UNIVERSIDAD PEDAGÓGICA NACIONAL

UNIDAD AJUSCO

PROPUESTA DE INTERVENCIÓN EDUCATIVA

Interculturality

TRABAJO RECEPCIONAL

QUE PARA OBTENER EL DIPLOMA DE

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

PRESENTA:

Anahelí Gutiérrez Pineda

ASESOR: Shelick García Galván

Ciudad de México, México a 04 de Julio del 2023

Interculturality

Universidad Pedagógica Nacional
Especialización en Enseñanza y Aprendizaje
de Inglés como Lengua Extranjera

Anahelí Gutiérrez Pineda

Tutor Shelick García Galván

July 04th, 2023

Declaración de Originalidad
de Tesis o Trabajo Recepcional de Posgrado

C. RECTOR(A)
DE LA UNIVERSIDAD PEDAGÓGICA NACIONAL
PRESENTE:

Me dirijo a usted en mi carácter de autor(a) original del documento descrito al calce, mismo que presento como parte de los requisitos académicos establecidos para obtener el diploma o grado académico que me corresponde, de conformidad con el Reglamento General de Estudios de Posgrado, los Acuerdos del Consejo de Posgrado y las disposiciones del Instructivo de Operación del programa académico de posgrado en que he estado inscrito(a).

En apego al inciso d del Artículo 42, del Reglamento General para Estudios de Posgrado de la Universidad Pedagógica Nacional, que establece que la Coordinación de Posgrado —por acuerdo del Consejo de Posgrado— será competente para aplicar la sanción de baja definitiva en el caso de que el estudiante: "Presente como propios trabajos académicos que no son de su autoría entre ellos artículos, revistas, ensayos, libros, tesis profesionales o de grado, así como cualquier otro sin consentimiento expreso de su autor", suscribo esta declaración con la finalidad de manifestar a usted —y a quien corresponda — que he redactado mi documento de tesis o trabajo recepcional de manera original en todas y cada una de sus partes.

El documento en cuestión es un trabajo original, en español, no publicado ni presentado a esta ni a otra institución como tesis o trabajo recepcional previamente. Es producto original de mi autoría exclusiva y no contiene citas ni trascripciones ni ilustraciones diversas sacadas de cualquier tesis, obra, artículo, memoria, etcétera (en versión digital o impresa), sin haber mencionado en mi documento de forma clara y exacta su origen o autor, tanto en el cuerpo del texto, figuras, cuadros, tablas u otros que tengan derechos de autor. Asimismo, manifiesto que no he cedido los derechos patrimoniales ni he otorgado autorización a otra persona física o moral que se considere con derechos sobre el trabajo en cuestión.
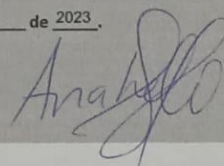
En caso de existir alguna impugnación con el contenido o la autoría de mi trabajo recepcional o tesis, toda responsabilidad será exclusivamente mía. En este sentido, soy consciente de que el hecho de no respetar los derechos de autor y cometer plagio, son objeto de sanciones universitarias y legales de acuerdo con la normativa vigente.

Datos de identificación de quien suscribe y del documento en cuestión.

Título del trabajo recepcional o tesis:	Interculturality Final Project			
Tipo:	✔ Trabajo recepcional		☐ Tesis	
Presentado para obtener el grado de:	✔ Especialidad	☐ Maestría		☐ Doctorado
Programa de posgrado:	Especialización en enseñanza	Tutor(a), Asesor(a) o Director(a):	Shelick Galvan	
Nombre completo del(la) autor(a):	**Anahelí Gutiérrez Pineda**			
Matrícula:	220926065			
Domicilio:	Dr.Pesqueira 160 Prados del Centenario Hermosillo, 83260			
Teléfono:	6621830236			
Correo electrónico:	220926065@g.upn.mx			

Atentamente,
Ciudad de México a 04 de Julio de 2023.

Anahelí Gutiérrez Pineda

Nombre completo y firma del(la) autor(a) de la tesis o trabajo recepcional

CCP   Tutor(a), Director(a) o Asesor(a) de la tesis o trabajo recepcional: Shelick Galvan
        Coordinación de Posgrado UPN
        Expediente en el Programa Educativo.

1

Table of Contents

Introduction

In the next pages we will see the relationship between music, culture, interculturality and how a lesson plan about music was applied in a high school environment, specifically Cbtis 132 in Hermosillo, Sonora. Hermosillo is the capital of Sonora, it is located above Sinaloa and below Arizona, USA. According to INEGI, on 2020 there were 855,563 people living in Hermosillo, 98.6% of the people from 15 to 24 years old know how to read and write but only 49.8% study high school and University.

Unesco (n.d) refers to Interculturality as the existence and interactions of diverse cultures and the possibility of generating shared cultural expressions through dialogue and mutual respect. In Sonora, we can find eight different ethnic groups, they stay in their towns, they do not get along and we do not see them in the capital. The most popular ethnic groups are Seris, Mayos and Yaquis, they continue sharing their beliefs and ideas to their next generations. I have never talked to a person from an ethnic group nor I have given classes to a student that is part of one.

We are four hours from the border, many families go shopping to Arizona, when they visit they often communicate in English. Hermosillo is more similar to Arizona than to other states from the South of Mexico, we can see it in the infrastructure, public services, buildings, houses, streets. Some students think that they will not travel to United States so why do they bother learning English. While other students watch series and listen music in English, they are aware that they will do better at the University or in a job if they know the language. These students are more receptive to learn about other cultures.

Jonathan Griffit (2017) co-founder and artistic director of Distinguished Concerts International New York (DCINY) knows the relationship between music, culture and education. He explains how music helps our brains and our learning process. He points out that the best academic ranking schools in United States are

the ones that dedicate time to music courses. Creating music, singing in the classrooms is something we can do. A good idea would be having a week of cultural awareness and all of the English teachers could do activities on the playground with all of the students. A role of the teacher is to encourage the development of intercultural communicative competences and in our high school we are failing to do so.

Putting into practice the present project will help students realize that there are other kinds of sounds, rythms, lyrics than the ones they listen to. When students only listen to corridos, narcocorridos, corridos tumbados, trap and similar music, they are exposed to negative words, thoughts and contexts filled with drugs, guns, false heroes, gunfire, corruption, danger, money, sex. Many students only listen those kinds of lyrics all day long, in their house, with their family, at recess time, during class. Sometimes they make fun of students that listen to something else, they limit themselves.

Culture is often neglected in the language classroom. In the textbook we do not find many activities where we can practice it. For students to be more interested in English it is a good idea to bring them closer to the culture as well, not only teach them grammar rules. Culture is the shared characteristics of a group of people, place of birth, religion, language, cuisine, social behaviors, art, literature and music. "Every culture can teach us about ourselves, others, and the global community" (National Geographic, n.d.).

Developing intercultural activities in the classroom is hard for teachers that do not have the knowledge, skills, time or attitudes that are needed (Young, 2011). The process is cognitive and affective, it impacts teachers' personal theories, thoughts, feelings and also their professional identities (Byram, 2015). For the Psychologist Pablo Urrutia (2023) who has experience on the treatment of anxiety, depression, addictions in teenagers, music reflects a system of moral values, beliefs, feelings and experiences to young people. He thinks the problem is not in the music itself, it is in the families that do not teach moral values the teenagers can identify.

Music during the teenage years is very important in the human development, it helps create the identity. Music is linked to memory, pleasure, language, makes the whole brain work, specifically the areas that are related to pleasure and addiction.

Our personal identity is formed by pieces of ourselves that tell us who we are, what we do not like or like. It includes our hobbies, interests, personality traits, favorite food and music. Things that make us different from the rest of the people. Many high school students that were interviewed could not answer what they like, why they like corridos, why they do not listen to other genres or what hobbies they have. They do not know themselves and those students are more vulnerable and start copying the way their friends or their role models dress, think, talk and behave.

Chapter 1: Philosophy and Theory

1.1   Teaching Context, Identity, and Philosophy

Who am I as a teacher? There are many people that are teachers. If you have something to teach you can become one. I started as an English teacher without having my master's degree in Education, without CENNI or this Specialization that can prove I know the language and how to teach it. In my first job, at Harmon Hall I was asked to do the TOEFL exam and give a class as an example. At Harmon Hall I learned how to plan classes, use and create different materials, flash cards, work with textbooks, move around the classroom. I also learned how to give classes to children, young teens and adults.

Since then, I have trained myself with different courses and workshops to become a better Teacher. Teaching has transcended a single profession but, not everyone has the same motivation to continue studying, learning or teaching people. Since 2016 I have been working at Cbtis 132 (Centro de Bachillerato Tecnológico Industrial y de Servicios), a public high school located in Hermosillo, Sonora in Las Quintas neighborhood. English is taught from first semester to fifth semester, there are not levels, all of the students of a group are together, people that can communicate in English and students that do not know anything about the language. It is difficult to give a class in English where everyone needs to understand. Someone is going to stop learning, get bored or get frustrated if we use the same teaching strategies for everyone.

I entered to the public system by an exam; I have given English I to English IV. I work with teens from 14-18 years old, a lot of them do not like school nor English. In a group, there can be 30 to 55 students. It has not been easy but I update my teaching practice every semester trying to find the best way to teach them. I would like them to understand that English is fun, useful and that it will help them in their future. Unfortunately, when they enter to fifth semester they are more mature and want to learn English but if they have not paid attention during the previous

semesters it is very difficult for them. Then in sixth semester they do not have English classes and they get evaluated by the university they would like to enter.

In addition to developing a personal and social identity, teachers also develop a specific professional identity, it includes personal values, beliefs, cultural experiences and general background. Learning is inherent to the human condition but we have to find the best way to reach our students. Unfortunately, the majority of Cbtis high school students come from difficult backgrounds, many of them come from a dysfunctional family, have anxiety, depression, consume drugs. We find many barriers inside a group. The Specialization has given me confidence in the way I teach, it has provided me with tools that help me plan a class, a semester, create original material and give feedback supported by theories, approaches and models.

1.2 Theory Underlying your Teaching Practice and Identity

American educator Robert J. Walker, made a discovery in many assignments during 15 years. He asked his students to write about the qualities that best teachers have. There are 12 qualities that were repeated in almost every assignment, they are enlisted below as well as a comment on how I apply it in my teachings.

Table 1

Characteristics of my teaching practice.

12 qualities of teachers	My qualities
1.Be prepared	Before starting the semester the English coordinator asks us to choose a book or a Sep's booklet and deliver the Lesson plan.
2. Be positive	Recognize students work and progress.

	There will always be something good happening inside the classroom. Do not judge students, we do not know the problems they are facing.
3. Hold high expectations	I believe every student can learn English, even if they learn at another rate. I help everyone that is interested in learning, if they are not, I look for strategies to get their attention. We can start by building student's confidence.
4.Be creative	I can have a lesson planned but if it does not match with the student's mood I do not force it, I change the activity. I do not expect students to work the same, everyone has a different personality and their creativity is different, I give instructions and if a student wants to write and add drawings it is fine, if another student wants to use different colors it is also fine, if a student wants to write using two pages instead of one it is okay. I like to give them that freedom. I am not that strict because that kills creativity and the opportunity for them to explore.
5. Be fair	I consider myself a fair and honest person. If some students are failing and one of them asks me for help and I

	accept. I do not feel good with myself if I only give an opportunity to one student. I talk to the rest to give them the same opportunity.
6. Personal touch	Take a personal interest in the students, ask them about their hobbies, likes, dislikes, experiences and use them in the classroom. Ask them what would they like to do for final projects, take their opinions and suggestions into account.
7. Cultivate a sense of belonging	Everyone is welcome in my classroom, if they want to learn and can behave.
8. Sense of humor	If a teacher takes everything very seriously and personal, they lose. We can laugh with them but never laugh at a student.
9. Respect	If I ask them to respect their classmates, classroom and the teacher, I need to do the same. I need to set the example. Also, it is important to give them space, many students arrive to the classroom and take a few moments before opening their book and start working. We need to relax, not push them or call them out. Avoid having embarrassing situations with students, they are highly sensitive.

10. Forgive	Start each day with a clean slate. Do not hold grudges against students, it is not worth it and we need to act as grown ups.
11. Admit mistakes	Even if it is hard, if I made a mistake, I need to correct it as soon as I can.
12. Compassionate	I do not like to ask personal questions but if I see that a student is not feeling well, seems sad, is crying in my classroom, I ask them to step outside with me and I ask them what is wrong. I have created a special bond with some students because I care for them as a person. The 12 qualities can not be learned at school, we need to cultivate them to become better people and teachers. Having them present in the classroom makes a difference for our students, our goal is to make a positive impact in our student's lives.

Note: The description of my characteristics are based on the investigation of Robert J. Walker (Walker, 2008).

1.2.1 My New Teaching Style

The way I teach has not changed that much. While studying the Specialization we learned the names of theories, authors, hypotheses, approaches, methods,

models and techniques. The chart below shows theoretical foundation that is now part of my teaching practice.

Table 2

My teaching practice.

Theoretical Foundation	Name	How it is applied:
Learning theory	Constructivism by Jean Piaget (1972) and Lev Vygotsky (1978).	Learn by doing, the teacher is a guide and the student is at the center. Students and teachers work together but knowledge is constructed by the learners.
Concept	Zone of proximal development by Vygotsky.	To learn, we need tasks that are challenging to us. We can have guidance to move on.
Strategy	Scaffolding instructional strategies by Wood, Bruner and Ross (1976).	The use of resources to help students understand: diagrams, videos, small groups, apps, charts, infographics. They can be sensory, interactive or graphic.

Approach	Top-down approach in reading.	Understand meaning instead of recognizing each word.
Theory	Schema Theory by Bartlett (1932).	Activate background knowledge to connect new information.

Note: My teaching practice is based on the theories, approaches, strategies, theories presented above.

Chapter 2: Methodology and Practice

2.1 A Practical and Useful Lesson Plan.

Dr. Arnoldo Delgadillo (2018) made an investigation about how narco culture affects teens. His conclusion was that narco culture, where we find narco corridos, narco series, narco soap operas influence teens to think that it is positive because you can have wealth, women, power, glory even if it is for a short period of time. Four years passed and he proved that narco culture expanded, more people listen to it or like it, and more people get killed because of it. Either way, the government did not take any actions upon his findings.

Nowadays, we can find another subgenre called corridos tumbados. They have an influence from hip-hop and regional music. The lyrics are more explicit and we can see the influence in our high school students. After the pandemic we have more students that show that culture with visible tattoos, consuming drugs, the way they dress, they prefer to stay outside than in the classroom, they look for ways to entertain themselves and avoid their reality.

It is easier to be attracted to a negative influence if a young boy or girl do not have guidance from a solid united immediate family, do not have affective relationships in the family, are surrounded by bad influences in the neighborhood or at school or if the family struggles economically. They are an easy prey for gangs. In my high school Cbtis there are more students that have a disintegrated family that the ones that have a supportive and loving family. In this lesson plan, the first thing to do is open their minds to other genres, lyrics and cultures. Convince them that it is important to know more than one genre. And that different kinds of music can be used in different situations.

Before starting the lesson plan we will apply a small survey to know what they think about music and after the lesson plan we will ask for feedback to know if something changed. Hopefully some students will continue investigating about different kinds of music and cultures. At least, the question "What positive elements do corridos bring to my life?" will be in their minds.

2.1.1 Outcomes on Processes and Attitudes

In the next lesson plan we can find the four skills applied. In the chart below, we divide the skill and the theory or approach used for the activities and in the right column we enlist the activities that will be done. Some activities will have a combination of two or more skills. In the short classes of one hour, students must put in practice all four of them in order to have attendance of the day.

Table 3

Four language skills.

Skill and theories/approaches	Activity in the lesson plan (in order)	Expected outcome
Reading	• Read definitions at the beginning of the lesson.	Students can read but many times do not know what the

In order to answer the activities, students need to read them first. Approach: Bottom-up strategies will be used for short activities like the timeline and the definitions, students will read aloud, focus on the words to create the meaning. Top-down reading strategies will be used for their presentations. The texts are long and they will use their knowledge to predict main ideas to understand most of it. They will break the reading into smaller pieces and present the most important facts in their presentations.	• Read the information to create the timeline. • Read the lyrics given. • Look up information online about the lyrics given. • Read the example of the guided presentation. • Students must read about their genre to create their presentation.	reading means. I will give examples and explain in English and Spanish. If a student struggles I will sit with them and explain slowly. During their presentation I will ask them questions and they can read the answers.
Writing Students are expected to answer the different activities on their notebook since the lesson is not part of their textbook. Everyone checks with the answers on the board and make corrections if needed. Approach: If students know English they can create their own examples and their presentations with the free writing approach. The rest of the students will follow my examples. They will work by the guided writing approach.	• Write answers, definitions. • Write their emotions to the songs presented. • Answer the survey. • Create a timeline. • Identify and write the verbs and adjectives from the lyrics. • Elaborate their presentation. • Write the feedback at the end of the lesson plan. • Answer the last survey at the end.	The expected writing on the Lesson Plan is not demanding. They will be asked to write concepts and definitions from the presentation, their feelings about certain songs, write the message from the lyric they will read. Their presentations have an example and it is a guide. They can work on time because they are not expected to write paragraphs,

		essays or something complicated for their English level.
Listening The lesson requires attention to listen and identify different sounds, rythms, pronunciations and listen carefully to the different genres that we will share in class. The Input Hyphotesis The teacher will provide appropriate and comprehensible input that students can understand.	• Listen to instructions. • Listen to videos. • Listen to songs presented by the teacher. Listen to songs to deliver a homework. • Listen to the students presentations. • Listen to the teachers feedback.	In order to listen and follow instructions they need to listen carefully. To listen songs and videos I will tell them they can close their eyes to avoid distractions. During the presentation if they do not understand the question, I will ask it again, the third time will be in Spanish, but their answer has to be in English.
Speaking Social interaction is expected in every session. Only if the student participates and works during the class they get the attendance of the day. Approaches: Integrating reading and speaking activities in the EFL classroom, students will speak about what they learned in their presentation at the end of the lesson plan. Content-based instruction for the rest of the activities where they will speak and participate about the specific	• Describe the videos. • Conversation groups. • Present facts about their lyrics. • Improvisation when they participate orally. • Present their genre presentation. • Sing the songs presented by the teacher.	Speaking requires more effort because they do not like to speak, they feel afraid to commit an error. Some students do not want to appear in front of the camera but will participate with me, far from the rest of the other students. Everyone needs to sing to relax their jaw and practice pronunciation. If they are not singing, the song starts again, until

subject we are seeing in the lesson plan – music, culture and interculturality.	everyone is participating. If they need help, I will help them, but they have to repeat what the teacher says.

Note: Four core language skills are applied in every session.

Table 4

Lesson plan.

TOPIC:	Music in my life
Student's profile	Teenagers from 15-17 years old. Most of them can not communicate in English. The teacher needs to talk in English and Spanish. Kinds of listeners in the classroom: In each classroom there could be from 15 to 25 students. The list has more than 30 but not everyone enters to class. We have few students that know English and are active listeners, they participate in each activity. Most of them are impatient listeners, they get easily distracted because they do not understand the language. Even if I repeat in Spanish, they get blocked and say they do not understand. Hopefully, listening to music in this lesson, will have their attention for longer periods.

Students language needs	In each activity they need guidance to work properly. First they will see vocabulary, meanings, grammar explanation and then they can work on their own. After each activity feedback is given, they can make corrections if needed and present again.
Teaching context	I believe it is necessary for students to know there are other kinds and styles of music. I think if they are in a box only listening to one type, they are limiting themselves to other cultures, sounds, instruments, other ways of seeing and living life.
Main teaching goals	What I expect from students: To accept the lesson plan and be open to know other types of music. Hopefully some students will continue looking and listening other types of expression with music, after the lesson plan.
TIME:	Seven sessions of one hour each.
MATERIAL:	Notebook, pencils, pens, markers, white board, examples of slides, readings, worksheets, music.
EQUIPMENT:	Computer, cellphone, speakers and projector.

Approaches:		

We will use bottom-up and top-down approaches.

Whole language approach for the project, students must read, write, listen to videos and speak to present their work.

Grammar structures and vocabulary:		

Grammar structures: Simple Present Tense, past tense, verb to be and adjectives.

Words they need to know and use: music, artist, singer, sing, instruments, performer, songs, culture, interculturality, cultural awareness, countries.

Purpose:		

Persuade students to develop cultural awareness with music of their state, country, other countries and decades.

Inform about genres and their evolution.

OPENING		
TIMING	**STUDENT ROLE**	**TEACHER ROLE**

First session 5 minutes	Read the definitions and guess the word. Write them in their own words on the notebook.	Present the activities and project of the lesson plan of 7 sessions. Project the definitions of different vocabulary that we will use. If students do not know the word, present the words, one by one. (Figure A1)
5 minutes	Watch the video and write a general comment and two specific examples of interculturality in their lives.	Send a Tik tok video about interculturality to people that know English. (Figure A2)
10 minutes	Students read and answer the benefits of listening music. Copy in notebook.	Ask how music helps our brain. Present slides about "Music and the brain". (Figure A3)
15 minutes	See and listen to the videos and say where they think they belong to. They say adjectives to describe the music, images, costumes, decoration.	Present videos of different kinds of music that we can listen in Mexico and in our state.

5 minutes	Students guess the genre. Write what they feel or think about each song on their notebook. Example: techno music – dance.	Ask why they listen to music, what they like about certain songs. Present small parts of songs. (Figure A4) Ask students to move and express themselves.
20 minutes	In teams, create a Tik Tok video demonstrating the purposes they have to listen to music. Make them creative, deliver in 1 hour thru whatsapp group.	Send an example of a Tik tok video, explain the instructions and let students go outside to work. (Figure A5)
	Homework: Answer the survey about music. Compare answers.	Send a survey thru whatsapp so they can answer with their own opinions.
	Homework: Send a song to the whatsapp group. Write its genre. Students can not repeat the genre.	Explain the homework and give an example.

	Vote two times, for the two songs you liked the most. Use thumbs up or heart emoticon.	

DEVELOPMENT		
TIMING	**STUDENT ROLE**	**TEACHER ROLE**
Second session 15 minutes	Student enlist the genres and votings on the board.	Review the songs sent to the whatsapp group and count the songs that have votes.
30 minutes	Compete in teams. Create the timeline in a notebook. Listen to the genres and fill in the spaces of each decade and genre.	Project a timeline on the board. (Figure A6) Play small parts of typical songs of each genre.
15 minutes	One person of each team passes to the board to write a genre on the timeline.	Checks the timelines on the notebooks, the team that has less errors wins. Checks the timeline on the board and asks each team to make a correction if needed.

Third session 20 minutes	Each team, reads the lyrics. Create two columns, they will add verbs in one column, adjectives in the other. Write the message of the song.	Give lyrics of a song to each team. Every team will have a different genre. (Figure A7)
	Homework: Watch the video and songs, identify the differences of genres. Write a comment in Spanish if they do not know how to write it in English.	Send a Tik tok video to whatsapp group and the original songs. (Figure A8)
10 minutes	Compete with the other teams, look up in internet: Artist of the song, genre, country, decade, why it was famous.	Give 10 minutes to use their cellphone to look up some information about the lyrics.
30 minutes	Present their song, artist, country, decade and message. Every team sends the lyric to the whatsapp group, after writing the information on top of the page.	Choose two students from each team to say their information.

CLOSURE		
TIMING	**STUDENT ROLE**	**TEACHER ROLE**
Fourth session 5 minutes	Each team passes to the front and gets a small paper. Homework: Brings printed pages or screenshots of information about the specific genre to work in class. Bring charged cellphones, laptops to work in class.	Have a bowl with little papers that say genre, year and artist. Genres for presentations (Figure A9).
50 minutes	Create presentation on a laptop or cellphones. Can use canva or another app. Edit the information until teacher approves.	Show an example of a presentation. (Figure A10) Help students create their presentation, give feedback and ideas. Send them the rubric of the assessment thru the whatsapp group.
Fifth and sixth sessions 2 hours	Present their information using technology and playing a song. Students can dress up, play music, decorate their space.	Choose the teams in order of the timeline. Listen to the presentations assess them and write their feedback.

	Other students can ask questions.	
Seventh session 15 minutes	Receive feedback, make comments and answer the survey thru whatsapp.	Give general and specific feedback to each team. Send a last survey about music. The purpose is to know how they feel and think now that they were exposed to other genres of music.
5 minutes	Homework: Students must add the title of the genre and two photos of their presentation. Everyone will add evidence of their presentations to the portfolio.	Describe homework. Send a google docs link thru the whatsapp group.
40 minutes	In the first song, choose the words they listen to. In the second song, fill in the gaps. In the third song, match the lines of the chorus.	Play three parts of songs of three specific genres. Check and sing the parts of the songs.

Total time:7 sessions of one hour each: 7 hours		

Note: Self-assessment, peer-assessment and group-assessments are used during the whole Lesson plan. They are helpful with numerous groups.

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

Assessment is needed if we want to know if our teaching strategies are effective. If our students are actually learning, if that is not happening, we need to evaluate our work and change the strategies. I do not support traditional tests or presentations where students focus on a specific topic, grammar or vocabulary and after finishing they forget everything. Instead, I create activities where they have to do some research, usually about a topic they like and they have to create something. The purpose of this chapter is to present the assessment and testing tools to meet the purpose of the teaching and learning activities from the lesson plan.

My type of assessment is assessment for learning (AFL). AFL changes the culture of the classroom. Carol Dweck (2019) a Stanford University professor argues that an AFL approach helps to create a supportive and cooperative classroom. In this environment, everyone, including the teacher, should feel able to try new things without worrying that they might fail. If the teacher presents mistakes as an opportunity for learning, this will help every student to reach their full potential. Students will start to see that by learning from failure, they can improve outcomes in the future.

Table 5

Rubric for the evaluation of the Tik tok video.

Rubric of project			
	BASIC .5 pts.	INTERMEDIATE 1 pts.	FULL 2 pts.
Content	The student did not research. Is unable to state main ideas. Not enough to evaluate.	The student is able to understand and summarize the topic by stating main ideas 70%-50% of the time.	The student researched about the topic. Is able to understand and summarize the topic by stating main ideas 100%-80% of the time.
Language use and vocabulary	Does not communicate effectively. Does not understand how to use verb to be. Needs to double check before sending.	70%-60% Effective use of words, tenses, articles, pronouns, prepositions. Does not understand how to use verb to be. Shows some mistakes. Needs to double check before sending	100%-80% Effective use of words, tenses, articles, pronouns, prepositions. Knows how to use verb to be.
Oral presentation	Demonstrates poor research being made. Struggles to find and give information.	Demonstrates the research made. It is difficult to find and give the information.	Demonstrates the research made. Finds and gives the information correctly.

Communicative skills	Answers with many mistakes. Does not understand the complete questions.	Answers with some mistakes but understands what is being asked.	Answers correctly, used verbs, pronouns, adjectives.
Organization	The student is not focused on the guideline of the assignment. Did not follow instructions.	The student is focused 70%-60% on the guideline of the assignment, important information is missing.	The student is focused 100%-80% on the guideline of the assignment, knows what to do, knows how to organize information.
Scores	2.5 pts.	5 pts.	10 pts.

Note: Students can get between 2.5 pts to 10 pts in this evaluation. Own creation.

Table 6

Rubric for the evaluation of the artist's presentation.

Rubric for artist's presentation			
	BASIC .5 pts.	INTERMEDIATE 1 pts.	ADVANCED 2 pts.
Content	The student did not research. Is unable to state main ideas. Not enough to evaluate.	Understands and summarizes the topic by stating main ideas 70%-50% of the time.	Demonstrates research made about the topic. Is able to understand and summarize the topic by stating

			main ideas 100%-80% of the time.
Language use	Does not communicate effectively.

Needs to double check before presenting. | 70%-60% Effective use of words, tenses, articles, pronouns, prepositions and vocabulary.

Shows some mistakes. Needs to double check before presenting. | 100%-80% Effective use of words, tenses, articles, pronouns, prepositions and vocabulary. |
| **Organization** | Presentation is not focused on the guideline of the activity. Didn't follow instructions. | Presentation is focused on the guideline of the activity, important information is missing. | Presentation is focused 100%-80% on the guideline of the activity, knows what to do, knows how to organize information. |
| **Score** | 1.5 pts. | 3 pts. | 6 pts. |

Note: Students can get between 1.5 pts to 6 pts in this evaluation.

Table 7

Rubric for the evaluation of the Final project.

Rubric of project			
	BASIC 2 pts.	INTERMEDIATE 3 pts.	ADVANCED 4 pts.
Content	The research made is not enough. Is unable	Understands and summarizes the topic by stating main ideas 70%-	Is able to understand and summarize the topic by stating main ideas 100%-

	to state main ideas.	50% of the time. Needs more research.	80% of the time. Demonstrates research made.
Language use	Does not communicate effectively. Does not understand how to use verb to be. Needs to double check before sending.	70%-60% Effective use of words, tenses, articles, pronouns, prepositions. Does not understand how to use verb to be. Shows some mistakes. Needs to double check before sending	100%-80% Effective use of words, tenses, articles, pronouns, prepositions. Knows how to use verb to be.
Oral presentation	Demonstrates poor research being made. Struggles to find and give information.	Demonstrates the research made. It is difficult to find and give the information.	Demonstrates the research made. Finds and gives the information correctly.
Communicative skills	Answers with many mistakes. Does not understand the complete questions.	Answers with some mistakes but understands what is being asked.	Answers correctly, used verbs, pronouns, adjectives.
Organization	The project is not focused on the guideline of the	Project is focused on the guideline of the assignment,	Project is focused on the guideline of the assignment,

	assignment. Didn't follow instructions.	important information is missing.	knows what to do, knows how to organize information.
Scores	10 pts.	15 pts.	20 pts.

Note: Students can get between 10 pts to 20 pts in this evaluation.

2.2.1 Testing the Progress of Students

Every week that passes with the groups, it becomes easier to assess them. We get to know their weaknesses, strengths, opportunities, educational and personal needs. Every session is an opportunity to know them better. In the column at the right there is a description of the kind of assessment that will be made. We assess every day, we want to know if the students are learning and how they are doing it. If they are not understanding the topic or the exercises, we need to change our strategies and explain again. We assess at the beginning, in the middle and at the end of a partial. The rubrics will assess each product found in diagnostic, formative and summative assessment categories. At the end of a lesson and partial, we will evaluate how much of the learning has happened, what has the student learned so far.

Table 8

Final assessment tools for each category.

Assessment categories	Final assessment tools
Diagnostic Identifies the current knowledge.	Tik tok rubric Each session is registered in the checklist.
Formative	Artist's rubric

Occurs during the learning process.	Each session is registered in the checklist.
Summative Final evaluation.	Project rubric Each session is registered in the checklist.

Note: Assessment is needed to understand students' needs.

Table 9

Assessment tools for the whole Lesson plan.

OPENING		
TIMING	**STUDENT ROLE**	**ASSESSMENT TOOL**
First session 10 minutes	Read the definitions and guess the word. Write them in their own words on the notebook.	Self-assessment: Participation to know their prior knowledge.
	Watch the video and write a general comment and two specific examples of interculturality in their lives.	Self-assessment: Participation to know their prior knowledge.

10 minutes	Students read and answer the benefits of listening music. Copy in notebook.	Peer assessment: One student asks a question to the group to know if they understood the reading.
15 minutes	See and listen to the videos and say where they think they belong to. They say adjectives to describe the music, images, costumes, decoration.	Class discussion
5 minutes	Students guess the genre. Write what they feel or think about each song on their notebook. Example: techno music – dance.	Self-assessment:
20 minutes	In teams, create a Tik Tok video demonstrating the purposes they have to listen to music. Make them creative, deliver in 1 hour thru whatsapp group.	Rubric
	Homework: Answer the survey about music. Compare answers.	Peer assessment.
	Homework: Send a song to the whatsapp group. Write its genre. Students cannot repeat the genre.	Checklist

	Vote two times, for the two songs you liked the most. Use thumbs up or heart emoticon.	

DEVELOPMENT		
TIMING	**STUDENT ROLE**	**ASSESSMENT TOOL**
<u>Second session</u> 15 minutes	Students enlist the genres and votings on the board.	Class discussion
30 minutes	Compete in teams. Create the timeline in a notebook. Listen to the genres and fill in the spaces of each decade and genre.	Self- assessment. Product observation
15 minutes	One person of each team passes to the board to write a genre on the timeline.	Peer- assessment Product observation

Third session 20 minutes	Each team, reads the lyrics. Create two columns, they will add verbs in one column, adjectives in the other. Write the message of the song.	Group assessment Product observation
10 minutes	Compete with the other teams, look up in internet: Artist of the song, genre, country, decade, why it was famous.	Competition Product observation
30 minutes	Present their song, artist, country, decade and message. Every team sends the lyric to the whatsapp group, after writing the information on top of the page.	Rubric for presentation.
	Homework: Watch the video and songs, identify the differences of genres. Write a comment in Spanish if they do not know how to write it in English.	Class discussion

CLOSURE		
TIMING	**STUDENT ROLE**	**ASSESSMENT TOOL**
<u>Fourth session</u> 5 minutes	Each team passes to the front and gets a small paper. Homework: Brings printed pages or screenshots of information about the specific genre to work in class. Bring charged cellphones, laptops to work in class.	Checklist of homework
50 minutes	Create presentation on a laptop or cellphones. Can use Canva.com or another app. Edit the information until teacher approves.	Team work Peer assessment Product observation
<u>Fifth and sixth sessions</u> 2 hours	Present their information using technology and playing a song. Students can dress up, play music, decorate their space. Other students can ask questions.	Project presentation Rubric

<u>Seventh session</u> 15 minutes	Receive feedback, make comments and answer the survey thru whatsapp.	Survey Checklist
5 minutes	Homework: Students must add the title of the genre and two photos of their presentation.	Evidence report Checklist
40 minutes	In the first song, choose the words they listen to. In the second song, fill in the gaps. In the third song, match the lines of the chorus.	Self-assessment Checklist
Total time:7 sessions of one hour each:7 hours		

Note: Self-assessment, peer-assessment and group-assessments are used during the whole Lesson plan. They are helpful with numerous groups.

The next checklist will be used during the seven sessions. To the left we have the students' list, above, each session with the activities. If a student works in a session they will get two checkmarks. If the student arrives late, after 20 minutes or does not complete the activities they will get one checkmark. At the end, if a student worked well, he or she will have 22 checkmarks, 22 points.

Table 10

General checklist.

Date:												worth 22 pts.
Sessions:	1°	Homework	Homework	2°	3°	Homework	4°	5°	6°	7°	Homework	Total points
Work:	Participation / Music and feelings / Tik tok video	answer survey	Send song to w.h. / Vote 2 times.	Participation / Create timeline in teams	Participation / Work with lyric. / Research information. / Present their artist.	Add a comment to the / video sent by teacher / thru w.h.	Participation / Create presentation.	Participation / Present project.	Participation / Present project.	Participation / Receive feedback. / Give peer feedback.	Send evidence report to w.h.	
Students												
Álvarez												
Ávila												
Ayala												
Badilla												
Contreras												
Dávila												
Figueroa												
etc.												

Note: There is no time to evaluate several times in an hour, if the student participated and did every activity they have attendance for that day. Homeworks are also registered.

Before, I did not evaluate with rubrics, I always thought they took a lot of time. With the practice that we have made during the last months, I do them faster. I consider it is the best way to demonstrate students why they are getting the score. It validates the feedback. For this project, we will use a rubric for the Tik tok video, a rubric for the artist's presentation and another one for the final project. The three rubrics evaluate the 4 skills: listening, speaking, writing and reading.

If we do not assess students on a daily basis we would not know if we are teaching correctly, we would not have any evidence of their learning process and we would not know where they started, the challenges they face and the goals they need to accomplish. We would not be able to tell the student, their parents or school's authorities the progress of the students.

Table 11

Assessment criteria.

Activities being assessed	Points
Tik-tok video	10 points

Artist´s project	6 points
Final project	20 points
Attendance Checklist	22 points
Other activities apart from the seven sessions of the Lesson Plan.	42 points
Total points	100 points

Note: A student can obtain from 0 to 22 points with the Lesson plan "Music in my life".

Assessment and feedback come together. We can not give one without the other. If we want to be better at something, mistakes will be made and from them, we learn. It also applies inside the classroom, we need to give positive and constructive feedback to our student, let them know how to be better. Virtually all kinds of informal assessment are or should be formative. When you give a student a comment or suggestion, or call attention to an error, that feedback is offered in order to improve that learner's language ability (Brown, 2004).

It is important to give students and their parents clear information about their performance and grades. Giving them the proper materials, guidance and constructive feedback will help them understand how they are working and what they need to do in order to succeed. That is why there are three partials during the semester. Only one general evaluation at the end would not be fair, objective nor effective for the students. Every partial they have the opportunity to be better.

Feedback should always be personal, and never directed at the person's personality (Ayedh and Khaled, 2011). Words need to be used very carefully when we give them feedback, we need them to maintain a positive attitude towards learning and English.

I offer feedback in two moments. If the group is working at the same rythm I finish class saying a good job was done. If some students finish earlier, they come to my desk to check and I can give them personal feedback, I tell them If they need to correct something. If I am assessing a project I give the feedback in my desk, only to the people that are involved in the project. If I have questions I ask them and then I tell them the errors that need to be corrected, strenghts and the opportunities they have to present a better project. Students need to feel motivated, not discouraged.

In this lesson plan, the first thing to do is open their minds to other genres, lyrics and cultures. Convince them that it is important to know more than one genre. And that different kinds of music can be used in different situations. We can use certain sounds to concentrate, certain music to fall asleep, another genre to have fun and dance, music that we can listen while working in class. If they listen to corridos tumbados in English during an English activity their brains will be confused and they will not be able to concentrate.

The University of Arizona released an infographic on 2021 called "How Music Affects Your Brain" and stated that each genre creates a different impact on our brains. Classical music enhances dopamine, learning and memory. Rap stimulates emotion and motivation while pop and rock enhance physical performance. Heavy metal elicits a sense of identity. When a person listens to corridos or one of its subgenres, stress increases in the body, the adrenalin is intense, endorphins become more powerful than morphine and the body needs to discharge those emotions. The response of the body plus the lyrics invite people to be violent. This affects people that do not have an established personality or are mature, like the teenagers of Cbtis 132 high school.

Buscaminas (2023) analyzes the phenomenon of corridos tumbados and comes to the conclusion that the subgenre corridos tumbados with actual sounds offers a different reality than most of the workers have, they sing about people with no money becoming someone with power, fortune and luxuries. The problem is when young people think society is like that. Buscaminas think if you live in a violent environment and you consume violence is more difficult to pull away, and the

government prefers that because people stop thinking. Education is the answer for a thinking society that can be better, but first we need to start questioning the way we live, the way the government acts, what we want our future to be.

2.3 Attached Evidence of (graphics, photos, images)

The video of the Lesson plan can be found in the next link: https://youtu.be/a9q_1T-XAD4 The next images were taken from the video with my students "Music in my life" and from the Colloquium's Presentation.

Figure 11

First session: First survey.
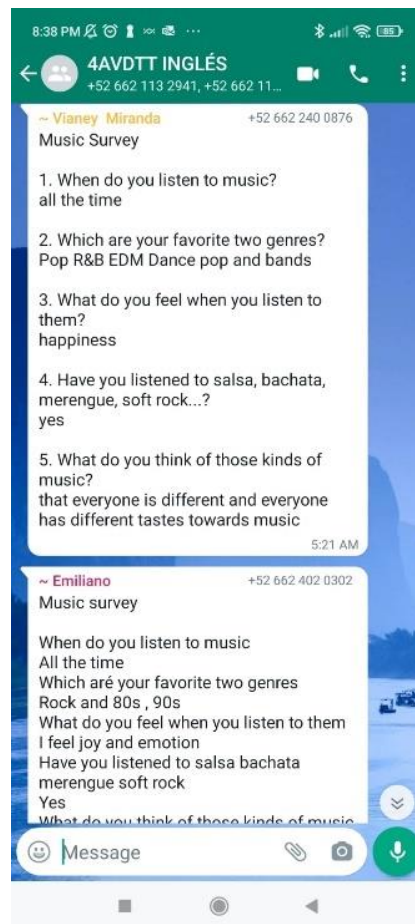
Note: First survey sent to the group's whatsapp.

Figure 12

First session: general concepts.
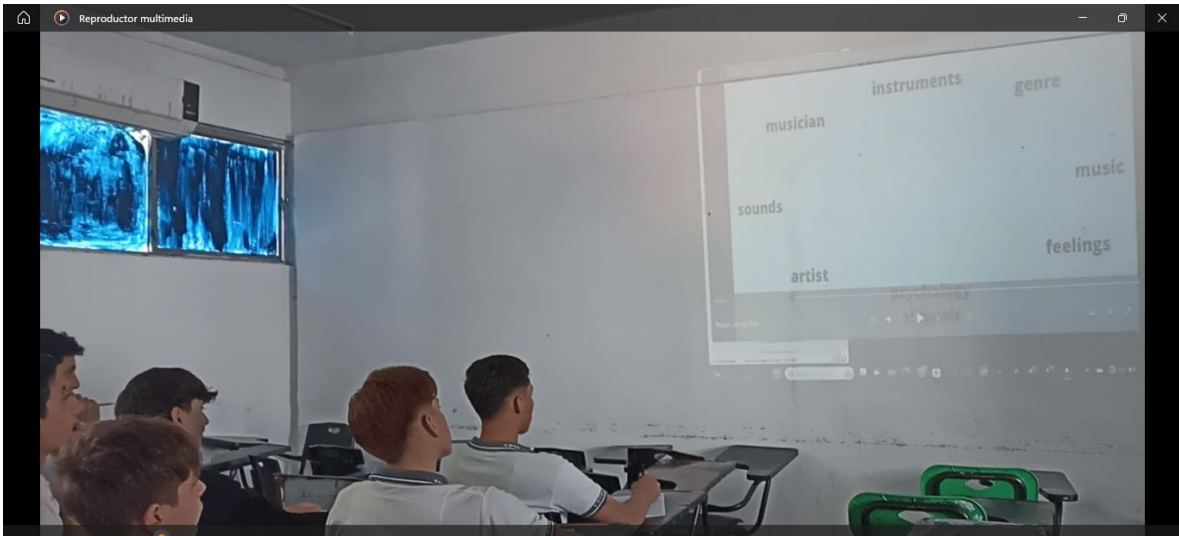
Note: Students participated by saying the meaning or related words of each concept.

Figure 13

First session: How music affects our brain.

Note: Students participated by identifying and reading benefits of music.

Figure 14

First session: Music genres-Danzon.
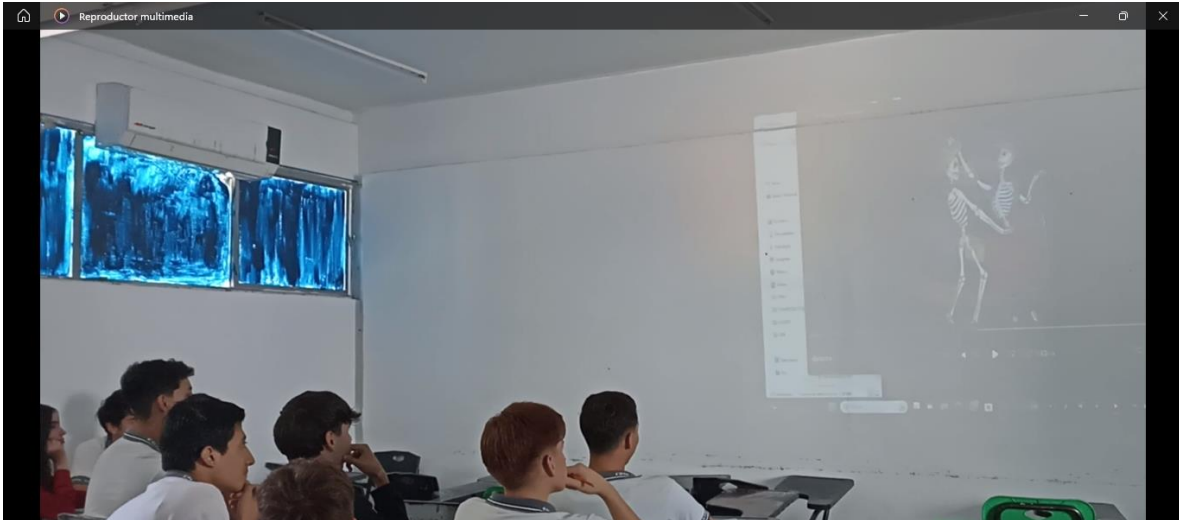
Note: Students are watching a short video. They had to guess the genre and where they think they listen to it in Mexico. The genre is Danzon.

Figure 15

First session: Music genres-Samba.
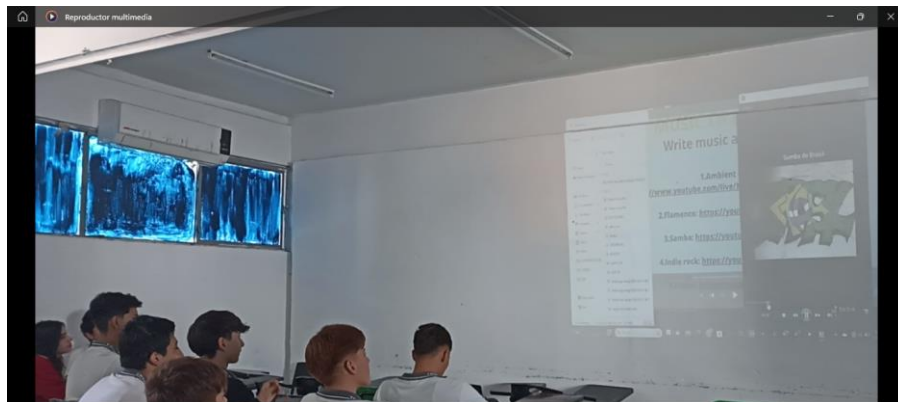
Note: Students are listening to the genre samba.

Figure 16

First session: Homework.

Note: Teacher explained the homework, presented the song and it's genre.

Figure 17

First session: Evidence of homework.
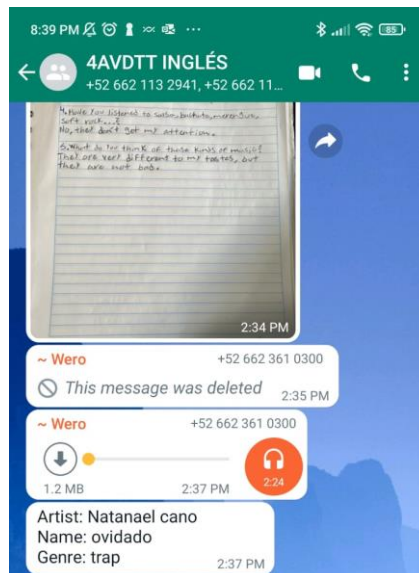
Note: Students sent the song and wrote the artist, name of the song and genre. Nobody could repeat genre.

Figure 18

Third session.

Note: Image taken from the Colloquium's presentation.

Figure 19
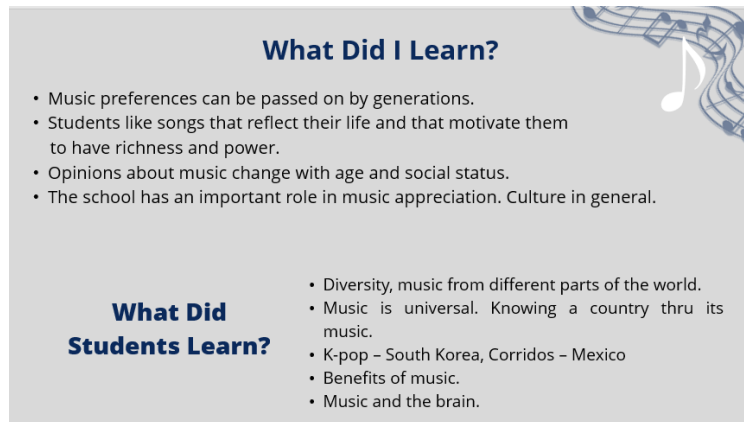
Sixth session: Presentation of a genre.
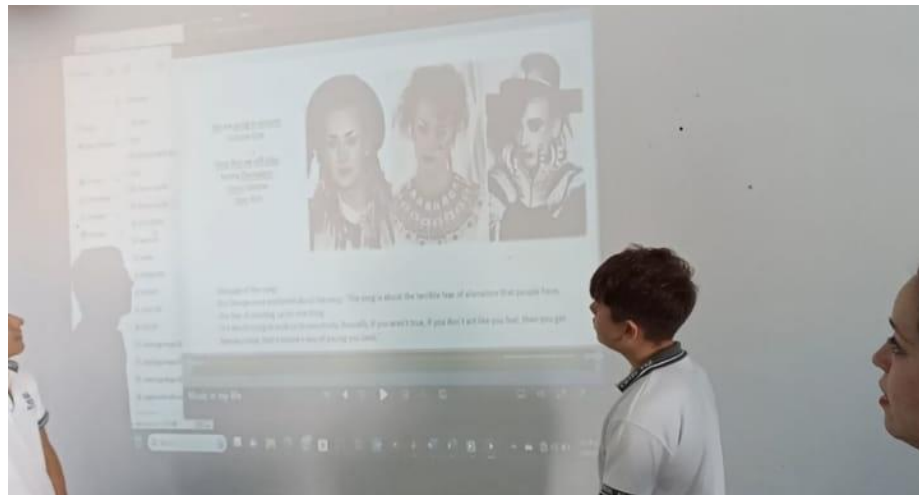
Note: Second part of the presentation of a genre. Students presented an iconic artist from that genre, played a famous song and its message. The rest of the students assessed the presentation in their notebook using the rubric. They also answered what they thought about the song.

Figure 20

What did we learn?

Note: Brief comments on teacher's and students' learnings throughout the Lesson plan.

2.4 Show Evidence of your Designed Tools to Assess your Students
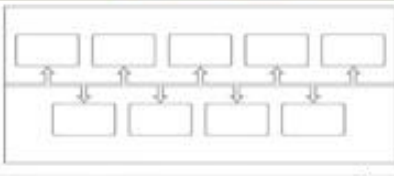
Some time ago I let the students work their final project in their houses. I realized some things I did not like: They copied each other, many projects were incomplete or did not follow the instructions, they used a translator and many students did not present the project, they gave up without help. After dealing with those situations, I dedicate some time during the classes to focus on the projects. This way, students have my attention, I can guide them, give them feedback in real time, help them if they get lost or stressed. I know who is understanding, who is working and I can evaluate the process and the final product.

After working with this method for several semesters, the evidence tells me that more students have delivered their projects and have learned more. Stress is lower because students do not feel alone without guidance, they feel more confident. And also, students can not copy each other, if they do, I notice it very quickly since I am working with them during the whole process. If I applied the Lesson plan one more time, I would not change the assessment criteria, the rubrics would be the same. The activities are linked to one another, we started with vocabulary, added

grammar, listening and we finished with creating a project and students applied the four skills. The difficulty increased but since students were guided they did not find it difficult.

Table 12

Evidence of main activities.

Note: The examples were made by the teacher and the products by different students.

2.5 Evidence

The video of the Lesson plan can be found on Youtube.com: https://youtu.be/a9q_1T-XAD4 . The video lasts less than 10 minutes, we can identify the most relevant instructions, activities, participations and products. It was recorded in a Cbtis 132 classroom with fourth semester students that study the career of Nutrition during the afternoon shift.

Chapter 3: Experience Report

Investigating for this project I learned several things about music. Some of them are: Many genres have sounds, rythms or instruments that come from Africa. Many genres were formed by migration, people moved to another country, took the music from their origin and mixed it with something else and then a new genre or subgenre was created. I did not know that corridos started a long time ago and it was a way to communicate what was happening during the Independence and Revolution of Mexico. Until this project, I noticed that culture and music are not part of the curriculum nor the textbook in high school. Teaching English should include teaching the culture of the countries that speak the language.

3.1 Possible Solutions

Some problems could arise while applying the lesson plan. In the next chart we will identify the activity from the lesson plan, the problem that could arise and its possible solution. When we are working in the classroom, there could appear more problems than the ones expected or everything could go smoothly. Either way we need to be prepared for everything, we need plan B, C and Z.

The mood the students are in will affect the development and results. If they were supposed to bring a homework or download some information and do not bring

it, that could slow down the class. If an administrative employee needs to give an announcement or a conference is held during English class, it will take time off from the class, the lesson plan changes. Anything can happen and teachers need to be prepared for any problem that could arise.

Inside the classroom, some common problems that present with Cbtis High school students are: Students arrive late to class or do not enter class. Some students can communicate in English while others can not. Some students have an English book while other do not. All of the problems affect the development of the student and at some point, it affects the entire group.

Table 13

Possible solutions of the activities described in the Lesson plan.

Activity	Problem	Possible solution
Opening		
First session, introduction to the topic.	Students do not come to class during the first session.	For homework, they will have to read and do the activities of the first day. If they do not, they will feel lost the next sessions. It is important to be during the introduction of the topic.
Individual and team activities.	Students do not participate.	My students know since the beginning of the semesters if they do not work in class, they will not have an attendance for that day.
In teams, create a Tik Tok video demonstrating the benefits of listening to music. Deliver in 1 hour thru whatsapp group.	Do not create the Tik tok video.	If they did not finish, they can do it for homework. If they did not want to do it, they will not have attendance of the day.
Homework: Answer the survey about music. Compare answers.	Do not answer the survey about music.	Give time in class to answer the survey. Their participation helps know their background.

Development		
Compete in teams. Create the timeline in a notebook. Listen to the genres and fill in the spaces of each decade and genre.	Do not participate in the creation of the timeline of the genres.	Motivate them to work in Teams to create the timeline. If they do not want to pass to the board, the Team should show me the complete timeline on their notebooks.
Each team, reads the lyrics. Create two columns, they will add verbs in one column, adjectives in the other. Write the message of the song.	Do not understand the lyric.	If the teams needs help, be with them to guide them in identifying important words, phrases, people and places, words that can help them understand the lyric. They could also ask students that know English.
Present their song, artist, country, decade and message. Every team sends the lyric to the whatsapp group, after writing the information on top of the page.	Do not present the information of the artist.	They can work that day in class and present the next day. If they do not want to, they will not have attendance that day.
Closure		
Homework: Brings printed pages or screenshots of information about the specific genre to work in class. Bring charged cellphones, laptops to work in class.	Forgets to bring screenshots of the information they will use.	Students can look up for information during class but they will lose time.
Create presentation on a laptop or cellphones. Can use Canva or another app. Edit the information until teacher approves.	Do not bring laptops to work.	They will have to work on their cellphones.
Present their information using technology and	Do not know how to present their information.	Help them with a guideline, an example and give them ideas.

playing a song. Students can dress up, play music, decorate their space. Other students can ask questions.		
Homework: Students must add the title of the genre and two photos of their presentation.	Forget to send the evidence report.	Give them time in class to send it.

Note: We need to be prepared for any situation that may arise with our students. If something is out of our hands we have the support of our coordinator, subdirector, tutor of the group and psychologist.

3.1.1 Students' Needs

An important topic from the lesson plan was about the benefits of music and how it affects our brain. Students were interested in knowing statistics they did not know. They also liked investigating about a genre and reading a lyric of a famous song and finding the message. They were excited to learn something new. These activities could be done in every group and in every semester, it is culture. Students need to be more exposed to positive lyrics and we can start applying it in class. Teachers could also play music during the socioemotional activities, every teacher needs to work 12 activities during the semester. We could help them relax and concentrate.

3.1.2 Results from the Teacher's Perspective

A Lesson plan of seven sessions helped introduce the topic but it is not enough to change the way the students think. The school needs to promote healthy activities like sports and cultural activities that help students notice other things they could like. There are several free clubs like taekwondo, boxing and music but they

only have from 4 to 8 students. They need to promote their work and motivate more students to join them.

Many students do not know what they like, in their free time they sleep, play videogames, spend time on social media, get bored and consume drugs. They are an easy target to adopt negative lifestyles. Their parents and relatives will not stop listening to corridos but the school can stop playing it at the cafeteria and promote other activities. During the semester that started in February, there have been some activities for students: Celebration of February 14th, Presentation of the Queen, the marathon of the Anniversary of the school and a Celebration for Mother's Day. During the four events there was a corridos band in the center stage. Maybe the lyrics have not been negative but the genre is the same. The school should start promoting other genres.

3.1.3 Results of Surveys

1.The group where the lesson plan was applied is formed by 33 students, 4 students know about different genres, 2 students only listen to corridos tumbados, 5 students listen to banda, 6 listen reggaeton and 3 prefer k-pop. The students that only listen to corridos say they were influenced by their families who only listen that genre, they feel motivated to make money and consume drugs. All of the students can be in a place where only corridos are played, they do not hate it and do not feel influenced by it. Most of the students are good, assist to class, participate, are responsible, calm and work well. They were open to the content of the lesson plan.

2.A survey was done in another Cbtis 132 high school group, there were 18 students, 2 students only listen to corridos tumbados,10 students listen corridos tumbados and reggaeton and 6 students do not like any of them, they prefer pop and rock music. Some of the reasons they said they liked corridos were because they are fun, they motivate them to seek money, they make you dance, drink, do drugs and the lyrics are about topics they like.

A student said she grew up with that kind of music, her parents and uncles always heard it and she grew up liking it. She knows other genres but prefers to stay with what she knows. She thinks the lyrics motivate her to be successful and have a lot of money, it is a different reality from the way her family lives and she wants that for her. She likes to party and most of the time stays outside instead of entering to class. She is always laughing and joking.

Another student said that his family only listens to that kind of music but he does not. He prefers to stay in his room than being in a place where the music is not good and is not positive to his life. He is a very good student, very responsible and hard working. He is very serious and plays classical piano.At the end of the survey, when almost everyone was gone, two students approached me with their theories. A student told me to observe the kinds of students that answered. Most of the students that listen to corridos tumbados consume drugs, like to party and drink. The other students that do not like that music, assist more to school and pay attention, are more responsible, do not like to party, do not dance and prefer other kinds of entertainment like playing videogames, going to the movies, play sports or learning to play an instrument.

3. Fourth semester was not giving me enough information so I asked a group of sixth semester. There were 19 students, only 2 listen to corridos tumbados, but there was a student with a guitar who was singing that genre, everyone seemed pleased with the music. A theory from a student was that the socioeconomic level of the person determines if they listen more to that genre and if they believe the lyrics. Some students agreed and some did not. Another student commented that he visits several private schools around the city and he has noticed that private schools listen to more music in English. Other students commented that in almost all of the different towns in Sonora you will only hear corridos and their subgenres. In Hermosillo, the capital, is the only place where we listen to different genres.

4. Other 70 people were asked about the same topic, the answers repeated themselves. I am surprised that many students do not know why they like corridos

tumbados. Maybe they listen to it because it is a trend and when another genre appears they will change their preferences.

3.1.4 Areas of Opportunity to Improve the Lesson Plan

The Lesson plan starts with important concepts and then introduces sounds and genres, analyses lyrics and finishes with a presentation of different genres. One topic is related to the next one. There could be more sessions but the students have a book to work on and this lesson plan is not part of their curriculum so we could not dedicate more time. Two students commented that they already knew about genres but not everyone, the content was good and we worked well.

Technology was used in several ways that normally it is not used. The school does not have internet in the classrooms and the projectors usually do not work well. We dedicated some time to the technological issues that presented but at the end everything worked well. Students used their cellphones to investigate, created a Tik tok video, participated in the surveys and sent homework through whatsapp. During the sessions we used projector, laptop, a general video with the content and many short clips of music videos.

Chapter 4: Conclusions

Interculturality can be achieved at school and in the classroom but all of the people involved need to be committed; students, parents, teachers, director. Most of the interviewed students do not know why they listen to corridos and similar music. Some of them think it is something learned from their parents and relatives. While others think educated people prefer other kinds of genres.

Corridos are part of Latin American culture, they started many decades ago and have always pictured our society. Before, they told stories of soldiers and their adventures, nowadays those soldiers were changed for narcos. We cannot change the lyrics or their preferences in music, but we can introduce positive music in the classroom. Hopefully, when they mature they will make their own decisions and choose the best music for their lives, their mood, learning and intelligence. Music influence their lives, relationships and thoughts.

Students are influenced in several ways by their new and favorite singers. They like the way they sing, the clothes they wear -street style mixed with fancy brands-, chains, glasses and caps, a very different style than original corridos singers. They also show tattoos all over the body and like spending money on brands, material things and parties.

The most important singers of corridos tumbados are Peso Pluma from Guadalajara, he is 23 years old, Natanael Cano considered the founder of corridos tumbados at age 22 from Hermosillo, Junior H from Guanajuato is 23 years old and 27 year old Luis R. Conriquez known as the King of corridos belicos from Caborca, Sonora. They come from different backgrounds, different states of Mexico. Some of them stopped studying high school because of their fame and have not continued their studies. Other 'role models' that our students admire are influencers, YouTubers, people that stop their education to dedicate themselves to social media. Since they are famous and making more money than their families, students would like to imitate them to have that lifestyle.

An older student was playing his guitar and singing at Cbtis, when he entered my classroom I asked him what he was singing and told me he was singing a corridos tumbados song from the King Natanael Cano. I asked him about his opinion, he thinks corridos tumbados are elaborate, complicated because you have to own instruments and have music knowledge. He played a corridos song and then a corridos tumbados song and showed me the difference.

Until then, I understood that it is an evolution. Corridos sang about the simple life at the ranch or the adventures at war but corridos tumbados sing about becoming someone, having luxuries, power and wealth. The sounds are also different, now they use more instruments than before and mix them with other genres like hip hop, reggaeton and trap; sounds, lyrics and dressing codes that are appealing to young teens. But, they are not mature enough to listen to the lyrics and see them as a fantasy.

On May 2023 some elementary schools from Nayarit and Tijuana asked SNTE to prohibit corridos tumbados from the schools, since they are not good for the students. SNTE is analyzing the petitions. In Cbtis 132 high school, the cafeteria plays that music every day, students listen to it while they eat, play sports and socialize. Sometimes you can see students with guitars singing along. Teachers and the school itself need to sum efforts and create a positive environment for the students.

References

Anaya, L. (2016, March 1). *Corridos, Un Detonante Para Alteraciones Violentas.*
https://www.debate.com.mx/guamuchil/Corridos-un-detonante-para-
alteraciones-violentas-20160301-0081.html

Buscaminas. (2023, May 13). *¿Qué Hay Detrás del Éxito de Peso Pluma y El
Fenómeno de los Corridos Tumbados?* [Video]. Youtube.
https://www.youtube.com/watch?v=JWXaMw8zycs

Brown, H.D. (2004). *Language Assessment: Principles and Classroom Practices.*
White Plains: Longman.

Busy Teacher. (2018). *How to Provide Quality Feedback in the ESL
Classroom.*https://m.busyteacher.org/4272-how-to-provide-quality-
feedback-in-the-esl.html

Cadikiz07. (n.d). *Samba Do Brasil-Ey Macalena* [Video]. Youtube.
https://youtu.be/bqao21cZ5nM

Cambridge Assessment. (n.d). *Getting Started With Assessment for Learning.*
https://cambridge-community.org.uk/professional-
development/gswafl/index.html

Contraseña Records. (2016, January 6). *Electronic Dance Music Summer* [Video].
Youtube. https://youtu.be/gS_TtU8i-o8

Degges-White, S. (2021, October 15). *Personal and Social Identity: Who Are You
Through Others' Eyes.* https://www.psychologytoday.com/us/blog/lifetime-
connections/202110/personal-and-social-identity-who-are-you-through-
others-eyes

EqInstitute. (n.d). *Intercultural Competence 101* [Video]. Tik tok.
https://www.tiktok.com/@eqinstitute/video/7205426841153326379

Fallontonight.fan. (n.d). *Musical Genre Challenge with Jamie Foxx* [Video]. Tik tok.
https://www.tiktok.com/@fallontonight.fan/video/7190018813440593194

Flores,V. (2021, April 14). *Cultural Awareness in the Classroom: Learning Culture
Through Art & Music* [Video]. Youtube. https://youtu.be/H2DCDg6rQyM

Immedia. (2017, June 14). *Benefits of Music in the Workplace.*
https://avcimmedia.com/impact-of-music-on-productivity/

La música del recuerdo. (2018, October 18). *Flamenco Chillout* [Video]. Youtube.
https://youtu.be/mcYLIRVJBhg

Letras. (n.d). *Hotel California.* https://www.letras.com/the-eagles/63266/

LP. (2016, January 12). *Lost On You* [Video]. Youtube.
https://youtu.be/wDjeBNv6ip0

National Geographic. (n.d.). *Cultural Identity.*
https://education.nationalgeographic.org/resource/resource-library-cultural-
identity/

Salazar, M. (2018, July 23). *La Música de Los Alumnos Adolescentes.*
https://www.grupoeducar.cl/noticia/la-musica-de-los-alumnos-
adolescentes/

Sánchez, C. (2020, January 29). *Figuras. Normas APA (7ma edición).*
https://normas-apa.org/estructura/figuras/

Sánchez, C. (2020, January 29). *Tablas. Normas APA (7ma edición).*
https://normas-apa.org/estructura/tablas/

Shooner, J. (2022). *The Benefits of Listening to Music* [Video]. Tik tok. https://www.tiktok.com/@dimpled.music.librarian/video/714268703235822 7242

UNESCO. (n.d.). *Interculturality.* https://en.unesco.org/creativity/interculturality

University of Arizona. (2021, December 9). *How Does Music Affect Your Brain?* https://www.uagc.edu/blog/how-does-music-affect-your-brain

Video Nature. (2023). *Deep Focus Music to Improve Concentration* [Video]. Youtube. https://www.youtube.com/live/MTpCQTx0kqc?feature=share

Waterloo University. (n.d). *Rubrics: Useful Assessment Tool.*

https://uwaterloo.ca/centre-for-teaching-excellence/catalogs/tip-

sheets/rubrics-useful-assessment

tool#:~:text=A%20rubric%20is%20an%20assessment,class%20participatio

n%2C%20or%20overall%20grades

WebFX. (n.d). *Whistle While You Work: Impact of Music on Productivity Infographic.* https://www.webfx.com/blog/internet/music-productivity-infographic/

Appendix A

Figure A1

Definitions.
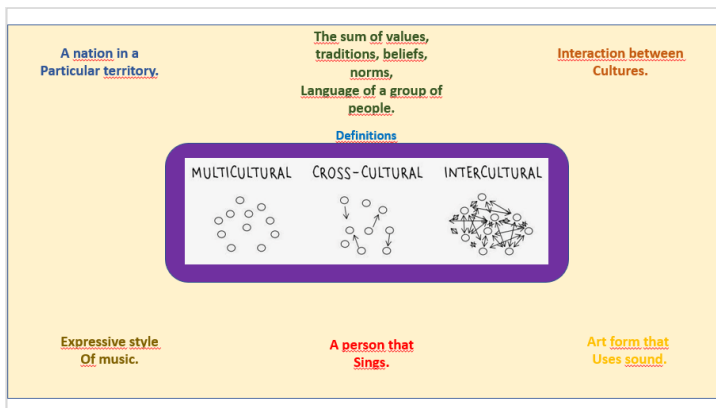
Note: Differences between culture, multicultural and interculturality. Own creation.

Figure A2

Intercultural competence.

Note: Tik tok video for people that understand English (EqInstitute, n.d.).

Figure A3

Music and the brain.
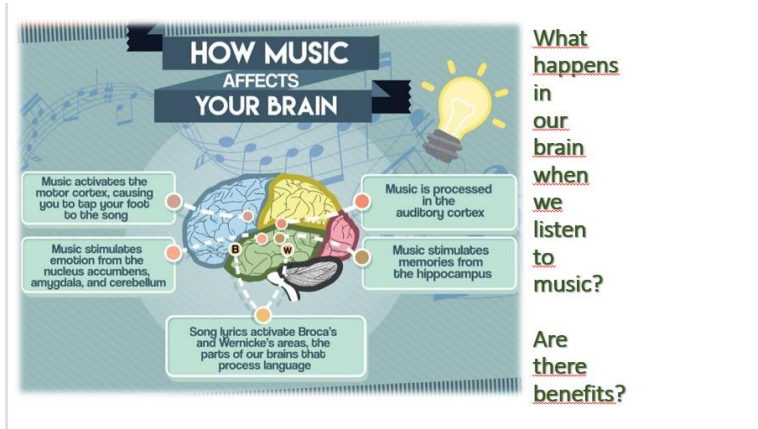
Note: Students write the main ideas in their notebooks (Immedia, 2017).

Figure A4

Songs played during the first session.

Note: Students listen to a part of the song and say the genre. Own creation.

Figure A5

Example for activity "Benefits of listening music".
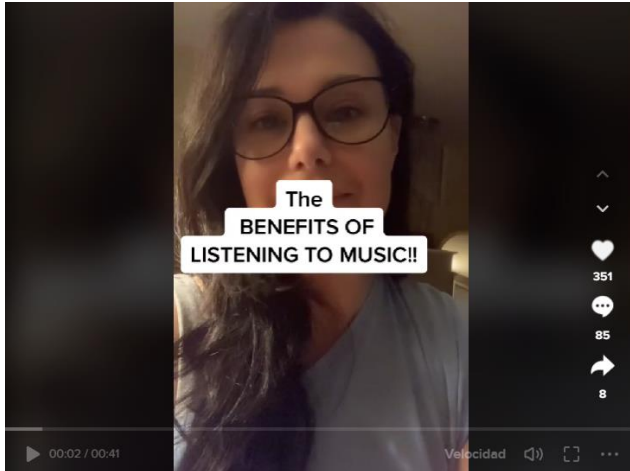
Note: Students see the Tik tok video and create their own (Shooner, 2022).

Figure A6

Music timeline.
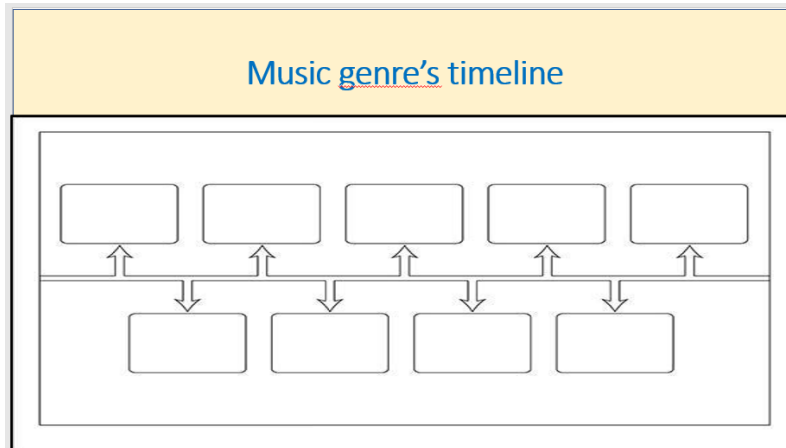
Note: In teams, students will create the timeline on their notebooks. Own creation.

Figure A7

Lyrics.

Note: Each team will have different lyrics. Own creation.

Figure A8

Songs and genres.
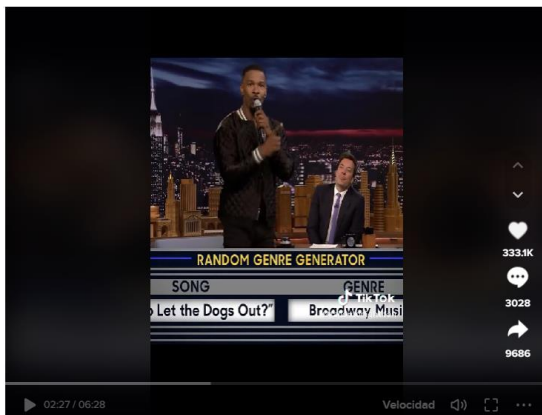
Note: For homework, students will watch the game and identify the genres (Fallontonight.fan, n.d).

Figure A9

Genres to present.

Note: Each pair of students will present a genre as the final project. Own creation.

Figure A10

Example of presentation guideline.

Note: Guideline for students that need help. If a student understands English, they can create their own presentation. Own creation.

Appendix B1

Lesson plan video

https://youtu.be/a9q_1T-XAD4

Appendix B2

Final Video link

https://youtu.be/ijdZcz1LREg