

# **UNIVERSIDAD PEDAGÓGICA NACIONAL**

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**UNIDAD AJUSCO**

**PROPUESTA DE INTERVENCIÓN EDUCATIVA**

**MULTICULTURALITY AND DIVERSITY**

**TRABAJO RECEPCIONAL**

**QUE PARA OBTENER EL DIPLOMA DE**

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

**PRESENTA:**

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**UNIVERSIDAD PEDAGÓGICA NACIONAL**

***Especialización en Enseñanza y Aprendizaje del Inglés como Lengua  
Extranjera (EEAILE)***



Final Project: "Multiculturalidad and diversity"

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**TIZAYUCA, HIDALGO, JUNE 2023**



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# Introduction

English language teaching in Mexico has been understood as the learning of vocabulary and common phrases to survive, or just deliver assignments to approve the subject at school but unfortunately, ELT hasn't achieved a good quality and everybody has already granted that kids and teenagers won't acquire English in public schools, the topic has been discussed for years and different answers has resulted as the main reason why. In my experience as a teacher, I have noticed two main problems that cause low English teaching quality: the administrative area that affects teachers with a lot of work to do and this causes us to lose focus on what should be the most important: the development of lessons and the other reason is the lack of academic preparation many professionals like me have. I didn't study to be a teacher, I'm a bilingual engineer who had the opportunity to teach English as a foreign language, so when I started teaching, I had no idea about ELT or pedagogy, I created my lessons with the first elements that came to my mind so even when I demonstrated good skills to teach, my lessons were not well structured and they had an absence of many important elements like a warm-up at the beginning of the consolidation section at the end.

This is not an individual case, there are a bunch of teachers facing the same situation, for sure the lack of theoretical preparation will affect the English language teaching in our country, this happens because there is a high need for English teachers but not enough qualified (ELT specialists) to attend the need. That was one of the main reasons I decided to enroll in this program and the topics we will analyze in this project.

Through this project, we will reflect, analyze and consolidate the theories seen in the three modules of this program developing our ideas about language, language learning, and language teaching. Looking always to my classroom and identifying what from this applies to our experience, we will integrate analyze and reflect on information, ideas, and skills developed in module 1, and at the end of the analysis, we will land on our teaching philosophy and complement it once we had integrated all the concepts we will analyze.

We will analyze theories like Krashen's hypotheses or Kolb's Experiential Learning Model and how these are applied in the real classroom with our current students, what we are doing, and what we want to improve, change or adapt to our teaching practice. This final assignment for the unit will improve our views, beliefs, and future decisions in our classroom.

In this specialization, we could study three modules each of them focusing on important fields of ELT necessary to understand, have a better view and propose better solutions in our teaching career, the modules were:

**Module 1.** Theories, principles and approaches regarding learning and language acquisition.

**Module 2.** Approaches and methodology for the four skills: reading, writing, listening, and speaking; always taking into account lexis and syntax whilst developing digital competences.

**Module 3.** Cultural awareness and Intercultural competences.

As well as assessment and testing tools to measure students' development and progress with the aid of digital tools.

During the development of this assignment, the main goal is interculturality so I'm going to focus on the development of skills of leadership and global citizenship due to the actual times that demand preparation to not only be a student for our country but also be prepared for the world challenges that every day more are taking more importance and skills, like dominate a second language, adopt inclusion as part of our lives and think critically to face the world path, have to be developed since the first education. I'm talking about ages between 3 and 11 years approximately. As I'm a teacher of basic education

right now, I'm going to focus this work on young learners, kids between 7 and 8 years old (elementary school second grade).

Let's start now to define what is global citizenship. According to UNESCO, 2021 "Worldwide citizenship education is the education to transform the world" and also says that this education "promotes the development of identities and sense of belonging to a diverse humanity on which to build and strengthen the exercise of responsible, committed and transformative citizenship for the achievement of more democratic, peaceful, inclusive, sustainable and socially just societies."

To accomplish these objectives, GCED (Global Citizenship Education), encourages a three-domain, holistic, and contextualized approach to learning.

- Cognitive: Thinking critically and reflecting on global, regional, national, and local concerns as well as the connections and dependencies between different nations and population groups.
- Social-emotional skills include empathy, solidarity, sharing ideals and duties, and respect for diversity and individual differences.
- Behavior: Conscious and committed individual and group efforts at the local, national, regional, and international levels to create a world that is more stable and sustainable.

(UNESCO, 2021)

In this final writing assignment for the diploma in specialization in teaching English as a foreign language, we will be describing in detail the whole process carried out for the elaboration of this presentation project and the implementation of the final project. To

begin with, I will describe my context as a teacher, my identity, and my philosophy. These points were developed based on the theory that was presented to us in this specialty. In this way, it was possible to consolidate a clearer, more detailed, and more elaborated concept by making use of the theories presented on the meaning of the context as a teacher, the identity we have as teachers as well as the role we assume in the classroom and the philosophy that we must put into practice every day through our teaching praxis. It is important to clarify that these concepts have been modified, improved, and contextualized during the course of this specialty, making use of all the theoretical bases and principles that we were taught in order to master the tendencies in the teaching of English and make use of them whenever necessary.

At the end, we will reflect on the outcomes of the implementation and we will set the correctly used but also the incorrect methodologies and how we can improve our teaching practice

# Chapter 1 Philosophy and Theory.

## 1.1 Teaching Context, identity, and Philosophy

Right now, I'm teaching at basic level (elementary). Every year the grade changes, at this school I've thought fourth, fifth and this year I'm currently teaching second grade.

**School Name:** Oxford Bilingual Institute Tizayuca

**Level:** Multilevel (kindergarten, elementary and junior middle.

**Type:** Private school

**Location:** Tizayuca, State of Hidalgo, Mexico.

**Students profile:** High economical position, most of them come from families of professionals, owners of businesses, companies, or production lands. In many families, English is practiced as a second language as a hobby and students have English as a common language.

I'm teaching English as a second language (ESL) under a CLIL methodology designed by Santillana (UNOi). I've worked with Cambridge English Assessment programs and other programs but based on my experience and the results they generate; I can say that CLIL methodology works better because students are learning through immersion and exposition to the language.

## My Teacher Identity

I'm a facilitator right now, according to the educational system in which I am developing right now (UNOi) we as teachers have to take the role of a guide, a facilitator of the content, and a support for students but they learn according to their styles and context. As an English Language Teacher, I'm an examiner of my student's progress and a designer of



activities that will help to reinforce or improve the learning route that students may be following.

I'm also a motivator, a listener, an inspiration, and an example of good habits, we have to be aware that students see the teacher as an example for many things, most at basic levels when children are acquiring habits and developing morals.

As teachers, we are also an example. I can see my students observing my movements, words, expressions, and values and they imitate. That's when I take a big responsibility to be a good image for the because a teacher is important for a student, it's a model to follow and I as a basic education teacher have decided to take the role of a model.

## **My Teaching Philosophy**

Through my short experience teaching (since 2016) I have developed my philosophy based on the good and bad experiences I had experienced so starting with that comment I can say that:

"Students at the center of all the educative process"

If we as teachers focus more on the administrative, following programs, and filling the books, we'll forgive our main goal which is putting our students as a priority knowing their needs, listening to their beliefs, their passions, their interests, and their goals, we should know that prioritizing this simple but important action we'll get all the necessary resources to achieve a successful class.

"Teacher-centered philosophies provide a clear and direct communication of educational outcomes from a position of authority".

Many years ago was believed that if a teacher was rude and "cold" with their students, they would be more disciplined and get more knowledge. This with analyzing the real results becomes fake. It is important to know how to balance our teaching activity, for sure

establishing rules and don't lack the position of respect and authority you have but also being fraternal and close to our students will allow us to "connect" with them and share more skills and more solid, it is a challenge to achieve what I'm saying but not impossible.

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

As I said before, students have to be at the center of all our teacher activities, there's a phrase that says "Good teachers teach from the heart, not from the book" It is important to take into account that for teaching we need love and dedication if we want to make our students learn.

At the beginning of a course we have to understand that every person in the classroom has a different story, different learning style, and different interests and we have to be aware of that to design a class or course that attends all needs, that doesn't leave anyone outside the process.

I can say that my teaching philosophy right now is balanced by attending the three main dimensions:

- Cognitive: the learning process is well established, and the academic programs are completed on time and cover all topics.
- Affective: I have an emotional regulation in my teaching and try to make my students confident about everyone can learn a foreign language for sure at different times and processes and
- Behavioral: I establish my teaching positions but not making my students afraid or only obey because they can get punished, I make them aware of the reality and how can affect their learning process.

In the classroom, I am a need analyst because we have to diagnose our students at the beginning and all the necessary periods to know their progress, as material developers. After all, we have to think about how to attract and develop language in our students and this is through the correct materials and extra resources. A counselor almost every day, because students trust us and share with us their troubles, we also have to learn how to solve conflicts in and out of the classroom. A teacher member because I'm part of the English academy at Oxford Bilingual Institute (the school where I currently teach) in which every month we meet to share needs, recommendations, or advances to enrich our teaching. We find support and advice together and finally a professional; after class sometimes, we have to attend webinars, courses, or training and the school authorities ask us to be in constant academic formation. Right now, I'm studying this specialty and have a bachelor's degree in pedagogy.

## 1.2 Theory underlying your teaching practice and identity.

Definitely, the course of this specialization gave us new tools to analyze, identify situations into the classroom and propose solutions based on theoretical concepts to make it professional, among all the principles studied, the one I identify recently applied with better conscious are:

- Communicative approach

I use this approach all the time. At the school where I work, students learn English in an immersive environment using CLIL methodology as the main way to teach. Students don't focus on grammar or language rules but on learning English through math, sciences, history, arts, etc. When we need to teach some specific language function, the materials use any topic that can be related to the use of that function in a more "natural" way and students can see the language used and applied. As it is said by Savignon, S. J. (1984) "The communicative approach seeks to develop the student's communicative competence, focusing on the ability to use language effectively in real communication situations, beyond mere grammatical knowledge."

All the time and at all moments of the class we interact and communicate in the second language, to develop expression skills and reinforce pronunciation and fluency in students.

- Task-based approach

In my class, after students have been under a certain period of lessons or contents, they have to develop a final project to apply vocabulary in different contexts. For example: if students are learning about vegetables and the countryside, they have to develop a farm demonstration using language as if they were farmers and how they harvest their vegetables. Nunan, D. (2004). Task-based language teaching. Cambridge University Press. "The central idea behind task-based language teaching is to provide learners with opportunities to engage in meaningful, real-world tasks" (Nunan, 2004, p. 9). Into the system I'm now teaching

young learners, all the activities are based on challenges that students have to collaborate and integrate content to solve it.

- Kolb's model of experiential learning

Through the five levels proposed by Kolb, we can perfectly structure a class with all the necessary elements to make students have significant learning.

Concrete experience

Reflective observation

Abstract conceptualization

Active experimentation

Transformation

I was consulting Kolb, D. A. (2015). *Experiential learning: Experience as the source of learning and development* (2nd ed.). FT Press. This revised edition of Kolb's book expands on the original ideas of experiential learning and provides updated examples and case studies. It delves into the four stages of the learning cycle, namely, concrete experience, reflective observation, abstract conceptualization, and active experimentation.

I follow this structure to teach a class because the program that I use to teach (UNOi) is already structured with these standards.

# Chapter 2: Methodology and practice

## 2.1 A practical and useful lesson plan.

During this specialty we were asked to design different teaching materials, progress track charts and a lesson format. I personally adapted a lesson format provided by Cambridge University Press to my teaching context and needs. Here I present the format I adapted with adaptations for elementary level.

Lesson Plan				
Level and number of learners/class profile				
Timetable fit				
Main Aim(s)				
Subsidiary Aims				
Assumptions				
Anticipated Problem				
Possible Solution				
<i>Timing</i>	<i>Procedure</i>	<i>Stage Aims</i>	<i>Aids and materials</i>	<i>Interaction pattern</i>
-- min				

This lesson plan is adaptable to any educational level, age, English proficiency or event just unitary lesson.

For this Project we as students had to follow the lesson plan format provided by the EEALE coordination in order to develop extra skills as adaptation and instructions following, next I'm presenting the lesson plan I developed for the final class demonstration in order to finish the specialty in which all the studied concepts were implemented.

Please describe your expected outcomes on processes and attitudes.

### Lesson planning formats

1. Lesson plan identification cell	
Author	Daniel Gamiño Alemán
Educational stage	Elementary 2nd grade
Title of your Lesson plan	Interculturality: how many countries can you recognize?
Learning Objective of the plan/Competency	Students develop the terms “interculturality” and “multiculturality” through different activities in the classroom.
Communicative skill considered	Listening/Speaking/Reading/Writing and Culture
State of the following options	Recycling of flags recognition and the value of respect and tolerance
Functions	Expressing ideas about interculturality
Main Grammar structure	Present simple
Other Grammar structures	Expressing ideas: “I think, in my opinion, I believe” etc.
Brief description of the plan	Through a set of five lessons, interculturality, and multiculturalism is going to be seen in the classroom.
Hours of the plan implementation	2
Number of sessions	5
Contents required for the lesson	“Banderas” app game, projector.
Link of the content	<a href="https://www.banderas-mundo.es/">Banderas de países del mundo (los 254)   Banderas-mundo.es</a>
EEAILE tutor online	Mtra. Rocío Salgado Perea

Date & Place Tizayuca, Hidalgo, April 5<sup>th</sup> 2023



## 2. Introduction to the Lesson.

Step of the lesson	Teacher activities	Students' activities	Session number
Activation	Greet the class and ask them to stand up and play Simon Says with specific activities like “jump with only one foot”. Etc.	Students follow instructions according to what the teacher says.  This follows instructions following	1
Set the objective or competencies of the lesson	Show students different flags on the board with the help of the projector, assign turns to say the country, and confirm correct/incorrect	Look at the board and guess the country seeing the flag, participate when the teacher gives the word, if incorrect, wait for another partner to say the correct country	1

## 3. Communicative skills development.

Listening					
Step of the lesson	Teacher activities	Student's activities	Materials	Session number	Evaluation
Information processing activity	Introduce the app for students, previously asked to IT department for 20 iPads to use in class, guide them to install and recognize the app from the store	Listen to the teacher's instructions to find and install the “Banderas” app, follow the instructions	<a href="#">Banderas - Apps en Google Play</a>	1	Instructions following



<p>1st practice</p>	<p>Tell to open the app and choose English as the predicted language</p>	<p>Change the language according to the teacher's instructions</p> 	<p><a href="#">Banderas - Apps en Google Play</a></p>	<p>1</p>	<p>Use of the app</p>
<p>2nd practice</p>	<p>Say that the class will start using the app, and students will say their scores when the game is over.</p>	<p>Start using the app, the screen will show the name of a country so students have to choose the correct flag.</p> 	<p><a href="#">Banderas - Apps en Google Play</a></p>	<p>1</p>	<p>Use of the app</p>

Summary	Tell students that they learned new flags and aim the importance to recognize other nations	Be aware of new nations and why is important to recognize other lands	none	1	
<b>Speaking</b>					
Step of the lesson	Teacher activities	Students' activities	Materials	Session number	Evaluation
Grammar Focus	Model for students the phrase "This represents (name of the country)" and practice with several countries, help students if needed	Follow the teacher's instructions to say the countries indicated	Pictures of flags pre-saved to show through the projector	2	Flags recognition
Summary	Tell the class that is important to recognize other countries so we can understand that people can look different but in the end we are equal	Be aware of diversity and how this benefits the world.	None	2	Participation in the speaking activity
<b>Reading</b>					
Step of the lesson	Teacher activities	Students' activities	Materials	Session number	Evaluation
Information processing activity	Ask the class "Do you think being diverse is good or bad?" Listen to answers. Then ask "Why?" and write student's ideas on the board	Participate in answering the questions, then, read the sentences written by the teacher and make suggestions if necessary	Board, markers	2	Participation

Vocabulary	Correct, if necessary, the words or student's suggestions, underline the main words	Read aloud the sentences and identify mistakes.	Board	3	Participation
1st practice	Tell the class to read aloud the sentences after the teacher	Pay attention to the underlined words, follow all the teacher's instructions	Board	3	
2nd practice	Solve the ELT nationalities and countries digital worksheet	Ask the teacher if something is not clear.	<a href="#">ELT nationalities and countries 5° worksheet (liveworksheets.com)</a>	3	
<b>Writing</b>					
<b>Step of the lesson</b>	<b>Teacher activities</b>	<b>Students activities</b>	<b>Materials</b>	<b>Session number</b>	<b>Evaluation</b>
Information processing Activity.	Tell students to open their notebooks, they will write and draw	Follow the teacher's instructions, hand out the notebook, and write the date and as title "Interculturality"	Notebook	4	Instructions following

1st practice	Make students to copy the sentences previously brainstormed.	Copy into the notebook the sentences written on the board, and decorate the page as students prefer.	Notebook	4	Notebook's assignment
2nd practice or social interaction	To finish the activity, tell students that they will draw what comes to their mind when they listen to the word "interculturality".	Draw what they think when listening to the word "interculturality"	Notebook	5	Notebook's assignment
Summary	Assign a digital worksheet to comprehend better the nationality's expressions.	Reflect on the importance of respect and accept other ways of living	<a href="#">Countries and Nationalities worksheet for 3rd Form (liveworksheets.com)</a>	5	

1. **Intercultural component**                    The whole lesson is based on the importance of knowing, accepting, and respecting other cultures, or ways of living of people around the world.
2. **Evaluation**                                    Participation and integration will be the most evaluated aspect, also the conceptualization of interculturality and the notebook products.
3. **Conclusion**                                    Reflection on the importance of other ways of living and the respect all people deserve.
4. **Follow-up activities**                        Flags game can be played at all times needed in the classroom and outside at home

Expected outcomes: During the development and appliance of this project we expect that students recognize the importance of multiculturalism in societies and how this can benefit our way of living getting involved in all the activities planned for it We also expect that students can define and understand the correct term for multiculturalism and diversity.

Due to the fact that my teaching context is with second graders and mentioning that the educational system in which we are working is focused on diversity and developing of 21<sup>st</sup> century skills, this topic is related to previous topics seen in class.

During the implementation process we are expected to reinforce and talk about multiculturalism and diversity with different content and tools, including as base digital tools.





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

Many language examinations pretend to evaluate broad language proficiency, but what precisely do we mean by that? And how might our understanding of what it implies influence how we conduct a test? So, before we begin the process of developing a test of general language proficiency, we must first define what we mean by the phrase. This is due to the fact that the test we create will appear radically different depending on our point of view. There are at least three distinct approaches to describe general language proficiency. Consider each of them.

One definition of broad language proficiency is the capacity to read, write, listen, and communicate in real-world situations.

To test this, we would typically create a test for each skill, with questions meant to mimic real-life situations and assessed based on how performance mirrors real-life situations. As a result, because each skill is examined and scored separately, these tests are quite extensive and difficult. The outcomes provide a useful profile of a person's general language proficiency. However, many test takers just average the four test scores to obtain a single score. This may make the outcome easier to use, but it conceals information about how good or bad someone is at a specific ability.

Another way to look at linguistic ability is that it is so interconnected that no talent can be considered independent of the others. For example, when we're talking with someone, we listen to what they say, possibly compare it to something we've read, and then respond. Listening, reading, and speaking are the three talents that influence our answers. One definition of broad language proficiency is the capacity to read, write, listen, and communicate in real-world situations.

To test this, we would typically create a test for each skill, with questions meant to mimic real-life situations and assessed based on how performance mirrors real-life situations. As a result, these assessments are rather lengthy and difficult, as each

A test would consist of a series of exercises in which test takers must demonstrate their ability to deal with scenarios where diverse talents interact with one another, such as listening to a radio show and then discussing about it. While this is much more like using language in real life, there are several issues to consider while creating a test. The most important of them is determining whether a low performance on a listening and speaking task is due to a lack of listening skills or a lack of speaking ability.

A third approach is to consider all that goes into 'understanding a language' in order to discover a 'common core' of language. While syntax and vocabulary will undoubtedly be covered, it may also include how to convey specific information, how to communicate interactively, and how to manage such an engagement. It may also include evaluating knowledge of how to use language appropriately for various objectives.

A test based on these criteria would typically consist of common core-based questions, while in reality, test creators tend to focus only on grammar and vocabulary as the best overall indicators of language proficiency. Multiple-choice questions are frequently used, and the test-taker is rarely requested to employ specific language abilities such as speaking or reading. As a result, while such exams can give us an indication of someone's skills and shortcomings, they can't tell us much about how well they'd cope in any given situation.

In any method we use to assess our learners' general competence, it is critical to remember that a detailed comprehension of someone's general language proficiency



necessitates a large amount of information. As a result, a brief and limited test is unlikely to provide us with more than a rough estimate of a test-takers competence.

And, if we feel that the only thing that matters is how well learners utilize the language to do what they need or want to accomplish, then we should only evaluate the first two ways to develop a test.

Based on this theory, I have developed a unique rubric to evaluate all the activities done in class with the next aspects:

- Work
- Participation
- Responsibility and collaboration
- Disposition to work
- Values

It is known that we have to choose a rubric peer skill, nevertheless, in elementary level, this rubric has worked very well for evaluation.

	Excelente 2pts	Muy adecuado 1.5 pts	Adecuado 1pt	Insuficiente 0.5 pts
Trabajo	Trabaja constantemente con muy buena organización	Trabaja aunque se detectan algunos fallos en la organización	Trabaja pero sin organización	Apenas trabaja y no muestra interés
Participación	Participa activamente durante la elaboración	Participa en un 70% durante la elaboración	Participa al menos el 50% durante la elaboración	No participa durante la elaboración
Responsabilidad en la elaboración	Es responsable en todo momento de la elaboración	La mayor parte del tiempo se muestra responsable	Muestra algo de responsabilidad	No es responsable en la elaboración de su trabajo.
Disposición al trabajo	Escucha y acepta mejoras en su trabajo	Escucha comentarios pero no los usa.	Muestra algo de interés en mejoras propuestas	No acepta mejoras ni comentarios a su trabajo
Valores	Se muestra con una actitud respetuosa, colabora con los demás y ayuda cuando es necesario	Trabaja con respeto mutuo pero no colabora ni ayuda	Trabaja con cortesía pero se limita a sólo terminar el trabajo	No trabaja de forma respetuosa

D. Gamiño, 2022. Rubric to work in class.

## Rationale behind the activities: Multiculturalism vs Interculturalism

Interculturality is the collection of relationships and interactions that are consciously forged between various cultural groups in an effort to foster communication, mutual respect, and an understanding of the need of preserving each person's unique cultural identity. It should be noted that this concept includes people who live in the same community but have different characteristics from an ethnic, social, or other perspective. It also refers to relationships that develop between people who are from different countries or regions of the world. It should be highlighted that the term "interculturality" refers to the relationships and interactions between groups, persons, and identities. The prefix "inter" denotes this. Thus, this prefix denotes a reciprocal relationship between cultures when used with the word culture.

Respectful communication between individuals from various cultural origins is known as interculturality. This exchange occurs on an equal footing and assumes that each party can communicate with the other through knowledge and awareness of their own cultures. Interculturality helps people integrate, stand together, and live in harmony with one another in this way.

Why is it needed?

for the ability to communicate effectively and prevent misunderstandings by having an understanding of intercultural differences.

Intercultural competence is particularly helpful in the workplace to adapt to various professional situations. The ability to operate in multilingual and multicultural teams is encouraged by intercultural competency.

Must be consistent with their own culture while gaining an understanding of the other's culture.

to be open to new cultural forms and ways of seeing the world without sacrificing one's own identity.

Different sorts of interculturality exist, and they are all typically positive. Contact with different cultures can provide a rare chance to consider one's own culture and the wider world. On the other side, there must be reciprocal acknowledgment because only then can one person accept the other for who he is. It is important to take an open and tolerant stance toward the identity of the other.

## Targets and goals

In simple terms, interculturality strives to teach people how to coexist happily and productively in a multicultural society. Intercultural communication can also be a useful instrument for human rights promotion and conflict prevention and settlement. Sharing perspectives on the world in order to comprehend and learn from individuals who see it differently than they do is another goal of interculturality that might be addressed.

Additionally, intercultural communication facilitates collaborative project development and democratic management of cultural variety.

## Process

Interculturality is the process by which people from many cultures interact in order to learn about one another's cultures as well as their own. It's critical to learn to objectify one's cultural reference points and to disengage from one's ideas without rejecting them. It's also critical to build empathy for others and to put oneself in their shoes. Understanding a culture requires putting oneself in another person's shoes. It should be noted, nonetheless, that one should not generalize or reduce the culture of the other to a set of stereotypes. Last but not least, assumptions must be overcome and an attempt made to understand the other and their view of reality. It will be possible to correctly decode the signals sent by the other as a result. Of course, in order to be able to understand another person's conduct, one must possess several talents.

## The value of cultural diversity

Since it enables the acquisition of values like respect for others and tolerance in order to live in a harmonious community, interculturality can be used to improve citizenship formation.

In addition, cultural diversity is a richness rather than a disadvantage. Powers like the United States, which has learned how to capitalize on the contributions of the various cultures that merge there, serve as evidence of this.

Intercultural competence is currently very important for a variety of reasons in the business world. Companies want their employees to be able to adjust to different working situations and avoid cultural misunderstandings, as well as to have a better understanding of their workplace and coworkers.

We have to know the differences between interculturality and multiculturalism. The term "multiculturalism" describes the coexistence of different cultures in the same physical or

social setting without any interaction or influence from one another or with the local population. It does not encourage the assimilation of practices that are foreign to one's own culture, which can lead to conflicts. For example, a student body that comes from different countries or regions only relates to those who share this distinctive element, both inside and outside the classroom.

On the other hand, interculturality promotes the coexistence of several cultures in the same area and is dedicated to the interaction between them without the supremacy of any particular cultural group. Values like respect for difference, the development of each group, and integration form the foundation of interculturality. Also, it relies on a conversation to settle any potential disputes that might develop. Consider a setting where students from various geographic origins interact with one another equally both inside and outside of the classroom.

## Interculturality bases

The primary distinction between both ideas is that interculturality is a much larger concept that even includes multiculturalism. The following concepts, which according to interculturality are the following, are where its main differences lie:

**Equality:** The battle to create a society where everyone is treated equally. The organizational structure is horizontal, which means it calls for fostering or promoting more equitable participatory procedures.

Racism is regarded as a social issue that can be resolved through peaceful conflict resolution.

Culture: Ethnocentrism is eliminated by acceptance of other people's customs or standards that differ from one's own.

Tolerance is the cornerstone of a democratic society because it respects and acknowledges both differences and similarities.

Beyond multicultural or intercultural education: An inclusive school

Beyond intercultural education, a completely inclusive school must be established. It is essential to include criticism and reflection in the classroom so that students learn principles like respect for equality, diversity, and human dignity and develop a more empathic understanding of “how to live in” society. UNIR, 2020 suggests the rules to adhere to are:

Educational proposals with a social character. To ensure that they do not remain a mere classroom activity, but are also applicable outside the classroom to achieve an intercultural society.

Emphasize the similarities between cultures and not only the differences, as well as everything that can be learned from others and how enriching this learning is.

Reject the hierarchization of cultures. To put an end to ethnocentrism and work on values to achieve a horizontal relationship among all students.

Encourage relationships between individuals, groups, and institutions from different cultures.

Establish common languages and shared norms that allow exchanges and facilitate interpersonal relationships, as well as the power of decision-making and participation.

All groups from different cultures must coexist in both formal and informal, intercultural classrooms and educational facilities, based on equal treatment and respect for

differences, to produce an education in which all students are integrated. The only way to achieve complete inclusion is in this way.

Based on these principles, we will design a well-planned lesson to promote and establish an inclusive education in the classroom with a focus on interculturality.

We have to take into account that inclusion is also an employability skill for this century that must be developed in scholar ages. Blue, 2023 writes in an article for World of Better Learning by Cambridge University Press & Assessment that “For learners to be able to participate effectively in the workplace and fulfill their potential throughout their future careers, developing appropriate leadership practices and global citizenship skills is essential.”

What is intercultural learning?

For far too long, ELT material publishers have forsaken anything resembling actual, true, significant content in favor of structures and forms, producing items that may aid students in mastering the third conditional or perfecting diphthongs, for example. Many ELT publishers have created materials that are often vapid, if not utterly worthless, as a result of their meticulous planning to not offend anyone. Intercultural sensitivity is essential if students are to have any chance of leveraging their linguistic abilities to comprehend and communicate in the global community. The procedure for increasing awareness of and improving comprehension of one's own culture as well as cultures from around the world. Increased tolerance and understanding of other cultures are the goal of intercultural learning. This can take many other shapes; intercultural learning is not just a component of EFL; it also has supporters in all other areas of education.

What is culture?

A way of living. a group of social norms. a set of principles. a shared past or collection of encounters. A culture can span multiple nationalities, regions, and/or countries. It can also be synonymous with one of these. Religion and culture may be synonymous, yet followers

of Islam, Judaism, and Christianity may hail from various cultural backgrounds. Someone will likely identify with or belong to more than one culture. So, if we talk about intercultural awareness, we can say that the ability to be aware of cultural relativity after reading, writing, listening, and speaking is frequently referred to as the "fifth skill" in language learning.

The very nature of language is shaped by culture. If we do not also comprehend the culture that has influenced and created the language, we cannot be proficient in it. Without understanding that culture and how it links to our own first language and first culture, it is impossible to acquire a second language. So, it is crucial to possess both international and cultural awareness.

To assist students to interpret and comprehend different cultures, intercultural communicative competency aims to increase students' awareness of their own culture. Not only is it a body of knowledge, but it is also a set of practices that call for knowledge, skills, and attitudes.

What characteristics of these attitudes and abilities make someone competent? As it is said by Rose Chris, 2021, some of them are:

- Observing, identifying, and recognizing
- Comparing and contrasting
- Negotiating meaning
- Dealing with or tolerating ambiguity
- Effectively interpreting messages
- Limiting the possibility of misinterpretation
- Defending one's point of view while acknowledging the legitimacy of others
- Accepting difference

These are quite comparable to a lot of the skills we frequently teach. So, what distinguishes intercultural learning? Intercultural communicative competency has already



become a more reachable objective as knowledge of what we do and the critical necessity of these skills has increased.

What do educators do? managers of activities? units that facilitate language? Babysitters? The role of the teacher is expanded by intercultural learning to include not only one or more of these but also education. Many instructors find this unsettling, especially with the notion that we might influence our kids somehow. Do we have a duty to pass on any ideologies to our students?

Instead, we are assisting kids in better understanding their environment and interacting with it. These are the roles that teachers must play.

Furthermore, EFL and ELT instructors can come from a wide range of academic backgrounds. They each have unique experiences, and many of them may have traveled widely and interacted with a variety of cultures. They might have gone through the process of adjusting to, residing in, and comprehending a different culture. They have a lot to offer the position. These are special cultural relativism mediators.

In the past, "cultural awareness" was frequently simply considered something for advanced students, an exercise that might be "tacked on" to a regular class. This is partially a result of the all-too-common misconception that learners with low English proficiency are also typically intellectually inferior or that it is hard to communicate complex ideas in level-one English. Intercultural sensitivity is crucial at all levels since it is a key component of language and language development.

## Intercultural communicative competence

ICC, or intercultural communicative competence, is the capacity to comprehend cultures, including your own, and use this comprehension to effectively communicate with those from other cultures.

Understanding how gestures and the space between speakers differ from culture to culture is an example of ICC.

Students can create written or online guides to their own country and culture for tourists, read and discuss guides written by visitors, conduct research on various aspects of a target culture using various media, such as film, literature, and television, present their findings in class, and draw on the teacher's knowledge of their own culture.

Many instructors use Geert Hofstede's adage, "Software of the Mind," from his 2005 book "Cultures and Organizations," which is subtitled. Culture refers to the accepted customs, beliefs, and social norms of a particular group of people. It consists of what we formerly referred to as "British and American life and institutions," "everyday life," as well as cultural artifacts like the performing arts or sports. All of this information is fascinating and occasionally practical, and textbooks frequently contain it.

But, there is also a level of cultural understanding. This is how cultural awareness and skills are developed. This section addresses how to develop cultural awareness, what traits you need to successfully interact with individuals from different cultures, and how to do so. For example, for managers of foreign sales or explorers, is frequently regarded as a business skill for grownups. Yet if you stop to think about it, some talents are also necessary for refugee children, "third culture kids" who follow their parents as they are posted abroad, and students taking gap years abroad before attending university or receiving financial aid for international study. Hence, Tomalin, 2008 says that the following should be included in the teaching of culture in ELT:

- Cultural knowledge

The knowledge of the culture's institutions, the Big C, as it's described by Tomalin and Stempleski in their 1995 book 'Cultural Awareness'.

- Cultural values  
The 'psyche' of the country, what people think is important, includes things like family, hospitality, patriotism, fairness, etc.
- Cultural behavior  
The knowledge of daily routines and behavior, the little c, as Tomalin and Stempleski describe it.
- Cultural skills  
The development of intercultural sensitivity and awareness, using the English language as the medium of interaction.

## Culture: the fifth skill language skill

Why, in addition to hearing, speaking, reading, and writing, should we consider teaching a set of cultural abilities as part of language training and as a fifth language skill? There are, in my opinion, two causes. Globalization and the use of English on a global scale are the first.

The English language is now frequently cited as a life skill that should be taught in schools alongside arithmetic and the student's mother tongue. This is due to globalization and the requirement that people be able to communicate in a common language to work worldwide. That language will probably be English for at least the next 20 to 30 years. This implies that English will need to be taught early on in the school curriculum as it will be a basic communicative ability. Many nations today start teaching English at the age of eight, and many parents start teaching their kids the language even earlier by adopting "early advantage" programs.

The second defense is the concept of globalization. We are all now internationalists, you could say. We already do or will do business with foreigners in our neighborhood, go abroad more frequently, and conduct distant business via outsourcing, email, phone, and video conferencing. And not just adults can use this. Children exchange knowledge and

experiences through travel, key pal programs, and social media sites like Facebook. The moment to build their cross-cultural abilities for use in adult life is now.

It was thought that learning the language meant learning the culture, but that isn't the case anymore. Many cultural traits can be learned, but they don't teach you awareness, sensitivity, or even how to act in specific circumstances. The mentality and methods to adjust your use of English to learn about, comprehend, and appreciate the values, ways of doing things, and distinctive traits of different cultures are what the fifth language skill instructs you in. It involves learning how to use language in a way that allows you to accept differences, be adaptable, and be tolerant of practices that may differ from your own. It is a shift in attitude that is communicated through words.

## Leadership and global citizenship

Leadership is one of the top abilities that recruiters look for in job candidates, and it's often believed that without strong leadership qualities, employees won't be able to properly communicate with coworkers, clients, and others. Being a leader is accepting responsibility and providing others with the means to start change. The idea of global citizenship is essential to leadership in the ever-evolving world of today. Organizations and enterprises are expanding their horizons and learning to understand the world as well as their roles and obligations within the larger global community now more than ever.

What elements of global citizenship and leadership should be thought of?

There have been found helpful employability skills to divide leadership and global citizenship into these three main categories under this framework:

The success of an organization depends on its employees accepting accountability for their actions and carrying out their duties as team members. Additionally, it involves being able to comprehend the roles and duties of the team inside an organization and showing that you are aware of its culture and values.

A learner's capacity to take the initiative in addressing problems or pursuing opportunities is referred to as demonstrating leadership. Learners must show that they can lead groups of people successfully, approach their line of work strategically, and mobilize support for action via the use of potent communication techniques.

Supporting organizational actions to address global challenges is one way to contribute to an organization's positive participation in those concerns. The ability to support new initiatives on global issues within an organization, show intercultural awareness of the various beliefs, values, and behaviors of others, and show awareness of ethical concerns regarding an organization's impact on others are all skills that learners should be able to demonstrate.

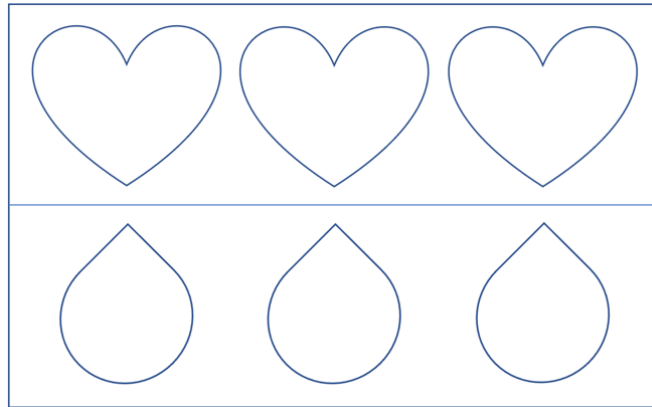
## How can leadership and global citizenship skills be integrated into ELT lessons?

You might incorporate these qualities of leadership and global citizenship in a variety of ways into your English language lessons. There may already be opportunities for these in your classes, such as group projects or discussions of global concerns or other cultures. Blue, 2023 suggests these below-listed activities. These are appropriate for both in-person and online learning settings.

### The Culture Crash game

Encourage students to consider some companies they are familiar with or enjoy. Ask students to select three businesses for whom they have a "culture crush" after defining a "culture crush" as a strong emotion of enjoying a certain society or organization's culture. Ask students to evaluate the behaviors and values of organizations that people frequently discuss imitating. Invite learners to think about these organizations. Give students the chance to study businesses online if they want more details.

The worksheet below can be distributed to students or displayed on the board. Encourage students to fill in the hearts on the worksheet with the names of the companies they have chosen, along with remarks defining the attitudes and principles of each organization.



*Culture Crush exercise – XPLANE*

Ask them to come up with behaviors and principles that are the exact opposite of those exhibited by the cultures they find appealing next. In the drop boxes on the worksheet, have them make notes regarding these attitudes and principles.

Incorporate students into small groups before asking them to present their thoughts. Ask them to provide evidence for the significance that they place on particular attitudes and principles.

## Leadership Envelopes

This is a brainstorming activity. Write some leadership principles ideas on the board and elicit from the class more ideas to fill the board with the class suggestions, for example:

- Lead by example.
- Be human and admit mistakes.
- Understand the value of listening.
- Promote diversity.
- Work together to achieve more.
- Help to develop future leaders

(Blue, 2023)

Once you've written down several ideas, have a class discussion and cast votes to determine the four most crucial principles. Explain that in the following stage of the activity, groups will need to translate these ideas into real-world, on-the-job behaviors when you divide learners into four teams of roughly equal size.

Give each team an envelope, four blank index cards, and four envelopes with one written with each of the four selected guiding principles on the front. Create four distinct collaborative documents with one of the guiding principles typed at the start of each one if you are teaching in an online classroom.

Give groups three to five minutes to debate the leadership principle listed on their envelope and to come up with concrete examples of how the concept may be used to guide decisions and actions in the workplace. Allow students to write brief phrases detailing their instances on an index card or, if you're teaching online, put them into the group document. After the allotted time has passed, instruct each group to place the card with the examples inside the envelope before passing the sealed envelope to the following team. Have teams overlay a shape over their text to cover their examples if you're dealing with collaborative documents. Inform students not to look at the samples from other groups.

Repeat, repeat, repeat

To ensure that each group has added instances to each of the four principles, repeat this process three more times.

After that, have the groups examine the four sets of illustrations for the initial principle. Inform them that they should assess the contributions by going over each example in detail before contrasting the relative strengths of the cards. After the groups have had

some time to talk, ask them to share their opinions with the class by citing the examples they thought were most useful and why.

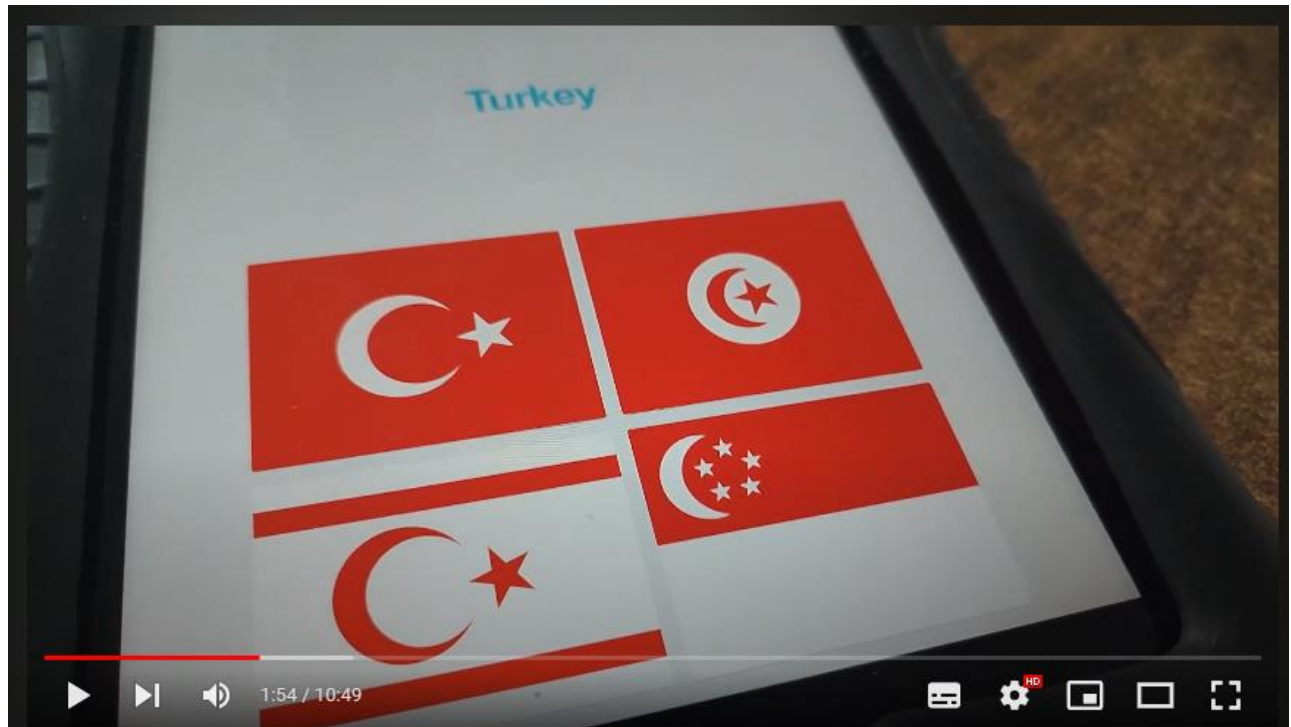
At last, use the following questions as starting points for a class discussion about how the activity went:

- In these instances, what intriguing trends did you notice?
- Are there any examples of various leadership concepts that are comparable to one another?
- Which leadership principle was the hardest to come up with good examples for?
- Consider your job circumstances, either now or in the future. Which examples of leadership principles are most helpful?

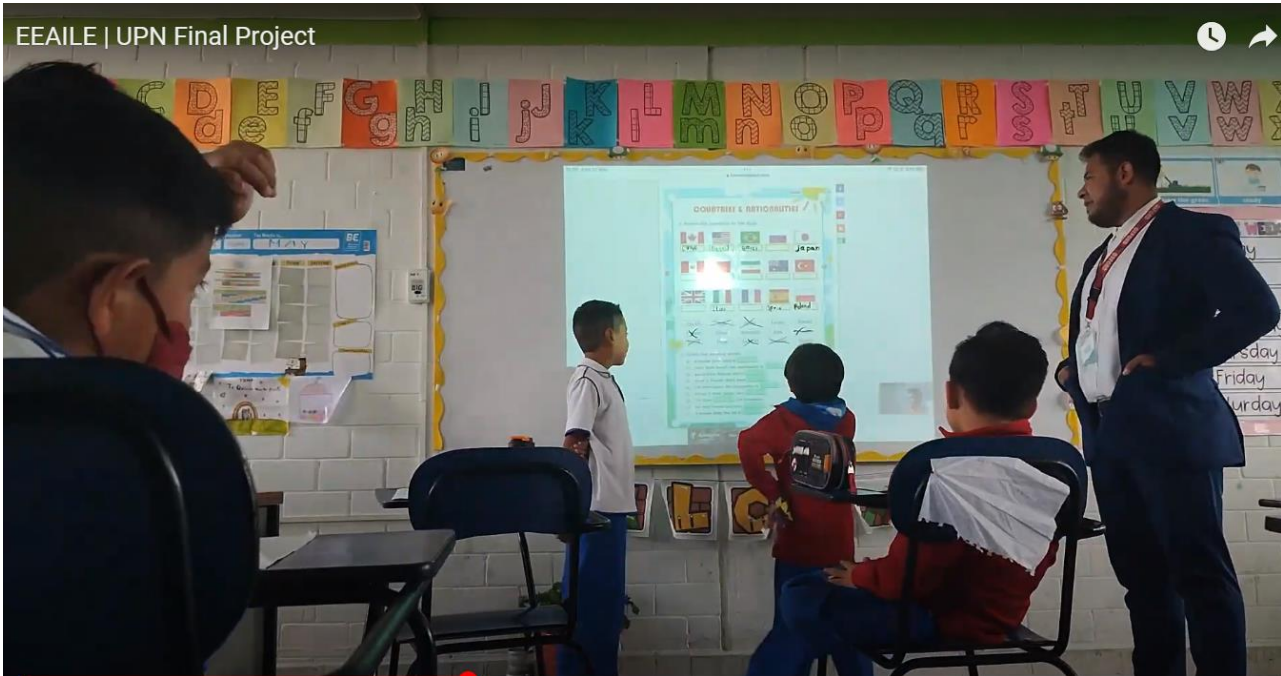
These are only some ideas that can be integrated once they were adapted to our class, and that will be considered in the first part of the lesson plan presented



## 2.3 Attached evidence of (graphics, photos, images)









Gamiño D, 2023. Students' assignment to taste their recognition of diversity,

## 2.4 Evidence of the designed tools to assess students.

Assessment tool

	Excelente 2pts	Muy adecuado 1.5 pts	Adecuado 1pt	Insuficiente 0.5 pts
Trabajo	Trabaja constantemente con muy buena organización	Trabaja aunque se detectan algunos fallos en la organización	Trabaja pero sin organización	Apenas trabaja y no muestra interés
Participación	Participa activamente durante la elaboración	Participa en un 70% durante la elaboración	Participa al menos el 50% durante la elaboración	No participa durante la elaboración
Responsabilidad en la elaboración	Es responsable en todo momento de la elaboración	La mayor parte del tiempo se muestra responsable	Muestra algo de responsabilidad	No es responsable en la elaboración de su trabajo.
Disposición al trabajo	Escucha y acepta mejoras en su trabajo	Escucha comentarios pero no los usa.	Muestra algo de interés en mejoras propuestas	No acepta mejoras ni comentarios a su trabajo
Valores	Se muestra con una actitud respetuosa, colabora con los demás y ayuda cuando es necesario	Trabaja con respeto mutuo pero no colabora ni ayuda	Trabaja con cortesía pero se limita a sólo terminar el trabajo	No trabaja de forma respetuosa

<https://drive.google.com/file/d/115aKxB88C4fkfB9dTocbTriXojtMagCP/view?usp=sharing>

### Analysis of the tool

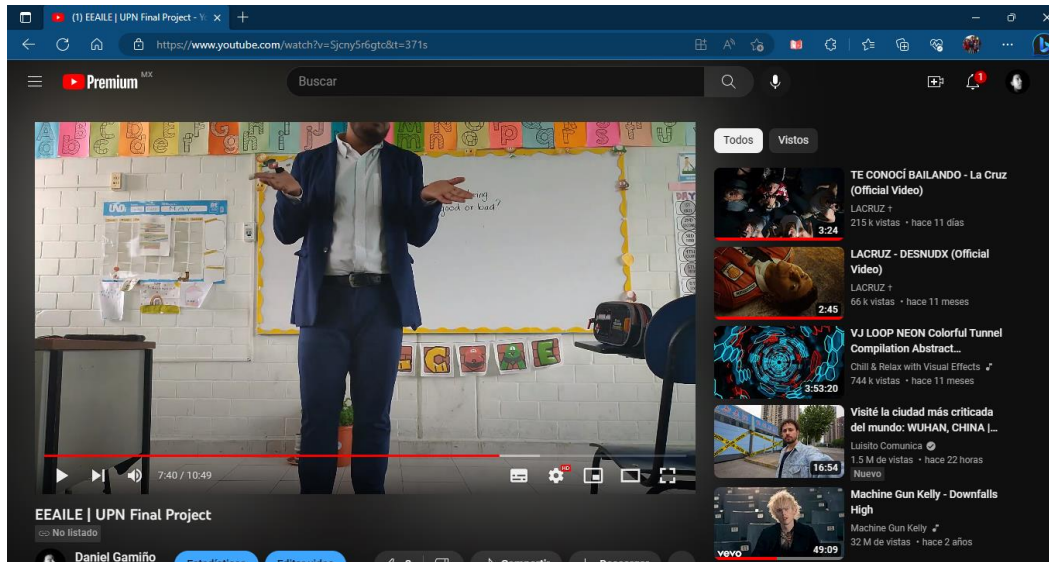
I used this tool to evaluate the assignments and all activities in class, nevertheless, my partners in the specialization commented about it. So based on the observations I can adapt the next modifications:

1. Use a different assessment tool for each skill

So definitely I will adapt a different tool for specific English language skills (listening, speaking, reading, writing).

## 2.5 Link to the video

[https://youtu.be/GHI\\_Tr5N-S4](https://youtu.be/GHI_Tr5N-S4)



## Chapter 3: Experience Report

All this specialty and final project were great experiences. The learning at first was just theoretical, but when the implementation period arrived, I could notice that the ideas based on theories came to my ideas so I could develop a better class and a better lesson plan.

The results I can report are:

1. Students could reinforce the concept of multiculturalism and diversity.
2. Use of technology was part of every step/stage in class.
3. All the activities were well developed in the classroom.
4. Students interacted correctly with all the resources designed for class.
5. Good interaction with the questions and communication activities.
6. At the end of the class, students conceptualized diversity not only for humanity but as a general concept for differences (evidences shown in the pictures section).

At the beginning of the class, students were a little bit confused due to the change of program in the class, but slowly they were adapting to the activities.

When the time of participation arrived, students were very participative.

At the end we all together could reflect about the importance of diversity and how we can contribute to a more inclusive and better society.

Basic education is a fundamental stage for the integral development of people, where knowledge, skills, values and attitudes are acquired that allow them to interact with the world and with others. In this sense, basic education must respond to the needs and demands of an increasingly diverse and plural society, where people of different origins, cultures, languages and religions coexist. Multiculturalism is a reality that characterizes our current society and represents a challenge and an opportunity for education.

Multicultural education is a set of strategies, philosophy, and educational system that seeks to provide students with insights into the histories, cultures, and contributions of

various groups, celebrate cultural differences and similarities, and challenge all forms of discrimination<sup>1</sup>. It is based on educational equity for all students, regardless of their culture, and on the appreciation and recognition of their cultural identities and heritage<sup>23</sup>. It draws on insights from multiple academic fields and disciplines, and modifies or eliminates educational policies, programs, materials, and practices that are discriminatory or do not sufficiently include cultural perspectives<sup>15</sup>. Multicultural education aims to improve the learning and success of all students, especially those from cultural groups that have been underrepresented or suffer from lower educational achievement<sup>5</sup>.

The importance of multiculturalism in basic education lies in the fact that it allows the formation of critical, respectful, supportive citizens who are committed to building a more just and inclusive society. Some of the benefits of multicultural education are:

- It enriches the school curriculum by incorporating contents, materials and resources that reflect the cultural diversity of the students and the environment.
- Promotes the development of intercultural competences, that is, attitudes and skills that allow being, coexisting, responding and adapting adequately to a diverse, plural and multilingual society.
- Promotes intercultural dialogue as a means for the exchange of experiences, knowledge and points of view between people and groups of different cultures.
- Prevents and combats racism, xenophobia, discrimination and social exclusion by raising awareness about the value of cultural diversity and respect for human rights.
- Enhances students' self-esteem, identity and sense of belonging by recognizing and valuing their own cultural characteristics and those of others.
- Stimulates the active and democratic participation of students in the school and social environment by promoting spaces for collaboration, cooperation and involvement in common projects.



In order to achieve effective multicultural education in basic education, an institutional, political and social commitment is required to guarantee the necessary conditions for its implementation. Some of the actions that can be performed are:

- Train the teaching staff in the multicultural approach and equip them with adequate pedagogical tools to work with the cultural diversity of the students.
- Design and implement educational plans, programs and projects with a multicultural approach that respond to the needs and interests of students and the sociocultural context.
- Prepare and incorporate didactic materials that reflect the cultural diversity of the students and the environment, as well as diverse and plural bibliographic sources.
- Promote educational, recreational and cultural activities that promote knowledge, respect and appreciation of the different cultures present in the classroom and in society.
- Involve families and communities in the multicultural educational process through communication, participation and integration mechanisms.
- Establish alliances with other educational, social and cultural institutions that support and enrich multicultural work in schools.

In conclusion, multiculturalism in basic education is an opportunity to train people capable of living in harmony with cultural diversity and contributing to the development of a more democratic, equitable and intercultural society.

## Chapter 4: Conclusions

Diversity is a fundamental value in education, as it allows students to learn from the different perspectives, experiences and cultures of their peers and teachers. Diversity also contributes to creating an inclusive, respectful and enriching classroom environment where everyone feels valued and heard.

However, diversity does not happen on its own; it requires a conscious and deliberate effort on the part of educators to design and implement strategies that foster participation, dialogue, and recognition of the plurality of voices and knowledge that exist in society.

These strategies may include:

- Incorporating curricular content that reflects the diversity of social, historical and cultural realities, as well as the contributions of different groups and collectives to science, art, literature, etc.
- Use active and collaborative methodologies that promote teamwork, exchange of ideas, problem solving and creativity among students.
- Create spaces for dialogue and debate that favor the development of critical thinking, argumentation, active listening and mutual respect.
- Foster a culture of constructive feedback that recognizes the achievements and areas of improvement of each student, as well as the strengths and needs of each group.
- Promote the participation of families and the community in the educational process, taking advantage of their knowledge, experiences and resources.
- Train teachers in intercultural competencies and sensitize them to the importance of adopting an open, flexible and empathetic attitude towards diversity.

Diversifying a classroom not only benefits the students, but also the teachers, as it allows them to broaden their vision of the world, enrich their teaching practice and improve their

relationship with the students. In addition, diversifying a classroom prepares students to live in a globalized, complex and changing society, where skills such as intercultural communication, adaptation to change, cooperation and global citizenship are required.

As a young learner teacher, I can highlight the importance of acquiring a second language at early ages. English is the most widely spoken and studied language in the world, and has become an indispensable tool for communication, education, work and leisure. Therefore, learning English from an early age has multiple benefits for the cognitive, social and emotional development of children. These benefits are:

- Learning English stimulates children's brain development, as it activates different brain areas and improves memory, attention, concentration and creativity.
- Learning English facilitates the learning of other languages in the future, as children acquire greater linguistic awareness, better pronunciation and a greater ability to recognize and produce sounds.
- Learning English fosters children's social development, as it allows them to interact with people from different cultures, countries and contexts, broadening their worldview and their tolerance for diversity.
- Learning English enhances children's emotional development, as it helps them to express their feelings, emotions, opinions and desires in another language, increasing their self-esteem, confidence and motivation.
- Learning English prepares children for the future by opening doors to endless academic, professional and personal opportunities in a globalized and interconnected world.

In order for English learning to be effective and meaningful from an early age, an appropriate methodology that takes into account the characteristics, interests and needs of children is required. This methodology should be based on:

- The use of English as a vehicular language to communicate in the classroom, creating a natural, playful and immersive environment that favors exposure to the language.
- The integration of English with other areas of the curriculum, such as mathematics, science or the arts, so that children learn relevant content through language.
- The use of varied and attractive resources for children, such as songs, stories, games, videos or digital applications that stimulate their senses and imagination.
- Continuous and formative evaluation of the learning process, recognizing the progress and difficulties of each child, and offering positive feedback and guidance.

Learning English from an early age is an investment in children's present and future. This requires a pedagogical approach that respects their pace, style and personality, and that offers them meaningful, fun and interactive learning experiences.

In conclusion, classroom diversification is a necessity and an opportunity to improve the quality and equity of education. This requires a firm commitment on the part of educators, educational institutions and public policies to create conditions that favor the integral development of all students in their diversity.

We definitely explored new ways in English Language Teaching, we got a huge path to complete yet but something I have for granted

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A 10 del mes de junio de 2023

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Coordinación de Posgrado

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