UNIVERSIDAD PEDAGÓGICA NACIONAL

UNIDAD AJUSCO

PROPUESTA DE INTERVENCIÓN EDUCATIVA

"LEARNING ABOUT GREETINGS AROUND THE WORLD FOR TEACHING INTERCULTURALITY"

TRABAJO RECEPCIONAL

QUE PARA OBTENER EL DIPLOMA DE

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

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México, DF. a 11 de junio de 2023

Universidad Pedagógica Nacional

Specialization in English language and teaching as a foreign language

Title of the project:

"Learning about greetings around the world for teaching interculturality."

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Cerritos, San Luis Potosí, June 11th, 2023.

Tabla de contenido

❖ Letter of originality.

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

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ATENTAMENTE

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❖ **Introduction**

At the beginning of this specialization program, we used to have our own teaching ways that made up our philosophy. Now, we have learned more about teaching methods and theoretical foundations of the second language acquisition which is expected to improve our pedagogical intervention within the classroom.

The present document is intended to reflect on the new acquired knowledge within our teaching practice. Thus, throughout the implementation of a pedagogical intervention project, it will be achieved the purpose of obtaining a Diploma as a specialist in teaching and learning English as a foreign language. Such final project is a compilation of all the areas of knowledge resulting from this specialization program. Among the main outcomes gotten from this course are the content curricula, the teaching theories, the didactic and methodological competences, the different communication competences in English, the intercultural approach, some attitudes, and values and overall, the digital competences practiced along the way.

One way of showing the results from taking this course is planning a lesson that considers interculturality to teach English as a second language in a real Mexican classroom. This document enhances what is carried out in the ESL class through the application of the pedagogical intervention project.

Studying culture in the ESL classroom is beneficial for both the student and the teacher because it is a good opportunity to increase our knowledge about the world. However, it is necessary to understand some key concepts first, that will help us to distinguish the differences between the linguistic, communicative, and intercultural competences.

According to Noam Chomsky, the linguistic competence is unconscious since native speakers acquire the L1 from their family and context, learning the grammar rules in a natural way. Meanwhile, the communicative competence involves knowing more than only the grammar rules but the social knowledge around it, as well as, knowing

how and when to use the language in context. Finally, the intercultural competence implies knowing how to communicative effectively in several contexts.

For that reason, getting to know other people around the world or even in our country will demand us to domain not only the sociolinguistic norms of the English language, but the cultural background of who we are talking to, as well. In terms of the official curriculum, SEP designs the textbook and other resources that most teachers work with in the classroom, but we are also free to include more teaching materials that broaden the information which most of the times are more interesting for learners, especially teenagers.

In the following chapters, the lesson plan and its explanation can be found. In addition, the assessing tools are attached to it as well as the video recording of it. The pedagogical intervention project summarizes all the knowledge and competences developed during this specialization course as it can be seen in the next pages.

- ❖ **Body**
  - ➢ *Chapter 1. Philosophy and theory.*
    - ▪ *1.1. Teaching context, identity, and philosophy.*

After six years of working at "Manuel José Othón" public middle school, I can explain its context at detail. This institution is in Cerritos, San Luis Potosí (See appendix 1). It is helpful to mention that I was born in this town as well, so people I work with are mostly acquaintances. The school has seventeen classrooms, a school library, an auditorium, the principal's offices, two science laboratories, one sports court, the toilets, and two classrooms equipped with technology (computers, projectors, and internet connection). Nonetheless, some of these areas are not in good condition and need maintenance.

There are forty-five workers at school among teachers, principals, assistants, and janitors (See appendix 2). The school has offered service for sixty-five years, which enhances its prestige in town. It is a public-school dependent on the federal government. It depends on the public budget to pay for services (drinking water, electricity, internet connection) and other resources. However, at the beginning of the school year, parents organize themselves and pay for a volunteer fee that is useful to maintain the facilities.

About the school equipment, every classroom has its own projector which is helpful to show slides and videos to our students, some of the classrooms have speakers, but not all of them are working now. There is a whiteboard in each classroom and there are enough chairs and desks for students (See appendix 3). However, other factors such as the ventilation and lightning are not the best, considering that we work with groups of thirty teenagers which sometimes makes learning activities difficult. That is the reason why I like to teach outdoors and look for other materials or activities to teach my lesson (See appendix 4).

The school operates from half past seven in the morning until it is closed by the principal at three o'clock in the afternoon. However, classes start at eight o'clock and

finish at ten past two in the afternoon. Classes last fifty minutes and every subject is given by a different teacher who is specialized in each area.

Regarding the students' profile, groups are made up of twenty-six students average who are fourteen years old and some of them are fifteen years old. In the following chart, it can be seen how students are distributed in terms of gender.

3rd A	3rd B	3rd C	3rd D	3rd E
13 men 15 women Total: 28	15 men 12 women Total: 27	10 men 16 women Total: 26	12 men 15 women Total: 27	12 men 14 women Total: 26

There are 134 students in third grade; 72 of them are women and 62 are men.

As mentioned before, my job consists of fifteen hours of teaching per week, which means I teach three classes for each group, so I have five groups of third grade students. Every group is formed by approximately twenty-six students which represents a total of 134 students at my expense.

In terms of English language learning, students at school are divided among the ones who enjoy using the L2 in the classroom as they are motivated to learn it because they like music, video and other media that is made of L2. On the other hand, there are students who only take this class because it is a mandatory subject. As it can be inferred, motivation to learn is one of the biggest challenges in the classroom while working with teenagers.

The most predominant learning styles within students are the ones of visual and kinesthetic. Just a few learn by listening to the information. This information was provided by the tutors of each group at the beginning of the school year. By the way, as it was mentioned before, each group takes a tutoring class every week in which they talk about issues and difficulties they face in classes. This is very important and helpful to communicate problems when they occur and to look up for solutions that improve students' learning.

In terms of the current investigation, it is important to highlight that I was authorized to work with only 15 students that are a sample group from all of third graders (See appendix 5). This is due to the lack of time for applying the lesson plan with one of the real groups. Besides, they were intentionally selected based on their language level that is suitable for developing their four skills in English.

- <u>Teaching philosophy</u>.

After eight years of teaching practice, it is possible to observe and understand what I do as an English teacher whether it is inside or outside the classroom. Reflecting upon our own teaching perspective might help us be better every day.

A personal teaching philosophy is what differentiates our practice at school. As language teachers, we are influenced by everything around us, such as our previous experiences as students as well as other physical, psychological, or even institutional factors. In the following lines, it is described how I got to create my own teaching philosophy after years of language experiences not only as a learner but also as a teacher.

I conceive my teaching philosophy because of my personal beliefs of what I think is good for my students and what is not; therefore, I have several previous experiences as a teacher but also as a learner which make me feel empathy for my students too. These principles are what makes unique my teaching practice. I will try to keep the good part of it and look for better ways to teach, so keeping up to date is mandatory for any language teacher.

Finally, my motivation to teach will always be helping others. It is a good feeling to guide and assess students to get the best out of them, this is a complex process that starts by considering their prior knowledge and then, introducing new concepts until they reflect and build their own ideas about the world, they live in. This level of comprehension is satisfying and whenever a learner acknowledges our effort as teachers, anything else compares to this.

Comparing who I was at the beginning of this course, on August 2022 to what I have become nowadays, I can assure that I enjoy the type of teacher I am becoming and who I am now that I am more aware of my strengths and my weaknesses. I am proud of being part of this specialization course as it develops our teaching abilities and makes a better version of us as professional language teachers of English.

- *1.2. Theory underlying your teaching practice and identity.*

Some meaningful concepts related to second language acquisition are explained throughout the analysis of the different theories about it. Therefore, it is intended to design processes that can be applied in our classroom to promote L2 acquisition.

One of the most remarkable topics seen in this unit were the theories stated by Vygotsky. Among them, the concept of the Zone of Proximal Development (ZPD) was a key to understand what occurs during the problem-solving processes, based on the actual levels of development and moving forward to the students' performance while they are doing so under guidance. The ZPD is the difference between the students' actual developmental level and the level he or she performs while solving tasks with assistance and guidance of a teacher or a more advance peer. This is very helpful to understand the language learning processes because this supports the idea that teachers are essential during the L2 learning or acquisition activities.

On the other hand, there are some theories that support the importance of motivation in any language classroom. In unit 1 from this course, four hypotheses were studied to determine whether this motivation comes from an intrinsic source (a personal interest towards learning) or from a resultative kind (learners who do well, and this motivates them to continue working). Therefore, there is a type of motivation where it comes from an internal cause and learners are moved for the reward they will get, this is the instrumental motivation. Finally, the integrative motivation in which the learners is moved to acquire the target language to be part of the community that speaks this language.

The language teaching theories used in my classroom have always been determined by the official curriculum proposed by the SEP. I rely on the suggestions and proposals made by the experts who design the study program in turn, however, I also include some personal strategies and I try to adapt everything as much as possible to the context of the students I am working with. I assume I am working with a communicative approach because we always produce written or oral texts based on social practices of the language. This has been useful all the time and the learning outcome is good according to the real context of my students, sometimes I feel the study program is very demanding, but I only focus on what is possible to be achieved.

Interculturalism implies some aspects such as being linguistic competent (knowing about the language) and being communicative competent (knowing how and when to use the language). Therefore, the speaker must be able to communicate in a range of different situations that involve cultural aspects. For instance, knowing about good manners around the world.

To establish a good understanding of the key concepts, it is good to center on Byram's conceptualization of intercultural communicative competence:

Linguistic competence	Sociolinguistic (communicative) competence	Intercultural competence
"The ability to apply knowledge of the rules of a standard version of the language to produce and interpret spoken and written language"	"The ability to give to the language produced by an interlocutor – whether native speaker or not – meanings which are taken for granted by the interlocutor or which are negotiated and made explicit with the interlocutor"	• Attitudes (curiosity and openness) • Knowledge of social groups, their products and of the general processes of interaction. • Skills of interpreting and relating.

		• Skills of discovering and interacting.
		• Critical cultural awareness/political education.

As it can be seen, the intercultural competence is a wider concept that implies specific characteristics to be capable enough to communicate with others.

In our classroom, as in many Mexican L2 contexts, trying to become a native speaker of the English language seems impossible. According to Byram, a native speaker model of language learning is impossible to achieve because the learners will try to become just linguistically competent leaving behind their own culture. For that reason, it is better to become interculturally competent.

This lesson plan is also focused on Byram's model of intercultural competence in which our Mexican students aim to be intercultural speakers rather than native ones. The educational context plays an important role in transmitting the knowledge to our students, but also to establish good learning conditions for them.

As a part of the planning process in this assignment, a challenge arose; finding ways to promote the intercultural competence within my classroom in a context where technology is not always at hand for most students. The activities that were included in the lesson plan are a result of analyzing media for cultural topics, or thinking of ways to have students socialize into the L2 culture.

It is assumed that the present lesson planning is based upon the development of three types of competence related to language teaching and culture; these are the linguistic competence which focuses on learning the language itself; then, the communicative or sociolinguistic competence that is related to learning the language and the culture around it, specifically the cultural aspects that relate to the personal interactions; and, finally, the intercultural competence that pays particular attention to the attitudes, knowledge, and skills that make learners capable of interacting with other cultures and people who use English as a lingua franca.

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> ### *Chapter 2. Methodology and practice.*

<u>Methodology</u>

It is important to understand that the Second Language Acquisition (SLA) research refers to that field of study which focuses on how students acquire another language apart from their mother tongue. For that reason, it must be clear that the term second is hard to define because a person can already speak two or more languages before even going to school, that is the case of students who speak indigenous languages in Mexico. Analyzing this example, if we had a student who speaks an indigenous language but also learned Spanish at the same time, will learn English at school and it will be also considered a "second language", even though this person is already fluent in two other languages.

In the following lines, there are examples on how to apply some language learning hypothesis in the classroom.

• The natural order hypothesis

This theory suggests that language acquisition happens in a predictable way which means that learners tend to acquire certain grammatical structures first and then the others. In the classroom, this can be applied throughout the lesson plan. For example, when teaching verbs, the first topics should be related to the present tense, for students to understand the differences between gerunds or the specific rules for third person singular (adding -s or -es endings to the verbs). Then, it will let students understand that verbs are classified into regular and irregular ones. Hence, students can move on to learn their conjugation in the past tense.

• The monitor hypothesis

In this theory, acquisition starts the language process while learning acts only as a monitor or guide to do so. In other words, acquisition motivates fluency while monitor has an editor function. In class, this process might be applied throughout the acquisition of listening abilities when students hear the teacher instructions or their reading skills when they are exposed to texts. This lets students develop their production abilities: writing and speaking.

• The input hypothesis

This suggests that learning is possible when students are exposed to the language whether it is in an oral or written form. Students will be able to understand language if the context is a little beyond their current level of competence. In the classroom, this theory can be applied when teachers create a lesson by focusing on their current level and then, increasing this to a higher level to challenge students' comprehension.

An example on how we use the input theory in our classroom is when we use written texts as a model for writing activities or reading comprehension tasks. It is important to provide chances like this to make students interact with the target language, in this case: English.

Considering that Stephen Krashen stated that the Input Hypothesis required exposure to comprehensible input, as well as going slightly beyond the students' level of comprehension. He suggested that this i+1 was crucial for learning.

On the other hand, intake is a concept that refers to what students are capable of understand and learn. Since not all the input can be considered as intake, it is necessary to plan a good lesson that considers the students' real needs and interests. For instance, for students to internalize the language contents, the lesson plan must consider the diagnostic results to assess whether students are able to understand what is taught.

Regarding of the concept of interaction, the Interaction Hypothesis claims that negotiation of meaning is vital for students to interact with the target language and

make possible its acquisition. For that reason, modified input appears as the modifications that language teachers use when talking to non-native speakers, in this case, students. In our class, teachers lower their voices while giving directions as well as asking questions to reinforce their comprehension which appears as a way of solving communication breakdowns. Teachers often use strategies like confirmation checks, reformulation, and recasts to correct students' errors.

Finally, the role of output works as a demonstration of students' comprehension of language. The output does not only work as a language practice but as an opportunity to learn it. Some examples of output in the classroom are writing short texts in the target language or having students create a short speech.

• The Zone of Proximal Development by Lev Vygotsky

In the classroom, the Zone of Proximal Development is determined through problem solving with the help of a more advanced student or the teacher. It is stated as the diagram that illustrates the process.

This theory shows how the learner can respond in different ways depending on the effects of guidance from a more advanced user of the language or not, this means that he/she can act differently when they are doing it independently or improve when they are helped. The space between both situations is described as the ZPD (Zone of Proximal Development).

• The Communicative Approach

The Communicative Approach will be the basis for the methodology applied throughout the lessons in which L2 is used as a tool of communication focused precisely on communicative opportunities. Therefore, the PPP (Presentation – Practice – Production) teaching technique will be the basis for the lesson plan structure that describes the stages of the class. As an overview, it can be described as the method in which the topic or piece of language is first presented by the teacher; then, students get a chance for practicing through controlled activities and, finally; the learner produces the expected language.

Reflection

Approaches refer to the theories that explain how people acquire the language while methods include procedures and techniques that together represent the practice of any approach. For that reason, it is important to consider both terms in our teaching practice because they play an essential role in it. In my experience, these methodologies have influenced what I do in the classroom, even outside when I ask students to carry out some assignments at home.

I believe that my lessons are mostly guided by the Communicative Language Teaching as I follow what the official curriculum states, but I am also flexible, so I usually vary my activities by using other approaches such as the task-based learning or even the grammar-translation approach when it has been necessary to do so. In the end, my teaching practice is a result of everything I have read and studied throughout eight years of experience.

Teaching methodologies are an essential element to our lessons. Knowing more about them has make me reflect on my practice and it only makes me realize how important it is to keep updated to plan better lessons. Besides, teachers never stop learning which implies looking for better ways to teach and this is exactly what methods and approaches are aimed to.

Since there are plenty of teaching methods and techniques, sometimes makes it is difficult to decide on what to use in our lesson plan. I think that the best option is the one that is suitable to our students' needs and the objectives of our class. Designing tasks and assignments will depend on the type of teaching methods and approaches we use which will define how teachers and students perform activities in the classroom.

Incorporating these methods is a key element to achieve success because they help us guide our teaching. It can be done by using a certain way to explain topics, or having students look for information on their own, as well as using evaluation checklists or other teaching resources.

There is a high influence of the most remarkable theories about language acquisition. Therefore, determining whether our teaching practice promotes learning or acquisition opportunities in regard of the L2 is useful too. In my personal experience, English is taught as a second language according to the official curriculum.

However, many students face the challenges of learning it only throughout activities set in the classroom which means the teacher instructions and the set of activities are the only input they can encounter in daily life. On the other hand, it is expected that students interact more with L2 as an opportunity to acquire language in a natural way. In the real world, this happens mostly outside the classroom where learners use social media and other resources that use English as the main language.

Ever since I started teaching at the Normal school as a teacher trainee, I got the chance to experiment with different approaches and methods, somehow it was good to get that experience in real classroom settings. At that time, having the chance to interact with adolescents was meaningful and new to me, now that I am the official teacher at my school, I feel very confident and committed to offer a good teaching experience for them.

Nonetheless, every student is unique which differentiates every group. Therefore, gaining experience each time I am teaching in a classroom models the type of teacher I have become over time, always seeking good teaching.

- *2.1 A practical and useful lesson plan.*

There are two main teaching approaches regarding the main methodologies used in the classroom. The first one is about a teacher-centered approach while the other is more student-centered. In my experience, I have always tried to make students practice meanwhile I am guiding their learning experience. It has been difficult to find a way to have them work, especially for students whose interaction with English is limited. However, my lesson plan follows a student-centered approach because it is focused on their needs and interests. A communicative situation is given, and

students are expected to solve a problem by using the language whether it is written or spoken. (See appendix 4).

For some authors, learning is more important than teaching and I agree with them because students are the ones who need practice and not us (when it comes to learning a second language). Involving students in their learning process is always a goal, to get good results students, need to feel interested in learning and it can happen if they perceive that what is taught will be useful for them in a lifelong term. For that reason, I try to do motivating activities for my lessons. (See appendix 9) "Such an approach reflects accurately the roles of teacher and students in a classroom which emphasizes that learning is more important than teaching" (Lewis, M., & Hill, J., 1992).

The reasons why I chose to create this lesson plan are due to my students' lack of knowledge in regard of their language level. Most of them had never taken English classes prior to middle school, especially because of the COVID-19 lockdown when they were supposed to have taken on-line lessons but, they could not because of the lack of technology resources at home.

The topic that I chose to develop is something easy for them, because everyone should know how to introduce themselves to others. Besides, this topic is suitable for teaching interculturality. In that way, students become aware of similarities or differences when greeting someone around the world. Perhaps, this lesson plan might be interesting to them.

The aim of the lesson plan is to make students aware of others which means they do not only learn English as a second language with communication purposes, but learners also interact with other people to increase their knowledge of the world. In this case, students become aware and conscious of the differences between both their own and others' cultures.

Learning a language "applies to a more conscious process of accumulating knowledge of the features, such as vocabulary, and grammar, of a language, typically in an institutional setting" (Yule G., 2010). On the other hand, teaching a

language implies knowing about its system too. For that reason, the teacher training is essential to have better educators at schools. When it comes to language, as teachers we need to identify the schools of thought, know about the language teaching theories and methodologies, differentiate among the different communication models and moreover, acknowledge the importance of social practices in a language class.

In the classroom, there are several ways in which students can be exposed to the target language and guarantee they do it more efficiently. For example, preparing authentic materials that make students interact with the language, such as realia (newspapers, advertisements and other audios or texts used in social media). This means; using input that they can encounter in real life situations for them to practice and feel comfortable with the target language.

Providing opportunities for students to produce texts in the target language are vital for their learning process. As well as having them interact with L2 to practice through oral speech. This way, the classroom represents a good setting for students to interact with the target language and produce their own texts in an oral or written way, because they can produce them on their own or work with others. Some examples of the output role are spoken exams or doing portfolios where students pick their best works and collect evidence that shows at what extent they have learned the L2.

Expected outcomes on processes and attitudes.

Working with students who have a very basic understanding of L2 due to their limited language experiences is a challenging situation. As students hardly ever get the chance to interact with native speakers and users of the L2, these lessons are expected to increase their motivation to learn and become fluent at speaking English. Therefore, it is desirable that learners become aware of the importance of second language acquisition in a globalized world.

The attitudes that are expected from students during the lessons are the ones of enthusiasm and willingness to learn. If learners feel that the classroom is a safe

place and that a suitable learning environment is created, they are likely to develop their language skills at a higher level. For this reason, expected outcomes are relevant and motivating for teaching which represent the learning goals as well.

Attitudes are important in the learning process too and these must be assessed as they show how students feel inside the classroom. It is expected that they behave and follow directions, but sometimes problems may arise, especially when working with teenagers who are reluctant to work. In that way, letting them know that attitudes are also graded is beneficial for getting better results during the class procedures.

Lesson plan

"Greetings around the world"		
Environment: Family and Community. **Communicative Activity:** to share personal information	**Social practice of the language:** To ask for and give personal information.	
Achievements: • Introducing yourself and friends. • Saying hello and good-bye. • Ask for and giving personal information.	**Vocabulary (categories):** ▪ Greetings and leave-takings.	▪ Countries ▪ Nationalities
Language: ▪ Verb to be (simple present). ▪ Possessive adjectives (my, your, his, her). ▪ Affirmative and negative statements. ▪ Yes/no questions. ▪ Wh questions.	**Resources:** ▪ Power point slides ▪ Video ▪ Audio track ▪ On-line game.	
Skills: ▪ Listening: greetings and leave-takings vocabulary. ▪ Reading: knowing about greetings and leave-takings around the world. ▪ Writing: questions requesting personal information. ▪ Speaking: introducing oneself and others. **Product:** ▪ Role play	**Evaluation tool:** Checklists	**Evaluation criteria:** 10 – Excellent 8 – Good 6 – OK / – Incomplete/No work

Step of the lesson	Teacher activities	Students' activities	Session number
Activation	Explain Ss they are going to learn about interculturality. Elicit their prior knowledge about cultures around the world. Ask Ss about the importance of respect when it comes to our differences and similarities.	Ss discuss the importance of culture and diversity in the world. Ss share their thoughts and prior knowledge about interculturality.	0 - Intro

Listening					
Session number	Step of the lesson	Teacher activities	Students' activities	Material	Evaluation
1	**Information processing activity**	T brainstorms Ss' ideas about greetings: saying hello and saying good-bye.	Ss participate by making a list of their prior knowledge about greetings.	Whiteboard	Participation
	Vocabulary introduction	T elicits answers from Ss. T exemplifies the correct pronunciation of the words	Ss make a list with the whole group answers. Ss repeat after the teacher to practice pronunciation.	Whiteboard	List of vocabulary
	Practice	T explains to Ss they are about to listen to 4 conversations, and they need to complete the spaces.	Ss listen and complete the spaces with the correct greeting (saying hello / saying good-bye)	Worksheet Track "Saying hello" Track "Saying good-bye"	Worksheet completed
	Social interaction	T elicits participations from Ss to go over answers as a group.	Ss participate by sharing their answers to complete the four conversations.	Worksheet completed. Tracks (repetition)	Participation

	Grammar focus	T elicits Ss participation to differentiate between phrases for saying hello and the ones for saying bye.	Ss understand the differences between the phrases used for saying hello and the ones used for saying good-bye.	None	Discussion
	Summary	Teaching greetings and leave-takings.	Ss identify ways to say hello and goodbye.	---	---

Reading					
<u>Session number</u>	<u>Step of the lesson</u>	<u>Teacher activities</u>	<u>Students' activities</u>	<u>Material</u>	<u>Evaluation</u>
2	**Information processing activity**	T brainstorms Ss' ideas about gestures to greet people.	Ss participate by mentioning examples of gestures used to greet people.	--	Participation
	Vocabulary introduction	T shows an on-line videogame and explains the rules to play it.	Ss play an on-line game as a group.	Game: https://wordwall.net/es/resource/703893/greetings-around-the-world	Game completed on-line.
	Practice	T explains to Ss they will read a short text about greetings around the world. T asks them to look for names of countries and gestures used for greeting.	Ss use the skimming and scanning strategies to read a text and look for specific information (countries and greetings). Ss highlight the key words.	Text	Underlined text
	Social interaction	T elicits participations from Ss to go over answers as a group.	Ss participate by sharing their answers: names of countries and gestures.	Text	Participation

	Grammar focus	T asks Ss to complete a fill-in the blanks activity for Ss to identify gestures used around the world for greeting.	Ss match the picture with the correct greeting. Ss label the pictures in teams of three.	Fill in the blank's activity	Worksheet completed. Discussion
	Summary	Teaching gestures for greeting.	Ss identify ways to greet people around the world.	---	---

Writing					
Session number	**Step of the lesson**	**Teacher activities**	**Students' activities**	**Material**	**Evaluation**
3	**Information processing activity**	T shows a text to Ss to analyze it.	Ss analyze a short dialogue to infer its main idea at a glance.	Dialogue	--
	Vocabulary introduction	T explains Ss they will learn how to introduce oneself and others.	Ss answer the question: "What do people normally say when they first meet?"	Question	Participation
	Practice	T explains to Ss they will read a short text about people introducing themselves and other people. It helps as a sample written text.	Ss listen to Sumi talking to Pablo. Pablo introduces Greta to Sumi. Read the transcript.	Lesson: "Introducing a friend" https://learnenglishteens.britishcouncil.org/skills/listening/a1-listening/introducing-friend Track	--
	Social interaction	T asks Ss to follow the given example and write their own dialogue.	Ss join in teams of three and imagine one of them comes from a foreign country.	Sample text	Participation
	Grammar focus	T asks students to imagine they will introduce a friend to others.	Ss write a dialogue about introducing a friend to others. Ss follow the example.	Sample text	Written dialogue
	Summary	Teaching about interculturality.	Ss differentiate between introducing a friend in México and around the world.	---	---

Speaking					
Session number	**Step of the lesson**	**Teacher activities**	**Students' activities**	**Material**	**Evaluation**
4	**Information processing activity**	T brainstorms Ss' ideas about gestures to greet people.	Ss participate by mentioning examples of gestures used to greet people.	--	Participation
	Vocabulary introduction	T goes over the vocabulary studied along the lessons.	Ss brainstorm ideas about vocabulary studied.	--	Participation
	Practice	T explains to Ss they will perform the written dialogue from the previous lesson.	Ss get to practice in order to present in front of the group.	Written dialogue	Oral practice
	Social interaction	T elicits participations from Ss perform the role play in front of the group.	Ss participate by sharing their role play.	Written dialogue	Role play performance
	Grammar focus	T asks Ss to include the topics seen in class.	Ss perform their dialogue in front of the group.	Written dialogue	Role play performance Checklist
	Summary	Teaching gestures for greeting.	Ss identify ways to greet people around the world.	---	---

Intercultural component
Including some key vocabulary related to languages, countries, and nationalities around the world. As well as a specific lesson to identify ways to say hello and other gestures used around the world to establish the main differences and similarities between their own culture and the one from others.

Evaluation
The evaluation criteria expect to develop their four language skills as well as enhance their participation and interaction along the lessons. This way of evaluating prizes their efforts rather than their mistakes.

Conclusion
In all classes, students are asked to discuss certain points in regard of the cultural aspects identified in every lesson; this is aimed at developing their cultural awareness of their own cultural background and others'. This part of the lesson is also useful for them to share their findings, thoughts, and general aspects of their learning process.

Follow up activities:
• In further classes, students will keep on asking questions exclusively in English related to personal information, such as "What is your surname?", "How old are you?" or the like. *• The spelling will be practiced along the lessons to strengthen students' skills. It can be done through questions such as: "How do you spell … in English?" especially when they want to know the correct way to write a word or its meaning.*

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

Structure of the lessons and main rationale behind them.

- *Introduction.* (Achievement: to activate Ss' prior knowledge about cultures around the world by introducing them to the concept of interculturality). Elicit their Ask Ss about the importance of respect when it comes to our differences and similarities. **Rationale:** this stage of the lesson plan is essential to have Ss discuss the importance of culture and diversity in the world.

- *Lesson 1. Listening skill.* (Achievement: to learn about greetings and leave-takings). Ss listen to some conversations of people saying hello and saying good-bye. Ss fill in the blanks with the corresponding greetings. Ss play a game together as a group to elicit their prior knowledge in regard of greetings. **Rationale:** it is an opportunity for eliciting Ss prior knowledge about the differences and similarities of greetings.

- *Lesson 2. Reading skill.* (Achievement: to know about greetings and leave-takings around the world). Ss use the skimming and scanning subskills to look for specific information and improve their reading comprehension skills. Besides, Ss complete a matching activity to assess their learning. **Rationale:** Ss discuss about the differences and similarities of cultures around the world which is useful for making them aware of the interculturality.

- *Lesson 3. Writing skill.* (Achievement: to write a script of a role play for introducing other people). Ss listen to a conversation of people introducing a friend from another country. Then, Ss take such audio script as a writing model. With this controlled writing activity, Ss create their own dialogue by replacing some information only. **Rationale:** Ss differentiate between introducing a friend in México and around the world.

- *Lesson 4. Speaking skill.* (Achievement: to participate in a role play for introducing other people). Ss read aloud the conversation they wrote in the previous lesson. Ss are informed they will be evaluated in terms of pronunciation, volume, and fluency. Besides, Ss must practice the gestures and greetings studied along the previous classes. **Rationale:** Ss interact with

one another by simulating they are from another country, and they must introduce a friend to others which is helpful to review the gestures and greetings learned along the lesson plan.

- <u>Assessment</u>

✓ Introduction. Observation/participation.

✓ Lesson 1. Skill: listening. Fill-in the blanks activity.

✓ Lesson 2. Skill: reading. Skimming and scanning/matching activity.

✓ Lesson 3. Skill: writing. Written dialogue.

✓ Lesson 4. Skill: speaking. Role play.

In all lessons, the assessment tool will be a checklist designed to evaluate each language skill.

✓ Lesson 1. Listening checklist

Activity	Yes (2 points)	No (0 points)
Follows up instructions.		
Identifies the structure of the dialogue.		
Understands the main idea and details in the conversation.		
Identifies the characters in the conversation.		
Fills in the gaps in the listening comprehension activity.		
Average — Excellent (10 pts.)	Good (8 pts.)	OK (6 pts.)	Incomplete/No work (less than 5 pts.)

✓ Lesson 2. Reading checklist

Activity	Yes (2 points)	No (0 points)
Identifies the structure of the text (title, introduction, body, and conclusion)		
Identifies the main idea in the text (gestures used for greeting around the world)		
Identifies details in the text (names of countries and gestures around the world)		
Matches the pictures with the corresponding gesture.		
Understands the differences and similarities of cultures around the world.		
Average Excellent (10 pts.)	Good (8 pts.)	OK (6 pts.)	Incomplete/No work (less than 5 pts.)

✓ Lesson 3. Writing checklist

Activity	Yes (2 points)	No (0 points)
A script of a role play is created with the topics seen in class.		
It includes the gestures and greetings from every culture.		
The text is written in English as a lingua franca.		
The text is correctly written and understood by others.		
It elicits awareness and consciousness of other people's cultures (interculturality).		
Average Excellent (10 pts.)	Good (8 pts.)	OK (6 pts.)	Incomplete/No work (less than 5 pts.)

✓ Lesson 4. Speaking checklist

Activity	Yes (2 points)	No (0 points)	
Performance of a role play in teams of three.			
Presentation of their dialogue in front of the group or in a TikTok video.			
Good pronunciation of the words in English.			
Good volume while speaking.			
Fluency while speaking			
Average Excellent (10 pts.)	Good (8 pts.)	OK (6 pts.)	Incomplete/No work (less than 5 pts.)

■ *2.3 Attached evidence of (graphics, photos, images).*

The materials used along the lesson plan were adapted from several resources to the real teaching context.

Reading activity

Student: _____

Do you know how people greet each other around the world? We will present some examples.

In most Latin American countries such as Mexico, a man and a woman or two women greet with a quick kiss on the cheek. Two men usually greet shaking hands; it is common to add a hug to the greeting when they are closer acquaintances.

In some Asian countries like India, it is common to greet by placing palms together in a prayer-like fashion and bow.

In Saudi Arabia, men use handshaking but at the same time they touch their noses. In New Zealand, they use a similar greeting called hongi, but besides touching noses, they press their foreheads together and look at each other's eyes.

In Japan, people bow to greet each other. This custom is also followed in some other Asian countries like China and Korea.

In Malaysia, they use a special greeting for old people, which consists on taking one of their hands and pressing it gently on their forehead. In this way, they show their respect for them.

In Kenya, many Maasai tribes welcome and greet visitors with an elaborate jumping dance that, in another context is also part of a traditional ceremony.

Each of these ways of greeting has a cultural background.

Reading activity

Student: _____

• Instructions: work in pairs. Read and decide in which country each greeting is performed. Then, label the pictures.

Writing activity

Team: _____

- Instructions: in teams of three, write a dialogue. Imagine you are introducing a friend from another country.

EXAMPLE:

Sumi: Hi, Pablo. How are you?

Pablo: Hi, Sumi. I'm fine, thanks.

Sumi: Pablo, this is Greta.

Pablo: Hi, Greta, I'm Pablo.

Greta: Hi. How are you?.

Pablo: I'm fine, thanks. Where are you from, Greta?
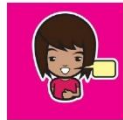
Greta: I'm from Germany. Where are you from?

Pablo: I'm from Argentina. Nice to meet you.

Greta: Nice to meet you too.

> You can include more greetings!

- Imagine you are introducing a friend from another country. Choose one from the list:

❏ Japan   ❏ Saudi Arabia
❏ India   ❏ México
❏ Malaysia   ❏ Kenia

Speaking activity

- Instructions: in teams of three, perform your dialogue in front of the group.

Before presenting the role play, check these recommendations:

❏ Check that the dialogue is understood.
❏ Practice the pronunciation of the words.
❏ Practice the gestures and greetings.
❏ Good volume and fluency while speaking.

DON'T FORGET

Include gestures and greetings from different countries around the world.

Evidence of work (application of the activities)

1. Brainstorm activity.

2. Modelling instructions.

3. Playing a language game

4. Peer evaluation

5. Teamwork

6. Using mimics to explain

7. Speaking activity (role play)

8. Assessing students using checklists

- *2.4 Show evidence of your designed tools to assess your students.*

Next, there are some examples of the evaluation checklists that were used along the lesson plan.

Speaking activity

Team: Paola, Mariela & Cynthia

Activity	Yes (2 points)	No (0 points)
Performance of a role play in teams of three.	✓	
Presentation of their dialogue in front of the group or in a TikTok video.	✓	
Good pronunciation of the words in English.	✓	—
Good volume while speaking.	✓	
Fluency while speaking	✓	

Average	Excellent (10 pts.)	Good (8 pts.)	OK (6 pts.)	Incomplete/No work (less than 5 pts.)

In the following picture, it can be observed that the evaluation was directed to students (the ones mentioned above: Paola, Mariela, and Cynthia), so they could notice the elements that were fulfilled and the ones that were missing. As it can be seen it was explained how they were evaluated for a better understanding.

Analysis

According to the evaluation criteria established for this lesson plan, the best assessment tool was the checklist. Such checklists were separated by language skill which means there is one type of assessment tool for speaking, listening, reading and, writing on their own.

Now that these assessment tools have been applied, it can be expressed that such tools need to be improved which means they are lacking a further explanation of the level of achievement. I would have loved to use at least another type of evaluation tool, such as a quiz or a test for assessing vocabulary learning or grammar structures. Therefore, I would like to add more information about the level of learning of every student or establishing descriptions for each level of achievement too. For instance, dividing the items into levels of achievement would have been a good idea, or else, including a further a detailed description of each level as well.

- *2.5 Video recording.*

Explanation.

Along the process of learning of this specialization, many challenges were faced that increased my level of expertise in the language teaching field. As a result of finding new ways to share knowledge in the classroom. This has a great impact on my teaching ways as it helps me to master my abilities as a teacher but also as a person that encourages herself to be better.

The first step for improving is accepting our own mistakes, in my personal experience I believe that one of my biggest errors is to speak in Spanish in almost every class. I had not realized that I was limiting my students use and exposure to L2. Sometimes it is difficult to get students to speak exclusively English at a public middle school, reasons may vary, but it is mainly because of the lack of L2 learning in the previous levels of elementary and preschool.

Using L2 in the English classroom is a must, because students need that input to be exposed to learning and transform the process to the one of language acquisition

not learning. Therefore, using L2 makes me want to improve and become more fluent as I lack spoken practice myself.

On the other hand, contextualization is something that we worked in a lot during this specialization. Studying the diverse methods and approaches taught us that we must take into account the level of language learning, but also their stage of human development too. Adolescents face a hard stage, so they might misbehave and be distracted from time to time. In that way, planning a lesson has to consider their interests and actual needs.

Additionally, having into consideration other important things such as the Zone of Proximal Development proposed by Lev Vygotsky which makes us plan a class that guides students towards learning starting from their previous knowledge. It is not about letting students working on their own (because they might get lost in the process), but to help them think of ways to solve problems and build their new knowledge.

In addition, designing materials was a good experience during this final project as I took ideas from the available resources at the internet, as well as others from textbooks and free teaching aids. However, it was mandatory to analyze each of them and select the ones that were suitable for the lesson plan purposes. This is the real process of contextualization that takes into consideration what students know and what they are interested in.

On the other hand, applying the activities was very helpful because it was the proof that planning a lesson must considers all possible problems and their solutions in advance. Sometimes, what is planned might be changed at the moment of teaching because of the lack of teaching resources or due to other factors such as lack of internet connection. A lesson plan in action shows that the stages of the lesson were thought in a way that might differ from reality.

Being part of this specialization course has meant that I need to be updating my teaching methods and always learning. No matter if I already took a course or if I have a bachelor's degree; if we expect to be good teachers, we need to accept that

we never stop learning. What is more, teaching English means that I have to look for perfection and mastering of my own language skills. That is the reason why I decided to take more language learning courses on my own and keep practicing as much as possible using exclusively L2 with my colleagues and other relatives who speak English as a mother tongue.

The challenges that I faced along this course were worth it as they have a good impact in my teaching methods. I expect to be better every time and transmit this sense of learning in spite of making mistakes to my students. I believe that we all make mistakes and this needs to work as an inspiration rather than an obstacle.

This video was recorded on a single day, due to the challenges of timing and organization faced by everyone involved. The number of extra activities at school was an obstacle for applying the pedagogical intervention project with one of the original groups of third grade. For this reason, the school's principal authorized me to work with just a few students that were a sample group (they were intentionally selected as the ones with a better performance in the English subject).

Next, it can be watched how the lesson plan was implemented with third grade students according to what was planned in the pedagogical intervention project.

URL: https://youtu.be/5ldzG_8SuGk

> *Chapter 3. Experience report*.

The teaching sequence created the opportunity for students to interact with each other using L2 exclusively. Sometimes, it is very difficult to achieve in a regular class in public school where translation happens very often, and students are not used to using L2. This lesson plan was created for students to improve their proficiency level at all language skills. As a result, using the L2 lets them share their thoughts and ideas about interculturality in terms of greetings around the world. At the same time, the lessons were a quick review of some basic language topics.

As it can be observed in the video, students were reluctant to participate at the beginning of the lesson. Then, little by little they felt more comfortable, and their confidence was increased. Using L2 exclusively in this group was new to them.

Afterwards, the outcomes attained because of this final project were the following:

- ✓ **Listening** is usually the least practiced skill in my English classroom, now this lesson plan included didactic resources to reinforce their receptive abilities by being exposed to the oral language in diverse contexts.
- ✓ Skimming and scanning were used as reading strategies to improve Ss' **reading** comprehension. Even if Ss felt the text was too long, they could find the information effectively.
- ✓ A controlled activity was implemented to assess the **writing** skills. Ss were free to choose one country and pretend they were going to introduce a friend to others. This enhanced the Ss' awareness in regard of interculturality and respect towards others.
- ✓ Students got the chance to interact with one another by **speaking** in a dialogue. This was a controlled activity that guided Ss to use L2 by boosting their confidence when participating in front of others.

Nonetheless, if given the case of facing some issues during the implementation of the lesson plan, these would have been the possible solutions.

Considering the bad condition of facilities at school, some problems that may arise related to technology. Every classroom is equipped with one projector and a pair of speakers. There are not any computers available, for that reason every teacher must carry with their own laptop. Besides, when it comes to the internet connection, it is difficult to load websites because the speed is not very good.

In that case, whenever the internet connection is not available, it is mandatory to innovate and choose to work with other teaching resources, such as flashcards, the notebook or oral instructions that allow students to keep working. In the following chart, there are alternative options for every stage of the lesson plan.

Introduction (Lesson 1)			
Lesson	*Learning activities*	*Resources*	*Evaluation*
Alternative activity 1	▪ **POSSIBLE PROBLEM**: Lack of internet connection for playing the on-line game with Ss. ▪ **POSSIBLE SOLUTION:** Prepare flashcards with pictures of the five types of greetings, and another set of flashcards with the names of each one. Play a matching game with both sets of flashcards, having Ss participate and put the correct pair of cards on the whiteboard, so as everyone can see.	Flashcards	Game played by Ss. Participation

Development (Lessons 2 & 3)			
Lesson	*Learning activities*	*Resources*	*Evaluation*
Alternative activity 2	▪ **POSSIBLE PROBLEM**: Lack of internet connection for listening to the track. ▪ **POSSIBLE SOLUTION:** Previously download the file with the conversation to use it off-line. Rewrite the on-line activities (fill-in-the-blank practice) in a worksheet. Give it to Ss to answer it individually.	Track Worksheet	Worksheet completed individually
Alternative activity 3	▪ **POSSIBLE PROBLEM**: Lack of knowledge in terms of vocabulary about nationalities.	Countries and	On-line game

		nationalities game:	played in teams.
✚ *It could take extra time*	▪ **POSSIBLE SOLUTION:** Students play a game with cards of some flags and names of countries. As a group, Ss match the flags to their correct country. In teams, Ss play an on-line game about countries and nationalities. It is a Quiz show consisting of 15 questions. The winner is the team with the highest score.	https://wordwall.net/resource/2278623/countries-and-nationalities	

Closure (Lesson 4)			
Lesson	*Learning activities*	*Resources*	*Evaluation*
Alternative activity 4	▪ **POSSIBLE PROBLEM**: Ss may run out of ideas for making their performance. ▪ **POSSIBLE SOLUTION:** Previously download some examples of role plays in social media (YouTube or TikTok videos). Show Ss the videos and ask them to identify things they like about it. Ss get inspired from it.	Video samples about role plays.	--

❖ **Conclusions (reflection)**

In any L2 classroom, teaching about culture becomes important for everyone implicated as the sociolinguistic characteristics will improve the whole learning experience. Of course, this does not mean that the class will be focused on teaching exclusively other people's culture but giving students small pieces of knowledge from time to time just to enrich the learning process.

This document was intended to develop a meaningful communicative intercultural lesson planning by addressing the four language skills: listening, speaking, reading, and writing. Thus, a lesson framework regarding the cultural awareness was designed for a specific context. As expected, the sessions integrated the four skills of the language, as well as a variety of intercultural activities that incorporated the use of technology for teaching purposes (considering the characteristics of the context). The importance of this assignment is high as it entails the core of the specialization program.

The theoretical concepts studied throughout the modules are so meaningful to our teaching practice. Nonetheless, the real context surrounding the students who I work with is different from what is expected. In that way, teaching English at public schools is a challenge itself because most students' first contact with the L2 is when they start middle school. It is hard to expect Ss to use exclusively L2 along the lessons.

However, an effort is made and perhaps some of them might improve their language level proficiency by the end of the school year. Another challenge is the cultural background because even if Cerritos is a town with a high rate of population who immigrate to U.S.A., not all the people communicate in L2 with their relatives living abroad. Despite that situation, English should be practiced as much as possible in other situations such as the use of social media and investigation of information on the internet.

Among other issues that impact on my teaching outcomes, there is the lack of teaching resources available at this public school, as well as the lack of time

(because English is only taught three times a week in a 50-minute-class). This affects the outcomes due to the limitations and obstacles that we might face within the lesson which take time and must be solved at the moment, otherwise the learning is not achieved.

This specialization will have a positive impact in my teaching style. Somehow, I felt that my teaching methods were outdated and limited myself to using the same strategies all over again. Studying this course and all the modules taught me to look for other teaching resources, strategies and assessing tools because it is always important to update our knowledge as teachers. Besides, working with my colleagues was meaningful as we shared successful experiences which expanded my teaching philosophy.

❖ **Appendices**

Appendix 1. School context.
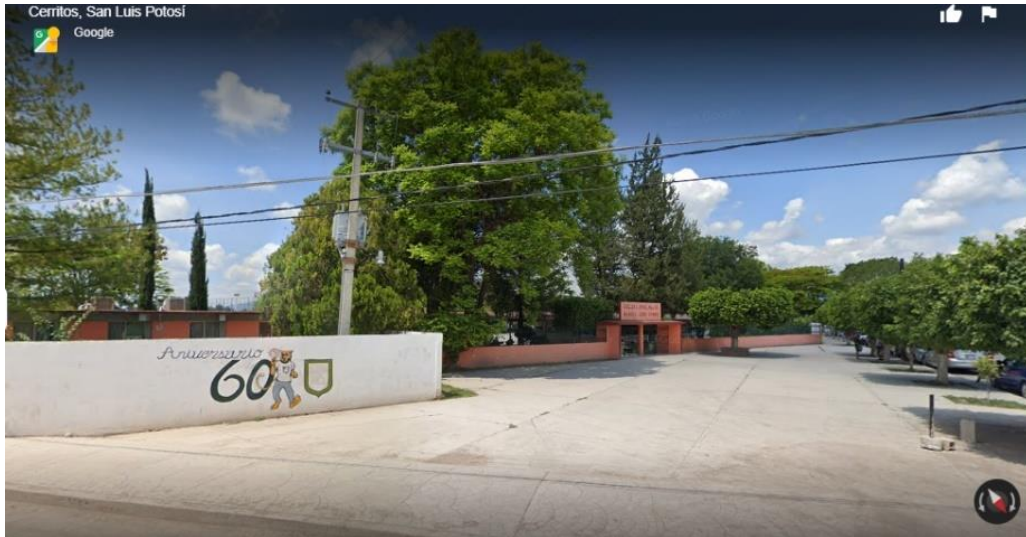
Appendix 2. School staff

Appendix 3. Teaching resources.

Appendix 4. Teaching outdoors.

Appendix 5. Sample group.

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