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**Interculturalism: segregation in USA and racism; a
writing reflection**

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

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Interculturalism: segregation in USA and racism; a writing reflection

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Introduction

According to professor David Crystal 2016, to predict the future evolution of a language it is crucial to understand not only the present but also the past, taking the **cultural background** fully into account. And that is precisely why it is so important to keep our eyes and ears wide open in order to know what is going on nowadays, where we notice the most significant **evolution** of the English language.

Teaching English is challenging, reflective and rewarding. There are important factors to take into account to become an efficient language user as well as a thoughtful and clever teacher. Understating certain concepts that spin around culture and reflect our practice will enhance my teaching-skills. Therefore, trough out the following pages I show a lesson plan **framework** and its implementation regarding cultural awareness; in which I integrate the four language skills and reflect my new acquired knowledge within my teaching practice; The use of technology platforms is also being considered.

In addition, a thorough reflection is also showed as well as theoretical concepts that support the lesson. Results and evidence of the designing **assessment tools** are located in these pages too.

Finally, an **experience report** and **conclusions** are written based on everything that I have learned through this specialty and to show how that information was put into practice

1 Philosophy and theory

Human beings build our reality from the idea we have from the world. Therefore, to understand a reality means to comprehend an interpretative model ranging from structuralism, generative and functional linguistics; it is to understand language by using sources we have. "People's reality is determined by their interpretative models that fathom their thoughts and actions" (Winch, 1958, p.47).

1.1 Teaching context, identity, and philosophy

The development of this lesson sequence is carried out in one online group from fifteen students. The students are all adults; and they are from different states of the country: Nayarit, Aguascalientes, State of Mexico, Mexico City, Morelos, and there is a student from Bogota, Colombia. The English is Intermediate or B1, following an international framework.

I have been working with all of them for about one year without any interruptions. They are students who won a scholarship to study English freely at the school where I work, Dianglish School by Cambridge. They began studying English with me from the very first English level, A1. Since they started, they have shown motivation and a strong interest in learning and speaking English. Half of them are professional people, they are engineers, lawyers, doctors, biologists and architects; the other half are entrepreneurs, house wives, and some of them are still studying at university.

One of the weaknesses identified when I met the group was that most of the students were quite shy. I can also notice how in my other groups it is a rather common characteristic. That is why, I decided to work on their emotional intelligence first; I started designing lessons in which they did not focus on grammar, but on mindfulness and interaction; I could see how they started to improve their language abilities. That is, when students are capable of knowing themselves, they are by the most able to acquire language efficiently, so they participate.

I must admit that I have established such a connection with each of them. The group has survived different difficulties, such as time-work issues and family problems. Nonetheless, they are still studying and progressing all together.

“Teacher-centered philosophies provide a clear and direct communication of educational outcomes from a position of authority”. Since human beings started living in society, they need to follow a position of authority, so that they manage to achieve their objectives. Architecture, Maths, medicine and even language require a guide. I don’t think a teacher must be an inquisitor; they must be a coach and support their students. Currently the world needs teachers who guide and not impose.

“Student-centered approaches focus less on the academic repetition of content and more on the individual thought process and problem-solving skills of students”.

Nowadays, the student-centered approach sticks to the idea in which the students need to discover their own way; this idea tries to include multiple intelligences too. When Howard Gardner studied elementary school, he said he lived in debarment by some of their teachers, due to his condition. That’s why he eventually will deepen in the Education standards and how a figure of an unquestionable authority just creates soldiers and non-reflective people.

Motivation

Regarding motivation, it has a fairly important paper in SLA, since the beginning of this century, emotional intelligence has been included strongly in Education programs. In fact, In SLA it is divided in four types:

- **Intrinsic:** It includes personal interests. We can use this cognition to stimulate useful targets, indeed.
- **Resultative:** It is perceived as the success with language causes. It can also be understood as Higher Mental Functions stimuli.
- **Integrative:** This one is thought as the reason why you are learning a L2.

From my point of view, integrative motivation is the main one we can stick to. I mean, I work mainly with adults and what I can see is that they are enrolled in English lessons because they want to have better work opportunities as well as traveling around the world. Of course, it will depend on the type of students we have, humans are diverse so, standardizing language teaching must not be the best rule, besides you will see how the same activity works with one group, but the same one does not.

For instance, I have two students who are a couple. When they started working with me, they did not like English. It was because they told me that they had had bad experiences with SLA. In view of the fact that they were disappointed, I tried to plan with a motivational way, where they could see how English must not be boring or hard. I mean, we sometimes need to teach English as if we are not teaching English; It is here when sociocultural, traditional SLA, and motivation are successfully used. As teachers we need to understand the SLA process. It is complicated to set a standard in language, due to language depends on society; and society is constantly changing.

In summary, taking into account different SLA theories and being able to prove them in practice, will undoubtedly make us reflect and become better every day. We never stop learning, because life never stops teaching.

1.2 Theory, teaching practice and identity.

Every day, I realize that teaching is indeed my vocation. I want to make everything possible to become a good and worthy teacher. Since I am a student, my learning experience has been influenced by all my teachers. All of them have different perspectives on their subject-teaching

Understanding our subject is crucial to know how to deal with our practice. Regarding some of the perspectives on language that have developed over the span of the 19th and 20th Centuries allow us to see where we go.

According to the structuralist interpretation, Saussure's linguistics is to be credited chiefly for its influential conception of an arbitrary linguistic sign (Stawarska, 2022). That means that all symbols (words), sounds and shapes the language has doesn't have a natural motivation, I mean, we can't comprehend teaching just from grammar; It's somewhat necessary trying to go beyond the system. Structuralist view of language was by and large the dominant view of language that influenced language teaching.

It's my belief that structuralism tries to explain the social motivation the language has. Getting an approximate idea of language might guide teachers to create their own philosophy by creating an environment that not just aims to make their students repeat. I think most of my English teachers follow structuralist thought when teaching me.

On the other hand, the linking cognition proposed by Noam Chomsky aims with the idea that all human beings possess an innate language ability, in which the proposal of a universal grammar exists in all languages. That concludes that people are equipped with a type of language acquisition natural device. Regarding my learning experience; nurture and nature are at the end of the day, the most important factors in which the success of an English lesson.

Generative grammar shifted the focus of linguistic research onto the "Language Faculty", the species-specific capacity to master and use a natural language (Chomsky 1959). In this perspective, language is a natural object, a component of the human mind, physically represented in the brain and part of the biological endowment of the species.

It is my belief that I am a professor who thinks that the most important thing to succeed in learning and acquiring a second language is self-confidence and emotional intelligence; I mean, I strongly believe that to accomplish our dream, we must know our internal world and mind. There is a strong connection between what we think and what we have. The world is constructed linguistically; what we think is what we are, internal interpretative models define what we have. One example is that when we understand English structures and grammar, we will not speak fluently unless we do not take the risk. It is not until students trust themselves to reflect and participate that they speak.

Throughout this specialty, I can confirm how the culture needs to be considered in all lessons. Since language is a product derived from society and society builds culture, it is wise to use an intercultural approach to design new English classes. In fact, intercultural competence is quite different from communicative competence.

Following Spencer at all 2009, Communicative competence involves two cultures: your own and the one you are learning (the target language culture). Intercultural competence is less about knowing a lot of culture-specific information about various countries and more about communicating effectively in a range of cross-cultural contexts.

As English has become an international or global language, it is often referred to as a lingua franca. A lingua franca has been defined as “a language that is used primarily for communication purposes. Speakers retain their allegiance to their first language and use the lingua franca to be intelligible to others”.

That is why I chose “racism” and “segregation” in the USA as my intercultural historical event. When I was studying at university, I was really interested in knowing more about the history of segregation and racism. I created a framework where I understand clearly how segregation occurred, however it was until I started teaching English that I could see a better and more complete scene of this event. When I was reading the assignment, I could not stop thinking of including this event. I strongly believe that intercultural awareness can be awakened.

Intercultural competence

In my students through this framework, as teachers we can use the following table to deepen and analyse intercultural competence clearer.

Table 1.1 Model of Intercultural Competence.

Intercultural attitudes	Curiosity and openness, readiness to suspend disbelief about other cultures and belief about one's own. Willingness to relativise one's own values, beliefs, and behaviors. Ability to "decenter".
Knowledge of social groups	Knowledge of social groups and their products and practices in one's own and one's interlocutor's country, and of the general processes of societal and individual interaction.
Skills of interpreting and relating	Ability to interpret a document or event from another culture, to explain it and relate it to documents or events from one's own.
Skills of discovery and interaction	Ability to acquire new knowledge of a culture and cultural practices and the ability to operate knowledge, attitudes and skills under the constraints of real-time communication and interaction.
Critical cultural awareness	Ability to evaluate critically and on the basis of explicit criteria, perspectives, practices and products in one's own and other cultures and countries.

As it was revised in previous modules, ESL is up to be a complex task due to language changing constantly. It gives us the opportunity to dive deeper into many different

possibilities of planning. Regarding the intercultural aspect, it can be understood by understanding the features that make it. *Byram, M., Gribkova, B., & Starkey, H. (2002)*, developed an intercultural dimension that clarifies the concept.

Intercultural attitudes. You are curious about where you are and you want to understand the people you are with. You ask questions and listen to what people say. You are learning. Byram (9), when discussing intercultural attitudes focuses on the attitudes of curiosity and openness. He explains that in order to be interculturally competent, you must be curious and ready to learn about your own culture and also other cultures in an open, nonjudgmental way. It is common for people to judge others by their own standards or values (Rude waiter! He didn't bring the check! Rude waiter! He brought the check too soon!). This kind of judgment is the opposite of what Byram means. He is asking for openness to difference and newness, accepting others and being curious about them.

Knowledge of social groups. By interacting with the people you are with, you become aware of cultural differences. Some people are very quiet, others talk loudly; some greet you with a hand shake and others greet you with a kiss on the cheek. You are developing more in-depth knowledge of social (i.e., cultural) groups. This is a type of social knowledge. By experiencing difference, you are learning more about your culture. This is the second type of knowledge in this category. This knowledge of social groups (i.e., other cultures) is similar to knowledge of the target culture in the communicative competence model of language learning.

Skills of interpreting and relating. You are watching the people around you. You see an older woman from China. An American from the United States approaches her and gives her a huge hug, totally embracing her. The Chinese woman looks surprised and uncomfortable. You already know that it is uncommon for Chinese to hug when they first meet someone. You can imagine the discomfort the woman feels being hugged so tightly by someone she barely knows. You are interpreting the

situation from her point of view. When Byram (10) refers to the skills of interpreting and relating, he means the ability to interpret events from another person's point of view, a perspective he calls *decentering*. There is a saying: *Don't judge a person until you have walked a mile in his shoes*. Interpreting events from others' points of view is similar to walking in their shoes and seeing the world through their eyes.

Skills of discovery an interaction.

Regarding my lesson plan, I can see how my students are more involved in the lesson when they reflect on their life experiences. Nonetheless, when I tried to make them reflect over society they participated actively as well. I mean, my students' attention is caught when I break up the flow of the lesson and I start speaking about English culture, such as idioms, Historical events, contemporary practice, which most of the cases are strange for them. I would say that ss attention is caught when they disrupt their cultural reality. According to Kroeber, A. & Kluckhohn, C. (1952), this intercultural learning approach must be critically studied.

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

Culture is contextual. A culture emerges out of a specific context, environment and history. For example, a culture that develops in a desert is different from one that develops in a rainforest and one that develops in a

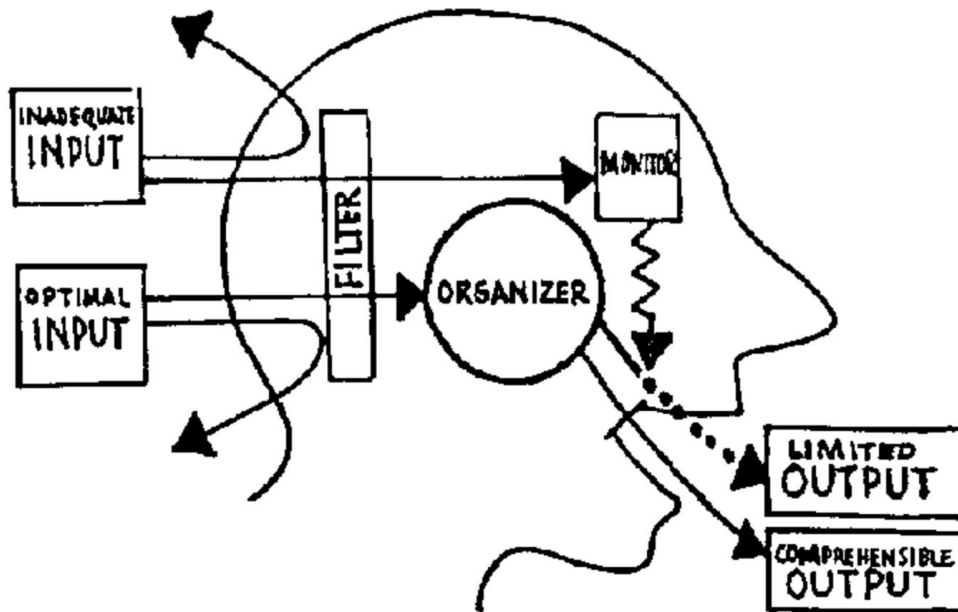
cold climate is different from one that develops in a warm climate. The context determines what people eat, the construction of their houses, and even what they talk about. Context also includes political, economic and social forces such as revolutions, invasions, economic depressions or even things less dramatic like the invention of mobile phones, I-phones, and computers.

I consider that within a classroom we guide our students to create their own path to learn. Meanwhile learning is a conscious process in which students can identify form, structure and sounds; it is not enough to acquire language. In professor Krashen's words, acquisition is learnt unconsciously, and it is the interaction between the environment and the comprehensible input that will determine the acquisition. On the other hand, some authors considered the attention and target another important feature that the learner must pay attention to.

Whether the student is focused and interested in the class, it is easier for them to acquire the language, while, If the student is just concerned about the structure, they will just learn language. For instance, in my teaching practice, I can see when I focus just on grammar that students pay attention, but they just see language as mathematical operations; considering structuralism, the purpose is done. However, there is no SLA. They struggle with expression because they are overwhelmed about structure. It is noticeable that activities that just include grammatical structures are well answered, but when they try to express themselves in L2 naturally, they fail because they are just considering form. On the other hand, when I do not teach grammar, but I create an environment, students are attracted to the class in a natural way. Therefore, they are acquiring language. I admit that I love teaching this way; it is weird not to teach grammar, nevertheless. It is my belief that we stick to the traditional SLA theories, owing to the fact that this is the clearest way of language learning standards. I do not think we cannot use grammar in the classroom, what I think is that it must not be overused, otherwise it just enhances learning, not acquisition.

Stephen Krashen 's hypothesis

The Comprehensible Input Hypothesis by Stephen Krashen



Check Out This Short Clip Of Stephen Krashen Himself Showing How Comprehensible Input Functions.

Retrieved from: <http://www.piercelandeis.com/amble-case-study>

Stephen's Krashen model hypothesis 1970, is likely one of the most complete SLA theories, not just because the affective filter is started to be considered in language teaching; it also links information processing that is thought to aim with cognition and environment. It is divided into three main aspects:

- Acquisition: it deals with the learning dichotomy and how acquiring a L2 must be stimulated by awakening inner interest in our students.
- Monitor hypothesis
- Natural order hypothesis

These two last aspects center the attention in the rhythm of a language lesson. It means that the monitor will provide students with comprehensible input, that is to say that all spoken and written forms of language must be clear and interesting. From Krashen's words, using stories can be the best strategy to make this occur. L2 is more comprehensible due to the use of acting, drama and as a result INPUT+1 is aimed. On the other hand, the natural order

hypothesis is believed to include the affective filter; it deals with the idea to make rapport with the students. Whether students feel at ease in the class, it is easier that they set this INPUT+1. Therefore, they acquire language. Segregation and racism topics can also be applied in this aspect; real stories always make humans feel identified with feelings and culture; As a consequence, we stimulate the natural order unconsciously.

“The Input hypothesis states that we acquire language by understanding messages, that comprehensible input CI is the essential environmental ingredient in language acquisition. Comprehensible input is necessary for language acquisition, but is not sufficient. The acquirer must be open to the input, i.e. have a low affective filter (Dulay, Burt, and Krashen 1982). Also, the input needs to contain $i+1$, an aspect of language that the acquirer has not yet acquired but he or she is ready to acquire. The reading Hypothesis is a special case of the input Hypothesis. The reading Hypothesis claims that comprehensible input in the form of reading also stimulates language acquisition.

The simple output Hypothesis (SO). This hypothesis claims that producing language, speaking or writing alone, without feedback or interaction, will result in language acquisition. I am not sure if any professional has proposed this hypothesis for speaking, but it is at least implicitly supported by those who recommend free writing as a means of developing literacy.

The skill-building hypothesis (SB), or the “Learning becomes Acquisition” hypothesis. This hypothesis, long an assumption of applied linguistics, claims that we acquire language by first consciously learning individual rules items, and then, through output practice, often in the form of drills and exercises, we make these rules “automatic”. This hypothesis has also been referred to as the “Interface hypothesis” (Krashen, 1991).

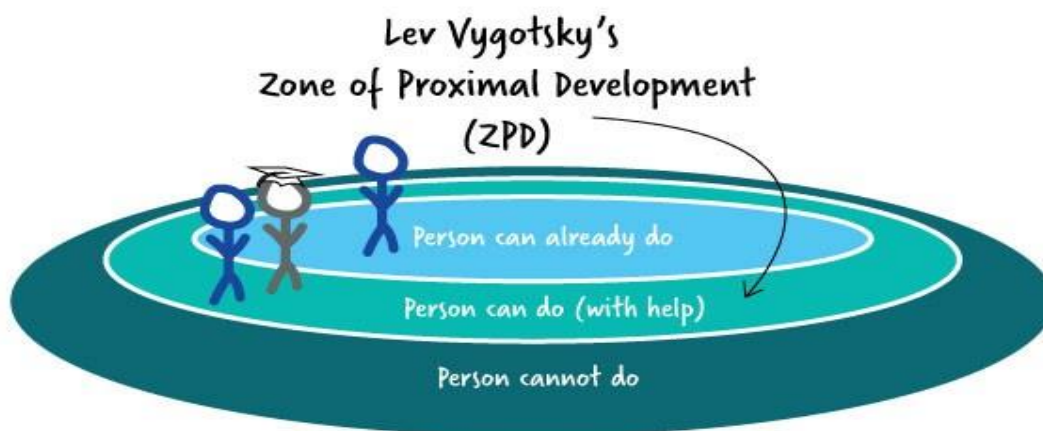
Vygotsky: The zone of proximal development

As it is shown in the diagram below, ZPD is conceived as the place in which the speaker could solve specific problems. It undoubtedly considers sociocultural SLA theory, Vygotsky also takes into account other factors such as a monitor, who will lead to the most suitable performance at the same time learners are using their language not just as repetition; but social interaction. For instance, in a class, where students aim to use second conditional structure; teacher should provide first of all with a clear situation and sees how students respond, so that, teacher can take part in some sociocultural issues, in the case of second conditional; I would ask students:

“What would you do if you lived in segregation times in. USA?”

Probably the answer must be immediate due to students' interest or It could take time; I mean, it is within ZPD where the answer will be processed, considering social and cognitive factors.

"the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem-solving under adult guidance, or in collaboration with more capable peers" (Vygotsky, 1978,).



Input, intake, interaction, and output

Additionally, Input, which is considered to be all target forms: such as text, recordings and conversations needs to take place in my students' minds. I mean, one possible way target might exist in the classroom is through effective resources; They will be the ones that make the learners be able to discriminate and reflect on their own private speech and as a consequence Intake will start to take part in SLA process. All of this must be done by stimulating interaction in the classroom.

Moreover, while planning, all this knowledge must be considered. It is my belief that in my own practice I sometimes forget to take into account all these concepts. I mean, I use them unconsciously, it is after the feedback that they become noticeable. Therefore, I can reflect on my practice. I would say that providing an INPUT+1 target is most of the time such a complicated task due to course English contents guide us to grammar; It must not be the method; but the way.

The design of the lesson plan Includes activities that involve students in reflecting over how black people were treated and segregated. It is culturally filled with interculturality since all we can see in Mexico is the result of such a practice. That is that ss interact and are empathetic with others' history at the same time they understand a global social issue.

Following Zhu 2010, Communication and learning aims often result from cultural frameworks that are usually borne by society, and that are hardly ever questioned. Foreign language teaching and learning is unlikely to be performed effectively without an appropriate understanding of its specific culture. It is important then, to emphasize the importance of cultural input in the teaching of a foreign language, as well as of analyzing the factors of failure in cultivation of students' capacity of intercultural communication.

2. Methodology and practice

According to Hook Van, W, Cheryl. (2000), Teachers need to be prepared to teach in classrooms where diversity exists, in terms of religion, socioeconomic status, needs, sexual preferences, and the like, which is becoming an important issue nowadays from elementary school to higher education in Mexico. *Culture* and *diversity* can thus be understood more broadly than the obvious aspects of dress, language, and foods, to include much deeper and intimate characteristics of distinct ways of living.

Owing to that proposal, I thought that the topic perfectly matches with the intercultural awareness. Besides, I chose to use a PowerPoint presentation because technology must be used in the classroom as well as it works as a facilitator of information. Undoubtedly, real photos, songs, audios, videos and realia are useful facilitators of ESL which allow students and teachers to immerse themselves in the lesson.

As an agent of change, teachers need to facilitate student learning by giving input to “understand the world and to communicate across linguistic and cultural boundaries and to play an active role at many levels in the world.” (17) The teacher tries to convey meanings with students so that the target language becomes a vehicle to understanding their own culture. Teachers may foster awareness to then understand new cultures and perspectives by building a nice respectful learning community.

“Prospective teachers who learn to view themselves as agents of change see schools and society (as) interconnected.”(18) And thus they find a way in which their teaching is not connected to the oppressive social system in which educators and students are immersed. (Kelly,M; et All, 2002)

Overall, the achievement of competence within the classroom has been claimed by Mexican Education for a few years, I do consider that particularly talking of The English Subject, It is quite imperative to include interculturality as well. It means that intercultural competence is quite different from assessing linguistic competence. As Byram, Gribkova

and Starkey point out (2002), it may be easy to assess learners' acquisition of information. But even so, information cannot be established as relevant in the way grammar structures can be.

On the other hand, assessment tools for intercultural competence results are complicated to design. Beyond the idea of assessing grammar, assessing intercultural skill would be not as easy as it is with grammar aspects and schemata. That is why, there are some specific competences which, from my point of view, compound intercultural skills.

For the assessment of intercultural skills, the INCA scales focus on the following competences:

- Tolerance for Ambiguity,
- Behavioral flexibility,
- Communicative Awareness,
- Knowledge discovery,
- Respect for otherness and
- Empathy.

Rather than designing a grammar exam or test, I do consider it more useful to design a task that involves students in reflecting and empathizing at the same time they are using language through productive skills.

These kinds of scenarios can have a wide scope in use, including individual monologue, dialogue and group role-play situations. Each scenario will be composed of several tasks. Each task can in its turn be defined by:

- Task type: what the learner is asked to do (describe, explain, reflect on, etc.)

Language used (L1 or L2) -

- Scales used to assess the results

- Monologue / Dialogue / Small group
- Real / Simulated / Imaginary: what the intended behavior of the task is
- Production: is the learner asked to produce an utterance? In case of multiple subjects, which learner is asked to produce it?
- Observation / Reflection: is the learner asked to observe an intercultural interesting episode or to reflect on own intercultural experience? In case of multiple subjects, which learner is asked to observe/reflect?

L2 learning and acquisition forces us to identify how these processes are performed and how we can understand them to plan a useful path we can use when teaching. On the other hand, for this assignment we need to concentrate on how to teach reading and writing. Since reading is a receptive skill and writing a productive one, I believe that there are many ways and strategies to combine them. I mean, while I was deepening how to use the whole language approach, I found out that integration it's crucial to text comprehension.

according to O'Malley 1994, the following section reviews additional ideas adapted from Chamot and O'Malley:

6. Emphasizing ***comprehension over pronunciation***: Although teachers should seek the integration of the four skills that should not happen at the expense of text comprehension. Take, for example, pronunciation. You should probably not correct your students' pronunciation every single time they make a mistake, because this will break the flow of the activity. Rather, make a note of some of the bigger or more frequent problems, and then use that information to create lesson plans that target those more problematic areas.

As it was mentioned before, pronunciation problems that our students may face deal with the pronunciation and in confidence. That is why it is important to regard emotional intelligence and motivation as well as identifying a group's strengths and weaknesses.

Beyond reading, writing could be added to some of our activities, it is my belief, they should be considered as a product from reading. This way, we create a hybrid in which students take part. During the display of the activities, we will see how integrating both of the abilities gives the lesson plan a better structure so that students will not feel they are having a grammar class.

7. Teaching reading and writing together: Create activities that require writing through different media and for different purposes: to tell a story, to share an experience, to summarize information, to persuade a person, to show sequence of activities, etc. Your students can then use what they have written and read it for the purposes described above, thus making reading more meaningful for students (Chamot, A. U., & O'Malley, J. M. 1994).

Based on the factors described, one of the main characteristics of distance learning is that the relationships between the actors undergo changes, which cause the social space to be completely modified by technology, that is, the relationships of school coexistence. Physical space is forced to change for a virtual one, the school classrooms change for a screen; access to good internet connection becomes crucial. It forces teachers to use technology by using digital resources which SLA becomes easier to achieve. In addition, phonics teaching may also be important to adapt, it means, including activities in which students can recognize different sounds and syllables is useful to stimulate reading comprehension; after that it can also be clarified how to write by dictation, but this is another issue.

It is important to note that this method works from the bottom up and might help the novice reader from a Hispanic background to realize that English also has a certain correspondence between sounds and letters. This fact could be used to read many words that depend on letter-sound correspondences and can be used as a model for some words, before words with a lesser sound to letter correspondence are introduced (Strickland, 1998).

By using linguistic schema, students will be allowed to use their previous knowledge they have of grammar including their own interests and including reading and writing skills.

Linguistic schema which refers to the linguistic information we have stored in our mind in order to decode words and their meanings (9). Examples about linguistic schema are the following: a) verbs are converted into past by using -ed, b) the progressive is formed by using “be” plus the ending -ing, c) the prefix un- is used to make the opposite of some words like “unhappy,” and so on. This type of linguistic schema is also considered data-driven, or bottom-up. Readers can understand the meaning by using linguistic information (Singhal, 1998).

According to schema theory, reading comprehension is an interactive process between the text and the reader's prior background knowledge (Adams and Collins 1979 Rumelhart1980). Reading comprehension involves one's knowledge of the world, which may be culturally based and culturally biased (Carrell et al, 1983).

2.1 A practical and useful lesson plan.

Interculturalism: Segregation in USA and racism: a writing reflection

General Aim:

Students are able to write a story which shows their empathy and cultural knowledge of racism, segregation in USA; and how they can compare with their own context.

Specific Aims: According to schema theory

Considering Cultural and Social Influences on Schema: interculturalism

Students will be able to:

- Understand American political processes.
- compare their cultural context with USA.
- communicate what they think properly.
- Use introductory argument phrases.
- Express themselves orally in English. (Stimulate students' phonological systems so that they have confidence in producing oral speech in a foreign language).
- Recognize their areas of opportunity to be strengthened.
- Write short stories about a topic.
- use punctuation properly.
- Recognize and use punctuation marks

Assessment

Authentic: “Empathy-based assessment”

Formative assessment:

- **It is** part of the instructional process. When incorporated into classroom practice, it provides the information needed to adjust teaching and learning while they are happening. In this sense, formative assessment informs both teachers and students about student understanding at a point when timely adjustments can be made.

Formal assessment:

- It includes exercises or specific procedures that as teachers we need in order to enhance the skills and knowledge of our adolescent learners. This type of evaluation consists of planned and systematic techniques that help teachers determine students' achievement

Evaluation:

Rubric: It is a criteria and **standard for different levels of performance and describes what performance would look like.** / **Online platforms**

Method: Interculturalism

According to professor David Crystal 2016, to predict the future evolution of a language it is crucial to understand not only the present but also the past, taking the cultural background fully into account. And that is precisely why it is so important to keep our eyes and ears wide open in order to know what is going on nowadays, where we notice the most significant evolution of the English language.

According to Krashen (2004) In the last few decades, evidence from several areas continues to show that those who do more recreational reading show better development in reading, writing, grammar and vocabulary, these results hold for first and second language acquisition, and for children and adults.

"The distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem-solving under adult guidance, or in collaboration with more capable peers" (Vygotsky, 1978,).

Contents Learning strategies

<i>Learning to Do</i>	<p>students write short stories</p> <p>students give their opinion</p>
<i>Learning to Know</i>	<p>Ss will identify simple structure of sentences and parts of the speech (<i>grammar</i>) and <i>tenses in a script and speak with the correct pronunciation.</i></p> <p><i>Ss revise punctuation marks and syntax</i></p>
<i>Learning to Be</i>	<p>Ss use reflect over segregation and racism.</p> <p>Ss work collaboratively.</p> <p>ss will reflect and explain how they felt during the class.</p>

Educational stage	B2 level – remote adult students.
Communicative skill considered	Listening and Writing.

Functions	Writing a story
Main Grammar structure	Past Simple / syntax: punctuation
Other Grammarstructures	2 nd Conditional / prepositions
Brief description of the plan	<ul style="list-style-type: none"> - <i>American History. Students will meet Dr. Martin Luther King Jr. and how He participated in segregation American Abolition. Through a rock Irish song (present simple) used as warm up. Some real photos from segregations times in USA are also used to guide students.</i> - - <i>Ss give their point of view by using “opinion phrases”.</i> - <i>SS answer a short cultural test by using quizziz.com</i> - <i>Through an online platform “NEARPOD”, SS knows USA law and the history of racism in the USA. In addition, ss draw to share their topic’s comprehension.</i> - <i>Using “KAHOOT.COM” students will play a game to enhance their comprehension of cultural contents.</i> - <i>SS will be given with an explanation of correctly use punctuation marks. Ss will be displayed with a set</i>

	<p><i>of punctuation marks funny mistakes. Throughout a power point presentation, ss will solve some exercises where they have to correctly write comma, colon, semicolon, and period.</i></p> <ul style="list-style-type: none"> - <i>SS will play “Kahoot”; this time they have to well set punctuation marks</i> - <i>Ss will write a letter imagining they live at that time.</i>
Hours of the plan implementation	5 Hours
Number of sessions	4 sessions
Contents required for the lesson	Photos/audio/Video/Interactive/Biography/ Syntax/ Punctuation marks / interculturalism competences.
Link of the content	<p>https://www.youtube.com/watch?v=LHcP4MWABGY&pp=ygUIcHJpZGUGdTI%3D</p> <p>https://www.youtube.com/watch?v=vP4iY1TtS3s&t=133s&pp=ygUOaSBoYXZIIGEgZHJIYW0%3D</p> <p>https://nearpod.com/library/?ks=1&origin=#</p> <p>https://kahoot.com/schools-u/</p>

	<p>https://docs.google.com/presentation/d/1k_AyNgkehmp35k2LdpgoLhslDnC0nvGc78mKPOb1We0/edit?usp=sharing</p> <p>https://quizizz.com/admin</p>
EEAILE tutor online	Rocio Salgado

Step of the lesson	Teacher activities	Students' activities	Session number	Evaluation
<p>Activation</p>	<ul style="list-style-type: none"> - Teacher will welcome ss and play a song from "U2":in the name of love https://www.youtube.com/watch?v=LHcP4MWABGY&pp=ygUlcHJpZGUgdTI%3D - T will ask ss to spot all prepositions they find in the song. - Through a power point presentation, Teacher will display some photos from segregation time in USA. - T will ask students to give their opinion about the photos. 	<ul style="list-style-type: none"> - Listening to the song: In the name of love; U2 - Students spot prepositions. - Students are said that this song is based on an American character's biography. - Ss watch some photos from segregation times in USA - <u><i>Ss give their opinion about each picture</i></u> and how they feel while watching them. - Ss are explained with the story of segregation in USA 	<p>1</p>	<p><i>American segregation quiz</i></p> <p><u>https://quizzz.com/admin/quiz/5daf19dae0c776001a7c05fb?source=quiz_share</u></p>

	<ul style="list-style-type: none"> - History: T will explain <u><i>segregation in USA.</i></u> - Teacher will provide with a hand out paper which has <u><i>Martin Luther King Biography.</i></u> - Teacher will ask ss to read this paper and ask if there are questions. - Teacher will explain Martin's Biography. 	<ul style="list-style-type: none"> - <u><i>Ss read Martin Luther King Jr. biography</i></u> and they are said that this is the character from the song they listened at the beginning of the class 		
<p>Vocabulary and main concepts</p> <p>Students interact with the concepts of the lesson</p>	<ul style="list-style-type: none"> - Engage ss in American History: Segregation times. - Intercultural competence: - SELF- 	<ul style="list-style-type: none"> - Ss listen and discover the character. - Ss are interested and reflect over real photos which invite us to 	1	<p style="text-align: center;"><i>Kahoot</i> "racism"</p> <p style="text-align: center;"><u>https://create.kahoot.it</u></p>

	<p><i>AWARENES</i> <i>S</i></p> <ul style="list-style-type: none"> - <i>AWAKEN</i> - <i>CURIOSITY</i> - <i>INTERCUL</i> <i>TURAL</i> <p><i>ATTITUDE:</i> discover the character.</p> <ul style="list-style-type: none"> - <i>INTERPRE</i> <i>TING:</i> racism and segregation 	<p>empathize</p> <ul style="list-style-type: none"> - Ss relate and research about an important American rights Defensor. - Ss interpret and compare historical periods through reading and interacting. 	<p><u>/share/racism/e2c8654a-5fd9-46ee-9707-d5f79e3127ab</u></p>
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WRITING				
Step of the lesson	Teacher activities	Students' activities	Session number	Evaluation
Information processing 1st social Practice and interaction	<ul style="list-style-type: none"> - Teacher elicits students through a speech by Maya Angelou. - INTERACTIO N: analyze, comprehend and discuss upon Segregation times in USA. - CRITICAL CULTURAL AWARENES S: personal reflection on discrimination, government, tolerance, slavery abolition, segregation times empathy. 	<ul style="list-style-type: none"> - Students remember previous class by summarizing the main analyzed concepts. - SS gave their opinion about <i>Maya Angelou's Poem</i> - Students use their mobile phones to join to an online platform to participate actively in the lesson. - SS read and do activities from the platform, which include videos about 	2	<p><u>NEARPO</u></p> <p><u>D:</u></p> <p>The Racist Origins of US Law:</p> <ul style="list-style-type: none"> - <u>Dr</u> <u>aw</u> <u>It</u> - <u>Op</u> <u>en-</u> <u>En</u> <u>de</u> <u>d</u> <u>Qu</u> <u>esti</u> <u>on</u> <p><u></u></p>

		<p><i>Racism in USA and Historical facts.</i></p> <ul style="list-style-type: none"> - Ss draw a scene of how they can represent Segregation and discrimination in USA. - SS explain their drawings orally. 		<p><u><i>origins-of-us-law-grades-912-L98975104?oc=less-on-library&utm_source=link</i></u></p>
<p>Syntax focus</p> <p>Grammar focus</p> <p>2nd Social interaction</p>	<ul style="list-style-type: none"> - Teacher prepares some sentences to explain differences between “a <u>sentence and a phrase</u>” - T uses <u>Cambridge dictionary</u> to dive in parts of speech and syntax 	<ul style="list-style-type: none"> - Students are guided to understand how correctly express their thought by using English - SS dive into the importance of formal language and get some digital resources to 	3	<p><i>Kahoot: Punctuation marks.</i></p> <p><u>https://create.kahoot.it/user-reports/live-game/6e6b0839-c138-4039-</u></p>

	<ul style="list-style-type: none"> - T browses information about run-on sentences on writing. - T starts linking intercultural competence with grammar - Teacher distinguishes <u>interculturalis m</u> <u>competences</u> from the other language Skills. 	<p>succeed in their SLA process</p> <ul style="list-style-type: none"> - SS write some sentences about how they learnt from previous lessons. - Ss share their sentences with all the class. - Ss spot possible syntax and punctuation mistakes. - SS are guided to correct the mistakes. - By using their mobile phones. Ss play a game in which they have to correctly set commas. <p>(kahoot)</p>	<p><u>8236-232d23323270/f14e2011-d27c-44ce-ae83-8183e5fbe5db/1684381755851/summary</u></p>
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<p>Summarizing what was presented on.</p> <p>Information processing activity</p>	<ul style="list-style-type: none"> - Teacher designs a power point presentation where he can clearly explain punctuation marks rules practically. - Teacher invites students to wonder “what is writing?” - Teacher gives his point of view of formal writing (<u>Narrations</u>) - Teacher sets a concept of writing - Teacher designs a writing assessment activity in which students can 	<ul style="list-style-type: none"> - SS are asked to define what is writing? - Ss share their ideas through a brain storm - Ss are displayed with a power point presentation in which they can read and understand what is writing for and how to correctly write formally a Narration - Ss do some punctuation <u>activities.</u> - Ss compare their answers - Students give feedback - Ss are explained with their final project 	<p style="text-align: center;">4</p>	<ul style="list-style-type: none"> - <i>Write a short story in 100 words.</i> - <i>Write on a paper!</i> - <i>Follow previous information</i>
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	<p>show up their intercultural knowledge seen in this lesson plan</p> <ul style="list-style-type: none"> - Teacher designs a rubric to assess students - Teacher gives feedback - Teacher reflects over interculturalism competences and emphasizes in the importance in the language classroom. 	<p>(Writing a story) in which they have to <u>reflect over segregation and racism in the world by using USA History.</u></p> <ul style="list-style-type: none"> - SS deliver their tasks - Ss are assessed. - GROUP READING AND FEEDBACK. 	<p>n. <i>imagine you are a child living in segregation n times in USA, write a short paragraph describing your typical day.</i></p> <p>“Respect punctuation, syntax, sentence order, coherence , and verb tense”</p>
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2.2 Designing of necessary tools to assess the progress of students.

Additionally, Input, which is considered to be all target forms as Authentic Material: such as text, recordings and conversations needs to take place in my students' minds. I mean, one possible way target might exist in the classroom is through effective resources; They will be the ones that make the learners be able to discriminate and reflect on their own private speech and as a consequence Intake will start to take part in SLA process. All of this must be done by stimulating interaction in the classroom.

I heard once that It could be more useful and easier to design assessment tools first, I think it is because once you know what to assess, it is easier to design activities. That is why I do consider doing self-assessment in every session we have. At the end of every class, I used my favorite digital platforms:

- NEARPOD.COM
- KAHOOT.IT
- QUIZZIZ.COM

These platforms have in common that each of them offers you an assessment tool at the end of every activity you design. It is easier for the students to access by using their mobile phones and participate actively during the lessons. In addition, results tables are given to measure and standardize evaluation.

It is my belief that these platforms strengthen and boost students' learning process since they all receive it quite easily.

Since all my lesson planning needs active participation, speaking becomes easier to assess. When I started teaching English I did not know how to differentiate between formal and informal assessment. Owing to the fact that theories and assessment literature were not close to me. I found it quite useful to recognize how observation can become in an informal tool to

assess; but it does not mean it is less efficient. I would say that sometimes teachers get confused and we think that observation is just observe without giving feedback, however, teachers can take advantage of observation by considering it seriously. For instance, through the third module of the specialization speaking was clearly spot to assess through observation and other social strategies:

Speaking is an observable skill so it might be easier to assess. The teacher can just assign a topic to students and observe the achievements and errors they show during their performance.

2) *When speaking, we include non-verbal language such as hand or body movements, and facial expressions.* In actual conversation, or speech, these non-verbal cues help the speaker convey meaning.

3) *Speaking requires interaction with at least two people.* Speaking occurs when negotiating language use with one or more individuals.

4) *Speaking may show language variation, that is, some particular dialects may appear as issues to discuss.* Speakers may show some sort of accent as a result of their L1 or of their particular dialect.

Rubrics

In summary, I decided to use the proposed rubric to standardize informal assessment in speaking. We need to know that rubrics can be one tool to use in speaking lesson. I used it through all my lessons and at the end of the classes feedback was given.

An example of a rubric that can be used for assessing speaking is shown.

Criteria	5 points	3 points	1 point
Pronunciation/ diction	Student (S) is easy to understand and makes few errors	S makes many errors in pronunciation but can be understood.	S is very difficult to understand or responds in L1
Fluency	S can effectively communicate in different contexts	S can generally communicate in most situations	S cannot communicate effectively in any situation
Word choice	S uses appropriate words to express meaning	S uses words or phrases to express simple meanings	S speaks using unrelated words
Usage	S makes minor errors in grammar and structure and can be understood	S makes major or frequent mistakes in grammar and structure but it is possible to understand	S makes major or frequent mistakes in grammar and structure making speech difficult to understand

Ideas/meaning	S responds with connected vocabulary and language to express ideas. Response contains few errors	S responds with limited vocabulary and language to express ideas. Response contains frequent errors	Unable to respond using English language vocabulary.
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On the other hand, O'Malley and Valdez Pierce point out that some easy ways that do not require too much preparation for eliciting speech are picture-cued descriptions or stories, radio broadcasts, video clips, information-gap activities, improvisations, oral reports, and debates. Therefore, teachers can make the most appropriate choice for their students. For Mexican middle school students' language level, picture cued description (using there is/are, present progressive, past tense, etc.) is a suitable strategy. Information-gap (where students holding a handout each, usually back-to-back, describe the same picture, but with different information missing or ordered so they complement each other) can also be used.

Assessing writing

This lesson sequence considers as a final product a writing composition. That is why stages of writing and assessment rubric for writing skills is also being take into account.

Following O'Malley, J. M. & Valdez Pierce, L. (1996). Probably writing is the most suitable skill to be assessed within the quadrant *Observation of Process*. Based on this idea, we will follow some five stages suggested by O'Malley and Valdez-Pierce:

Stage 1 This stage is also called *Prewriting*. Here, the student can choose the topic, brainstorm ideas, choose vocabulary or key concepts, and design a rough draft of the writing piece.

Stage 2 The student starts the writing process. In this stage, accuracy in mechanics is not the goal; the purpose for the student is to type all the ideas following the first rough draft and the outline. Students could exchange papers to read them, and then they can at this point provide peer feedback. Mexican middle school students can provide feedback about understandable ideas in the writing piece, and some grammar and spelling mistakes. Although the latter is not the goal at this point, writers may receive this feedback and try to correct those errors during the *revising* and *editing* process.

Stage 3 This stage is also called *Post-writing or Revising*. Here, the student re-reads and revises his/her writing piece and corrects errors or mistakes based on teacher or peer feedback. Typically, this revising process is focused on organization and on the use of transitions to give more consistency to the writing piece.

The teacher might use any form of checklist or open ended questions as ways to provide feedback. Simple questions could be “Are you using the appropriate verb tense?”, “Is your idea clear?”, “Are you correcting your spelling mistakes?” etc. The point is to raise student awareness about several details of the writing domain.

Stage 4 This stage is called the *editing* process. The purpose here is to focus on mechanics (grammar, punctuation, spelling, capitalization). The final purpose here is to publish the paper. That is, to present it as a final product for the teacher, the group, or any broader audience.

Writing assessment must be considered formative assessment.

“**Formative assessment** is part of the instructional process. When incorporated into classroom practice, it provides the information needed to adjust teaching and learning while they are happening. In this sense,

formative assessment informs both teachers and students about student understanding at a point when timely adjustments can be made. **Summative assessments** are given periodically to determine at a particular point in time what students know and do not know. Many associate summative assessments only with standardized tests such as state assessments, but they are also used at and are an important part of district and classroom programs. Summative assessment at the district/classroom level is an accountability measure that is generally used as part of the grading process”

According to McKay, P. (2006). *Assessing young language learners*.

Cambridge, UK: Cambridge University Press, **Informal assessment** refers to a continuous evaluation which is reflected in class work throughout the school year. This type of evaluation is manifested in different ways starting with responses and comments to students in an incidental way and without prior planning. Informal assessment seeks results in students' competence in a task without a formal record of it. Consider these examples as part of the feedback that we can provide to our students: “*Good job!*” “*Well done!*” **Formal assessment**, on the other hand, is linked to processes that have already been planned and prepared by the teacher. Formal assessment includes exercises or specific procedures that as teachers we need in order to enhance the skills and knowledge of our adolescent learners. This type of evaluation consists of planned and systematic techniques that help teachers determine students' achievement. (2) Two examples of this type of assessment are the bimonthly exam that is administered by EFL teachers which is linked to the bimonthly syllabus content, as well as the portfolio that our students develop through the school year and that includes different activities built in class.

We should give feedback after any type of evaluation, and this should be immediate and positive. In doing so, our students realize their weaknesses, but most importantly they also realize what they have done well.

Create the habit of self-assessment in our students (*See Attachment*); this will help them monitor academic progress in our subject. It is also advisable to have them compare results. These three actions should be a constant in our teaching practice, and they should be aimed at the learning goals set at the beginning of the course. For our students “testing will not then be seen as something separate from learning, as trial that has to be endured”.(Hughes, A. (2003). *Testing for language teachers*. Cambridge, Cambridge University Press, p. 200.)

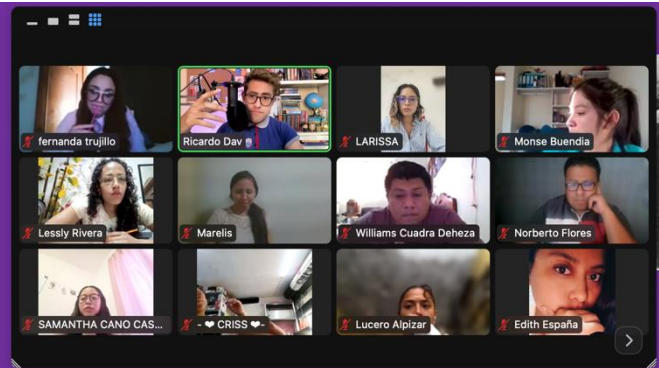
Some researchers state that “new technology will permit a transformation in assessment by allowing us to create tests (that) are more firmly grounded in conceptualizations of what one needs to know and be able to do (to) succeed in a domain; by making performance assessment practical and routinary through the use of computer/based simulation, automatic item generation, and automated essay scoring: and by changing the ways in which we deliver, and the purposes for which we use, large scale tests”.(Bennett (1999) as cited by Chapelle, C. & Douglas, D. (2006). *Assessing language through computer technology*. Cambridge, UK: Cambridge University Press, page 13

Criteria	4 Advanced	3 Proficient	2 Basic	1 Not There Yet
Main Idea & Focus	Skillfully combines story elements around main idea Focus on topic is profoundly clear	Combines story elements around main idea Focus on topic is clear	Story elements do not reveal a main idea Focus on topic is somewhat clear	There is no clear main idea Focus on topic is not clear
Narrative Devices Usage of Learnt vocabulary	Characters, plot, and setting are developed strongly Sensory details and narratives	Characters, plot, and setting are developed Sensory details and narratives are evident	Characters, plot, and setting are minimally developed Attempts to use narratives and sensory details	Lacks development on characters, plot, and setting Fails to use sensory details and narratives

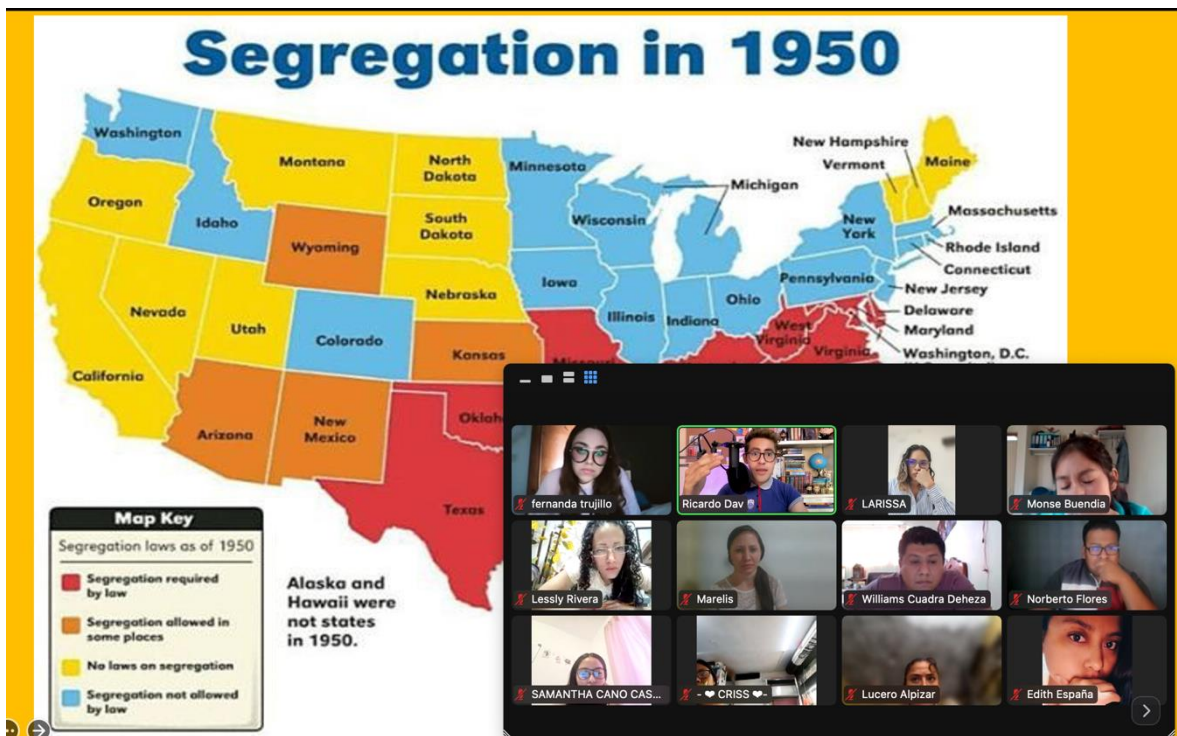
	are skillfully evident			
Organization	Strong and engaging description Sequencing of details are effective and logical	Engaging description Adequate sequencing of details	Description needs some work Sequencing is limited	Description and sequencing need major revision
Voice	Voice is expressive and confident	Voice is authentic	Voice is undefined	Writer's voice is not evident
Sentence Fluency and Punctuation	Sentence structure enhances meaning	Purposeful use of sentence structure	Sentence structure is limited	No sense of sentence structure
Conventions	A strong sense of writing conventions is apparent	Standard writing conventions is apparent	Grade level appropriate conventions	Limited use of appropriate conventions

2.3 Evidence

After the United States abolished slavery, black Americans continued to be marginalized through enforced segregated and diminished access to facilities, housing, education—and opportunities.



In 1862 President Abraham Lincoln recognized the ex-slave countries of Haiti and Liberia, hoping to open up channels for colonization.



- I think ____
- I regard ____
- I consider ____
- It is my belief that ____
- I agree ____
- I contrast ____
- For example ____
- For instance ____

HIDDEN DISCRIMINATION IN MEXICO

- The new generations are stronger


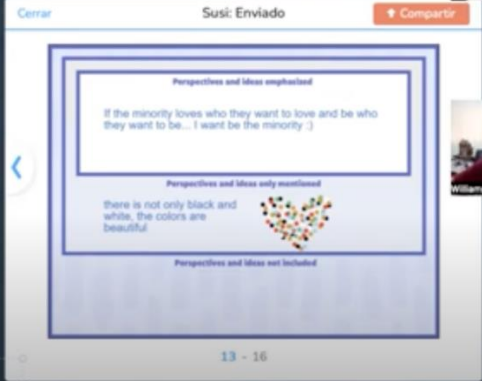
Cerrar Susi: Enviado Compartir

Perspectives and Miss emphasized
If the minority loves who they want to love and be who they want to be... I want to be the minority :)

Perspectives and Miss only mentioned
there is not only black and white, the colors are beautiful

Perspectives and Miss not included

13 - 16



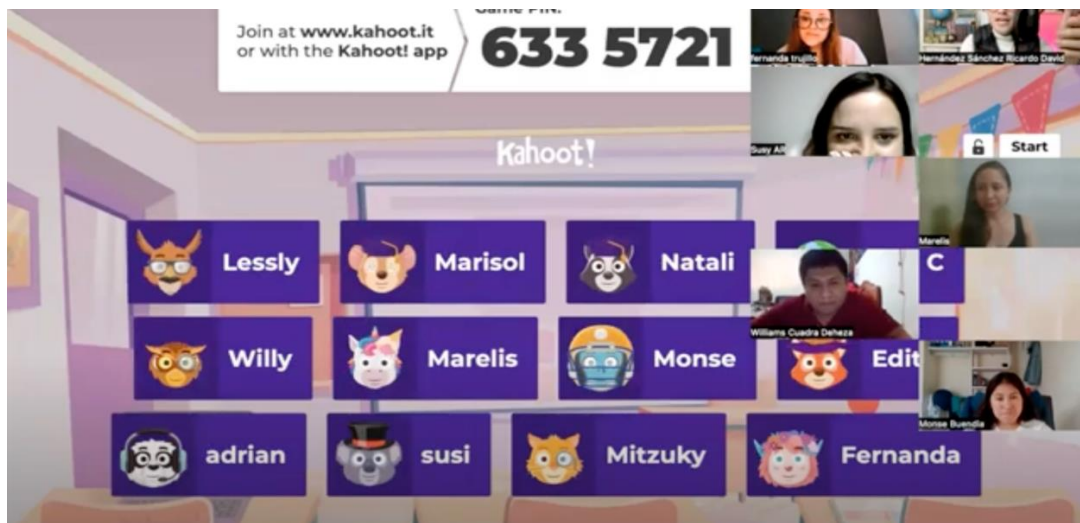
Join at www.kahoot.it or with the Kahoot! app

633 5721

Kahoot!

Lessly Marisol Natali
Willy Marelis Monse Edit
adrian susi Mitzuky Fernanda

Start



Removal of an ethnic group from a territory another group feels is theirs

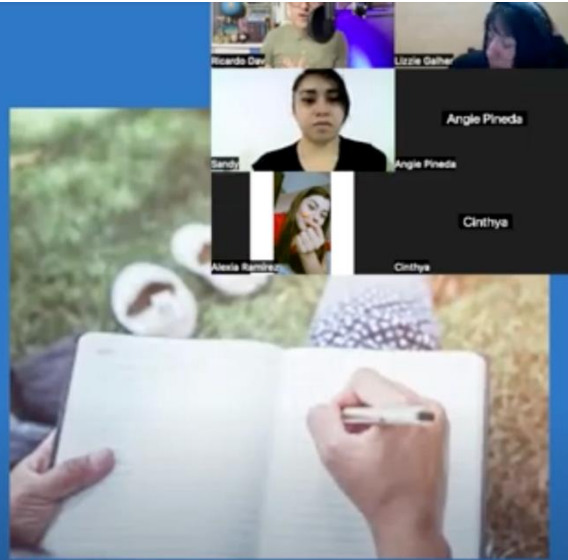
▲ 2 ◆ 1 ● 6 ✓ ■ 3

Show media

▲ Genocide ✕ ◆ Legislative racism



- Write a short story in 100 words. Write on paper!
- Follow previous information.
- imagine you are a child living in segregation times in USA, write a short paragraph describing your typical day.

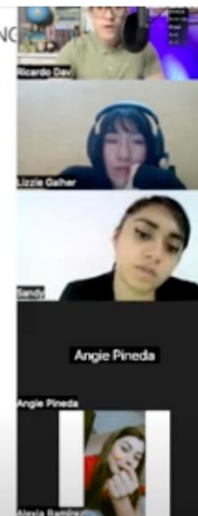


Using commas to separate a long introductory phrase from the main clause.

Directions: Punctuate the following sentences with commas.

- GERUND + C = gerund phrase S + V + C → MAIN CLAUSE
- ★ 1. Having been told of the test, John wondered when he would study.
 - ★ 2. Wading into the cool lake, we found relief from the heat.
 - ♥ 3. In the heat of a summer afternoon, our air conditioner stopped.
 - ♥ 4. After our game with Central High School, our bus broke down.
 - ★ 5. Seeing the oncoming car weaving, I slowed down.
 - ♥ 6. By the old bridge at the north of town, we are meeting for a picnic.
 - ♥ 7. At the last meeting of the cheerleaders, Janie was elected captain.
 - ★ 8. Noticing the dark clouds, we thought it would rain.
 9. In the middle of our math class Tim became ill.
 10. Being smaller than the other boys Jim did not make the team.

WADING



Nombre	Precisión	Puntos	Puntuación
Norbert	94%	15/16	13870
Larissa	88%	14/16	11450
Ana C	81%	13/16	12070
Marelis	81%	13/16	11420
susi	63%	10/16	8560
William Cuadra Dehez...	44%	7/16	5900
Lessly Rivera	44%	7/16	5760
Sam CC*	44%	7/16	5320
Edith	38%	6/16	5465
criss	25%	4/16	3410

#	Pregunta	Precisión de la pregunta	Tiempo promedio por pregunta (m:ss)	Correcto	Incorrecto	No intentado	Monse (Monse)	Norbert (Norbert)	Ana C (Ana C)	Larissa (Larissa)	Marelis (Marelis)	susi (susi)	Willy (William Cuadra Deheza)	Lessly Rivera (Lessly Rivera)	Edith (Edith)
1	In the 60's black peoplesit in the back of the	27%	00:12	5	9	4	had to	had to	weren't allowed	had to	had to,were allo	weren't allowed	weren't allowed	had to	weren't allowed to
2	Black peoplego to the same restaurants	44%	00:13	8	7	3	were forbidden	were forbidden	were forbidden	were forbidden	were forbidden	were forbidden	could	could	were forbidden to
3	Black peoplego to the same theatres than w	50%	00:13	9	6	3	couldn't	couldn't	couldn't	couldn't	couldn't	couldn't	couldn't	couldn't	were allowed to c
4	Black peopledrink in the same foun	44%	00:18	8	7	3	were forbidden	were forbidden	were forbidden	were forbidden	were forbidden	were forbidden	were forbidden	were forbidden	could
5	In the Army Black officersuse the same sho	44%	00:17	8	6	4	were not allowe	were not allowe	were not allowe	were not allowe	were not allowe	could, had to, we	were not allowe	were not allowe	were not allowe
6	Black studentsgo to white schools	50%	00:13	9	7	2	weren't allowed	weren't allowed	weren't allowed	weren't allowed	weren't allowed	weren't allowed	could	could	weren't allowed v
7	Public swimming poolswhite only	55%	00:15	10	6	2	were allowed to	were allowed to	were allowed to	were allowed to	were allowed to	were allowed to	were allowed to	were allowed to	couldn't be v
8	During desegregation process Black students	27%	00:14	5	10	3	could	could	could	could	couldn't	weren't allowed	couldn't	couldn't	were forbidden to
9	In the South of the USA Black peoplevote	66%	00:15	12	3	3	were not allowe	were not allowe	were not allowe	were not allowe	were not allowe	were not allowe	were not allowe	could	were not allowe
10	Black studentsbe escorted to white scho	33%	00:14	6	9	3	had to	were allowed to	had to	could	had to	could	were forbidden	could	could
11	black peoplemarry with white people	55%	00:17	10	5	3	were forbidden	were forbidden	were forbidden	were forbidden	were forbidden	were forbidden	were forbidden	could	could
12	black people and white peoplehave the s	66%	00:10	12	3	3	couldn't	couldn't	couldn't	couldn't	couldn't	couldn't	couldn't	couldn't	couldn't
13	The Civil Rights activistsrisk their lives	5%	00:18	1	13	4	had to	could	had to	had to	had to	had to	couldn't	weren't allowed	had to
14	Black and white peoplelive separated	50%	00:14	9	6	3	had to	had to	were forbidden to	had to	had to	had to	weren't allowed	could	had to
15	US Marshalsprotect white students	27%	00:14	5	9	4	had to	had to	had to	had to	had to	could	could	could	weren't allowed c
16	Black peopleuse the same toilets a	44%	00:10	8	4	6	were forbidden	were forbidden	were forbidden	were forbidden	were forbidden	were forbidden	had to	were forbidden	had to
		43%	03:47	125	110	53	93%	93%	81%	87%	81%	66%	43%	43%	37%

Undoubtedly, all digital resources made the assessment easier to being carried out and to provide feedback. As I student finished their tests they took each class, thy received their results immediately.

2.5 Recording the Lesson plan in action: video

<https://youtu.be/ZYiHaS5i8pA>

3. Experience Report

I think that the implementation of this lesson plan was successful. I mean before I started studying this specialization, I was not able to match culture with grammar contents. However, when I analyzed the results of the evaluation tools, I could see how the objectives accomplished, it means that the possibilities of going beyond are possible. For instance; the following lessons I have with the group which I worked with, showed a particular improvement in their interest in social issues and they expressed themselves much better by using the given phrases.

On the other hand, there are some areas of opportunity to be improved, for example, syntax and punctuation marks are still unclear since students try to write in English as in Spanish. After reading their task, there are some grammar and redundancy problems. It just means that teacher need to be looking for new strategies that prepare ss to accomplish their English goals.

4. Conclusions

Concluding, second language acquisition deals with the complex idea of performing a well-structured theory that can be applied within an English classroom. However, these concepts are not as easy as they seem to be understood. It is my belief that everything would start by establishing the aims of and what do you want your students to do.

Through this specialization we studied how language skills are acquired and how linguistic theories take part in this process. From my point of view, I got clear how languages are made; language acquisition involves four main skills; receptive and productive skills. Since all theories and methods touched in the specialty include cognition and social schemata, receptive skills seem to be the responsible of having success in speaking SL.

The communicative skills are thought to be in constant evolution, it is social interaction that shapes the way we consider teaching and learning. Therefore, understanding a reality means comprehending an interpretative model; Teachers' awareness on the different issues related to the diverse difficulties students as well as their listening activities might encounter by creating a listening context; it is to understand language by using sources we have.

As it was mentioned during the specialization: "good speakers are also good listeners." We want our students to become good communicators. It is here where we found out our main goal within the classroom. I would say that SLA cannot be standardized, and of course, there is no doubt that receptive and productive skills help us to reflect over oral speech. That is why taking into account the following concepts in our classes will potentially help to get the aims:

- Processing meaning: learn how to store information in memory to use it later.
- processing sound: get familiar with the connotation of intonation in speech, and we are able to distinguish changes in pitch, tone and speed of delivery in dialogues.
- Interactive listening: Activities such as face-to-face/real conversations and telephone calls in which we are likely to ask for clarification.
- Non-interactive listening: Listening to music, radio, television shows, movies in which we hardly have the chance to ask for repetition.
- Background: students recognize information that is essential to understanding a situation or problem, and have a certain awareness of complex sentence structures and colloquial words and expressions.
- Bottom-up processing: include vocabulary and knowledge over sentence structure that our students already have.
- Authentic Materials

On the other hand, making our students wonder, judge and think about certain facts, awakens their interest, so they feel more engaged in learning will make them be good

communicators. Nonetheless, I mainly aim to understand who they are and why they are listening and if they are processing.

On the other hand, I need to link cognition studies proposed by Noam Chomsky with the idea that all human beings possess an innate language ability to listen, in which the proposal of a universal grammar exists in all languages.

That concludes that people are equipped with a type of language acquisition natural device. Regarding my learning experience; nurture and nature are at the end of the day, the most important factors in which exist the success of a listening English lesson and it is by the most useful idea that would be mandatory included in a Lesson.

It is my belief we must know our students' necessities and look at how we can guide them. Having clear objectives. Choose a framework we can use to make decisions and understand how things work. The Golden mean, as Aristotle said, between the approaches might be the best model.

Owing to the idea of interculturality, students need to understand their own world taking into account their reality and what they have inside themselves, as a result they will start using the language effectively.

On the other hand, making our students wonder, judge and think about certain facts, awakens their interest, so they feel more engaged in learning. Nonetheless, I mainly aim to understand who they are and why they are alive. I take on the idea that Education needs to aid people to find a purpose. If they understand who they are, they have clear what they want and where they go.

Appendices

<p>Aim:</p> <ul style="list-style-type: none"> - LISTENING COMPREHENSION - USA HISTORY CULTURE - REVIEW LAST TOPICS - DEVELOP WRITING SKILLS 	<p>Listen to the song "PRIDE, IN THE NAME OF LOVE".</p> <p>FILL THE SPACES WITH PREPOSITIONS.</p> 	<p>LOOK AT THE PAINTING AND SAY YOUR TEACHER THE HIDDEN MESSAGE.</p> 
<p>WHAT DO YOU SEE IN THE PHOTOS?</p>  		
	<p>Segregation</p> <ul style="list-style-type: none"> - Racial segregation is the systemic separation of people into racial or other ethnic groups in daily life. - Segregation can involve the spatial separation of the races, and mandatory use of different institutions, such as schools and hospitals by people of different races. - it may be applied to activities such as eating in restaurants, drinking from water fountains, using public toilets, attending schools, going to movies, riding buses, renting or purchasing homes or renting hotel rooms. - segregation often allows close contact between members of different racial or ethnic groups 	<p>After the United States abolished slavery, black Americans continued to be segregated through colored segregated and diminished access to facilities, housing, education—and opportunities.</p>  <p>In 1862, President Abraham Lincoln recognized the ex-slave countries of Haiti and Liberia, hoping to open up channels for colonization.</p> 
<p>Segregation in 1950</p> 	 <p>Martin Luther King, Jr., original name Michael King, Jr. (born January 15, 1929, Atlanta, Georgia, U.S.—died April 4, 1968, Memphis, Tennessee), Baptist minister and social activist who led the civil rights movement in the USA from the mid-1950s until his death by assassination in 1968. His leadership was fundamental to that movement's success in ending the legal segregation of African Americans in the South and other parts of the United States. King rose to national prominence as head of the Southern Christian Leadership Conference, which promoted nonviolent tactics, such as the massive March on Washington (1963), to achieve civil rights. He was awarded the Nobel Peace Prize in 1964.</p>	<p>"MARGA A SVAH!"</p> 
<p>LET'S TALK...</p> <p>WHAT DO YOU THINK OF ?</p>  <p>COULD YOU IMAGINE LIVING AN ENTIRE DAY IN THIS PERIOD OF TIME?</p> 	<p>THE WRITING PROCESS</p> <p>The writing process is something that no two people do the same way. There is no "right way" or "wrong way" to write. It can be a very messy and fluid process, and the following is only a representation of commonly used steps.</p> <p>STEPS OF THE WRITING PROCESS:</p> <p>STEP 1: PREWRITING THINK AND DECIDE Make sure you understand your assignment. Decide on a topic to write about. Consider who will read your work. Brainstorm ideas about the subject.</p> 	<p>STEP 2: RESEARCH (IF NEEDED)</p> <p>SEARCH Find places where you can find information. Make an outline to help organize your research.</p> <p>STEP 3: OUTLINING WRITE Put the information you researched into your own words. Write sentences and paragraphs even if they are not perfect. Read what you have written and judge if it says what you mean. Write some more. Read it again. Write until you have said everything you want to say about the topic.</p>  
<p>STEP 4: REVISING MAKE IT BETTER Read what you have written again. Rearrange words, sentences or paragraphs. Read your writing aloud to be sure it flows smoothly.</p> <p>STEP 5: EDITING AND PROOFREADING MAKE IT CORRECT Be sure all sentences are complete. Correct spelling, capitalization, and punctuation. Change words that are not used correctly or are unclear. Make sure you are using the appropriate Style formatting.</p> 	<ul style="list-style-type: none"> - Write a short story in 100 words. Write on paper! - Follow previous information. - Imagine you are a child living in segregation times in USA, write a short paragraph describing your typical day. - share your story with teacher. 	

My name is Cinthya, I'm 7 years old, I'm from USA.

I have a beautiful family, my mother, my father, my 2 sister, I'm the most small of my family.

I want speak about of, How is my life in USA. Really from always, -I have thought is beautiful, speak of the places, but on the other hand since I can remember this country have been very racist, my family and I are people of color.

In this country there are schools, restaurants, bathrooms houses, hospitales, jobs etc. For white people as well as for black people, this situation makes me feel very sad, despite my young age, I can perfectly understand that it is really bad, because my parents have taught me good principles and a good education, and I know that this is really cruel.

Unfortunately, many lives have been lost due to people demonstrating in this situation. It is really awful.

My dream to short term is to grow up, be able to work and go with my family to live in another country.

I know that, I am going to achieve it, and we will no longer experience racism like in this country, that has disappointed me a lot.

When I was a child, I used to live near of a "sundown town", in Illinois.

My mother worked as a professor in a school for black people as us. My father had been arrested when he was on his way to home. It was late, and people started to insult him.

In this town, we were not allowed to be there after 6 P.M. My father was a brave man, for that reason, he fought against them.

My family had saved some money to pay his fine, and we moved to another city. We had been experiencing beatings and threats.



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Consejo de la Especialización en Enseñanza y Aprendizaje de Inglés como Lengua Extranjera

Coordinación de Posgrado

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ATENTAMENTE

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