about their country) and select the most important.

Ss underline name of the country, capital, language, famous landmark, typical food and located in the map. | |

Note: Worksheet about culture

In my lesson plan according with the level of my students I tried to introduce with a little text about Culture, this text really was good because the students understand almost the words, so I used mimic and realia when I read the information to make a little pause because I tried to make moves to my students to understand the words, I also did pause to give examples of things they use in their life and take things related to recipe.

The TKT Glossary says about realia "Real objects such as clothes, menus, timetables and leaflets that can be brought into the classroom for a range of purposes".

From my point of view the lesson plan helps to know the sequence of my class and have the time organized.

Sometimes the students have the idea that English is difficult, and at the moment that interact with this they understand that the English is a good tool where they can found a lot of things that they can use in their life.

But before to start to read a text we as teachers to do a introduce, we should familiarize the students with the words, we should give a specific vocabulary, we must also ask questions related to the topic of the text so that they start to interacting without really knowing that talk to this form the students feel that they can understand all the words, also if they feel the English is not difficult they are interesting in the topic.

Teaching English with reading give me the opportunity to take a new challenge; my challenge is enjoying the reading with my students, understand the text, know new words, interacting with the text and understand it.

Using little activities is easier the students want to pay attention in the class and to this reason they are motivating and will be funny read a text.

Another stage of the reading lesson plan is the while-reading, this stage is to help the learners understand the text, and they may first do an easy scanning or skimming task (Davies Paul).

LESSON PLAN STAGE 3. WRITING

ACTIVITY	PURPOSE	MATERIAL

| Writing | In teams, students will compare their information and select again the most important but, in this moment, to be agree with the other.

Ss complete with their information my country report worksheet.

In teams, students will create a poster with the information. | Country information

Notebook |
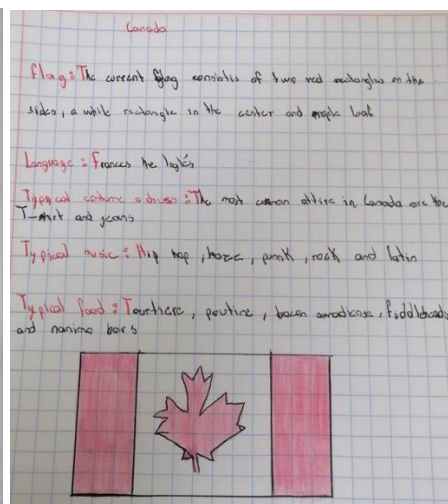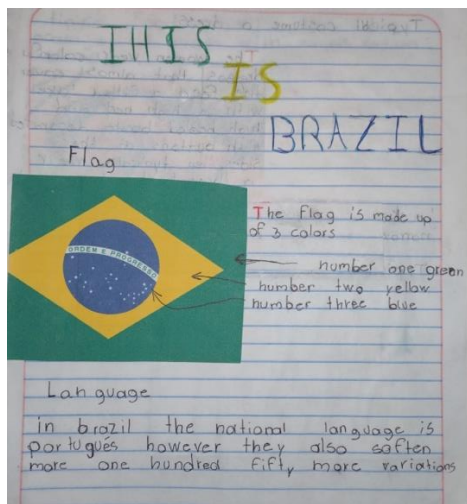
Nowadays the teaching of a second language or foreign language is a difficult part for the students, but it is an important part to be competent in the present and future. The teachers often support and motivate students to learn a new language and to develop their skills, for

this reason teachers see the errors or mistakes of the students to help them to be successful in the subject and to create in the students a meaningful learning.

In some of the cases the student's performance the errors when they are hurried or tired and it is when they did not take into account, the way that they write a word. There are students with low level it is in most of the cases, and it is because when they started with the foreign language the teachers did not correct the student's errors and so the students are in the fossilization with the new language and the way to write something.

I was asking students why they make error in English and they answered me that it is because they listen a word and when they tried to write the word is completely different so they commonly get frustrated with this situation or it is because they did not want to copy in another language.

When students write sentences, I could see that Ss did not write the tense correctly and it is because they wanted to write like in their mother tongue or when students just use a tense to write everything they do (simplification) and so they did not take the risk to write with other tenses.

I was reflecting about it, and I am sure that the purpose of the students when they write or express something is to give words that a person could understand easily and to give the main idea of their point of view and it is too because the teacher did not be strict and motivate.

I know that one of the most important things that we can take into account is that the students in the secondary school are distracted for everything around them and so easily could make slips in their writings or in the language could exist the interference between their L1- L2.

The teachers must take a guide role for their students and give them models (parallel writing) to do a successful writing or to develop the skill in the students.

In conclusion the teachers must think in a different way to give students feedback on the errors or mistakes that they could have in their writings or in their speech. Sometimes the teacher could get frustrated to think in the different way that they could face the production of the students.

LESSON PLAN STAGE 4. SPEAKING

ACTIVITY	PURPOSE	MATERIAL
Speaking	Ss performance their country. The listener group at the same time will complete worksheet report according to the countries.	Slides or posters about countries to performance.

The "Rhythm, Stress and Intonation" are very important in the spoken English language, especially in oral manifestations as the songs are. A song without rhythm, stress and

intonation is not a song, I mean, across the songs we can express our feelings and when we express our feelings use the rhythm, stress, and intonation.

Teaching English Language requires that teachers do their "Lesson Plans" considering the four skills (listening, reading, speaking, and writing). We must understand that "listening and reading" are receptive skills and "speaking and writing" are productive skills.

For many years people taught speaking by having students repeat sentences and recite memorized textbook dialogues. Nowadays, there are a lot of strategies to teach English language. Apparently, listening and speaking are often taught together, but as listening is a receptive skill, it must be more important than speaking practice. I mean, first we have to learn how to crawl if we want to learn walk, first learn to walk, after that learn to run, and so on.

"The affective filter is an imaginary barrier which prevents learners from acquiring language from the available input. Affect refers to such thing as motives, needs, attitudes, and emotional states. A learner who is tense, angry, anxious, or bored may filter out input, making it unavailable for acquisition." (Krashen, 1985, p. 39). According to Krashen's theory "The affective filter" and the last point, they have the motivation in common. Motivation is an important factor in the English class because it raises the students' interest for the meaningful learning.

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

Assessment

In the lesson plan each part of the lesson and student´s performance and in all the activities teacher are guided for observation of the class and check list of the activities. In Basic schools we have the opportunity to decide the type of assessment, our students got a basic English Level.

Here is the observation checklist to consider in the class:

Teacher _____ **Date** _____ **Prd/Class** _____

ENVIRONMENT

Layout	
• flexible, moveable	
• attractive, inviting, clean	
• safe and orderly	
• other	

Visual	
• graphic organizers	
• flowcharts	
• samples of proficient work	
• essential questions posted	
• other	

Student work displayed	
• current	
• varied	
• respects confidentiality	
• other	

Print rich environment	
• variety of books	
• content specific print	
• other print media	
• books & media are current	
• multi-cultural materials	
• other	

Variety of instructional materials	
• manipulatives	
• models	
• audio, video tapes	
• computer	
• other	

Classroom management	
• rules/procedures posted	
• evidence of daily procedures	
• reinforces rules/procedures	
• other	

STUDENT ENGAGEMENT

Active engagement	
• discussions	
• students on task	
• minimum of teacher lecture	
• student movement	
• manipulatives	
• directed by teacher	
• interest/excitement	
• other	

Student talk	
• student initiated	
• balance of teacher/student talk	
• student/student talk	
• other	

Positive reinforcement	
• genuine praise	
• respect for student	
• high expectations	
• other	

Student grouping	
• whole class	
• groups of 4 or more	
• duo/trio	
• individual	
• other	

Group activity	
• discussion	
• problem-solving	
• peer editing	
• study groups	
• writing/sharing	
• other	

Comments:

VARIED INSTRUCTIONAL STRATEGIES

Teacher activity	
• lecture	
• discussion leader	
• modeling	
• monitoring/adjusting	
• formal assessment	
• informal assessment	
• other	

Authentic problems & questions	
• problem solving activities	
• reflect core content/curriculum guide	
• real life connections	
• student self-assessment	
• experimental/hand-on learning	
• other	

Instruction/Orientation	
• direct instruction	
• independent work	
• cooperative learning	
• other	

Choice	
• teacher-initiated	
• student-initiated	
• other	

Learning Strategies	
• addressing MI (verbal, logical-mathematical spatial, kinesthetic, musical, interpersonal, intrapersonal)	
• use of Marzano Strategies (Identifying Similarities & Differences; Summarizing & Note Taking; Reinforcing Effort & Providing Recognition; Homework & Practice; Nonlinguistic Representations; Cooperative Learning; Setting Goals & Providing Feedback; Generating & Testing Hypothesis; Activating Prior Knowledge; and Teaching Specific Types of Knowledge)	
• project-based learning	
• higher level questioning strategies	
• teacher acting as coach/facilitator	
• independent inquiry/research	
• sustained writing/reading	
• other	

Taken from https://www.printablee.com/post_printable-observation-forms_331316/

Inside the observation checklist, we can observe at first time the environment of the class considering layout, visual elements, students work displayed, print rich environment, variety of instructional materials and classroom management. I consider these elements as essential part in English class to increase students' performance and to follow their progress.

In students' engagement depends on the following aspects with the purpose of reflect active engagement, student talk, positive reinforcement, students grouping and group activity. English class is considering one of the most difficult subjects for teenagers so its complete important to give students feedback in their performance, participations, work in class according to their advance in other words a formative evaluation.

CHAPTER 3: EXPERIENCE REPORT

RESULTS HANDS-ON SECTION

STAGE 1 Warm up	From my point of view, this activity helped students to activate the schemata to recognize culture vocabulary and focus their attention in the new topic. It was a good activity for them to familiarize. Furthermore, with this activity students started to know the meaning of main vocabulary because they were practicing the pronunciation about the unknown vocabulary.
STAGE 2 Reading	According to my experience the reading skill is one of the most difficult parts of the second language acquisition, first at all because of an important cultural factor: In Mexico we are not used to read. So, if we do not even read in our native language, we neither do it in English. Learners think they do not know anything about English language, but the reality is that they do not realize the knowledge they have. We must tell them the purpose of the reading to focus on what we need they learn, but using things they like. It is impossible to try to teach something that they are not interested in. Work with the texts was not as difficult as I thought but I was afraid of the reaction of the students if they did not know what the reading contains. What I had to do was elicit the students to read
STAGE 3 Writing	In some of the cases the students' performance the errors when they are hurried or tired and it is when they did not consider, the way that they write a word. There are students with low level it is in most of the cases, and it is because when they started with the foreign language the

	teachers did not correct the student's errors and so the students are in the fossilization with the new language and the way to write something.

I was asking students why they make error in English, and they answered me that it is because they listen a word and when they tried to write the word is completely different, so they commonly get frustrated with this situation or it is because they did not want to copy in another language.

When students write sentences, I could see that Ss did not write the tense correctly and it is because they wanted to write like in their mother tongue or when students just use a tense to write everything they do (simplification) and so they did not take the risk to write with other tenses. |
| STAGE 4

Speaking | In this part of the lesson, I just consider for my video a participation and the classmate participation was faster because she was nervous at the moment to share her country information.

The rest of students were taking notes according to what her classmate were mentioned them.

In other words, and from my point of view, in the process of learning a new language, learners begin their contact with the language by the receptive understanding of the new items, then later move on to a productive use. |

According to lesson structure, the warm up was the best way to introduce the topic even when at the first time they did not have the curiosity of what can they find inside bag, then students practice vocabulary words previous taught with jazz chant of three words that could select, next to teacher and learners read together "Culture reading" which give me the opportunity to take a new challenge to enjoy the reading with my students, understand know new words,

interact and understand the text, for teenagers using little activities is easier the students want to pay attention in the class and to this reason they are motivating and will be funny read a text. Using little activities is easier the students want to pay attention in the class and to this reason they are motivating and will be funny read a text.

Writing part was in a basic level to complete the specific task with student´s previous searching of a country, they had the opportunity to select freely the presentation way in front their classmates to share with them the specific information which was written in "research report".

Teachers have super powers to modify an activity if something is wrong or not as is thought and activity, and I mentioned because listening part was a trouble, in that moment my students had a confused face with the record even though it was slowly and understandable, they got frustrated easily and teacher could modify it.

In each lesson, the role of the teacher is considerable elemental in an English class because it helped students to understand better the lesson, to follow the sequence that the teacher planned for them. Sometimes it complicated for the teacher to achieve with all the roles that they had in their classroom. In my study group I scaffold my students in the difficult activities and create a confident environment for them before to continue with the activity, is vital to consider that if one of the activities is a mess in the group, we had the flexibility to change it.

English class is considering one of the most difficult subjects for teenagers so its complete important to give students feedback in their performance, participations, work in class according to their advance in other words a formative evaluation.

Materials Evidences

VIDEO LINK

https://youtu.be/JvaKQe0es78
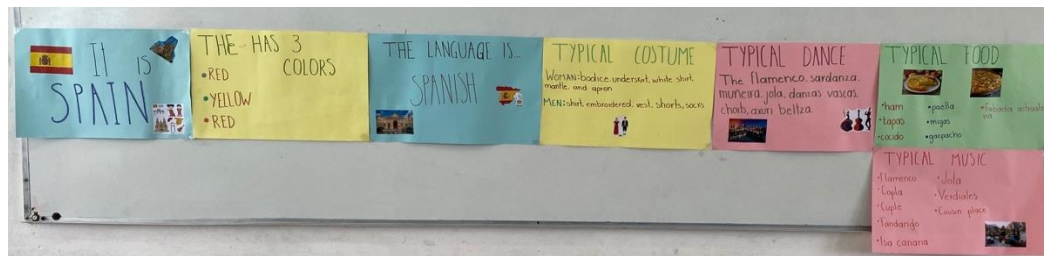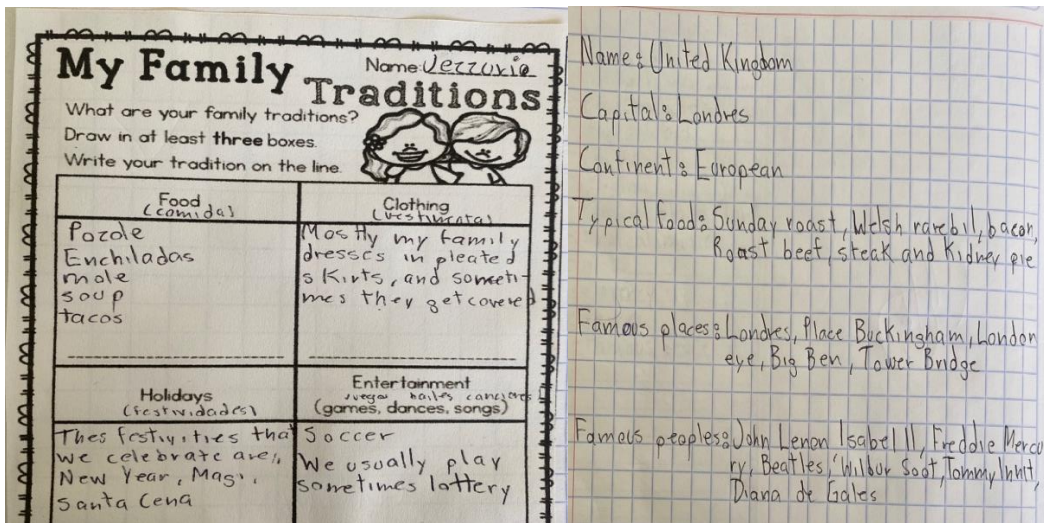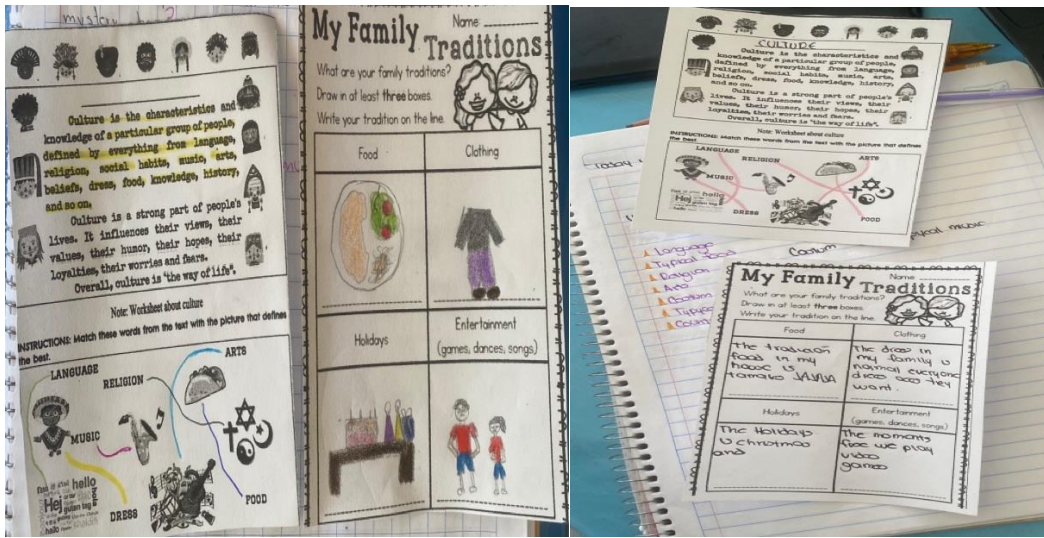
CONCLUSIONS

Nowadays Mexico faces the challenge to educate generations for the XXI century, and to provide to their people competences for life through education, so improving intercultural lesson in a classroom generate a specific purpose to communicate with people around the world, knowing the culture, values and not just a surface culture otherwise deep culture. According to Reforma Integral de la Educación Básica 2011, the importance to teach English as a second language in Mexico due to the global world where English represents and international language communication, and everyone must develop its English knowledge during basic education to be able to communicate in different environments, (SEP, 2011). This reform creates a necessity to change the way English is taught in basic education, for this reason "Programa Nacional de Inglés" (NEPBE) was created, it is stated that language teaching in a dynamic social event in which the teachers, learners and content interact to reach the purpose of learning English as a second language in the same way that mother tongue was learned. (SEP, 2011).

Something that I learned in the last teaching practice is that is very important considering the attitude of the students during the planning lesson and take to account the hour of the day your class is going to be, if you want that your class be successful you must do it, because the teenagers have a lot of energy and they must be active during the class, some author say that give the students the capacity of choose their own texts is not a good idea.

The National English Program in Basic Education is based on teaching English as a second language creating environments where communication is possible.

During my initial teacher training and through the observation and teaching practices in ESL (English as Second Language), that I have developed in different schools, I noticed that students rarely has intercultural activities, caused by the majority of English teachers focus on grammar components where students answer grammar exercises, even some teachers speak the majority of English lesson.

According with the syllabus 2011, the second language (English) in the secondary school must provide to the student's elements to use and understand the second language in their

lives, communicate each other to meet other cultures, respect and understand how in the world there are a variety of thoughts and values. In this aspect, I consider that teacher must improve the way to see the cultural aspects of the students and to help them to match and value differences.

Taking this further with the students as a teacher I wanted to create an environment in my group of study where students were able to socialize their culture in English avoiding the fear.

In agreement with the Syllabus 2011 (SEP,2011) to create a learning environment is necessary the clarity about the expected learning, recognize the components of the contexts and the interactions between teacher and students.

The activities and materials are important to teach a language, because it helps to catch students´ attention, develop successfully English class, motivate students in a determinate moment, encourage and create a good environment. Activities and materials were chosen, adapted and designed according with students´ learning styles, hence the importance to meet our students to use the same material but give them different use.

APPENDIXES

Appendix 1

MYSTERY BAG SONG

Mystery bag (x2)

What can you find in the mystery bag

Culture is the characteristics and knowledge of a particular group of people, defined by everything from language, religion, social habits, music, arts, beliefs, dress, food, knowledge, history, and so on.

Culture is a strong part of people's lives. It influences their views, their values, their humor, their hopes, their loyalties, their worries and fears.

Overall, culture is "the way of life".

Note: Worksheet about culture

INSTRUCTIONS: Match these words from the text with the picture that defines the best.

LANGUAGE   RELIGION   ARTS

MUSIC

DRESS   FOOD

Note: Worksheet about culture

Appendix 2b

My Family Traditions

Name: _____

What are your family traditions?
Draw in at least **three** boxes.
Write your tradition on the line.

Food	Clothing
_____	_____
Holidays	Entertainment (games, dances, songs)
_____	_____

My Country
Research Report

The Flag

By _____

My country is here...

My country is:

_____

The capital is:

_____

The language is:

_____

My country is in:

North America	Antarctica
South America	Australia
Africa Europe	Asia

Food:

_____

_____
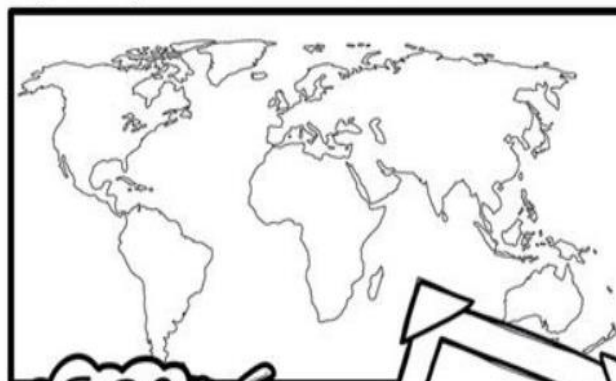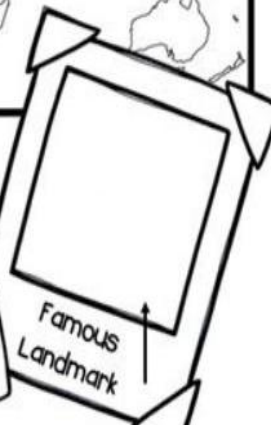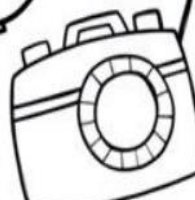
Famous Landmark

Country: _____

Location

Continent: _____

Place an X on the map where this country is located.

Draw the country's flag in the box below. **Flag**

Details

Capital City: _____

Language(s): _____
_____

Population: _____

Current Leader: _____
_____

Currency: _____

FOODS

FAMOUS PEOPLE

Landmarks

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DECLARATION LETTER:

I declare that the following assignment "English Activities to promote Interculturality through second language acquisition" is entirely my own work and that it is written in my own words and not those copied directly from any source, except for those properly acknowledged.

I understand if I omit to cite in any document signed under my name, I am committing plagiarism, which is unaccepted in any academic environment, and it is a serious violation of the institutional regulations, stated by the Guidelines for Academic Honesty in Citation and References included at http://eeaile.cealupn.net/pluginfile.php/2441/mod_resource/content/1/eeaile_1_00_Academic%20Guidelines%20for%20Citation%20and%20References.pdfm "Participants must be aware of norms for Academic honesty. The following are the policies that the Specialization has adopted, based on Georgia State University (http://www2.gsu.edu/~wwwfhb/sec409.html) and Universidad Pedagógica Nacional policies. As members of the academic community, students are expected to recognize and uphold standards of intellectual and academic integrity. The program assumes as a basic and minimum standard of conduct in academic matters that students be honest and that they submit for credit only the products of their own efforts. Both the ideals of scholarship and the need for fairness require that all dishonest work be rejected as a basis for academic credit. They also require that students refrain from any and all forms of dishonorable or unethical conduct related to their academic work."[1]

Definitions and Examples

The examples and definitions given below are intended to clarify the standards by which academic honesty and academically honorable conduct are to be judged. The list is merely

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[1] EEAILE-CEAL. UPN. Guidelines for Academic Honesty in Citation and References. http://eeaile.cealupn.net/pluginfile.php/2441/mod_resource/content/1/eeaile_1_00_Academic%20Guidelines%20for%20Citation%20and%20References.pdf

illustrative of the kinds of infractions that may occur, and it is not intended to be exhaustive. Moreover, the definitions and examples suggest conditions under which unacceptable behavior of the indicated types normally occurs; however, there may be unusual cases that fall outside these conditions which also will be judged unacceptable by the academic community.

A. Plagiarism: Plagiarism is presenting another person's work as one's own. Plagiarism includes any paraphrasing or summarizing of the works of another person without acknowledgment, including the submitting of another student's work as one's own.

Plagiarism frequently involves a failure to acknowledge in the text, notes, or footnotes the quotation of the paragraphs, sentences, or even a few phrases written or spoken by someone else. The submission of research or completed papers or projects by someone else is plagiarism, as is the unacknowledged use of research sources gathered by someone else when that use is specifically forbidden by the faculty member. Failure to indicate the extent and nature of one's reliance on other sources is also a form of plagiarism. Any work, in whole or in part, taken from the Internet or other computer-based resource without properly referencing the source (for example, the URL) is considered plagiarism. A complete reference is required in order that all parties may locate and view the original source. Finally, there may be forms of plagiarism that are unique to an individual discipline or course, examples of which should be provided in advance by the faculty member. The student is responsible for understanding the legitimate use of sources, the appropriate ways of acknowledging academic, scholarly or creative indebtedness, and the consequences of violating this responsibility."

The "Reglamento General para estudios de posgrado de la UPN" states as follows in the

TITULO QUINTO: De las sanciones y recursos.

CAPITULO 1. De las sanciones

III. Baja definitiva en los siguientes casos:

d) Presente como propios trabajos académicos que no son de su autoría, entre ellos, artículos, revistas, ensayos, libros, tesis profesionales o de grado, así como cualquier otro sin consentimiento expreso de su autor."[2]

Nancy Yareli López Castañeda

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[2] Reglamento General para estudios de posgrado de la UPN.
http://137.135.91.197/normateca/index.php/category/6-reglamentos-internos.html