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**PROPUESTA DE INTERVENCIÓN EDUCATIVA
MEDIA AND ITS POTENTIAL CULTURAL VALUES**

TRABAJO RECEPCIONAL

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

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Introduction

Intercultural communication competence has become a much-discussed topic in foreign language teaching. Nowadays many teachers teach outside their own country, so schools must integrate this competence as part of language teaching. Globalization is an important factor that has a great influence on the development of intercultural communication competence, specifically in relation to the development of new technologies in communication and transportation, in the movement of population around the world. Also relevant is the fact that it is important to develop cultural understanding in order to be able to communicate with people appropriately and respectfully. This is why we should try to develop students' understanding and openness to other cultures as a basic part of second language teaching, rather than just giving them cultural information.

To succeed in creating this understanding of other cultures, teachers must focus on changing the traditional approach to a critical one, where students' intercultural competence is developed. This competence is, according to Aleidine Moeller (2014) "At the heart of intercultural competence is the preparation of individuals to interact appropriately and effectively with those from other cultural backgrounds". This approach is important for language learners because they can practice their language skills in a practical usage and allow them to make decisions when doing social interactions.

The purpose of the activities presented in this document, is to improve students' intercultural awareness and ability to cope with possible culture shock or misunderstanding. As well as enable students to be more active viewers of one of the most consumed types of media that has potential cultural values. Also to recognize that these sources contain cultural values related to Japan, which can be a source of confusion for people of different cultural backgrounds.

In the teaching-learning environment, there is a constant need to measure the results or the quality of the responsiveness of the teaching and learning process, as it is a very important part of our teaching practice to know and recognize our performance in our daily work. This paper will address topics that have been discussed in previous assignments and have had a relevant and positive impact on our teaching experience. As well as the details of

the implementation of the lesson plan: Evidence of the carefully planned activities will be shown through a video recording. A description of the development and results of the planned activities in terms of the students' learning process and perspectives as a teacher will be presented.

One of the purposes of this paper is to talk about teaching identity, and who we are as a language teacher. It will also address experience as a student and the influence it has caused to become the educator I am today. Previously in another assignment, we have discussed teaching philosophy and how we would like students to see us as authority figures. This time I have modified my teaching philosophy to better fit my ideas and beliefs as a teacher.

This document shows two consecutive lessons in a class with university students. The lesson has been designed with the purpose of focusing on developing intercultural competence skills through the use of practical approaches such as interpretation exercises and content analysis in the media to help students lead to positive actions. To complement this planning, examples of rubrics to be used to evaluate the different activities contained in the planning are presented.

Finally, this document shows the description of the development of the activities of the lesson plan, and the results achieved from the teachers' perspective and the students' needs. Also the final reflection on process and the results in relation to the strengths and weaknesses of the students that lead us to identify the areas or opportunity for the fulfillment of our teaching goals.

Chapter 1: Philosophy and Theory

1.1 Teaching Context, Identity and Philosophy

Teaching Context

My name is Zoila De Paz Escobar and I have a bachelor's degree in Tourism Business Administration from Universidad Realística de México, in Puebla City, which is located in central Mexico and is the fourth largest city in the country. It was founded in 1531 by Spanish colonizers, and it is known for its colonial architecture, including its historic downtown, which was designated a UNESCO World Heritage site in 1987 as stated by Aparna Patel (2023). Currently, I am a teacher at Puebla Metropolitan Polytechnic University (UPMP), this is a public, bilingual and sustainable university.

Regarding the location of my context the UPMP is situated in the south part of the city, most of the students live in the area surrounding the campus, and they take around 20 to 40 minutes to get to the educational institution. Some, the minority, commute from distant neighborhoods, approximately one hour away or little more. Most of them do not have a car or motorbike so they use public transportation to get to school.

According to J. Gary Knowles et al. (1999), anyone who has been inside even two schools knows that, while they may be similar in many overt ways, schools differ markedly in the way they 'feel'. That means that there are remarkable differences in the way in which teachers' work takes place, as simple as the location of the institution, the school level, the people, the curriculum, the materials at hand to perform in the classes, and even the community. It helps to clarify the important connection between school context and teacher development in class. (p. 373)

Going back to the part that I work at the UPMP, I have been working there for four years, and I have to say that it has been one of the most fulfilling experiences in my professional career. I have experienced working for private elementary schools for 13 years, but I must mention that working at that level was much more demanding for me, not only because of the difficulty of teaching young children, being able to hold their attention and get them to develop in the English language, but also because of the responsibility of being in charge of the safety of young children both in and out of the classroom. In addition to how

complicated it is to deal with parents of a high socioeconomic level who believe that by paying high tuition they can intervene in the way children are taught.

If I mention that working at UPMP is one of the most satisfying experiences, it is because I discovered that I like working with young adults more, because I can communicate with them more easily, I can express myself at their level, and maybe it has something to do with the fact that I am the mother of two young girls and I can be more empathetic with my students for this same reason.

English has been one of my favorite subjects since I was in school, it became a success and a professional skill that was naturally developed and honed over time. Once UPMP offered me the position of English teacher, I was able to get involved with older students and in a friendly environment where I found the chance to work with very professional colleagues.

Students at UPMP have different profiles and backgrounds. Currently, I teach three English groups, first graders, fourth graders and seventh graders. First graders come with the most basic English level and skills of all the three groups, their average English level is A2 and I consider it is the most challenging class at this point because of the low vocabulary, understanding and comprehension level. The fourth and seventh graders have an average English level of B1 and B2 based on Cambridge (2023). All groups have similar social and language profiles, their socioeconomic level is low, some of them even have to work to help with expenses at home, and most of them come from public schools.

An important aspect to be taken into consideration is that UPMP is a public school, with functional but limited resources. We have WiFi connection and all classrooms equipped with projectors and computers, but sometimes it can be insufficient compared to a private university. Another issue I have found is the lack of interest students have in learning the culture surrounding the new language they are acquiring. They are not interested in watching TV shows as sites and doing reading in English, and this slows down their learning process. Despite these difficulties, the students manage to advance in their tasks and cope with this by learning English as a second language.

For some students, despite their social background, their life experiences and resilience are surprising. Some of them face serious family problems, some others find

themselves in difficulties that lower their self-esteem and unfortunately suffer peer pressure and make poor choices that impact their development, even quitting school. In spite of all this, the students come to class showing their best smile, with a good sense of humor and respect for their classmates, teachers and the institution.

At UPMP we work following our textbook, which we use as a basis for class activities. Usually, to complement them, I use authentic material such as videos and audios so that students can listen to native speakers in common conversations and learn new vocabulary and improve their pronunciation, and trying to teach them that English is a lingua franca that can be used in many different countries.

Finally, I consider it important to mention that I always try to create a fun and relaxed but respectful environment where my students can speak freely without feeling judged or embarrassed. I do not allow teasing of any kind and I constantly encourage them to express their doubts and ask the necessary questions whenever they need it, that way I can contribute to help them gain confidence when participating.

Teaching Identity.

Following to Sanako Blog (2021) simply speaking, teacher identity is defined as the beliefs, values, and commitments and individual holds toward being a teacher. It comes from the teacher's past and current professional and personal life experiences, these influences in the way teachers creates, plans and understands their goals through their careers. We can say also that it is a reflection of teacher's personality and a definition of themselves. This helps the teachers to become more sensitive and able to have a connection with their students.

My identity as a second language teacher has evolved over time because of some changes in internal and external factors. By internal factors, I mean my emotional states. After my graduation from University, I worked in a small Elementary School; the work was interesting, it was the first time for me teaching, but a little stressing because I had no experience doing that. At that time, I was able to discover that teaching was what I wanted to do as a profession. As for external factors, such as work environment and job circumstances, I think they were favorable. The environment at work was familiar and friendly, since my colleagues treated me well.

I always try to motivate my students; I want to share my ideas, because I believe that if they are motivated, they learn any topic. For that reason, I always look for the chance to get to them. I consider that I am a leader with respect to the equality and justice inside the classroom, because, I think that a leader is someone who share the ideas and the activities among their team while considering the opinions. However, to be more specific, it is someone who show its attitude with example. I attempt to maintain the equality and justice with coherence and making activities for all the students.

I consider myself an open educator that based on previous experiences as a teacher and as a student, have built a method of teaching. This method is based on my students' needs and their critical thinking that allows them to manage their language issues on their own without having to resort to translation. I also identify myself as a mentor and a kind of guide to provide knowledge in every lesson and a variety of tools my students need to express themselves in an appropriate, accurately, and freely way.

Teaching Philosophy.

There can be many purposes for writing a teaching philosophy, according to Mary Bowne (2017) "It is a reminder of an educator's values and believes so that he or she strives to be consistent in his or her actions in the classrooms and his or her interactions with students". It reflects teacher's beliefs and values about teaching and learning, and discusses the identity of how he or she educates others.

I truly believe that my teaching philosophy can make me a better teacher. I could not teach with the same curriculum throughout my professional career as an English teacher, since the curriculum needs to be adjusted or modified to meet the interests and needs of the students. The same applies to teaching philosophy, as we learn new ideas and techniques, it is important to modify the whole process to be suit the learners.

It has happened to me that when a student gets low scores on a test, he or she says: why do we have to learn this anyway? An essential part of my teaching philosophy is to look at why learning English is important to my students. Perhaps it is because they are interested in learning an international language that is spoken in many countries, for travel purposes, or perhaps because they plan to study abroad in a country where they speak different languages. Regardless of the case, I need to find the answer to why students should learn English and

let those reasons guide me in carrying out my lessons. My teaching philosophy will remind me why I am doing this job, what my goals and objectives are and why I love this profession.

My teaching philosophy gives me the reason why I choose the methods, the different activities and in general, the development of the lesson plans. I believe that learning happens when I see my students as my clients, each one with their own needs, I can empower them to take an active role in their own learning, and here at this point motivation is basic. My goal is to empower my students to think and learn for themselves.

I see education as a service and I am committed to have student-centered learning, where they actively participate in their own process of discovery, everything they learn and how they learn it is based on their own needs and abilities, aimed at making them capable of solving real problems. I choose to use technology in order to facilitate the learning process of my students, following some criteria such as, verifying what is appropriate for them both manually and mentally. By effectively applying technology I can improve learning outcomes and help my students develop the skills for their career readiness.

I plan activities where students actively participate in a spirit of cooperation and collaboration in class with their peers to make them autonomous, proud and confident in themselves. I look for ways to empower students to develop their full potential by providing support, feedback and guidance to achieve the learning objective. I plan activities based on a curriculum according to the textbook we use at UPMP, on the learning styles of the learners and real life situations, all this so that they manage to understand, participate and build ideas and reflections in their learning process.

With the new challenges due to the rapid advancement of technology, teachers should not only focus on lecturing and transmitting information, but also take trainings, seminars, workshops and conferences to learn new ways to develop and communicate new knowledge. For this reason, I made the best decision so far to study this Specialization in one of the best institutions in Mexico.

To conclude on this topic, I must say that my teaching philosophy is focused on putting my students first. I am committed to provide quality education always respecting their values and applying empathy to solve their academic challenges, by providing a positive

environment to help my students achieve their potential while learning a new language that will open the way to a world of possibilities.

1.2 Theories Underlying my Teaching Practice and Identity

Educators can lean on various theories to ensure that our students acquire a second language. In my teaching practice, I try to integrate language teaching theories into my daily work with my students, as it is fundamental part of the learning process. For example, Behaviorism, which according to Kendra Cherry (2022) is a theory of learning based on the idea that all behaviors are acquired through conditioning, and conditioning occurs through interaction with the environment. Behaviorist believe that our actions are shaped by environmental stimuli. We learn based on observing and copying the people around us, such as our parents, grandparents, friends and teachers. What is interesting about this is that education, culture and manners can be influenced by this theory.

Somebody that has grown in a more educated environment will not speak the same as someone who comes from a lower class society. This could be a consequence of the parents' education, the way they express themselves, their peers at school and the way they interact with them or simply as a cultural acquisition. We can certainly say that behaviorism is a learning theory that is based on the thought that all behaviors are acquired through conditioning, and this happens when interacting with the environment. This theory also believes that individuals are born with a blank canvas when it comes to language. For this reason, young people are able to learn a first language from their parents regardless of their nationality and language.

When it comes to a second language, this theory tells us that through observation, exposure and immediate feedback, as well as reinforcement of teachers, knowledge can be reflected in the results. As a bilingual teacher, I plan my classes along these lines. Classes should be taught in English at all times, so that students can be fully engaged in the language. Students also observe grammar rules in practice, the sounds of new words on a vocabulary list as their teacher speaks, and receive feedback as soon as the activity is over to help them strive while practicing a second language.

Another approach that was considered in the lesson plan development was Hymes' Communicative Competence which as stated by Hanny Walean (2004), as both knowledge

and skill when interacting in actual communication, where knowledge refers to what we know consciously and unconsciously about the language and about other aspects of communicative language use. Skills refers to how well someone can perform this knowledge in communication. There are four areas in knowledge and skill, grammatical competence, sociolinguistic competence, discourse and strategic competence that are result in an exchange in a target language that will not be about grammatical mistakes, but in an acceptable interaction between individuals.

This competence focuses in students' efforts on delivering an appropriate message to the public addressed, in a positive way, according to the situation, and accurate regarding the second language, students' idea combined with their need to communicate. This competence was very useful when carrying out the speaking activities in the lesson plan, the students were able to practice speaking expressing their opinions about the videos and the cultural differences between two countries, the Japanese and the American. When the activity was in progress, they were not stopped to get grammatical corrections, because the task was to build a relaxing environment where students could express freely and feeling confidence when speaking.

Intercultural competence aspects were taken into account for this lesson. Intercultural competence, as mentioned by Marilena Minoia (2019) The language learner becomes plurilingual and develops interculturality. The linguistic and cultural competences in respect of each language are modified by knowledge of the other and contribute to intercultural awareness, skills and know-how. It refers to the social interaction in which students understand other cultures using cognitive and behavioral skills that will allow them to comprehend aspects of the world that are essential to accomplish educational development.

For this approach to work, teachers must design their lesson plans to be inclusive and offer meaningful cultural information to help create a globalized point of view and put into practice their critical thinking, cultural competence and their curiosity to learn about and explore different cultures around the world with whom they will invariably come into contact. Intercultural competence is included in my classes because I believe it gives us several positive aspects that should be considered by any language teacher. For example, students learn about respect and tolerance which are essential for everyone, especially for

those who seek to learn English as a universal language tool that will provide them with greater opportunities both professionally and personally.

Students also create cultural awareness and open-mindedness to understand different points of view, perspectives and increase their adaptability skills. Students will also improve the way they observe, understand, learn and interpret different ways of living and behaving under diverse circumstances that they are not used to face or they were not aware of, it brings up the opportunity to be open to new knowledge.

The activity that was most significant for my students was listening and watching videos of television commercials, they were able to analyze and interpret the different ways to convey a message, in the case of our class, was to offer the services of a gas company in two countries, they could also learn about two different cultures selling the same product. It was also meaningful for them to listen to the TEDx Talk video where the implications of culture in language are discussed, understanding the importance of other cultures when learning a second language. It is important to mention that I usually use authentic material to better illustrate and support the topics we see in the textbook, but I consider that especially for cultural purposes, as it is important that they rely on this type of material that will offer them a closer view to reality.

It is time to talk about another approach that was considered, it is Communicative Approach that according to LIU Qing-xue (2007) this method encourages activities that involve real communication and carry out meaningful tasks. This means that the goal of language teaching is students' ability to communicate in the target language, in this lesson my students sometimes worked in teams or pairs to discuss about answers for the quizzes and negotiate meaning the different situations during the projection of the videos, I involve reading, speaking, listening and writing, all this facilitating communication and then making correction or some errors using the target language appropriately.

The Direct Method as said by LIU Quing-xue is the use of the target language as a means of instruction and communication in the language classroom. As mentioned before in the class the avoidance of the use of the first language and translation is showed. I always try to make use of pictures, objects or videos and emphasize on questions and answers from students in the target language in order to help students in their learning process. (p. 70)

The Experiential Learning Approach as stated by Sonja Knutson (2003) “encourages personal input, initiative, and self-direction in the learning process”. It is reflected when the activities begin relating on past experiences of students, and then building the knowledge based on the learning style of each student. When students analyze the two videos for cultural reference, they transform a simple activity into an opportunity of learning about a different culture, they also have the opportunity to reflect on their own experiences in different types of media and relate the topic to their personal learning goal.

During the activities conducted in class, I played the role of facilitator allowing students to make contact with another culture by themselves, encouraging them to ask questions about the videos presented, and to get involved in the process by investigating cultural aspects of Japan that are unknown to people in our country and that can be helpful to have a better understanding of the importance of culture when learning a second language.

Another important theory that was developed in the class was the Schema Theory, as Elvira Espinosa (n.d.) mentioned, according to this theory, understanding a text is an interactive process between the text itself and the reader’s acquired background knowledge, which is organized in abstract structures or “schemata”. It refers to how student’s learning process begins with new information blended with existing knowledge that was previously acquired and it is still in their mind, this occurs by using two techniques called bottom-up and top-down.

In this assignment were followed three stages as stated by Sarah Saleh (2019), they are: content schema, linguistic, and formal schema, where content schema refers to the background knowledge about a particular topic, including prior knowledge about people, culture, and experiences. On the other hand formal schema refers to background knowledge of the structure of the language that exists in someone’s mind, it includes knowledge of styles of writing and using devices and connectors. And the last type is linguistic schema which refers to students’ language and linguistic competence, includes knowledge of vocabulary, grammar, and phonetics. Some strategies followed to accomplish this theory during the lesson plan were brainstorming vocabulary words related to the topic and semantic mapping through the development of mind map.

Chapter 2: Methodology and Practice

2.1 A Practical and Useful Lesson Plan

Lesson Plan

Lesson Plan – English VII Media and its Potential Cultural Values Intercultural Competencies in the English Classroom	
Lesson skills worked in this lesson: Listening, Speaking, Reading and Writing	Time per lesson: 3 hours divided in two sections
Lesson's objectives: * After a lesson about Japanese and American Media, students should be able to raise cultural awareness. * Students will be able to develop skills regarding their cultural values. * After the lesson, students should be able to identify language use of others. * Upon completion of this lesson, students will be able to analyze aspects of their own culture. * Once students have finished the lesson, they should be able to engage in intercultural exchanges.	Student's profile: This plan is designed for students in A2 and B1 level, according to the Common European Framework of Reference. Students understand simple sentences, interact and communicate in a simple way. They can describe in simple terms aspects of their background.
Material: Worksheets, online platform, notebook, pen and whiteboard.	Equipment: Computer, projector and HDMI cable
Topic: Media and its Potential Cultural Values.	Vocabulary: Show what you know. Words related to media and advertisement. Words related to comparisons. Verb phrases to make discussion. Grammar: Simple Past tense. Present Perfect Continuous. Modal verbs. Listening: Videos to show commercials and the importance of speaking a second language. Speaking: Talk and discuss about differences in commercials regarding to cultural differences.

<p>Approaches:</p> <ul style="list-style-type: none"> * Cultural criticality approach. * Cultural dialogism approach. * The “emic” and “etic” approach. * The dynamic process approach. * The experiential learning approach. * Students acquire the knowledge and skills relevant to the content in the target language 	<p>Skills: Non-interactive listening. Students will listen to videos and a conversation. Predicting content. Listening for comprehension. Students have to recognize words very quickly. Fluency, Vocabulary, Grammar and Pronunciation.</p> <p>Subskills involved: Listening for gist, Listening for detail and Listening to infer information. Intelligibility: Stress, Rhythm and Intonation.</p>		
<p>Rationale: The purpose of these activities is to improve students’ intercultural awareness and ability to cope with possible culture shock or misunderstanding. Enable students to be more active viewers of one of the most consumed types of media, which has important cultural values. In addition, to recognize that these sources contain cultural values related to Japan, which can be a source of confusion for people of different cultural backgrounds.</p>			
<p>Schema: Students will use previous knowledge about social media. Content Schema: Student’s general knowledge about media, specifically the comparison of Japanese and American television commercials as a way to increase intercultural awareness regarding the different cultural means of communication. Linguistic Schema: Students analyze words and their meanings.</p>			
<p>Lesson Outline Day 1</p>			
Stages	Procedures	Techniques	Timing
<p>Warm up</p>	<ul style="list-style-type: none"> - Show what you know. * Students think of and give suggestions for television commercials that they have seen recently and they enjoyed. - Students use words to describe their preferences in advertisements. - Students answer questions regarding their chosen commercials. (Appendix 4) - Teacher plays Japanese music, and then ask students if they know where the music is from. Discuss about this culture. 3 HOURS of the Best Traditional Japanese Music - Relaxing Music for Stress Relief and Healing - YouTube 	<p>Use of compensatory strategies, discursal features, interactive processing, authentic materials.</p>	<p>5 minutes 5 minutes 5-10 minutes 5 minutes</p>

	<ul style="list-style-type: none"> - Students listen and understand the importance of other cultures when learning a second language. - After watching the video they discuss about it giving their opinion. - Students work in teams to make a Mind Map with the most important points from the video. * Teacher presents an Infographic image about “Reasons why you should learn a Second Language”. (Appendix 8) - Students write an essay: Why is it important to learn a second language and the implications of learning the native language culture. 	integrated skills, controlled and free speaking practices, stop-start approach	10 minutes 15 minutes
Closure	* Students give an oral presentation with advice for other students, imagining a journey into the Japanese culture (showing important facts), predicting the problems and misunderstanding they may encounter and creatively resolving them. Giving a final reflection: How have their attitudes and perceptions changed? (if at all)	Fixing communication issues, reinforce vocabulary, mixed feedback	40 minutes

In the first activity content schemata is incorporated to introduce the topic by activating prior knowledge, as well as setting the context for the lesson, students are asked to give suggestions of an advert that they have seen recently on television that they have enjoyed. Then they imagine what difficulties people from other countries might have in understanding these adverts or what might cause shock related to cultural differences.

Students give examples of words they can use to describe their preferences in advertisements. They then answer questions about the commercials they chose. In this point, some students had trouble expressing their ideas in written form. When I realized this, I began to give them some examples of what they could write, and some of them asked for words they did not remember or did not know, this helps them to gain confidence to do the activity.

To continue with the class, the students listened to a background music and they had to identify that it is Japanese music, and discuss some important facts about that culture. With this activity, we began to introduce Japan as the main theme of the class, brainstorming about important aspects of that country and began to analyze the importance of learning about other culture when learning a second language.

The next activity incorporate the use of a YouTube video related to Youtubers' reaction to Japanese commercials. They discussed what they find different, confusing, funny or normal about the commercials they were shown. Students answer questions regarding the content of the video, this activity will make students recognize causes and misunderstandings. Students engaged to this activity quite well, due to the fact they found interesting and amusing to research about influencers and YouTube stars in different countries. In addition, it was a perfect opportunity for them to analyze and be aware of cultural differences, costumes and behaviors between Japan, United States and México and their influence in commercial media.

Moving to the following activity, students were asked to watch two videos comparatively, one Japanese advertisement to promote the company Tokyo Gas as well as an American advertisement for the company Amerigas. It is suggested that American commercials tend to be more direct, and get straight to the point, the Japanese commercial tend to value indirect, intuitive communications, and they have a message behind the advert that is revealed until the end, it could be an aspect of Japanese culture. This exercise raise students' awareness of differences in culture, language use between them that can cause breakdowns in communication, and develop critical cultural awareness.

These cultural differences were also pointed out in class because students compared the communication forms from these two countries to the ones seen in their own country. They pointed out those commercials in México provided more details, were longer, contained a significant amount of words, did not go straight to the point, and led into conclusion that in Spanish-speaking countries, people give longer explanations that in English-speaking countries. To reinforce the understanding of this part of the topic, students were requested to do as a homework, a short essay to give their opinion in conclusion to reflection about

difficulties people from other countries might have in understanding the adverts or what might cause cultural shock.

Right after watching and analyzing the videos, students were asked to explain the meaning of a list of adjectives that can be used to describe advertisements. At the beginning, it was a little difficult for them to explain the meanings because they could not find the right words to do it, but with a little help, they were able to do the activity successfully, they expressed that they did not know some of the adjectives, so with this activity they were capable to learn new vocabulary. In order to reinforce the knowledge of new words, students were asked to form sentences with them, thus making the learning meaningful.

As a way of Closure for the first day of this lesson plan, the students answered questions using previous vocabulary related to the Japanese advertisement. They could describe the advertisement and its characteristics, the kind of emotion it evoked in them; the reasons why this commercial can be attractive to the audience, what the purpose is, and finally, what they thought about it. With these answers, we can see if the students understood the topic, if the expected learning could be achieved, and if the goal of raising cultural awareness in them is attained.

For the second day as a warm-up, students were asked to demonstrate what they had learned the previous day by acting out some basic actions that Japanese and Americans do, such as greeting, entering a friend's house, sitting down to eat at the table, and asking parents for permission to go out with friends. The purpose of this activity is to remind students that these manners and expressions can be used in different places and contexts, and can represent part of a country's culture.

Another activity illustrated in this lesson, is when students watch a TEDx Talk video about Implications of culture on Language, they listened and understood the importance of other cultures when learning a second language, and they discussed and gave their opinion about video content. To finish this activity student worked in teams to build a mind map showing the most important point from the video. Afterwards, students observed an Infographic about reasons why they should learn a second language, to make them develop awareness in the importance of learning not just to speak a second language, but also to

understand all the opportunities they can have when having the ability to communicate with people from other countries. To capture students' ideas in writing, they were asked to write an essay discussing the importance of learning a second language and the implications of learning the native language culture.

At the end of the lesson, as a way of evaluation, students made an oral presentation giving advices to other students, imagining a journey into the Japanese culture, making predictions about problems and misunderstandings they may encounter and giving possible solutions to them. Finally, students reflect on how their attitudes and perceptions have changed. As a result of these activities combined, students realized that the world is a lot wider and different than their thought, and made them curious about the differences there might be compared to more countries. I believe that these tasks will help them to lose the fear and insecurities of traveling, speaking another language or getting to know new people around the world and will help them to become more secure about themselves.

2.2 Designing of Necessary Tools to Assess the Progress of Students.

As individuals, we constantly evaluate our decisions and choices to know how well we are meeting our objectives. In formal contexts such as schools, evaluations occur on a larger scale and specific tools are needed to carry them out. Tests are some of the most commonly used assessment tools in education. According to Dickson Adom (2020) "In educational practice, tests are methods used to determine the students' ability to complete certain tasks or demonstrate mastery of a skill or knowledge of content". Tests can be in the form of multiple choices or weekly spelling. A factor of a test is the fact that is a form of assessment.

As explained by Formplus Blog (n.d.) an assessment tool is a technique or method of evaluating information to determine how much a person knows and whether this knowledge aligns with bigger picture of a theory or framework. We can differentiate assessment methods based on context and purpose, but regardless of the context, all these tools depend on a set of questions that takes us to conclusions by interpreting them.

Every student has multiple opportunities to show what they know, understand, and can do, if we use a questionnaire, it should have the same set of questions for all the students,

and all the answers should be graded using the same criteria. It is used to assess students' progress and achievement levels, and to provide fair, balanced and consistent way for the majority of students, all students take the same test and are graded the same way.

At UPMP we have to be constantly evaluating our students, as it is required by our curriculum. One of the techniques used for the evaluation of the activities of this planning is scoring rubrics, these formats have been very useful for the evaluation process, they have been a guide for monitoring student learning, they have a scoring method that has been appropriate for the criteria to be evaluated in each activity. This criteria is related to the skills and tasks to be evaluated. Another technique used is the portfolio, in which students collect their work, assignments and presentations. Through it, we can obtain accurate information about the progress of our students, and their learning process.

During the activities in the lesson plan students watched some videos to engage them with the topic. The development of students was evaluated with a rubric, as demonstrated in Table 1, that shows their ability to express ideas with the proper vocabulary words, how they received and reproduced information from the videos and if they were able to accomplish the tasks with no further questions.

Table 1

Rubric for evaluating listening comprehension after watching videos.

	Basic 1 Point	Proficient 3 Points	Advanced 5 Points
Vocabulary	The student recognizes some words seen in class and is able to understand simple phrases with the help of subtitles.	The student recognizes most words, understands the main idea but struggles to try to understand contexts.	Student comprehends most words said, understands the main idea, he/she is aware of contexts and only use subtitles as a guide.

Communication Skills	Student is not able to receive nor reproduce the information from the video. He/She cannot understand the main idea of what is being said.	Student is able to partially receive and reproduce the information from the video. He/She can understand fractionally the main idea of what is being said.	Student is able to completely receive and reproduce the information from the video. He/She can fully understand the main idea of what is being said.
Task Achievement	Student needed to listen to the instructions several times before carrying them out because they were not clear enough.	Student understood the instructions after listening to them but asked questions regarding the activities.	Student understood the instructions after listening to them and were able to complete the task with no further questions.

Note. This table shows the aspects to consider when evaluating listening comprehension after watching the videos, the vocabulary they listened, and the way they communicate their ideas and opinions.

Assessment tools help teachers to monitor and evaluate students' progress throughout the learning process and provide data for improving the overall teaching and learning experiences.

As mentioned by Semire Dikli (2003), the most used traditional assessment tools are multiple-choice tests, true/false, cloze tests, essays, completion, and dictation. Multiple choice tests are often used by teachers for several reasons, they are easy to grade, they can be done quickly through workbook platforms, and it reduces the time students spend answering and guessing just by reading the questions, due to the fact that students must have previously acquired knowledge in order to find the correct answers.

Most of my assessments contain multiple-choice sections where students must find the correct answers from two or more possible choices. The reason I use them is for the ease

of grading, and also according to the university's English program, I must download a pre-made test from the textbook platform, so I can modify them but not change them completely. True/False assessments are commonly used in grading, in which students have to select one of two possible answer to know if the sentence is correct according to the lesson or facts. These tests are also very easy to review and grade. Cloze tests require students to fill in the blanks in a sentence or paragraph with short answers where the teacher can give the possible answer or not. I also use them through the textbook platform and find them very useful for assessing comprehension in students.

Sometimes, as is the case with the planning I present in this assignment, I use essays to evaluate a lesson, but I must say that they are very time consuming to grade and give feedback. I ask my students to write short essays for writing practice and for extra credit if they need it. To evaluate these essays, we used the rubric shown in Table 2, in which the following aspects were evaluated. The appropriate range of vocabulary students were using during the task, sentence structure, spelling and grammar. I take care of giving clear instructions and explaining the rubric I will use to evaluate them.

Table 2

Rubric for evaluating writing activities (essays).

	Basic 1 Point	Proficient 3 Points	Advanced 5 Points
Word Choice	Students lack the proper vocabulary to finish the task.	Students use a wide range of vocabulary but are sometimes redundant and repetitive. They also try to express themselves the same way they do in Spanish.	Students use a wide range of vocabulary successfully and appropriately, with the task they must carry on.
Sentence Fluency	Students do not write well-structured sentences.	Most of their sentences are well structured and complete.	Students always use complete, clear and well-structured sentences.

Grammar	Students have numerous mistakes in spelling, grammar, order, and structure.	Students have some mistakes in spelling, grammar, order, or structure but it does not interfere with communication.	Students have very few or no mistakes in spelling, grammar, order, or structure and it does not interfere with communication.
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Source: Own elaboration based on STUDYLIB (STUDYLIB n.d.) [Rubric # 1: Analytic Reading \(studylib.net\)](#)

Note. This table shows the aspects to consider when evaluating students' writing; a short essay to give their opinion regarding difficulties to understand adverts from other countries and another to write about the importance of learning a second language and the implications of learning the native language culture.

As reported by Louise Raw (2022), Formative assessments are ongoing evaluations of student learning and understanding. Summative assessments are used to evaluate student learning at the end of the unit, semester or school year. They are a useful tool to monitor students' progress and identify areas where further explanation or support may be needed.

Formative assessment can take different forms, including quizzes, tests, projects, oral presentations and group work. The advantage of this type of assessment is its flexibility, which helps to keep students engaged in the class. It also allows us to adjust the teaching method and give timely feedback to help students improve their understanding and performance. I utilize this type of evaluation by applying short quizzes regularly, at least once a week. In the lesson plan here presented, one of the activities that was used as a way of assessment was an oral presentation, in which students demonstrate what they have learned, also develop their speaking skills and overcome their fear of speaking in front of the whole class. For this task, we used a rubric shown in Table 3 in which was observed, appropriate body language when students were standing in front of the class, material organization, ability to maintain audience attention, the use of the appropriate technology, to enhance the presentation with a clear and expressively tone of voice and the proper dress to accomplish the task.

Table 3*Rubric for evaluating Oral Presentation*

	Basic 1 Point	Proficient 3 Points	Advanced 5 Points
Eye contact and body language	Never looks at audience. Reads from notes. Posture, gestures and movements distracts the audience.	Occasionally looks at audience. Posture, gestures and movements are sometimes inappropriate for communication.	Maintains eye contact, appropriate body language enhance communication.
Organization	Not organized. Does not have necessary materials for the presentation.	Sometimes appears unorganized and missing some materials.	Is organized, integrates necessary and extra materials to enhance presentation.
Audience engagement	Pacing interferes or distracts from the presentation.	Pacing is uneven. Does not maintain audience interest.	Pacing is used appropriately to create emphasis. Holds and maintain audience interest.
Appropriate technology	Technology is used ineffectively, or not used at all.	Integrates appropriate technology.	Integrates multiple appropriate technology that enhance the presentation.
Appropriate language and volume	Does not speak clearly and expressively with a tone appropriate to the presentation	Sometimes speaks clearly and expressively with a tone appropriate to the presentation.	Speaks clearly and expressively with a tone that enhances the presentation.
Appropriate dress	Do not dress appropriately.	Some aspects of dress are distracting.	Dressed appropriately for task.

Source: Own elaboration based on STUDYLIB (STUDYLIB n.d.) [Rubric # 1: Analytic Reading \(studylib.net\)](#)

Note. This table shows the aspects to consider when evaluating students' final oral presentation, the abilities they have to communicate information and ideas in conclusion to the lesson topic.

Another resource I use is to ask students to explain their thinking aloud through questions during class; this allows me to identify areas where they need more support. Sometimes I make use of group work, where students apply what they have learned. I also try to give constant feedback so that students know what they are doing well and where they need to improve, and finally I avoid anything that might cause them anxiety or stress.

I consider class participation a very important aspect to evaluate, because this way I can realize the difficulties that students have to communicate. To assess this part that has to do with the speaking skills, in the classes I use the rubric shown in Table 4, in which I take into account students' contributions, if they provide useful ideas when participating, their attitude when they give ideas and also when they listen others' ideas, and behavior related to students engagement to the class.

Table 4

Rubric for evaluating class participation.

	Basic 1 Point	Proficient 3 Points	Advanced 5 Points
Contributions	Student rarely provides useful ideas when participating. Lack relevance. May refuse to participate.	Student sometimes provide useful ideas when participating and does what is required.	Student provides useful ideas when participating. A leader who elicits the contributions of others.
Attitude	Student that often is critical of the work or ideas of others. Behaves in respectful manner.	Student that occasionally has a positive attitude about the tasks and behaves in a respectful manner.	Student is always respectful of others, has a positive attitude, and does not criticize other's ideas.
Behavior	Student frequently sleeps and/or disrupts class.	Student is awake most of the time but has fallen	Student is awake, engaged in class, and shows no

	Rarely pays attention.	asleep or has been distracting for some classes	disruptive behavior.
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Source: Own elaboration based on STUDYLIB (STUDYLIB n.d.) [Class Participation Rubric \(studylib.net\)](#)

Note. This table shows the aspects to consider when assessing students participation in class, the way they contribute and make comments when discussing topics.

Summative assessment are usually cumulative and are used to assess student retention over a long term. Examples of this type of assessment are tests, essays, projects, presentations, and papers. The benefits of this assessment are that it allows the students' progress to be measured at the end of a unit or semester, as well as helps to identify areas of weakness to make adjustments in teaching, and give the opportunity for students to show what they have learned for over a period. I employ this type of evaluation through unit exams; this covers all the topics we work on in the unit we are studying, we regularly work on three units per quarter at UPMP.

2.3 Attached evidence.

The evidence of the procedures in the development of the class is shown below, through photos presented in the following figures. In them, you can see the description of each of the activities performed.

Figure 1

Students activating prior knowledge giving suggestions of adverts.



Picture taken during class activity

To introduce the topic and activate prior knowledge, and setting the context for the lesson, students give suggestions of an advert they have seen recently on television that they have enjoyed. Then they use their imagination to describe what difficulties people from other countries might have to understand the advert and what might cause shock related to differences in culture.

Figure 2

Introducing new vocabulary.

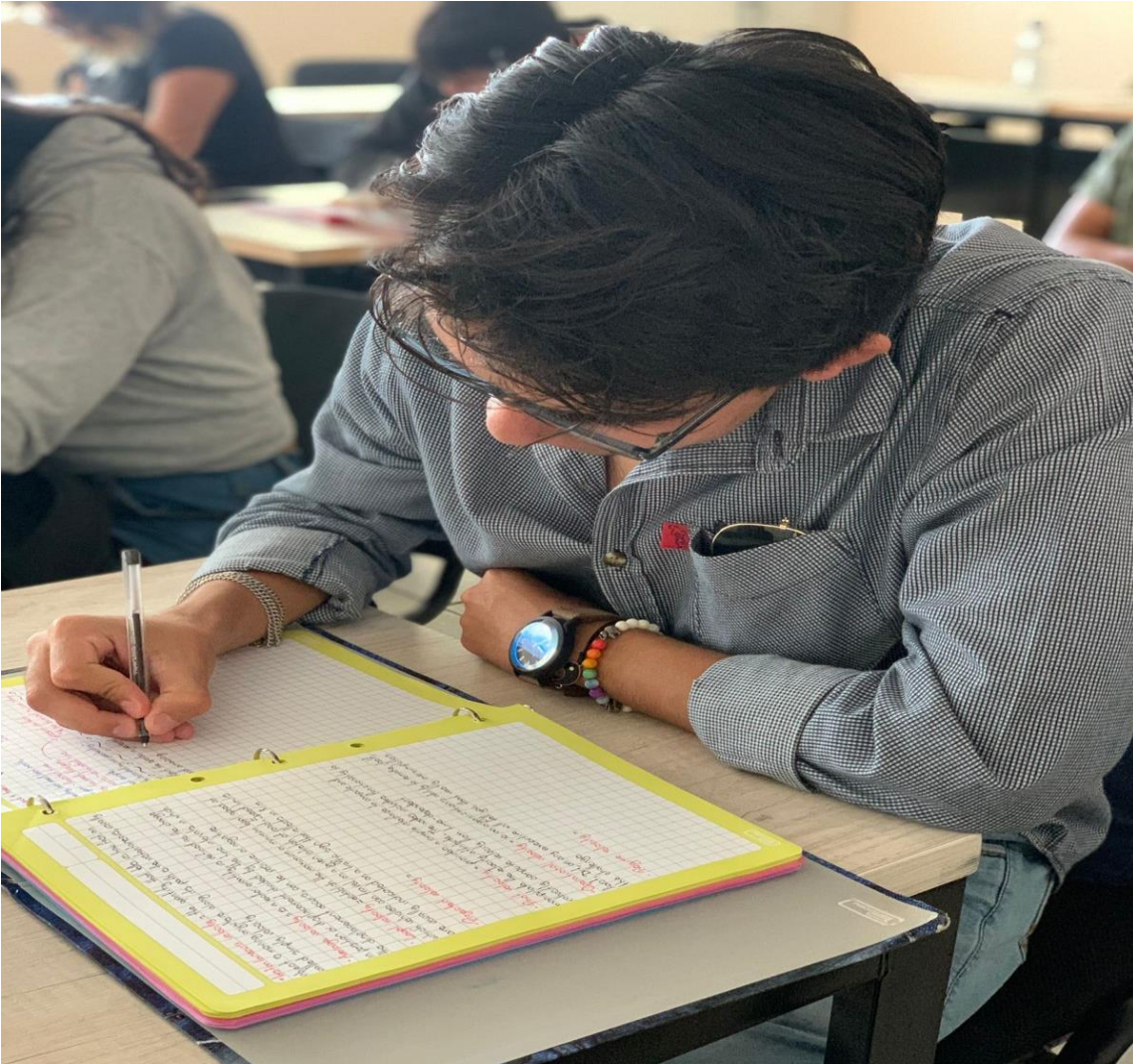


Picture taken during class activity

Introducing new vocabulary, students give examples of words they can use to describe their preferences in advertisements. New words related to the topic are presented and students make sentences to put them into practice. After they had written all the vocabulary words, I made sure they all knew the meaning of each word before moving on to the next activity. This was useful for them to learn words that they will use in the next tasks.

Figure 3

Writing task (Quizzes).



Picture taken during class activity

During the class development, students answered quizzes. One of them was about the commercials they chose, another was to analyze video with YouTubers reaction, then to continue there was a quiz to answer questions related to differences in term of language use and cultural values shown in one of the videos, and as a way of closure students answered to questions related to the Japanese advert.

Figure 4

Students listening Japanese music.



Picture taken during class activity

To place students in context, they were asked to guess what country the music they were listening to in the background was from. After locating that it was oriental music, referring directly to Japan, the students communicate what they knew about the culture of that country.

Figure 5

Students watching “YouTubers React to Best Japanese Commercials” video.



Picture taken during class activity.

Students watch the video YouTubers React to Best Japanese Commercials. They discussed what they find different, confusing, funny or just normal about the two adverts. This activity makes students recognize causes and misunderstandings, and gives them the opportunity to be aware of cultural differences between Japan, United States and Mexico regarding their influence in commercial Media.

Figure 6

Students watch an American and Japanese commercial comparatively.

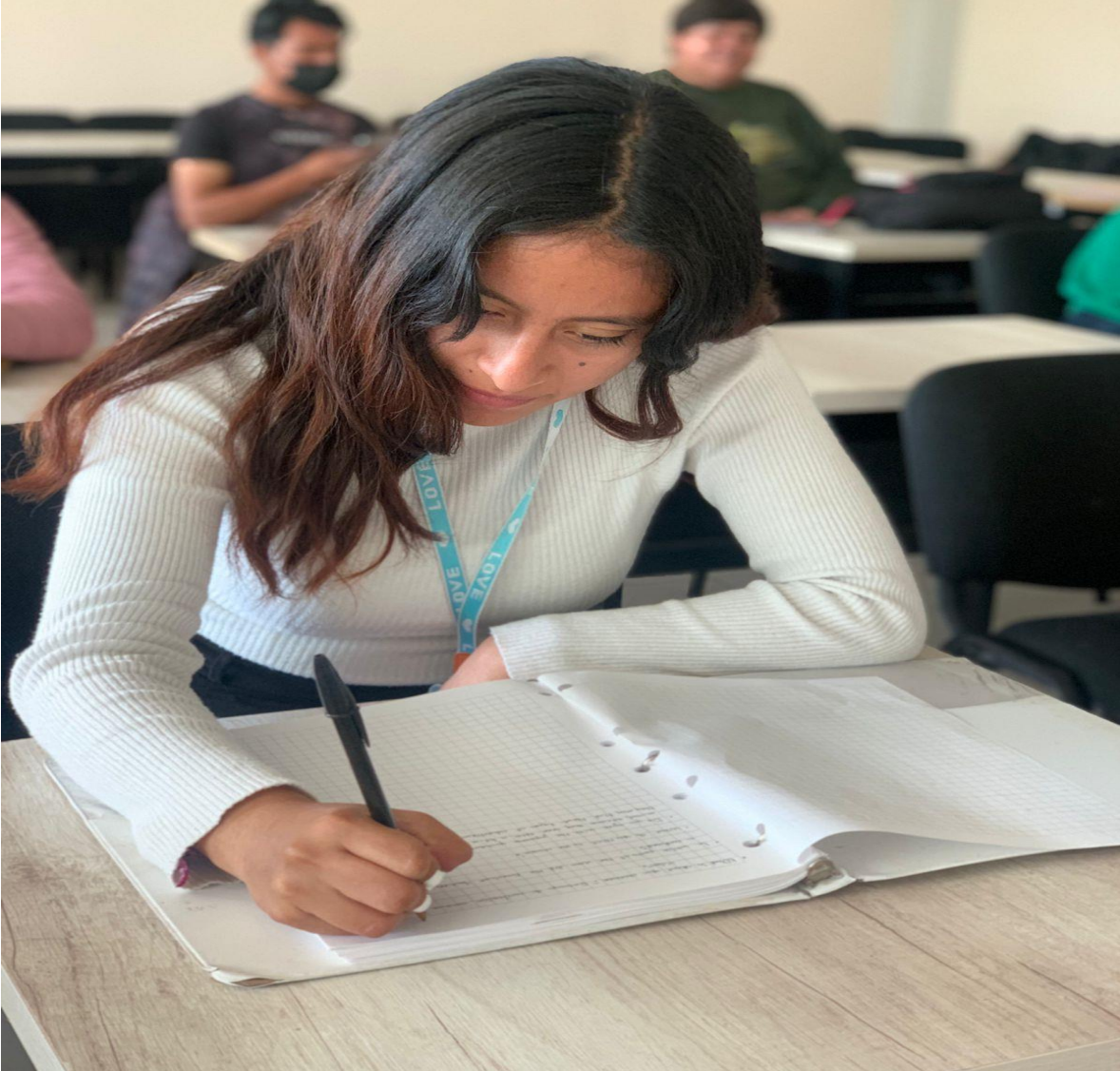


Pictures taken during class activity.

Students watch an American and Japanese television commercial comparatively. One advertisement to promote the company Tokyo Gas and another for the company Amerigas. Students suggested characteristics of each one and discovered the message behind them, demonstrating different aspects of Japanese culture. This activity developed critical cultural awareness.

Figure 7

Students writing activity (Short essay about adverts).



Picture taken during class activity.

Students wrote a short essay to give opinions and insights in conclusion to reflection about difficulties people from other countries might have in understanding the adverts or what might cause shock.

Figure 8

Speaking activity with adjectives.



Picture taken during class activity.

Students explained the meaning of listed adjectives used for describing adverts. In this exercise, they were able to learn new vocabulary. To accomplish the task, the students were requested to form sentences with those adjectives, thus making a meaningful learning for them.

Figure 9

Students performing basic actions.



Pictures taken during class activity.

For the second class session, students performed some basic actions in two different contexts, as a Japanese and as an American, such as greeting, entering to a friend's house, sitting down to eat at a table and asking parents for permission to go out with friends. The task reminded students the difference in manners and expressions depending on the context and they represent part of a country's culture.

Figure 10

Students watching a TEDx Talk video.



Picture taken during class activity.

Students watched a TEDx Talk video about implications of culture in language; they listened and understood the importance of other cultures when learning a second language, they had the opportunity to discuss and give their opinion about the video content.

Figure 11

Students make a Mind Map.

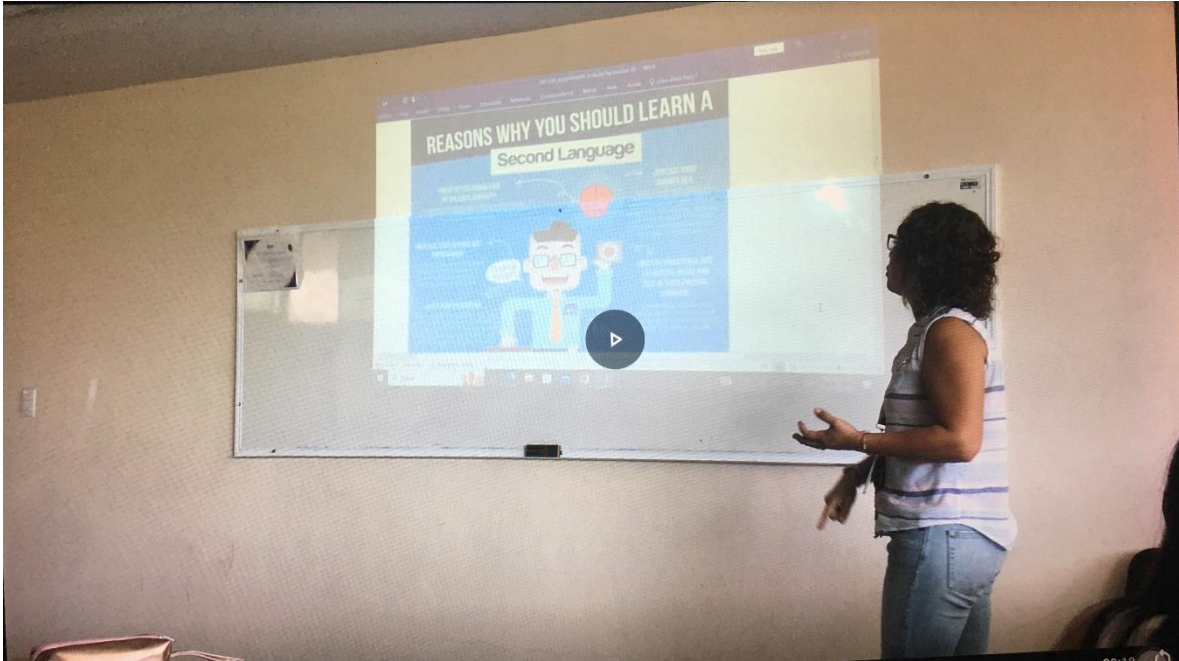


Picture taken during class activity.

After watching the TEDx Talk video, students make a discussion about it giving their opinion; they worked in teams to make a Mind Map describing the most important points from the video. As part of a homework, they had to digitalize the mind map to be evaluated.

Figure 12

Students read an Infographic.



Picture taken during class activity.

Students read an Infographic image about “Reasons why you should learn a second language”, after reading and analyzing the information, they discussed and expressed their personal opinion and insights on the importance of learning English as a second language, enhancing their work showing advantages of being bilingual.

Figure 13

Students make an oral presentation.



Picture taken during class activity.

As a closure activity, students prepare and make an oral presentation where they give advice for other students, imagining a journey into the Japanese culture showing the problems and misunderstandings they may encounter and creatively resolving them. Students give a final reflection: How have their attitudes and perceptions changed?

2.4 Show evidence of your designed tools to assess students

For the writing activities, students were asked to write two short essays described previously, in which they had to express their opinions and deep reflection on aspects that are crucial for them to continue their language learning. The class was adept at identifying the main idea and using a fair amount of vocabulary words learned, some wrote more words than others, but overall showed greater progress in vocabulary acquisition. In these

assignments, students used a decent amount of vocabulary words, although some became redundant and repetitive. Moreover, they tried to express themselves in the same way they do in Spanish, which made it a bit difficult to understand when grading them.

Although most of the sentences were well structured and complete, some failed to connect the ideas, which did not allow for fluency in the text. It is important to mention that some of them showed errors in spelling, grammar and structure, but they were still able to express themselves and deliver the message without affecting communication. In general, the results were good but they need to work on their writing skills to be able to communicate effectively. The following figures show evidence of some of the assignments that were evaluated with the use of the rubrics described earlier in this document.

Figure 14

Answers to the quizzes.

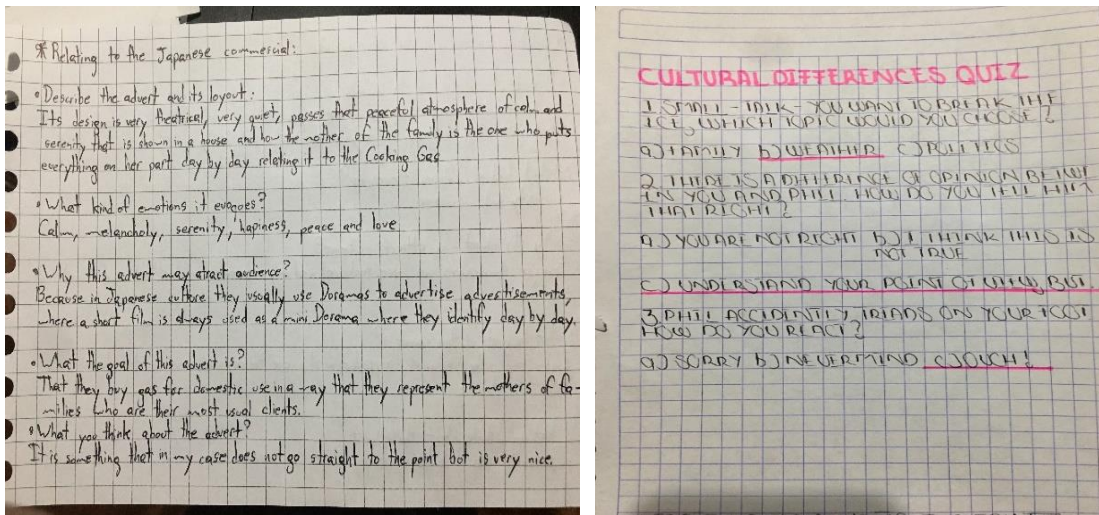


Figure 15

Questions after watching videos.

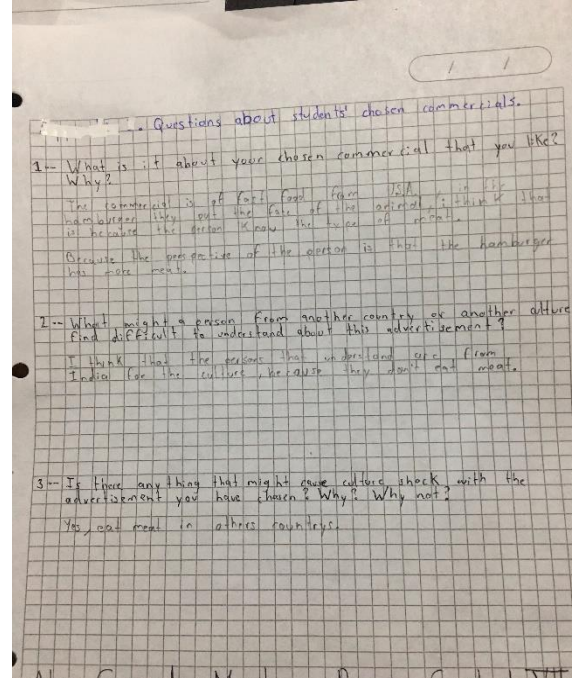
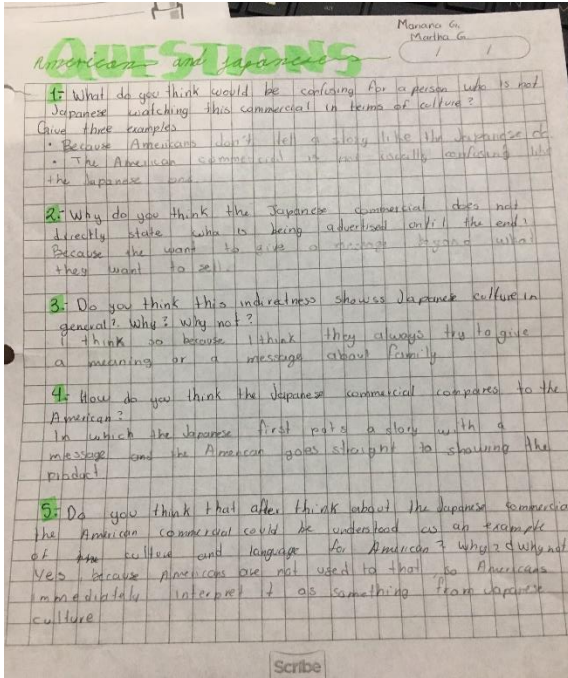


Figure 16

Short essays.

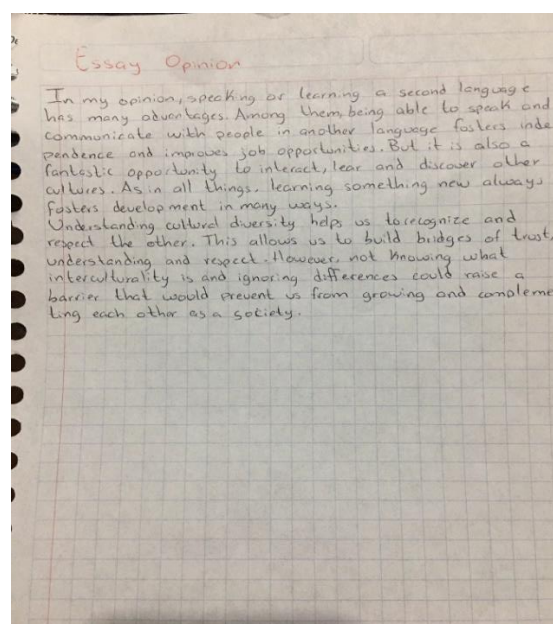
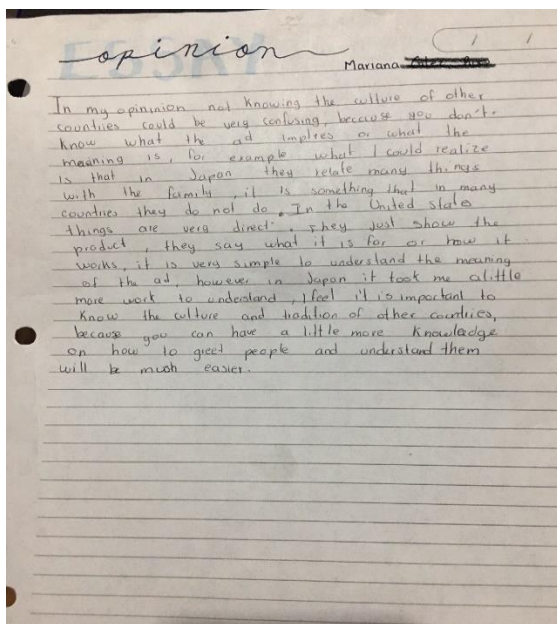
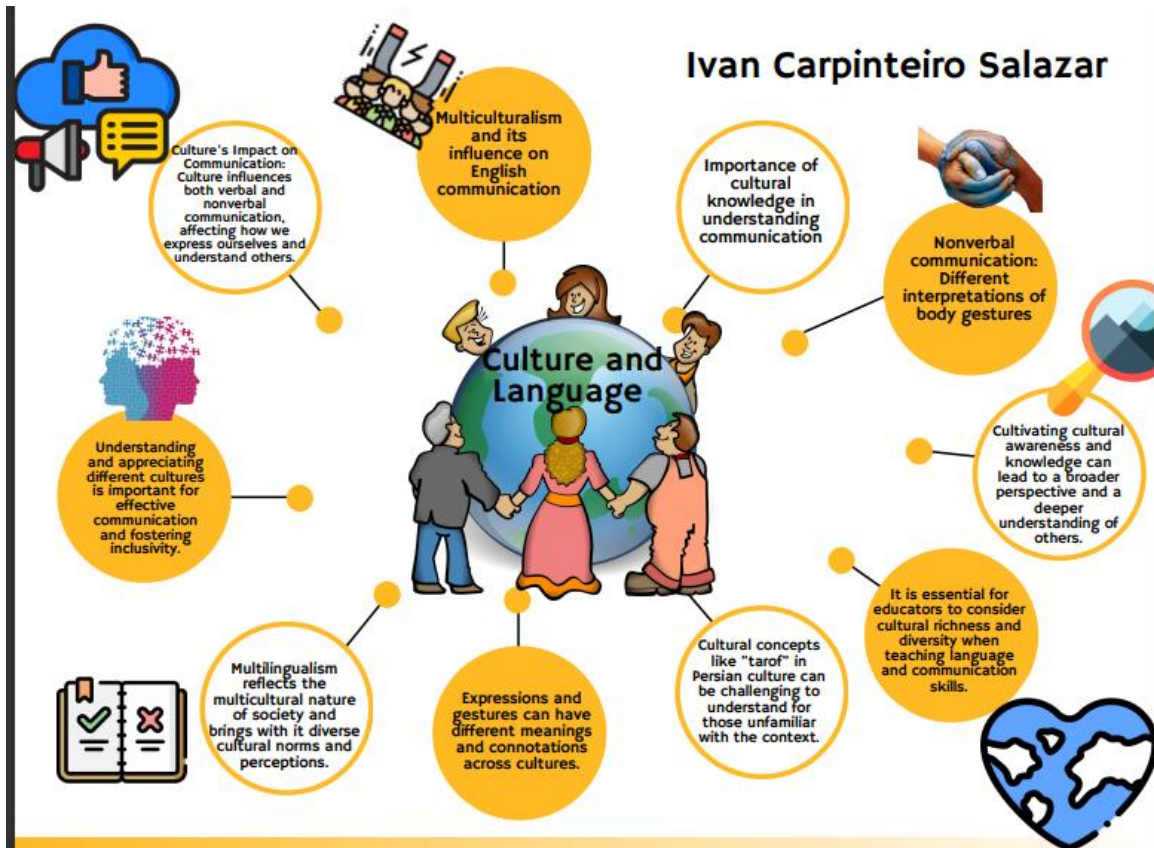


Figure 17

Mind Map



2.5 Recording video

The following link leads to a 10-minute video that summarizes all the activities stipulated in the lesson plan.

<https://drive.google.com/file/d/1soWsxLZ9mdIWjzI-bULq00kvz36T-cTK/view?usp=sharing>

Chapter 3: Experience Report

In each classroom, we will find a variety of students, from those who are below the language level to those who are above it. Towanda Harris (2021) mentions that “The only way we can equip our students for success is to meet them where they are, and the only way to do that is to get to know their needs and strength”. Knowing our students help us choose the resources, techniques and strategies that are most useful to them and make every moment of the class count.

Strengths and abilities can help us determine how we can best support our students and help them grow in their education. Students bring with them different backgrounds, which they express themselves as skills, abilities, knowledge, family characteristics, community and experiences. Understanding students’ strengths and needs mean that teachers are more aware of what helps learners improve and succeed in their learning.

Some academic strengths of the students that were observed during the execution of the class are the following. Students learn new topics or materials quickly, make connections with the subject matter, show knowledge about different topics and facts. It is also observed that most of them have an advance level of listening comprehension, can follow multiple-step directions, as well as make accurate corrections to answers. The students show to be organized, with good critical thinking skills and good time management.

In the other hand, it is also necessary to observe and identify the weaknesses of our students. It was identified that they have difficulties with written expression, in some way this is due to the lack of vocabulary necessary to express themselves, which results in struggles with oral language. Another important point to identify is the fear of failure, this does not allow students to perform optimally, even when they have the right answers, they refuse to share their thoughts in class.

Some of the students also show lack of confidence; avoid being active participants in class. Some of them are introverted, they are reluctant to expose themselves and discover other activities they could be good at. Lastly, it could be seen that some students fall into

procrastination, they decide to do their schoolwork until the last minute, and this can affect their academic performance.

The weakest points found in the development of the class are in the area of oral and written expression. For this reason, strategies should be used that allow the acquisition and consolidation of oral and written expression skills. To use material to favor an effective and dynamic learning environment. For students who have a lower level, give them the necessary time to listen, understand, think about their answers and then formulate them in English, giving them the opportunity to do it at their own pace. Also make use of technological skills and authentic material to reinforce learning, and take advantage of the fact that young students have the ability to develop perfectly in this area.

During the time in which this project was carried out, several activities were developed to be put into practice with our students. According to my point of view as a teacher, the results obtained during the development of these activities are surprising, positive and rewarding. One of the first things to take into consideration was that I work in a public bilingual school, and although it has a good infrastructure, sometimes there are difficulties for teachers that are beyond our control. For example, malfunctioning of the WiFi, causing that the activities that are carried out with the use of the internet, are not completed on time. There are also problems with the audio equipment, when the speakers do not work and are necessary to show videos. So we must adapt and find solutions for these drawbacks.

Most of the students have not had contact with members of any other culture or have not traveled abroad, but they were always curious to learn about them. I firmly believe that for a student to learn a new language, it is important to understand the context and culture of that language in order to have a meaningful acquisition. Some of the students do not have access to English television, which makes the effort made in class less than expected. After all, I believe that these activities had a positive impact on my students and I am committed to including cultural matters in every unit of the workbook we use at UPMP.

Chapter 4: Conclusions

At the beginning of this academic journey, I thought I knew what my philosophy, identity and context was, thinking that needed little improvement and that my vision was clear enough for me to understand my students and their needs. Now, in this assignment, I realized that my vision, values and beliefs have changed positively in a way that now I can comprehend better what message I need to transmit, and what projection of a teacher I want my students to see and hopefully look up to.

I was amazed of the positive reaction of my group while carrying out the activities designed on the lesson plan. Even though students at UPMP are not used to do activities that are not part of their workbook, they were waiting for a change. Occasionally I tend to give those complementary exercises and tasks that would enrich their workbook content and provide a different perspective for them to learn.

I believe that the students' development during the execution of this lesson plan was profitable for them and allowed me to attack better my students' weaknesses, providing a better insight of my students' needs, and focusing on planning suitable and achievable activities that would go hand by hand with the mandatory activities from their workbook and online platform.

One of the most important reasons why I decided to focus on cultural awareness through media analysis focusing on Japanese versus American culture was because the students were curious about what communication would be like in a non-Spanish speaking country, in one of the textbook topics we worked on earlier, they talked about going to places. In that unit we discussed what kind of vacation they would like to have and where in the world, several of the students expressed a preference for traveling to some country in Asia, which led us to think about what communication would be like in those countries. The concept of lingua franca was addressed, from there we were able to define the importance of learning English, since it is the most common and used language in Asian countries.

I thought it would be interesting for the students to address the topic of media, since young people today are constantly using them. For this reason, I chose the topic of comparing and analyzing the way in which Japanese and Americans make commercials for the same product. This could be the opportunity for students to learn that the Japanese show a lot of

their culture and that they have a different way of showing how important the family is, and specifically the role of mothers in the education of their children. On the contrary, American commercials are more direct and focus specifically on showing the product. I also decided to show a video where the topic was the implication of culture; here the students were able to understand that a simple gesture or body posture can give a different message to people who have grown up in a different cultural environment.

The results reported after implementing the assessment tools are the following: in the field of listening comprehension, after watching the videos, they show that the majority of the group recognized most of the words, understood main ideas and were aware of the contexts, and only used the subtitles as a guide for better comprehension. It also demonstrates that in their communication skills the students were adept at receiving and reproducing information from the videos.

In terms of task achievement, students understood the instructions after watching the videos and were able to complete the tasks without further questioning. In the writing activities, the results showed that in word choice, the students used a wide range of words but sometimes they were redundant and repetitive and tried to express themselves in the same way as they do in Spanish. It should also be mentioned that in grammar and sentence fluency, most of the sentences are well structured and complete, there are some spelling mistakes but they do not interfere with communication.

As a teacher, I consider class participation as one of the most important aspect to evaluate since most students refuse to participate for fear of making mistakes and being made fun of, in this aspect it is observed that students sometimes give useful ideas when they participate and do what is required, achieving good contributions. Students always showed a positive and respectful attitude without criticizing the ideas of others and were engaged in class.

Finally, the results of the evaluation for the oral presentation allow us to see that there is a noticeable progress of the students, they maintain eye contact with the audience, manage an appropriate body language, show organization in the material presented. It could also be observed that they maintained the interest in the audience, integrated the appropriate

technology managing a clear tone and language, using appropriate clothing to enhance the presentation.

It can be concluded that working on interculturality and having students develop critical thinking in recognizing the importance of speaking a second language, as well as having knowledge of the culture from which that language originates, has been very rewarding. Now they are motivated to make an effort in their own learning, knowing that they are building a better future, not only professionally but also personally.

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Appendices

Appendix 1

Questions about students' chosen commercials.

1. What is it about your chosen commercial that you like? Why?
2. What might a person from another country or another culture find difficult to understand about this advertisement?
3. Is there anything that might cause culture shock with the advertisement you have chosen? Why? Why not?

Appendix 2

Questions to answer after watching YouTubers video.

1. In which parts of the video did the American YouTubers seem most shocked or confused? What do you think is the reason?
2. Do you agree with the Japanese YouTubers, when they find these commercials normal because they have seen them a lot, or do you think there are other reasons they may find these types of advertisement normal?

Appendix 3

Questions relating to differences in American and Japanese commercials.

1. What do you think would be confusing for a person who is not Japanese watching this commercial in terms of culture? Give three examples.
2. Why do you think the Japanese commercial does not directly state what is being advertised until the end?
3. Do you think this indirectness shows Japanese culture in general? Why? Why not?

4. How do you think the Japanese commercial compares to the American?
5. Do you think that after thinking about the Japanese commercial, the American commercial could be understood as an example of culture and language for America? Why? Why not?

Appendix 4

Cultural differences Quiz

1. Small-talk- you want to break the ice, which topic would you choose?
 - a) family b) weather c) politics
2. There is a difference of opinion between you and Phil. How do you tell him that he is not right?
 - a) You are not right b) I think this is not true c) Understand your point of view, but...
3. Phil accidentally treads on your foot. How do you react?
 - a) sorry b) never mind c) Ouch!

Appendix 5

Infographic: Reasons why you should learn a Second Language.



Taken from [Why You Should Learn a Second Language Infographic - e-Learning Infographics \(elearninginfographics.com\)](http://www.elearninginfographics.com)

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