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LENGUA EXTRANJERA, MODALIDAD EN LÍNEA**

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**Especialización en enseñanza y aprendizaje de inglés como lengua
extranjera**

Specialization in English Language and Teaching as a Foreign Language

Final project
“Interculturality in the English Classroom”

by

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ATENTAMENTE

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Introduction

There are important aspects to consider in a language classroom; teaching vocabulary and grammar, teaching the four skills of language; listening, speaking, reading and writing, also pronunciation and intonation of the target language, however there is another important aspect to take into consideration when we teach a second or foreign language; the social dimension with reference to the culture.

The goal of this project is to present teaching identity and philosophy, analyze a series of lesson plan focused on intercultural activities that promote cultural awareness among the students and design assessment tools in order to evaluate the lesson plans' success and the impact in the teaching-learning process. This work describes the different ways teacher can assess the pedagogical process and gives alternative assessment that is an essential part in the new curriculum. The sessions are planned and applied as part of the National English Program, the social practice is to read brief literary essays to contrast cultural aspects, as we can see in the National Curriculum there is also a unit focused on interculturality not only for one grade, but in each grade, there is a particular unit focused on developing intercultural competences. The aim of this project is to put into practice a seven-series of lesson plans and show evidence to analyze how the activities help students achieve the established objectives. In this project a video of the sessions 6 and 7 is presented as evidence of the carried activities.

After the lesson plans, there is the description of a project, it is a festival named "Cultures around the world". For this project the work of other teachers from different subjects is needed. The project is planned in order the students work with the history teacher finding information about the most relevant historical events of the country they choose, students also need to work with the Geography teacher to find information about the location, language, currency, economical activities etc. With the Arts teacher they are going to design the flag of the country and find the most representative artistic aspects of the country, finally in the English subject they are going to organize the information to make an oral presentation

with visual aid, in this case a poster with the main facts of the country that students choose. The cultural festival is thought for second graders, and the first and third grades are going to be the audience. The festival is going to be organized by stations and the first and second grades are going to be divided in teams to appreciate the different stations. The performance of the students is assessed with different instruments; self-assessment, rubrics, test, and alternative assessment such as on line games and portfolio.

As we can see, the activities and project focus on the visible aspects of cultures, there is still a challenge to work with the invisible aspects of culture.

According to the evidence collected with the different assessment instruments, there are some aspects to reinforce specially with the speaking production and with the conventions of written language. The analysis of the activities, techniques, strategies and assessment tools is important in order established new goal to achieve.

Chapter 1: Philosophy and theory

1.1 Teaching context, identity and philosophy

The middle school students, for which this learning sequence was developed, live in a rural area where the principal economic activities are agriculture and cattle. Other part of the population works as seasonal workers in United States and Canada. The school “Secundaria Tecnica N° 8” is located in Terrenate that belongs to Tlaxcala state, and it belongs to the public sector. The town is located on the northwest of the state. There are 7 684 inhabitants, the area is surrounded by great areas to grow mainly corn, wheat, malt and potatoes. The main cultural activities in the region are the Carnival and the Folkloric dance. There is another main holiday for the town, the fair which is celebrated on September the tenth. Only a small percentage of students has access to internet, but most of them own a mobile phone, however is quite difficult to access to the internet, they only have access to social media like whatsapp, facebook, Instagram and recently Tiktok.

The school has the next facilities and services; electricity, water, classrooms for each group, two computer classrooms connected occasionally to internet, enough chairs and desks for teachers and students. The English classes are carried out in the classroom and sometimes in a computer classroom. There are some resources in the school for English classes like posters, memory games, bingo games, jars of letters to work with vocabulary. Due to the mobility of some members of the community to work in USA or Canada, in the school there are four students that are bilingual. They speak English and Spanish but they still need some help in writing. Most students are in the basic level of English.

According to evidence shown in the classroom, most of the students have the dependent role. They show little interest in learning English, they do not like to participate in oral activities. When there are speaking activities some of them do not feel comfortable when they are asked to participate. I always try to create a safe atmosphere in which the students feel confident, this is related to Krashen’s Affective Filter Hypothesis. If the students are motivated and they find themselves in a relaxed environment they will learn better. In the current Education

Model the emotional part plays an important role not only in teaching a language but in all subjects.

Although, the program has established the content and the achievements and also we are given the material to work with the social practices, the input that the materials offer is not always suitable to the student's level. According to Krashen, the suitable input has to be with this $i+1$ i refers to the knowledge of the student about the language, the material like the texts book (written) must represent a challenge to the students. It must to be comprehensible and most of the times the students have not had the experience to the language to face it. Even the audios are incomprehensible to the students; in this case my role is to adapt the syllabus, the task and the materials according to the context. The students work with the material provided by SEP, on the internet there are different resources to complement the book, there are audios, the digital book for teacher and for students, some posters, some ideas to make the lesson plan, some ideas to assess the students.

Teacher Identity

I decided to be an English teacher because when I was at the High School, I decided that studying English could be a good idea because English is used around the world for business and for researching. I studied Applied Modern Language at the University of my state (Universidad Autónoma de Tlaxcala). Then I discovered that teaching English is not only knowing the language but knowing about theories, methodologies, techniques, developing resources, knowing the culture, and other involved aspects in the language learning. Who am I as a teacher? With my teacher experience, I know that I am not only an English teacher but I am an educator, a mentor, a leader, a manager, an administrator, a material developer, a researcher, a learner and an agent of change. This last role has a great of impact in our societies, because the responsibility is to help students to communicate with others in a peaceful environment and to encourage the vision to have a better world with a more human perspective in which cooperation, peace and tolerance proliferate as values.

Teacher Philosophy

Creating a safe environment to learn English is an elemental part in my teaching philosophy as well as the constantly reflection about the activities that worked well in the classroom and

the ones that should be modified. The student is the center of the process, like Rassias says the learner is the star of the show. Carrying out meaningful activities in which learners are involved in real communication, focusing more on skill than on structures, and using authentic materials are part of the communicative approach. This part has changed in my teaching practice because I used to focus more on structure than on skills and I used to design lessons that were not learner centered, and now my practices focus on the communicative approach.

The British Council says that the communicative approach is based on the idea that learning language successfully comes through having to communicate real meaning. When learners are involved in real communication, their natural strategies for language acquisition will be used, and this will allow them to learn to use the language.

The main characteristic is to produce meaningful and real communication, so it is important to put more emphasis on skill than in the system, and the lesson is centered in the students.

Collaboration with other teachers and with parents seems to be another central part to be developed in my teaching practice; taking into account the backgrounds of the students, their cultures and their communities as well as getting involved in their emotional development. Another belief that has changed is that as English teacher we do not only teach language, but also the culture and also we empower our students' identity in order they feel proud of their own culture and they could be more tolerant and respect other cultures.

Knowing more about assessment in this unit helped me to change my ideas that the only way to assess the learning process is through tests, rubrics and the teacher is the only person that can give feedback and design the instruments. The alternatives in assessment is another option; portfolios, journals, observations, self-and peer-assessments.

There are still many challenges that I will face because teaching is a dynamic profession and as teachers we never stop learning. There are always new techniques and strategies to work in the classroom, new paths to improve interaction in the classroom, new materials and innovative tools and resources. As teachers we have to be constantly immersed into professional development and join learning communities to do a masterly performance and offer a service of excellence and quality. Another aspect to take in mind about teaching is that we never stop learning.

1.2 Theory underlying the teaching practice and identity

Teaching strategies and techniques

There are a great number of techniques and strategies for language teaching. A **technique** according to Brown (2015) is any of a wide variety of exercise, activities, procedures, or tasks used in the language classroom for realizing lesson objectives, while a **strategy** is a specific method or technique for approaching a problem or task; a mode of operation for achieving a particular end; a plan design for controlling and manipulating certain information. Brown classifies the techniques into controlled techniques, semicontrolled techniques and open-ended techniques.

The techniques used in the English classroom for students' profile described before are warm up, setting, role-play demonstrations, dialogue, reading aloud, checking, drills, dictation, copying, review, testing. For semicontrolled techniques, the most common strategies are brainstorming, question-answer referential, information transfer, preparation. For the open ended, the games, discussion and composition are the most used techniques.

Although, drills should be used in moderation in a communicative approach, this technique helps students, who are at lower levels of proficiency, to establish structural patterns, rhythm, and certain pronunciation elements. That is the reason to use this technique with the students to practice some grammar points or new set of vocabulary and also to practice some dialogues.

The brainstorming purpose is to start some kind of thinking process. It prepares the students to read a text, to discuss or write about a topic. For example, this kind of technique is used to start thinking about the country facts. It is used with the review technique in which the students give comments about the cultural aspects of countries in order to check what they have learned in previous lesson.

The preparation technique consists on studying, silent reading, rehearsing and preparing for later activity. In this case, the students rehearsed what they have to say to make their presentation about countries and they prepared their posters.

In every session is included Pre-, while, and post listening-reading techniques. The first step is to activate schemata which helps the learner to prepare for listening or reading by reviewing vocabulary and exploring context through background knowledge in order to undertint and get the general idea of what the topic is. The next stage is to give to the students something to do with the listening or reading passage, such as take notes, fill in a chart, note a sequence of events, identify the main idea, listen and identify some details.

The las stage, post-, is related of what the students are asked to do after the listening or reading passage, for example set a discussion, answer questions, completion activities, true-false activities, discussing the author's opinion etc. In this specific topic after reading and listening the passages of the essays, students answered some questions or discuss about the topic, and they were taking some notes about facts of countries that they wanted to include in their presentation.

Thera are two types of processing in both listening and reading comprehension. Brown (2015) defines Bottom-up processing as a focus on the "bits and pieces" of language, breaking language into component parts and giving them central focus, eventually working toward meaning. On the other hand, Top-down processing refers to the activation of schemata to deriving meaning, global understanding, and interpretation of a text. In this sequence the Top-down processing is applied, the students deduce meaning thought schemata, and identifying the main idea of the essays, there were exposed first to the background of the sequence and then, they explore the listening and reading passages, identifying the general meaning and writing down specific information in charts, classifying the information. Although, a combination of both techniques are really important for this sequence the objectives focused in identifying the general idea, and getting the gist of sentences.

The strategies applied in this sequence are; Identifying the purpose of the listening-reading, skim the text for main ideas, scan the text for specific information. Students scan the text and classify the information in charts. While the strategies used for listening comprehension are associating information with one's existing cognitive structure, listening for the general gist.

Teaching culture is a complex thing to do. First, we need to encourage our students to be aware of their own culture and be proud of it. It is helpful for students to create a great source of activities in which they can know about the different issues of their culture and the target language culture.

It is important to describe the different concepts of culture. **Culture** is defined as the set of ideas, customs, and social behavior of a particular people or society.

Another definition of culture established by Brown (2015) is that culture is a way of life. It is the context within which we exist, think, feel, and relate to others. It makes us sensitive to matters of status, and help us know what others expect of us and what will happen if we do not live up to their expectation. Brown says that there is a complex dynamic relationship between language and cultural customs, values, and beliefs that are embedded in language practice.

It is important that students are aware of the target language culture but also with other cultures around the world. As we are forming citizens of the world it is helpful they know about their own culture and other cultures of the world in order they can be competent in communicating and socializing with people from different parts of the world and they feel comfortable interacting with other ways of living and thinking.

The previous definition of culture seems quite simple, however there is visible and invisible culture. According to Wintergerst and MacVeigh (2011) explain that visible culture can be divided into big visible and little visible culture. The big visible culture has to be with literature, arts, architecture, history and geography of the country, while the little visible culture is related to gestures, body language, use of space, dress, food, leisure life and daily customs. On the other side, big invisible culture is related to core values, beliefs, social norms, assumptions and legal foundations. Little culture is related to popular opinions, viewpoints, preferences or tastes.

Teaching culture seems quite easy if we focus on visible culture we can teach our students the characteristics of the country, the way people dress, the kind of food they eat their

festivities, traditions and holidays. We can use videos, reading passages, make a fair of food and traditional dresses or an intercultural festival, however the invisible culture seems quite complex, our students are still living and learning from their culture the values and the social norms and learning to give their own opinions and viewpoints. It is quite interesting that in the new National Curriculum interculturality is a main point, this is a great opportunity to work in our own culture and to know more about other cultures to create students that appreciate their own culture and value the other cultures, create tolerant students that respect other points of view and opinion.

As teacher we mostly focus on developing the linguistic and communicative competence.

The **linguistic competence** refers to the knowledge of grammar, vocabulary and pronunciation of the target language without knowing the social context.

Communicative competence includes not only grammar, words and sounds but also includes the social knowledge and verbal and nonverbal communication.

An **interculturally competent person**, according to Byram (citation from Brown 2015) is able to perceive cultures in relationship, both within and outside a society, and is able to interpret each culture in the perspective of the other.

This person is someone who has a critical or analytical understanding of their own and other cultures, someone who is conscious of their own perspective, of the way in which their thinking is cultural determined.

There are different types of teacher roles that we can play in this intercultural approach; mediator, ethnographer, agent of change, researcher, manager, learner and mentor.

Assessment

Assessment is an integral aspect of the pedagogical process of designing lessons and evaluating their success. It is an ongoing process that could be formal or informal. A teacher is always assessing in a conscious or unconscious way. The assessment takes place even when a student responds to a question, gives a comment, practice vocabulary or a new structure. On the other hand, student's journal, written, task, portfolio, test, a systematic set

of observations of student's participation, rubrics and other kind of exercises or procedures that are carefully planned to evaluate and give feedback are part of formal assessment.

According to Brown (2015) there are some principles that help us to evaluate the efficacy of exercises or procedure in test or assessment.

- Practicality
- Reliability
- Validity
- Authenticity
- Washback

Practicability implies that the procedures, tasks or tests have the correct length of time, are financial accessible, are not difficult to administrate, score and interpret.

The reliability is the consistency and dependability of an assessment instrument.

Validity refers that the degree to which the test actually measure what is intended to measure.

Authenticity is a concept that refers to a designed task that is related to "real world".

Washback is the information students receive after taking a test, when we give the information to the students is important to give not only the score, but also a phrase to praise the strengths and constructive comments for weaknesses. Students can have access to the teacher to discuss the feedback and the opportunity to be guided toward relevant strategies and techniques to continue learning.

The next lesson plan has been developed in the English Classroom, it is part of the curricula, some of the activities and the project will be developed the next school year with the collaboration of other teachers from different subjects. Some testing and assessing tools were designed for some activities. However, for this assignment the assessment should be more specific, and some improvements in the lesson planning are added.

Chapter 2: Methodology and practice

2.1 A practical and useful plan

READING ESSAYS ABOUT CULTURE

- The aim of the next lesson plans is to read brief literary essays to contrast cultural aspects. The learning goals of this unit are
- Revise brief literary essays
- Read and understand the general meaning, main ideas and details of literary essays.
- Describe and compare literary essays.
- Describe and compare cultural aspects

<i>Name: Presentation about countries Sesion 1</i>
<i>Objective:</i> <i>Students will identify names of countries and nationalities</i> <i>Students will describe the facts about culture</i> <i>Students will define the term “Culture”</i>
<i>Linguistic Topic: Talk about Country facts</i>

Speaking-Writing					
Step of the lesson-time	Teacher activities	Students activities	Materials	Session Number - SKILLS	Evaluation
Information processing Activation Schema (10 minutes)	-Welcome students to class -Tell students the will play stop to review names of countries. T. Asks students to open their books.	- A student starts with the alphabet, he or she says A and the continuous saying the alphabet in his/her mind. Ss. say a name of a country that starts with that letter. Ss. Watch a map and start a conversation with a partner about a picture that shows diversity around the world, students follow some prompts The picture shows people from Mexico, Colombia... The	Book pg.	Speaking	Participation

		cultures vary because of the language, food, dresses, etc. People usually think that Mexican people are friendly, wears a hat, etc.			
1 st Practice Information Processing activity (15 minutes)	Ask students to read the definition of culture, ask students if they agree or disagree.	Students read more aspects that culture involves and tick the elements they consider. In pairs and with the help of the list of words and the previous definition, students create their own definition of culture.	Book Notebook	Reading Writing	Comments about What culture is
2 nd Practice Social Interaction Use of Language (40 minutes)	Present a map with names of countries and nationalities.	They have to complete the name of the country or the nationality. Have students choose a country and practice a short dialogue.	Map Model of dialogue	Writing and speaking	Dialogue completion
3 rd Extended task	T asks Ss to work with a map (asked one class before) to identify some countries and nationalities.	Students follow a code and color the countries in the map according to the code written on the board. They also write the nationality.	Map Colors	Reading and writing	Spelling

Name: Living in two cultures Session 2

Objective:

Students will talk about facts of some countries

Students will listen general information about the advantages and disadvantage to live in two countries.

Students will read and identify general information

Linguistic Topic: Giving opinions I think....

Listening- reading					
Step of the lesson-time	Teacher activities	Students activities	Materials	Session Number - SKILLS	Evaluation
Information processing Activation Schema (10 minutes)	T. says to the students that they will play Hangman on the board.	- Students will discover the word Mexico. Ask students What can you say about Mexico? What identifies Mexicans. Tell them to discuss in pairs and listen to their ideas and write them on the board. books.	Board Markers	Speaking	Participation
1 st Practice Information Processing activity (15 minutes)	Write the name of five countries on the board, ask students the same previous questions about each country. Form five teams with the name of the countries written on the board.	. They get in groups and discuss the questions, take notes on the board and complete a chart, students complete the chart on their notebooks.	Notebooks	Writing	Imitative writing (copying)
2 nd Practice Social Interaction Use of Language (40 minutes)	Have students read the title of the essay “Living between two cultures”, ask student to make predictions about the topic of the essay. Play the track.	The students to follow along the reading After the reading ask students which countries are mentioned in the essay, which language are mentioned in the text, say the advantages and disadvantages that the author wrote. Students read the	Audio Book	Listening Reading	Conversing about the advantage and disadvantages

		essay again and answer five questions about the text. Compare the answers with the whole class. Students give their opinion about the essay the follow some prompts In my opinion, I think..			Comprehension questions
https://drive.google.com/file/d/1opUIW7_cHNfPI5VnsuUNf_UyxWwJ6zyg/view?usp=sharing.google.com/file/d/1opUIW7_cHNfPI5VnsuUNf_UyxWwJ6zyg/view?usp=sharing					
3 rd Extended task	T asks Ss to search information about China and USA	Ss look for information about China and United states, language, holidays, food, business, location, dress, etc.	Internet Computers	Reading and writing	Copying

Name: Cultural aspects of China and USA Session 3

Objective:

Students will answer questions about facts of countries

Students will listen specific information about cultural aspects of China and USA

Students will read and identify general and specific information

Students will write information to complete a comparative chart

Linguistic Topic: Using contrasting expressions

Listening- Writing					
Step of the lesson-time	Teacher activities	Students activities	Materials	Session Number - SKILLS	Evaluation
Information processing Activation Schema (10 minutes)	Paste on the board some questions about China and USA, the questions are on cards that are pasted on the board,	Students choose a number, Teacher makes the question and if the student answers correctly he or she wins the points under the card.	Cards with questions	Listening and speaking	Participation Students' responses
1 st Practice Information Processing activity (15 minutes)	T Asks the class to help complete the chart on the board and complete their own chart with more information	Ss. draw a comparative chart about China and USA, Students write down the information	Notebooks	Writing	Completing the chart

	provided by other students.	they know about these countries.			
2 nd Practice Social Interaction Use of Language (40 minutes)	T. Tells students they are going to read an essay about the cultural differences between China and United states. T. Presents to the students the use of contrasting expressions such as; while, on the other hand, in contrast, however etc. Give examples.	Students listen to the audio and follow the reading along. Have students discuss in pairs the aspects mentioned in the text. Students work in pairs they discuss the next question Are the differences between China and USA similar to the differences between Mexico and USA? Students write three examples of contrasting sentences mentioned in the text.	Audio Book	Listening Reading Speaking Writing	Listening cloze selection tasks Comprehension questions
https://drive.google.com/file/d/1QW4amHepHMH3EbHjNFBs8nuSUD1LPiy_/view?usp=sharing					
3 rd Extended task	T asks Ss to work in their books to complete comparative chart about USA and China. As homework, T asks students look for information about Japan and China. They also draw the flags of these countries.	Students complete a comparative chart between USA, China and Mexico, students use information from the essay and information they know about the countries. -Students draw the flags of the three countries. Describe the flags and ask volunteers to describe each flag orally.	Book Chart in the book	Reading and writing	Completion task

Name: Cultural aspects of Japan, China and USA Session 4

Objective:

Students will answer questions about facts of countries

Students will listen general and specific information about cultural aspects of Japan, China and USA.

Students will read and identify general and specific information

Students will write information to complete a comparative chart

Linguistic Topic: Using expression to express opinion

Listening- Speaking					
Step of the lesson-time	Teacher activities	Students activities	Materials	Session Number - SKILLS	Evaluation

Information processing Activation Schema (10 minutes)	T. asks students to play hot potato. T asks each student that loses a question about a country, it could be the capital, the continent, the flag color, the language, the national sport, etc. T Gives point to each correct answer.	Students play hot potato. S. Answers the questions.	Ball	Listening and speaking	Participation Students' responses
1 st Practice Information Processing activity (15 minutes)	T. forms two lines with the students. T tells students that each member of the line has to write a fact about Japan or China.	Each member of the line has to write a fact about Japan or China. At the end of the activity we have information about both countries	Board Markers	Writing	Completing the chart
2 nd Practice Social Interaction Use of Language (40 minutes)	T. Makes SS. aware that some aspects of the culture are not evident for us, we have to read more information about aspects such as values and beliefs and those aspects can differ from our values and beliefs T tells students they are going to listen a conversation between an American boy and a Chinese girl. T asks them to make some prediction about Friends, money and Family in both cultures, give some examples. I think Chinese people like to save money, I think that American people like to spend money buying a lot of things, etc.	Students listen and read information about Japan and China. In teams of four, they discuss about the differences they found, Students listen to the audio, and follow the conversation. Then read the conversation again and answer the next questions: What is a friend in China? Do they save money in USA? What do Chinese think about the elders?	Audio Book	Listening Reading Speaking	Listening cloze selection tasks Discussion
<p>https://drive.google.com/file/d/1HpTz23VSyd9vx0PJf6F3YD0sIgV8hrmF/view?usp=sharing https://drive.google.com/file/d/1IRUvnRH8qtAP7EHx0ENGRsWaXgU36B_1/view?usp=sharing</p>					

3 rd Extended task	T. asks students to choose a country. T asks students to search information about that country; language, food, traditions, sports, etc.	Ss. find as much information as they can about this country. Ss. take notes.	Computers Mobiles internet	Reading and writing	Copying (spelling of words)
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Name: Poster about countries Session 5

Objective:

Students will listen specific information about cultural aspects of countries presented in a video.

Students will write the information of countries in a chart

Students will find out and classify information to elaborate a poster with facts about countries.

Linguistic Topic: Using sentences to express information about countries

Four skills					
Step of the lesson-time	Teacher activities	Students activities	Materials	Session Number - SKILLS	Evaluation
Information processing Activation Schema (10 minutes)	T. asks students how they greet in their families by kissing, hugging, shaking hands etc.	Students watch a video about cultural differences. And they identify different ways to greet.	Ball	Listening and speaking	Participation Students' responses
https://drive.google.com/file/d/1MdCCy4Zmj3Xv2cOCtO7w3Xw9iynUjf2k/view?usp=sharing					
1 st Practice Information Processing activity (15 minutes)	T. verifies the spelling. T. Tells students that they will watch a video to identify cultural aspects of countries.	-Students write the name of some countries on a chart. -Students watch a video about cultures around the world and the cultural aspects: food, sports, language, dress, location, etc. First they watch the video an on a map they color the countries the listen in the	Computer Projector Speaker Video	Writing listening	Copying Chart completion

		video. The second time they watch the video they fill the chart with the information provided by the video. Compare the chart as a whole class			
2 nd Practice Social Interaction Use of Language (40 minutes)	T. asks students to work on their poster draft for the presentation. T. Checks the spelling of the poster.	Students work with the country they chose. They are going to prepare a draft of a poster about the main cultural aspects of the country. Ss start to design their poster. They add drawings, map and images	Notebook Cardboard Images Markers Cut outs drawings	Writing	Rubric
Rubric:					
3 rd Extended task	T. asks students to finish their poster as homework if the time is not enough.	Ss. Finish their posters at home and rehearse the presentation.	Poster		Spelling of words

In session 6 students make a presentation of their country. (See appendix 1). *The video* asked for this assignment was recorded in this sessions (sessions 6 and 7) This is the link

https://drive.google.com/file/d/1VsBpkJf_g4MhLYu6w7agAq2q-NMNh67/view?usp=sharing

Name: Presentation about countries Session 6 and 7
Objective: <i>Students will identify types of greetings (body language)</i> <i>Students will describe the facts about a country</i> <i>Students will read and answer questions about facts of countries</i>
Linguistic Topic: Talk about Country facts

Listening-speaking					
Step of the lesson-time	Teacher activities	Students activities	Materials	Session Number - SKILLS	Evaluation
Information processing Activation Schema (5 minutes)	T asks Ss <i>What are the different ways of greeting.</i>	Ss Says the different greeting; handshake, kissing, bowing, etc. Ss.		3 listening	Participation

	T. asks ss to greet each other according to the T. Instructions	Ss stand up and greet each other			
1 st Practice Information Processing activity (20 minutes)	T explains that Ss will play Jeopardy to check some cultural aspect reviewed I previous sessions.	Ss work in teams. Ss choose a country and the number. Ss answer the chosen question.	Audio Cards with questions	3 Listening and speaking	Ss' responses
2 nd Practice Social Interaction Use of Language (40 minutes)	T has Ss describe facts about the country they previous chose. T states stations. T ask students to complete a chart about the facts of the countries that their classmates are going to present.	Ss. Make the presentation about the country they chose. The team takes turns to speak about language, sport, food.	Poster with information about the country (done in previously class)	Speaking and listening	Speaking rubric (Appendix 3) Writing Rubric (Appendix 4)
3 rd Recover information (20 minutes)	T asks Ss to get into kahoot.to check cultural aspects of countries.	Ss get into kahoot and answer questions about countries.	Computers, mobiles internet	Reading	Score of the game

EATING HABITS

- The aim of the next lesson plan is to avoid stereotypes about the fact that Mexicans only eat beans or Americans only eat hot dogs and burgers.
- Students will be aware of the different dishes found in both cultures.

Name: Eating in USA and Mexico Session 8

Objective:

Students will be able to identify and use words related to food.

The students will identify cultural aspects in a reading.

The students will identify main ideas and details, describe and comprehend eating habits in Mexico and USA

Linguistic Topic: Contrasting ideas

Listening- Writing					
Step of the lesson-time	Teacher activities	Students activities	Materials	Session Number - SKILLS	Evaluation
Information processing Activation Schema (5 minutes)	Ask students about their favorite kind of food. Tell students to draw on the board typical food they know from USA	Students have one minute to write as many typical dishes as they can that are common in Mexico Students draw American food on board	Board Markers	Speaking Writing	Participation

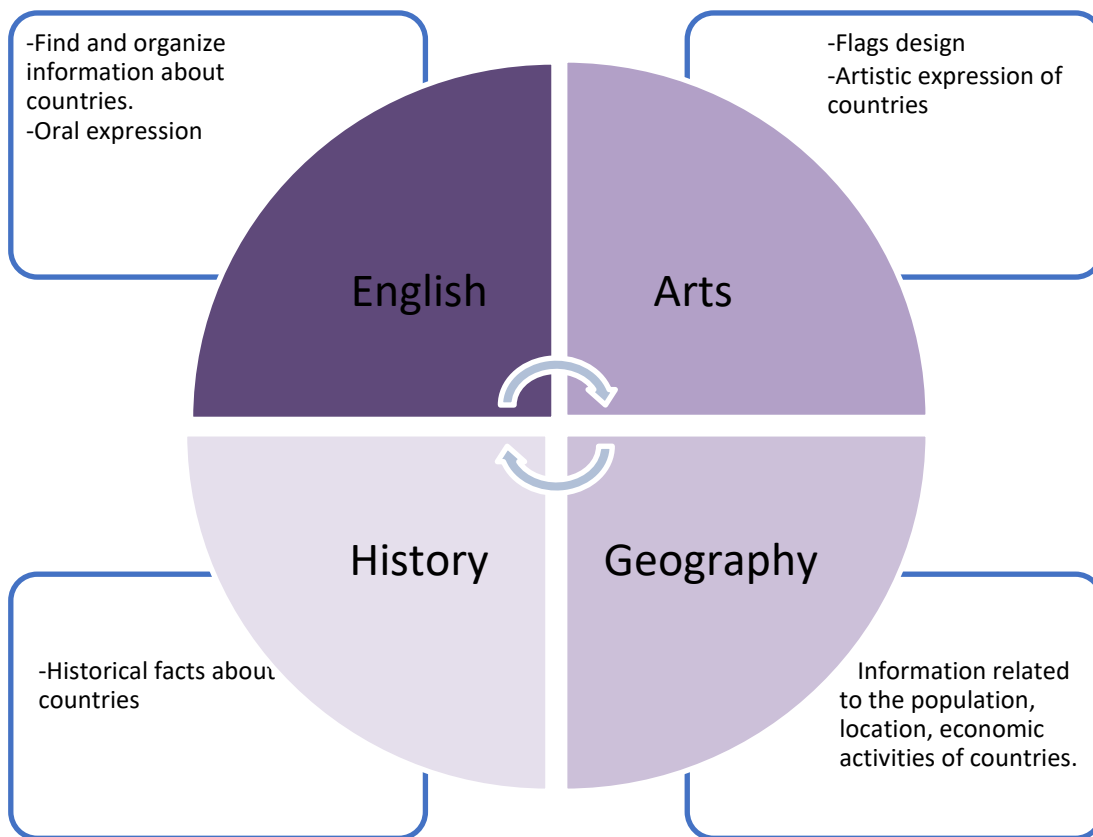
1 st Practice Information Processing activity (20 minutes)	T explains Ss. That they will play memory game to learn vocabulary related to food. -Present the name of more American food.	Ss work in teams. Students play memory about food. Each time they turn up the cards they say the name of the food. Ss. Takes notes	Memory cards	Speaking Writing	Word repetition Copying
https://drive.google.com/file/d/1mFxOEj3cQ89XwMsrtSTHYtebLj91DxCy/view?usp=sharing https://drive.google.com/file/d/1dRQnJ4f9eMwvfPgWDoDRGtfc0CJq6HFu/view?usp=sharing					
2 nd Practice Social Interaction Use of Language (40 minutes)	T. Elicits some information and write it on the chart. T. asks students to read information about USA and Mexico to complete the chart with more information. Ask. Students to write information about the 10 most popular food in the USA..	Students draw a chart to write the main differences between Mexico and USA. Students read the essay about the differences between Mexico and USA and complete the previous chart with the information given in the essay, volunteers write the information on the board. Pay extra attention on the food, elicit more examples. - Ss write the information about the most popular food in USA in a graphic organizer	Book (reader) Computer Internet	Reading writing	Completing a chart Copying
https://docs.google.com/document/d/1uoV0W48CH_eTBu555vGxHn83plq777pM/edit?usp=sharing&oid=101370687954418895132&rtpof=true&sd=true https://www.cntraveler.com/gallery/traditional-american-foods-and-where-to-eat-them					
3 rd Recover information (20 minutes)	Organize the class in teams of three, make a raffle or ask students if they want to choose the dish. A name for this festival of food could be “Mexicans do not only eat beans, Americans do not only eat hot dogs and burgers”.	Ss. are going to make a presentation of typical dishes from Mexico and the United states. They prepare the dish at home, and a poster with information about it. Rehearsal the presentation.	Real food Posters	speaking	Speaking rubric (Appendix 3)

To work with interculturality the next school year a group of teachers is going to organize a Festival named “Cultures around the world”

PROJECT: Cultures around the World			
INGLÉS II ERIKA FLORES BAEZ			
Characteristics of students at the end of the Basic Education in Mexico The students will be able to develop a whole vision of learning involving the aptitudes, values, attitudes and knowledge.			
National contextualized content -Linguistic diversity and its ways of expression in Mexico and the world. -Cultural, linguistic and artistic aspect of English to encourage interculturality.		Local content Make an invitation to parents that have lived in another country in order they can explain the way of living in the county where they lived through a gallery of photos. Students make a brief description in English about the experience of their parents or relatives.	
Diagnostic Most of the students share the same culture. Around 5% of the students were born in USA because their parents lived in USA as immigrants. Most of the students have relatives or friends living in USA because they moved there to work. At the school there are 4 bilingual students (English-Spanish)			
Goal: Students will be able to recognize different cultural and artistic aspects of their context and other countries.			
National content (plan 2022)	Learning development process	Grammatical content	Didactic strategies and follow up
<p>Esthetic elements and resources of English.</p> <p>Ejes articuladores</p> <ul style="list-style-type: none"> • Critic interculturality • Acquisition of cultures through Reading and writing • Arts and esthetic experiences. 	<p>Identify and explains the use of esthetic expressions, elements and resources in cultural and artistic aspects of their own country and other countries.</p>	<p>-Simple present to express fact about countries.</p> <p>-Name of countries, language, nationalities.</p> <p>-Name of food, drinks, and emblematic places.</p> <p>-Identify the cultural expressions of each country.</p> <p>-Adjectives to describe places and people.</p>	<p>Organize a cultural festival “Culture around the World” about the cultural and artistic aspect of Mexico and other countries. Involve the next subjects English, Arts, Geography and History.</p> <p>Monitor the students’ progress in order they can acquire the expressions and vocabulary to express cultural facts about the countries.</p> <p>Encouraged students</p>

			to develop curiosity and interest to find information about the countries.
Assessment:	Speaking: Rubric (Appendix 3)	Writing: Intensive (use vocabulary in a sentence)	

“Culture around the world”



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

At the end of the sequence in order to assess the intercultural competence students make this self-assessment.

With Self- assessment, students are able to monitor their own performance. This kind of assessment encourages students' autonomy and increase motivation because the students are involved in their own learning process. Little by little the students are used to this kind of assessment and they practice responsibility and honesty in their learning process.

Another way of assessment used in this learning sequence is a formative assessment. This type of assessment helps students to check progress and identify certain areas that need improvement. The formative assessment used in this project is the next.

The students also are exposed to the formal assessment in this case a test designed by the author of the book. Formal assessment according to Brown (2015) includes exercises or procedures specifically designed to tap into a storehouse of skills and knowledge. They are systematic and carefully planned and give to the teacher and students a perception of student achievement.

The presentation is assessed by a speaking rubric. The rubrics specified categories, which break down a skill into several components for scoring language performance. For scoring the presentation about the country facts, the rubric has the next components pronunciation, grammar, vocabulary, production, fluency. The analysis of the result of this rubric indicates that students need to work with fluency and pronunciation. On the other hand, to assess the writing production in this case the poster the next components are taken into consideration focus, content and convention.

As we can see in each lesson plan also is included a tool to assess student's performance. It is used both ways of assessment the formal and informal. In this sequence it is also included alternative assessment such as Portfolio and observation. With large classes the principle of practicability is taken into account and also the other principles. The use of Kahoot also help us to assess students' comprehension about the cultural aspect seen during this sequence and they really enjoyed the activity, they we kind of surprised to see their results on the chart displayed by this website that is really funny and practical.

2.3 Attached evidence

Self-assessment

Assessment			
I can distinguish cultural aspects	Accomplished	Almost accomplished	Need more work
I can contrast cultural aspects	Accomplished	Almost accomplished	Need more work
I can have a conversation describing and contrasting cultural aspects.	Accomplished	Almost accomplished	Need more work
If most of your answers are insufficient, check the whole unit again with the help of your teacher.			

Formative assessment

<https://drive.google.com/file/d/1FQ3tN29Dp77edB9yUYPfhMPix9e8Z1uH/view?usp=sharing>

CONTINUOUS AND GLOBAL ASSESSMENT CRITERIA
RECREATIONAL AND LITERARY

LEVEL 2

NAME: _____

Continuous Assessment			Global Assessment	
Reviewing short literary essays.	Reading and understanding general sense, mains ideas and details of literary essays.	Describing and comparing cultural aspects.	Social Practice: Read short literary essays to contrast cultural aspects.	Communicative Activity: Understand oneself and others.
Fill in each performance indicator using the abbreviations below.				
<p>General comments:</p> 				

Assessment Criteria

VERY GOOD = VG

- The learner acknowledges the main idea and details from a variety of oral

Página 1 de 1

- The learner demonstrates some improvement in identifying ruptures in communication and uses strategic means to re-establish it when required.

Formal assessment

https://drive.google.com/file/d/1mAraT8_a9_-rwd33HSmnCeMdsDNFT-sb/view?usp=sharing



NAME: _____

DATE: _____ GROUP: _____

SOCIAL PRACTICE: Read brief literary essays to contrast cultural aspects.**1** Read the text and circle the right answer.

_____ / 10

Chapter 1 Greetings Around the World

by Alex Wilson

A custom that exists in every culture is that of people always greeting each other, but the ways and gestures they use differ from country to country. This can be very important when we meet people from other places because something that is very common for us in another country it could be unusual and even rude. This essay will present some of those differences.

You might be surprised, but there are places where handshakes, especially when meeting for the first time, are very rare and considered a bit rude. For example, both in Japan and Thailand, a bow is the proper greeting, but the gesture is a little different. While Japanese bow and avoid direct eye contact, in Thailand, people look at each other when they bow and press their hands together to their chest.

Unlike countries like Japan and Thailand, shaking hands is a common practice in many countries such as the United Kingdom and Russia. Nevertheless, there are some differences in this gesture. Like many Mexicans, Russians greet with a very firm handshake; in contrast, people in the United Kingdom prefer a quick and softer handshake.

Finally, another common way to greet people is kissing. This is especially common in Europe. For example, the French commonly greet with a double cheek-to-cheek kiss (sometimes more). Like the French, Italians usually greet with a quick kiss on each cheek. However, not all Europeans like these greetings. Unlike the French or Italians, Germans don't like kissing and prefer a simple handshake.

In conclusion, greetings can vary around the world, but it is important to know the differences in gestures in order to avoid offending someone. Unlike most Mexicans, not everybody feels comfortable with very enthusiastic greetings.

9

- 1 What is the main idea of the text?
 - a The importance of greetings around the world.
 - b Greeting is universal.
 - c We all greet but we all do it differently.
- 2 What idea best represents the idea of the third paragraph?
 - a How to shake hands around the world.
 - b One handshake with different styles.
 - c Handshaking is not for everyone.
- 3 What are the three main forms of greeting around the world?
 - a Handshake, eye contact, bowing.
 - b Bowing, kissing, waving hands.
 - c Handshake, bowing, kissing.
- 4 How does bowing differ in Japan and Thailand?
 - a In Thailand, they make eye contact and press their hands together.
 - b In Japan, they bow deeper to avoid eye contact.
 - c In Thailand, people shake hands while bowing.

In session 6 students make a presentation of their country. (See appendix 1). *The video* asked for this assignment was recorded in this sessions (sessions 6 and 7) This is the link

https://drive.google.com/file/d/1VsBpkJf_g4MhLYu6w7agAq2q-NMNH67/view?usp=sharing

Chapter 3: Experience report

As we can notice in the lesson plans, we try to encourage students to know more about cultures around the world in this case through reading of essays, comparative charts, videos, drawing and independent research about the country the students are interested in. It is well known that the reading is not the only tool to know about other cultures, nowadays we have a great variety of interesting videos that could open a wide window that let students know about the great diversity around the world. Developing intercultural competence in our students will expose them to various cultural and social groups, create personal connection with other cultures and empathize with people different from themselves, in other words students will become better citizens in their communities and better world citizens.

The lesson plans emphasize the knowledge of visible aspects of language, there is still the challenge to develop activities to develop the most complex aspect of culture, researcher called invisible aspects of cultures such as beliefs, values, viewpoints, however as they continue knowing about other cultures and their own they will become more tolerant, empathetic, open-minded, confident and safe.

All the assessment instruments give a perception of what the learners have achieved and an overview to established new goals. In this case work with fluency and pronunciation. The formal assessment results show that the students are able to identify the general ideas and some details in texts. The writing rubric shows that students need to work in spelling conventions. However, the assessment instruments also show that students have to work in comparing and contrasting aspects.

Chapter 4: Conclusion

Developing intercultural competence in the English classroom is really important because we live in a multicultural world and we need to prepare students to adapt to different points of view. As English teachers we should include activities that foster cultural awareness, most of the times can be reading but also videos, and we most try to incorporate the experiential learning approach, it could be taking the students to a museum or to the capital city where they can find tourist and they can do an interview, activities such the demonstration of food or the cultural festivals that can be organized twice a year at the school. There is still a lot of work to do, but as teachers we are learning to organize activities that let students gain intercultural competence. The main point of this work is establish the tools to assess the students learning process and to identify the strengths and weaknesses in the teaching practice, and modify the course of action to succeed in our teaching and learning professional development. This project also showed a lesson plan in action and it was worth it to do this kind of activity because as teacher, it is important to show our work and analyze what is working in the classroom and the thing that are needed to reinforce. For example, evidence shows that the students need more interaction and speaking activities that let them develop this skill, but not only in second language, students need to reinforce oral presentation in Spanish, they are ashamed to speak in public not only in English but in Spanish. The use of technology at the end of the sequence was a good way to encourage students to continue learning. There is a lot of strategies and things to apply in classes, as teacher never stop to learn. This kind of projects let teacher interact with other teacher and make analysis of what works well in classes and what is needed to modify. All this kind of activities help teacher improve their performance in order students can achieve their goals.

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APPENDIX 1





APPENDIX 2





APPENDIX 3
Beginning Level Speaking Rubric

Name: _____

Activity/Assignment: _____

Date: _____

Pronunciation:	1	2	3	4	5	6	7	8	9	10
Grammar:	1	2	3	4	5	6	7	8	9	10
Vocabulary:	1	2	3	4	5	6	7	8	9	10
Production:	1	2	3	4	5	6	7	8	9	10
Communicability/ Fuency	1	2	3	4	5	6	7	8	9	10

___/50 = _____%

Suggested Deductions: 2 mistakes = 1 point

Basic: Oral Communication

Rubric Descriptors

For full points, student should do the following:

Pronunciation:	Pronounce basic English words to be understood. Generally correct pronunciation of sounds and words studied in class, especially in food that we had checked previously.
Grammar:	Correctly use Level Basic Grammar in short phrases and basic sentences. May be some mistakes (e.g., tense, plural, word order, and missing subject), but these do not hide basic meaning. Correctly use simple present tense. Correctly form basic yes/no questions with be and have in the above tenses. Correctly respond to basic information questions.
Vocabulary:	Use basic words (food vocabulary) and words studied in class for the topic. Functions should include one of the following: 1) countable

	and uncountable nouns (food), 2) some and any, 3) describing what people eat around the world, 4) countries
Production:	Use enough language to complete an understanding presentation about what people eat around the world, in this specific case about breakfast or facts about countries.
Communicability/ Fluency	(If applicable.) Tell about simple ideas. Can be understood. Ask and answer simple questions.

APPENDIX 4

NAME: _____

DATE: _____

WRITE RUBRIC (POSTER)

TASK	5 POINTS	3 POINTS	1 POINT
FOCUS	Fully addresses the prompt.	Generally addresses the prompt.	Attempts to address the prompt, but ideas are unclear.
CONTENT	Clear ideas and details supported by the text. Images are included in the poster.	Some ideas and details supported by the text. Some images are included in the poster.	Ideas not supported by the text. Images were not included in the poster.
CONVENTIONS	Few or no errors in grammar, spelling, capitalization , punctuation.	Some errors in grammar, spelling, capitalization , punctuation.	Has some difficulty in: grammar, spelling, capitalization, punctuation.

Total points: _____

Feedback _____
