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“DAILY CUSTOMS AROUND THE WORLD”**

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**PARA OBTENER EL DIPLOMA DE  
ESPECIALIZACIÓN EN ENSEÑANZA Y APRENDIZAJE DE INGLÉS  
COMO LENGUA EXTRANJERA, MODALIDAD EN LÍNEA**

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**UNIVERSIDAD PEDAGOGICA NACIONALUNIDAD AJUSCO**  
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**LENGUAEXTRAJERA**

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A T E N T A M E N T E  
"EDUCAR PARA TRANSFORMAR"

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## Introduction

In today's globalized context, learning English as a foreign language has gained increasing importance due to its role as a lingua franca in various international domains, ranging from commerce and technology to diplomacy and higher education. The effectiveness of teaching and learning English extends beyond mere linguistic proficiency; it involves cultivating intercultural competences that enable students to effectively interact in multicultural and multilingual contexts.

This project focuses on exploring and applying Byram's intercultural competence model (1997) and Dell Hymes' communicative competence theory (1972) to design pedagogical strategies that enhance the teaching of English as a foreign language. These theoretical frameworks provide fundamental tools to understand and address both the linguistic aspects of language learning and the skills necessary for intercultural communication.

### Byram's Intercultural Model (1997)

Michael Byram proposes an intercultural model that surpasses mere knowledge of foreign cultures to emphasize the competence to interact effectively with people from different cultures. This approach comprises three main components:

1. Knowledge: Understanding one's own and others' cultural perspectives.
2. Attitudes: Developing a positive disposition towards other cultures and a willingness to engage with people from diverse backgrounds.
3. Skills: The ability to interpret and relate effectively in intercultural contexts.

Integrating Byram's model into the English language teaching curriculum enriches students' linguistic experience and prepares them to navigate the challenges of intercultural communication in today's globalized world. The project utilizes the communicative approach method to actively engage students in meaningful language use and cultural exploration.

### Dell Hymes' Communicative Competence

Hymes, (1972) advances a communicative competence perspective that goes beyond grammar and vocabulary to encompass pragmatic and sociolinguistic aspects of language use. According to Hymes, communicative competence manifests through:

- Grammatical competence: Understanding language rules and structures.

- Sociolinguistic competence: Ability to use language appropriately in various social and cultural contexts.
- Discourse competence: Capacity to organize and manage discourse coherently.
- Strategic competence: Application of strategies to overcome communication barriers and achieve effective communication.

Integrating Hymes' elements into English language teaching enhances students' linguistic fluency and empowers them to adapt their language use to specific communicative situations, reinforcing the communicative approach employed in this project.

**Project Objectives** The primary objective of this project is to design an English language teaching class that effectively integrates Byram's intercultural model and Dell Hymes' communicative competence theory. Through this integrated approach, our goals include:

- Enhancing students' linguistic competence in English.
- Developing intercultural skills that foster understanding and respect for other cultures.
- Equipping students to interact proficiently in international and multicultural contexts.

This project aims not only to advance students' academic growth but also to equip them with practical and transferable skills essential for their future professional endeavors in our increasingly diverse and globalized world.

## **1 Chapter 1. Philosophy and Theory**

### **1.1 Teaching identity and philosophy**

My experience as a language teacher has not yet been very long, most of my journey as a teacher has been in private schools where I acquired tools, strategies, knowledge, and skills to be in front of a group. When I started studying this program, I worked in a private school near my house in Chimalhuacán state of Mexico. In January of this year (2024) I had the opportunity to cover a temporary job in a public school so I decided to change my context completely because change from working close to home and teaching only two primary grades to going to work in Mexico City and serving 12 groups of between 25 to 30 primary level students, it is important to mention that it has turned out to be a real challenge but that It has strengthened, enriched and impacted me in my teaching practice. This experience has helped me gradually build my identity as a teacher and create a new teaching philosophy.

Firstly, as a teacher, I believe that each student has the right to receive education, not only the right to attend school due to the obligation of parents or society but also to attend and receive quality education and teaching. Regardless of whether the school is public or they have the privilege of attending a private school, from my experience I realize a reality in our country and that is that those children who have the privilege of financial solvency have the right to an education with additional classes such as dance, music, art, computer science, and of course English while the less privileged do not receive these types of activities, as a teacher it only leads me to appreciate the opportunity I have to teach in a public school so Push myself and teach with my maximum effort, that is, doing what I have to do and what is in my hands. If with my small and big actions, I can change the world of my students, I will gladly do so.

Secondly, I believe that as teachers we must take into account that not all our students are the same and I believe that it is important to respect the different rhythms and learning styles and with this lead our classes to inclusion, suitable environments for learning to emerge are an important piece for teaching beyond the physical space, an atmosphere where students can meet their full potential, I want to provide a safe atmosphere where students are invited to share their ideas and take risks, where students can be able to have choices and let their curiosity direct their learning as I operate as a facilitator.

Finally, as a teacher, I feel lucky for the experiences and opportunities I have had so far, this last experience has shown me the love I have for my profession and the desire I have to continue learning and improving as a teacher, which is why my philosophy is;

All students have the right and opportunity to receive the best education possible, regardless of their social status, learning style, personality, and weaknesses. In my physical or virtual classroom, my students will always be treated under the values of respect, empathy, and equality, that is, I will try to make it a safe space where everyone can learn, make mistakes, be free to participate, and do their best.

## **1.1 Teaching context**

The group of students that I chose to be part of this final project has the following characteristics; It is a group made up of eight women of different ages between 30 to 50, most of them professionals, and all of them are professors at the preschool and primary levels, they are also mothers and housewives, this is the principal reason they only take time to take English classes twice a week Monday and Wednesday at night from 8:30 to 10:00 pm since it is the only time-space they have available. This group of students take English classes online through ZOOM platform because, as I mentioned before, they are students who work and choose a more practical and comfortable modality. As we know, day-to-day activities and teaching work are very exhausting, so it is very important to mention that the activities

carried out during the online session must be dynamic and short because the students are normally tired at this time. It is important to mention that all students own technological devices and have access to internet connection which allows them to attend classes without any inconveniences.

Currently, this class is B1 level according to (CEFR). We are working with the "Top Notch 2B" platform from Pearson publishing. They have been developing the four skills simultaneously therefore, they are able to communicate ideas using basic structures in written and spoken form, interpret short-medium length texts and listen to short listening scripts for gist and detail.

## **1.2 The Theory underlying your teaching practice and identity**

During this specialization I learned about some useful theories and methods that adapt to my teaching practice and help me build an identity in teaching, I will start with Vygotsky's theory (1962) in his theory proposes that the child's development is best understood in relation to social and cultural experience. Social interaction, in particular, is seen as a critical force in development Vygotsky asserts that learning is culturally dependent, with individuals from different cultures learning differently the role of culture is central to this theory, requiring educators to consider its effects on the learning environment.

The sociocultural theory of learning (Vygotsky, 1930) emphasizes the need for scaffolding of information that is, teaching is done to build knowledge and skill in incremental stages. For example, in my teaching practice I may demonstrate a technique, have the learner practice it under supervision, and provide guidance for skill improvement, I consider that this is worked on in every class that I teach, however now that I know these theories I know that I can apply it with more foundations, knowledge and, above all, adapt it to my student's needs to achieve a truly effective teaching-learning process, cycles of this may occur until the learner is able to practice the skill in its entirety independently.

In order to help our students become more competent in terms of culture knowledge and interactions, we should explore ready-made activities or design new ones that support objectives consistent with the development of ICC (intercultural communicative competence) skills. With regards to their integration, we can start by observing how the CEFR (the Common European Framework of Reference for Languages ) incorporates culture as a component in language teaching, particularly as the classroom context is described as learner-centered, and welcomes interactivity, active participation, and cooperation among peers. Byram, Gribkova, and Starkey (2002) point out that based on the CEFR, foreign language teachers are required to promote curiosity and independent exploration and inquiry in order for students to be active participants while developing intercultural competence.

The next theory on which I can base my teaching practice and with the theory I use to create the class in action is Byram's communication model In Byram's (1997) view, a person who has developed ICC (intercultural communicative competence) is able to build relationships while speaking in the foreign language; he communicates effectively, taking into consideration his own and the other person's perspective and needs; mediates interactions

between people of different backgrounds, and strives to continue developing communicative skills. I strongly believe that learning a language involves knowing its culture to know how and when to use it. I also believe that it is inevitable to teach a second language without teaching its culture and this is quite interesting and attractive for the students, because in my experience the students always show enthusiasm and curiosity when culture is a class topic.

Finally, one of the methods on which I base my classes is the communicative approach method since one of the main objectives in teaching English in Mexico is to ensure that students really learn, appropriate and apply the language in real situations. The communicative approach is based on the idea that learning language successfully comes through having to communicate real meaning. When learners are involved in real communication, their natural strategies for language acquisition will be used, and this will allow them to learn to use the language.

### Example

Practicing question forms by asking learners to find out personal information about their colleagues is an example of the communicative approach, as it involves meaningful communication.

In my classroom activities guided by the communicative approach are characterized by trying to produce meaningful and real communication, at all levels. I always try to incorporate authentic materials such as newspapers, excerpts from readings, interviews and real conversations, I contextualize my students in real situations that are attractive and meaningful to them. As a result, there may be more emphasis on skills than systems, lessons are more learner-centered, and there may be use of authentic materials, I greatly consider that this type of practices can be implemented in face-to-face and online classes as a result of the research in this specialty because this helped me to search, identify, recognize, appropriate and adapt the theory in my teaching practice and thus have a better performance not only in the practice but also personally and professionally.

## **2 Chapter 2: Methodology and Practice**

### **2.1 Theoretical concepts**

The National Center for Cultural Competence, (2020) defines culture as an “integrated pattern of human behavior that includes thoughts, communications, languages, practices, beliefs, values, customs, courtesies, rituals, manners of interacting and roles, relationships and expected behaviors of a racial, ethnic, religious or social group; and the ability to transmit the above to succeeding generations” This means that language is not only part of how we define culture, it also reflects culture. Thus, the culture associated with a language cannot be learned in a few lessons about celebrations, folk songs, or costumes of the area in which the language is spoken. Culture is a much broader concept that is inherently tied to many of the linguistic concepts taught in second language classes.

Language learners need to be aware, for example, of the culturally appropriate ways to address people, express gratitude, make requests, and agree or disagree with someone. They should know that behaviors and intonation patterns that are appropriate in their own speech community may be perceived differently by members of the target language speech community.

In module three of this program, the following concepts have been highlighted with the purpose of using them and create a lesson plan that shows intercultural competence in the classroom.

### **2.1.1 Linguistic competence:**

Ellis (2020) discusses that linguistic competence has been addressed in recent literature as the linguistic knowledge possessed by native speakers of a language. A contemporary definition of linguistic competence is the unconscious knowledge of language, not language in use (referred to as performance). According to modern linguistic theories, when learning our first language, we are not conscious of learning the rules (e.g., sounds, structures, words). We just naturally begin speaking; we are "wired" to speak. While originally focused on first language acquisition, these concepts and terminology have been applied by second language scholars. In the field of second language education, linguistic competence or grammatical competence often refers to knowing the grammar of a language but not knowing the social context of when to use particular words or structures.

### **2.1.2 Communicative competence:**

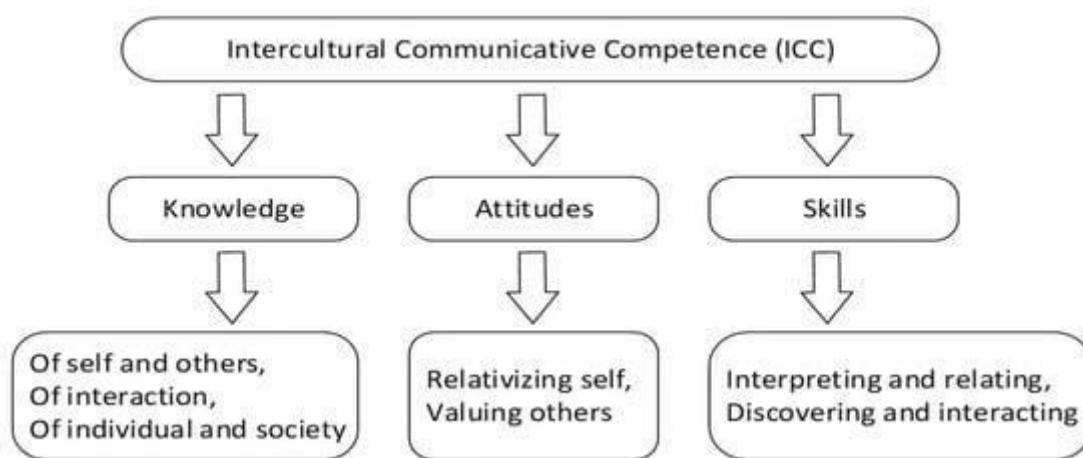
Saville-Troike and Barto (2019) state that recent research on communicative competence continues to emphasize that language competence includes not only grammar, words, and sounds but also the social knowledge of when and how to use them appropriately. The context or situation, the relationship between speakers, and sociolinguistic rules determine what is said and how it is said. Teachers now use the communicative competence model in real-life situations. For example, instead of focusing solely on grammar rules and vocabulary, teachers use textbooks that place language in specific settings, such as a restaurant. Communicative competence encompasses both verbal and nonverbal communication.

### **2.1.3 Intercultural competence:**

Deardorff (2020) defines intercultural competence as the ability to communicate effectively and appropriately in various cultural contexts. This competence involves understanding and respecting cultural differences, as well as being able to interact with individuals from diverse backgrounds in a way that is sensitive to their cultural norms and values.

## 2.2 Byram's model of ICC (Intercultural communicative competence.)

During the 1990s, the concept of ICC ( intercultural communicative competence) became a central topic in the field of intercultural language education. Byram has made profound contributions to the construction of ICC theory and practices of intercultural teaching in the EFL education. His model of ICC has a transformative impact on intercultural communicative theory, helping language teachers conceptualize concrete objectives for intercultural teaching. Byram also puts forward some factors of ICC, including political education and critical cultural awareness, which are the abilities to evaluate ICC critically, and interacting and mediating in intercultural exchanges in accordance with explicit criteria. These factors negotiate where necessary a degree of acceptance by drawing upon knowledge, skills, and attitudes based on explicit criteria perspectives, practices, and products in one's own and other cultures. The importance of working with ICC in the EFL classroom is pointed out to help students interact with each other . Three of the factors are highlighted including knowledge, attitudes, and skills in his model of ICC, represented in **Figure 1**.



**Figure 1.** Byram's Model of ICC.

From **Figure 1**, Byram (1990) approaches the Intercultural Communicative Competence (ICC) in the context of EFL (English as a Foreign Language) teaching and learning based on the conception that the main function of language is to facilitate communication among individuals. The centrality of critical engagement and critical cultural awareness to learners' development as intercultural communicators and responsible citizens expands the concept of critical cultural awareness.

### 2.2.1 Byram's Dimensions of ICC

Byram (1997) emphasizes the importance of educators' adapting his model to the local contexts appropriately. The capacity to use languages for communication allows students to be exposed to other cultures adequately. To this end, individuals must develop their ICC with the cultural dimensions represented in **Table 1**

**Table 1.** Dimensions of ICC in Byram's Model (1997) .

Domain	Definition	Content
Knowledge	The system of cultural references of the social groups; The products and practices of one's group and the others.	Understanding of the context and norms that are appropriate to interact with people; Knowledge of rules include comprehending of L1's similarities to other speakers' cultures; General knowledge of social and individual interactions as well as characteristics of different cultures.
Attitudes	The affective capacity to overcome ethnocentrism; The cognitive capacity to establish and maintain a relationship between L1 and L2.	Basic capacity of curiosity, tolerance and flexibility when faced with intercultural ambiguity; Willingness to understand others' culture; Individuals sharing the same characteristics in their behavior, beliefs and values with an adequate intercultural attitude.
Skills	Of interpreting and relating; Of discovery and interaction; Of critical cultural awareness or political education.	Ability to interpret a document or event in the other culture, explain it and relate it to one's own culture, unknown intercultural meaning, beliefs and practices to interpret as well; Perceiving, balancing and linking between cultures by interpretation and comparison; Individuals' exploration of diverse cultural manifestations and curiosity about others; Capacity to evaluate critically different perspectives, practices and products of various cultural milieus based on explicit criteria.

**Table 1** above represents the overarching categories of knowledge, attitudes, and skills. Knowledge consists of linguistic competence, sociolinguistic competence, and discourse competence intercultural attitudes include curiosity and openness, readiness to suspend disbelief about others' cultures, and belief about one's own intercultural attitudes; and skills refer to the skill of interpreting and relating, the skill of discovery and interaction, and the skill of critical cultural awareness. Byram's model of ICC has a transformative impact on educational theory and practice to help language teachers conceptualize concrete objectives in intercultural education related to the factors of ICC.

As we looked at Table 1.2 below, notice that most of the content may be familiar to us as teachers. In the chapters from module 3 we have discussed linguistic, sociolinguistic competence (discussed earlier in Chapter 1.1 as communicative competence) and

intercultural competence. In this chapter we will further develop on Byram's model of intercultural competence and we will engage in activities to develop our own intercultural competence.

### 2.2.2 Byram's conceptualization of intercultural communicative competence

Components		Description
Linguistic Competence.		The ability to apply knowledge of the rules of a standard version of the language to produce and interpret spoken and written language.
Sociolinguistic (communicative) Competence.		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.
Intercultural Competence.	Attitudes.	Curiosity and openness, readiness to suspend disbelief about other cultures and belief about one's own.
	Knowledge.	Knowledge of social groups and their products and practises in one's own and in one's interlocutor's country, and of the general processes of societal and individual interaction.
	Skills of interpreting and relating.	Ability to interpret a document or event from another culture, to explain it and relate it to documents from one's own.
	Skills of discovering and interacting.	Ability to acquire new knowledge of a culture and cultural practices and the ability to operate knowledge, attitudes and skills under the constraints of real-time communication and interaction.
	Critical cultural awareness/political education.	An ability to evaluate critically and on the basis of explicit criteria perspectives, practices and products in one's own and other cultures and countries.

## 2.3 Methodology

The following series of activities are based on communicative language teaching method, because one of the main objectives is for students to communicate effectively, identify and know daily customs of our own country and some others, the activities were applied as ; contextualize students to inquire about their prior knowledge, promoting brainstorming,

activities such as role-play, listening for specific information, reading and listening for detail with the purpose of motivating students to speak and express their ideas in class as it is one of the main objective in effective communication, the use of communicative competence and intercultural competence, proposed by Dell Hymes (1960).

### **2.3.1 Communicative language teaching method**

Richards (2021) mentions and sustains in his book *Communicative Language Teaching Today* that communicative language teaching (CLT) is an approach to language teaching that emphasizes interaction as both the means and the ultimate goal of study. Learners in environments using communication to learn and practice the target language by interactions with one another and the instructor, the study of "authentic texts" (those written in the target language for purposes other than language learning), and the use of the language both in class and outside of class. Learners converse about personal experiences with partners, and instructors teach topics outside of the realm of traditional grammar to promote language skills in all types of situations. This method also encourages learners to incorporate their personal experiences into their language learning environment and to focus on the learning experience, in addition to the learning of the target language. According to Richards (2021), the goal of language education is the ability to communicate in the target language. This is in contrast to previous views in which grammatical competence was commonly given top priority. Richards (2021) also positions the teacher as a facilitator, rather than an instructor. Furthermore, the approach is a non-methodical system that does not use a textbook series to teach the target language but works on developing sound oral and verbal skills prior to reading and writing.

### **2.3.2 Background**

#### **2.3.3 Social influences**

The rise of CLT in the 1970s and the early 1980s was partly in response to the lack of success with traditional language teaching methods citation needed and partly by the increase in demand for language learning. In Europe, the advent of the European Common Market, an economic predecessor to the European Union, led to migration in Europe and an increased number of people who needed to learn a foreign language for work or personal reasons. Meanwhile, more children were given the opportunity to learn foreign languages in school, as the number of secondary schools offering languages rose worldwide as part of a general trend of curriculum-broadening and modernization, with foreign-language study no longer confined to the elite academies. In Britain, the introduction of comprehensive schools, which offered foreign-language study to all children, rather than to the select few of the elite grammar schools, greatly increased the demand for language learning.

The increased demand included many learners who struggled with traditional methods such as grammar translation, which involves the direct translation of sentence after sentence as a way to learn the language. Those methods assumed that students aimed to master the target language and were willing to study for years before expecting to use the language in real life. However, those assumptions were challenged by adult learners, who were busy with work, and by schoolchildren who were less academically gifted and so could not devote years to

learning before they could use the language. Educators realized that to motivate those students an approach with a more immediate reward was necessary, and they began to use CLT, an approach that emphasizes communicative ability and yielded better results.

#### **2.3.4 Academic influences**

Already in the late 19th century, the American educator John Dewey was writing about learning by doing, and later that learning should be based on the learner's interests and experiences. In 1963, American psychologist David Ausubel released his book *The Psychology of Meaningful Verbal Learning* calling for a holistic approach to learners teaching through meaningful material. American educator Clifford Prator published a paper in 1965 calling for teachers to turn from an emphasis on manipulation (drills) towards communication where learners were free to choose their own words. In 1966, the sociolinguist Dell Hymes posited the concept of communicative competence considerably broadening out Noam Chomsky's syntactic concept of competence. Also, in 1966, American psychologist Jerome Bruner wrote that learners construct their own understanding of the world based on their experiences and prior knowledge, and teachers should provide scaffolding to promote this. Bruner appears to have been influenced by Lev Vygotsky, a Russian psychologist whose zone of proximal development is a similar concept.

The development of communicative language teaching was bolstered by these academic ideas. Before the growth of communicative language teaching, the primary method of language teaching was situational language teaching, a method that was much more clinical in nature and relied less on direct communication. In Britain, applied linguists began to doubt the efficacy of situational language teaching, partly in response to Chomsky's insights into the nature of language. Chomsky had shown that the structural theories of language then prevalent could not explain the variety that is found in real communication. In addition, applied linguists like Christopher Candlin and Henry Widdowson observed that the current model of language learning was ineffective in classrooms. They saw a need for students to develop communicative skill and functional competence in addition to mastering language structures.

In 1966, the linguist and anthropologist Dell Hymes developed the concept of communicative competence, which redefined what it meant to "know" a language. In addition to speakers having mastery over the structural elements of language, they must also be able to use those structural elements appropriately in a variety of speech domains. That can be neatly summed up by Hymes's statement: "There are rules of use without which the rules of grammar would be useless." The idea of communicative competence stemmed from Chomsky's concept of the linguistic competence of an ideal native speaker. Hymes did not make a concrete formulation of communicative competence, but subsequent authors, notably Michael Canale, have tied the concept to language teaching. Canale and Swain (1980) defined communicative competence in terms of three components: grammatical competence, sociolinguistic

competence, and strategic competence. Canale (1983) refined the model by adding discourse competence, which contains the concepts of cohesion and coherence.

An influential development in the history of communicative language teaching was the work of the Council of Europe in creating new language syllabi. When communicative language teaching had effectively replaced situational language teaching as the standard by leading linguists, the Council of Europe made an effort to once again bolster the growth of the new method, which led to the Council of Europe creating a new language syllabus. Education was a high priority for the Council of Europe, which set out to provide a syllabus that would meet the needs of European immigrants. Among the studies that it used in designing the course was one by a British linguist, D. A. Wilkins, that defined language using "notions" and "functions," rather than more traditional categories of grammar and vocabulary. The new syllabus reinforced the idea that language could not be adequately explained by grammar and syntax but instead relied on real interaction.

### **2.3.5 Classroom activities**

CLT (communicative language teaching) teachers choose classroom activities based on what they believe is going to be most effective for students developing communicative abilities in the target language (TL). Oral activities are popular among CLT (communicative language teaching) teachers, as opposed to grammar drills or reading and writing activities, because they include active conversation and creative, unpredicted responses from students. Activities vary based on the level of language class they are being used in. They promote collaboration, fluency, and comfort in the TL (target language). The six activities listed and explained below are commonly used in CLT (communicative language teaching) classrooms.

#### **Role-play**

Role-play is an oral activity usually done in pairs, whose main goal is to develop students' communicative abilities in a certain setting.

#### **Example:**

The instructor sets the scene: where is the conversation taking place? (E.g., in a café, in a park, etc.)

The instructor defines the goal of the students' conversation. (E.g., the speaker is asking for directions, the speaker is ordering coffee, the speaker is talking about a movie they recently saw, etc.)

The students converse in pairs for a designated amount of time.

This activity gives students the chance to improve their communication skills in the TL in a low-pressure situation. Most students are more comfortable speaking in pairs rather than in front of the entire class.

Instructors need to be aware of the differences between a conversation and an utterance. Students may use the same utterances repeatedly when doing this activity and not actually have a creative conversation. If instructors do not regulate what kinds of conversations students are having, then the students might not be truly improving their communication skills.

### Interviews

An interview is an oral activity done in pairs, whose main goal is to develop students' interpersonal skills in the TL.

#### Example:

The instructor gives each student the same set of questions to ask a partner.

Students take turns asking and answering the questions in pairs.

This activity, since it is highly structured, allows for the instructor to more closely monitor students' responses. It can zone in on one specific aspect of grammar or vocabulary, while still being a primarily communicative activity and giving the students communicative benefits.

This is an activity that should be used primarily in the lower levels of language classes, because it will be most beneficial to lower-level speakers. Higher-level speakers should be having unpredictable conversations in the TL, where neither the questions nor the answers are scripted or expected. If this activity were used with higher-level speakers it wouldn't have many benefits.

### Group work

Group work is a collaborative activity whose purpose is to foster communication in the TL, in a larger group setting.

#### Example:

Students are assigned a group of no more than six people.

Students are assigned a specific role within the group. (E.g., member A, member B, etc.)

The instructor gives each group the same task to complete.

Each member of the group takes a designated amount of time to work on the part of the task to which they are assigned.

The members of the group discuss the information they have found, with each other and put it all together to complete the task.

Students can feel overwhelmed in language classes, but this activity can take away from that feeling. Students are asked to focus on one piece of information only, which increases their comprehension of that information. Better comprehension leads to better communication with the rest of the group, which improves students' communicative abilities in the TL.

Instructors should be sure to monitor that each student is contributing equally to the group effort. It takes a good instructor to design the activity well, so that students will contribute equally, and benefit equally from the activity.

### Information gap

Information gap is a collaborative activity, whose purpose is for students to effectively obtain information that was previously unknown to them, in the TL.

#### Example:

The class is paired up. One partner in each pair is Partner A, and the other is Partner B.

All the students that are Partner A are given a sheet of paper with a time-table on it. The time-table is filled in half-way, but some of the boxes are empty.

All the students that are Partner B are given a sheet of paper with a time-table on it. The boxes that are empty on Partner A's time-table are filled in on Partner B's. There are also empty boxes on Partner B's time-table, but they are filled in on Partner A's.

The partners must work together to ask about and supply each other with the information they are both missing, to complete each other's time-tables.

Completing information gap activities improves students' abilities to communicate about unknown information in the TL. These abilities are directly applicable to many real-world conversations, where the goal is to find out some new piece of information, or simply to exchange information.

Instructors should not overlook the fact that their students need to be prepared to communicate effectively for this activity. They need to know certain vocabulary words, certain structures of grammar, etc. If the students have not been well prepared for the task at hand, then they will not communicate effectively.

### Opinion sharing

Opinion sharing is a content-based activity, whose purpose is to engage students' conversational skills, while talking about something they care about.[16]

#### Example:

The instructor introduces a topic and asks students to contemplate their opinions about it. (E.g., dating, school dress codes, global warming)

The students talk in pairs or small groups, debating their opinions on the topic.

Opinion sharing is a great way to get more introverted students to open up and share their opinions. If a student has a strong opinion about a certain topic, then they will speak up and share.

Respect is key with this activity. If a student does not feel like their opinion is respected by the instructor or their peers, then they will not feel comfortable sharing, and they will not receive the communicative benefits of this activity.[16]

### Scavenger hunt

A scavenger hunt is a mingling activity that promotes open interaction between students.

#### Example:

The instructor gives students a sheet with instructions on it. (e.g. Find someone who has a birthday in the same month as yours.)

Students go around the classroom asking and answering questions about each other.

The students wish to find all of the answers they need to complete the scavenger hunt.

In doing this activity, students have the opportunity to speak with a number of classmates, while still being in a low-pressure situation, and talking to only one person at a time. After learning more about each other, and getting to share about themselves, students will feel more comfortable talking and sharing during other communicative activities.

Since this activity is not as structured as some of the others, it is important for instructors to add structure. If certain vocabulary should be used in students' conversations, or a certain grammar is necessary to complete the activity, then instructors should incorporate that into the scavenger hunt.

## **2.4 A practical and useful lesson plan**

In the field of language education, it is crucial to understand that mastering a language involves more than just knowing its grammar, vocabulary, and phonetics. This perspective is supported by the theories of intercultural competence by Byram (1997) and communicative competence by Dell Hymes (1972). According to Byram (1997), intercultural competence involves the ability to interact effectively and appropriately with people from different cultural backgrounds. This competence includes not only linguistic knowledge but also the understanding of cultural contexts and the ability to interpret and relate to different cultural norms and values. Similarly, Dell Hymes (1972) introduced the concept of communicative competence, which emphasizes that effective communication requires not only grammatical knowledge but also the ability to use language appropriately in various social contexts.

Recent research continues to underscore the importance of these competencies. For example, Barrett (2020) highlights that intercultural competence is essential in our globalized world, as it fosters better communication and understanding across cultural divides. Furthermore, recent studies by Jackson (2019) demonstrate the practical applications of Hymes' communicative competence theory in diverse educational settings, showing how students can benefit from a comprehensive approach to language learning that includes cultural context.

In the online class sessions designed for this research project, I based my activities on these foundational theories. The topic "Daily Customs Around the World" was chosen to help students explore how language use varies depending on the context, country, and culture. By planning activities that incorporated both Byram's and Hymes' theories, we aimed to provide a holistic learning experience.

Students learned that spoken and non-verbal communication can differ significantly across cultures. For example, gestures, facial expressions, and even the use of silence can convey different meanings in different cultural contexts. What may be considered polite or acceptable in one country, such as Mexico, may be inappropriate or misunderstood in another. This understanding is essential because learning a language is not only about acquiring grammar and vocabulary but also about knowing how and when to use them appropriately.

For instance, students were engaged in role-playing activities where they simulated interactions in various cultural settings. These activities were designed to highlight the importance of context in communication, showing that what is appropriate in one culture might not be in another. This experiential learning approach helped students internalize the principles of intercultural and communicative competence, preparing them for real-life interactions in diverse cultural environments.

Teaching material		Authentic material	
objectives		to prepare students to be confident communicators in different real-life contexts. through activities in which critical thinking is also promoted, identifying and comparing daily customs in our country and others.	
class	Online class	No of students	8 students
Goal	Communicate in the target language	Time	40 minutes per session
Teaching methods	Communicative language teaching (CLT)	Teaching materials	Presentation slides Top Noch platform Visual aids Interactive games.
Students' background	<ul style="list-style-type: none"> <li>• The group consists of eight women.</li> <li>• They possess the ability to listen and comprehend the main idea of a text, story, or conversation, and can also listen for specific details.</li> <li>• While they can formulate clear and well-organized ideas in writing, their grammatical structure and vocabulary require further improvement.</li> <li>• The students are capable of answering questions and performing role plays with the support of a conversational model.</li> <li>• They are able to read and understand the concepts presented in a text.</li> </ul>		

General objective	
The objective of the class is to equip students with the skills necessary to communicate effectively and confidently across various real-life contexts. This goal will be achieved through engaging activities that foster critical thinking, specifically focusing on the identification and comparative analysis of daily customs within both our own culture and those of other countries	
Specific objectives	
<ul style="list-style-type: none"> <li>• Develop students' speaking skills through structured activities and practice sessions aimed at improving fluency, accuracy, and confidence in oral communication.</li> <li>• Enhance students' micro skills, including listening, speaking, reading, and writing, by focusing on specific language elements such as pronunciation, grammar, vocabulary, and comprehension.</li> <li>• Foster collaboration among students through group discussions, cooperative learning activities, and teamwork exercises designed to encourage interaction, shared decision-making, and mutual support in achieving common goals.</li> </ul>	
Teacher's role	Student's role
Facilitator Monitor Rapport builder Less dominant than teacher-centered	Students are communicators Engaged in negotiating meaning Try to make themselves understood and in understanding others.
Language and culture view	Language skills
Language is for communication Culture is everyday lifestyle of people who use the language.	Language functions might be emphasized over forms. Students work with language at their level. Students work with the four skills from the beginning.
Techniques	Interactions
Authentic materials Elicit ideas Choose the correct word activity Complete the questions and answers Language game Role play	Teacher-students Students-students
Evaluation	
Speaking: accuracy and fluency Listening: understanding of conversation to complete the sentences.	

Writing: cohesion and accuracy Reading: understanding the general idea.	
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### 2.4.1 Session 1

SESSION 1				
TIME	ACTIVITY	AIM	PROCEDURE	INTERACTION
3 min	Warm-up	To make students more comfortable .	✓ greetings and a quick chat is held to reinforce rapport.	Teacher-students.
5min	Activity 1	To Contextualize students.	Set up the situation: Teacher will greet students in different ways (shake hands, hug, and bow) ask to the students if they can identify where people greet like this. Show to the students some pictures and ask to them: in your opinion is there a right way and wrong way to greet people? Explain.	Teacher-students.
5 min	Activity 2	To promote communication to work on negotiating meaning.  To promote critical thinking.	Discussion: encourage students to discuss about these question: in your country are there any topics people should avoid during small talks? What about these topic: ( the weather, someone's job, someone's religion, someone's family, someone's job).	Students-students.
10min	Activity 3	Listening: to promoted listening for gist, and listening to infer attitude, listening to see what attitude a speaker is expressing.	Listening and reading: Photo story: read and listen to two people meeting in a hotel lobby. After listen and read the photo story students will solve a focus on language activity. Students will identify different expression from the photo story. Then they will practice the story in pairs.	Students-students.
10min	Activity 4	To use cohesive and cohesion in	Writing and speaking: With a partner, students will discuss and write advice for	Teacher-students.

		their performance.	visitors about how to behave in our country then share the ideas to the class.	
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**UNIT 1** Getting Acquainted

**PREVIEW**

**CUSTOMS AROUND THE WORLD**

**Greetings** People greet each other differently around the world.

Some people bow. Some people kiss once. Some shake hands. And some hug.

**Exchanging Business Cards** People have different customs for exchanging business cards around the world.

Some customs are very formal. People always use two hands and look at the card carefully. Other customs are informal. People accept a card with one hand and quickly put it in a pocket.

**Getting Acquainted** What about small talk—the topics people talk about when they don't know each other well?

In some places, it's not polite to ask people about how much money they make or how old they are. But in other places, people think those topics are appropriate.

**PAIR WORK** In your opinion, is there a right way and a wrong way to greet people? Explain.

**DISCUSSION** In your country, are there any topics people should avoid during small talk? What about the topics below?

- the weather
- someone's job
- someone's religion
- someone's family
- someone's home
- politics

**GREETINGS**

## Activity 1 discussion customs around the world

**UNIT 1** Getting Acquainted

**PREVIEW**

**CUSTOMS AROUND THE WORLD**

**Greetings** People greet each other differently around the world.

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**DISCUSSION** In your country, are there any topics people should avoid during small talk? What about the topics below?

- the weather
- someone's job
- someone's religion
- someone's family
- someone's home
- politics

**PHOTO STORY** Read and listen to two people meeting in a hotel lobby.

**Leon:** You look familiar. Haven't we met somewhere before?  
**Taka:** I don't think so. I'm not from around here.  
**Leon:** I know! Aren't you from Japan?  
**Taka:** Of course! You're from Mexico, right?

**Leon:** That's right. I'm sorry, I've forgotten your name.  
**Taka:** Kanasa Takaishi. But you can call me Taka.  
**Leon:** Hi, Taka. Leon Prieto. Please call me Leon. So, what have you been up to since the conference last week?  
**Taka:** Not much. Actually, I'm on my way to the airport now. I'm flying back home.

**Leon:** Hey, we should keep in touch. Here's my card. The conference is in Acapulco next year and I could show you around.  
**Taka:** That would be great. I hear Acapulco's beautiful.  
**Leon:** It was nice to see you again, Taka.  
**Taka:** You, too.

**FOCUS ON LANGUAGE** Find the underlined expression in the Photo Story that matches each explanation.

- You say this when you want to offer to introduce someone to a new place.
- You say this to suggest that someone call or e-mail you in the future.
- You say this when you're not sure if you know someone, but you think you might.
- You say this when you want to ask about someone's recent activities.

**THINK AND EXPLAIN** Answer the questions, according to the Photo Story. Explain your answers.

- Why does Leon begin speaking with Taka?
- Has Taka been busy since the conference?
- Why does Leon give Taka his business card?
- What does Leon offer to do at the next conference?

**SPEAKING** **PAIR WORK** With a partner, discuss and write advice for visitors about how to behave in your country. Then share your advice with the class.

Questions like *How old are you?* and *How much money do you make?* aren't polite. You shouldn't ask them. 77

Don't exchange business cards with one hand! Always use two hands. 77

Don't exchange business cards with one hand! Always use two hands. 77

Don't exchange business cards with one hand! Always use two hands. 77

## Activity 2 negotiating in meaning.

**SPEAKING** **PAIR WORK** With a partner, discuss and write advice for visitors about how to behave in your country. Then share your advice with the class.

Questions like *How old are you?* and *How much money do you make?* aren't polite. You shouldn't ask them. 77

Don't exchange business cards with one hand! Always use two hands. 77





Don't exchange business cards with one hand! Always use two hands. 77

**Activity 3 reading and listening a photo story.**

Activity 4 writing. To use cohesive and cohesion in their performance.	
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#### 2.4.2 Session 2


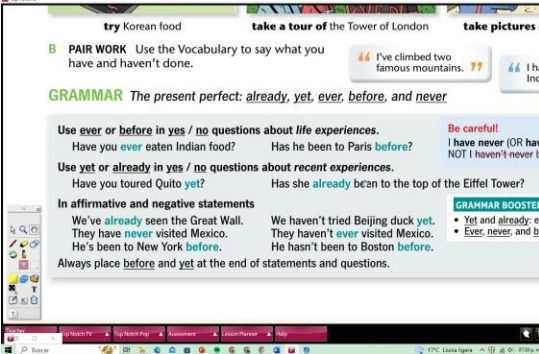
SESSION 2				
TIME	ACTIVITY	AIM	PROCEDURE	INTERACTION
5 min	Warm-up	To make students more comfortable .	greetings and a quick chat is held to reinforce rapport.  Teacher will show pictures of different activities and ask; have you ever been in another country? Have you ever tried Korean food? Model to students how to answer and encourage them to answer.	Teacher-students.
10 min	Activity 1	To introduce the present perfect grammar.	Teacher explains the grammar present perfect.	Teacher-students.
5 min	Activity 2	To practice grammar.	In a whole class, students will solve some grammatical exercises.	Teacher-students.
10min	Activity 3	To promote real life situations.	The teacher will show a conversation model, have students read and listen to people getting acquainted in order to understand and practice to perform a role play.	Students-students.
10min	Activity 4	To perform a role play.	Production: in groups of three students will practice making introductions and getting reacquainted, students will use their own names then change roles.	Students - students.


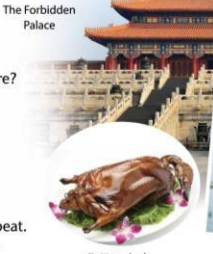
	
<b>Activity 1</b>	<b>Activity 1</b> To introduce the present perfect grammar.
	
<b>Activity 3</b> conversation model.	<b>Activity 4</b> perform a role play using the conversation model.

### 2.4.3 Session 3

SESSION 3				
TIME	ACTIVITY	AIM	PROCEDURE	INTERACTION
5 min	Warm-up	To make students more comfortable.	greetings and a quick chat is held to reinforce rapport.  Teacher will show a picture about a foreign person traveling to another country and ask students; do you know how to greet a foreign person? How do you greet them if they travel to Mexico? Elicit students ideas.	Teacher-students.
5min	Activity 1	To introduce Vocabulary about activities that can do when they visit to another country.	The teacher will present vocabulary from tourist activities around the world, students will read, listening and repeat.	Teacher-students.
5 min	Activity 2	To explain grammar present perfect with	The teacher will explain the grammar present perfect with already, yet, ever, before and never.	Teacher-students.

		adverbs; already, yet, ever before and never.	Students will solve some grammar practice activities. Use the words to write statements or questions in the present perfect.	
10min	Activity 3	To practice listening for specific information.	Listen to activate grammar, students will listen and complete some questions using grammar and vocabulary, then they will listen again and complete the short answers.	Students-students.
10min	Activity 4	Writing: to write 4 sentences using present perfect and vocabulary that students have already learned.	Students will create and write five questions about tourist activities in our city or country use yet, already, ever before. Example: have you ever visited Oaxaca? have you ever tried curry in India?	Students - students.
	Activity 5	Speaking: present a role a play.	Teacher will play a video showing the conversation activator example. Then in pairs students will change the conversation model to greet a visitor to our country, use the present perfect suggest tourist activities in our country.	Students-students

	
Activity 1 presenting vocabulary	Activity 2 Present grammar

<p><b>B ▶ 1:08 LISTEN TO ACTIVATE GRAMMAR</b> Listen and complete the questions, using the Vocabulary. Then listen again and complete the short answers.</p> <p><b>Questions</b></p> <ol style="list-style-type: none"> <li>Has she ..... of the Taj Mahal yet?</li> <li>Has he ..... in Kyoto yet?</li> <li>Has she ever ..... ceviche?</li> <li>Has he already ..... the Pyramid of the Sun?</li> <li>Has she ever ..... to Rio de Janeiro before?</li> <li>Has she ..... of Sugarloaf yet?</li> </ol> <p><b>Short Answers</b></p> <ol style="list-style-type: none"> <li>....., she .....</li> <li>....., he .....</li> <li>....., she .....</li> <li>....., he .....</li> <li>....., she .....</li> <li>....., she .....</li> </ol> 	<p>Write five questions about tourist activities in your city or country. Use <u>yet</u>, <u>already</u>, <u>ever</u>, and <u>before</u>.</p> <p>Have you ever tried our seafood?</p> <ol style="list-style-type: none"> <li>.....</li> <li>.....</li> <li>.....</li> <li>.....</li> <li>.....</li> </ol>
<p>Activity 3 listening to activate grammar</p>	<p>Activity 4 writing, write sentences about activities in your country using present perfect.</p>
<p><b>CONVERSATION MODEL</b></p> <p><b>A ▶ 1:06</b> Read and listen to someone greeting a visitor.</p> <p>A: Welcome to Beijing. Have you ever been here before?</p> <p>B: No, it's my first time. But yesterday I went to the Forbidden Palace. It was fantastic!</p> <p>A: That's great. Have you tried Beijing duck yet?</p> <p>B: Beijing duck? No, I haven't. What's that?</p> <p>A: It's a famous Chinese dish. I think you'll like it.</p> <p><b>B ▶ 1:07 RHYTHM AND INTONATION</b> Listen again and repeat. Then practice the Conversation Model with a partner.</p> 	
<p>Activity 5 presente a role play</p>	

## 2.4.4 Session 4

SESSION 4				
TIME	ACTIVITY	AIM	PROCEDURE	INTERACTION
5 min	Warm-up	To make students more comfortable.	greetings and a quick chat is held to reinforce rapport.  Teacher will present the vocabulary about hand finger's names.	Teacher-students.
5min	Activity 1	To listen and read an article, to understand the general idea.	Reading and listening: Read and article about gestures and customs “ we talk to June Galloway about her book get off on the right food: don't let the wrong gesture ruin your day”.	Teacher-students.
5 min	Activity 2	To listen and read an article, practice reading for global understanding.	Students will solve a reading comprehension activity; identify the supporting details check the statements that are true according to the article.	Teacher-students.
10min	Activity 3	To discuss about different movements	Relate to their personal experiences. Discuss the following questions; have you	teacher-students.

		and body language.	surprised by someone's gestures or body language on tv in movies or in real life? What did you see? What do you think the action meant? Why were you surprised?	
10min	Activity 4	To practice writing and speaking abilities.	Production: in pairs students will choose a topic and discuss to their country's customs, write notes and then share your ideas to your partners. Example: topic: showing respect for older people. Custom. It's not polite to disagree with an older person	Students - students.

GOAL


Discuss gestures and customs

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### BEFORE YOU READ

▶ **▶▶▶ VOCABULARY** ▶ The hand Read and listen. Then listen again and repeat.

1 thumb	5 pinkie
2 index finger	6 palm
3 middle finger	7 fist
4 ring finger	



### READING

**We talked to June Galloway about her book, Get off on the Right Foot: Don't Let the Wrong Gesture Ruin Your Day.**

**English is the world's international language. But in your head you've focused on non-verbal communication. Why is that so important?**


Yid, gestures and other body language can have different meanings in different places. Something that you think is friendly or polite could come across as very rude in another culture. I've described many of these customs and cultural differences so my readers don't get off on the wrong foot when they meet people in places where the culture differs from their own.

**Can greeting someone in the wrong way really lead to misunderstanding?**

In some cases, yes. The firm handshake a North American expects may seem quite aggressive in other places. And a light handshake—which is normal in some countries—may seem lazily in a North American.

**Is what we can hand gestures lead to misunderstanding?**

Yid, an example, we assume all people indicate the numbers one to ten with their fingers the same way. But in fact, they don't. While North Americans usually use an index finger for



**"Yes," most Europeans use a thumb. North Americans extend all ten fingers for "ten." However, Chinese indicate the numbers one to ten all on one hand. For example, an extended thumb and pinkie means "ten," and a fist means "ten." Imagine how confusing this can be when you're trying to communicate quantities and prices with your hands!**

**What other gestures can cause confusion?**

Take the gesture for "come here," for example. In North America, people gesture with the palm up. Yid, in southern Europe, that gesture means "good-bye!" And in many Asian countries, the palm-up gesture is considered rude. Instead, people there gesture with the palm down.


**I've heard that, in Japan, pointing with the index finger is not polite. Is that right?**

"Yes, Japanese prefer to point with the palm open and facing up.


**Surely there must be some gestures used everywhere, right? What about the thumbs-up sign for "great?"**

Sorry, that's extremely rude in Australia and the Middle East. This is only one of as many as 100,000 of these cultural differences.


**What gesture do you use ...**



... for the number six?



... for "Come here" palm up or down?



... for pointing? Do you use your index finger or an open palm?

### A IDENTIFY SUPPORTING DETAILS

Check the statements that are true, according to the article. Write **X** next to the statements that are not true. Explain your answers.

- ☐ 1 In most of Europe, a thumb and an index finger mean "two."
- ☐ 2 In North America, a thumb and a pinkie mean "two."
- ☐ 3 Japanese point at pictures with an open palm facing up.
- ☐ 4 To be friendly, North Americans greet others with a light handshake.
- ☐ 5 Everyone uses the thumbs-up sign for "that's good."

True. Galloway says most Europeans begin with the thumb. So the index finger is the next finger after that.

### B RELATE TO PERSONAL EXPERIENCE

Discuss the questions.


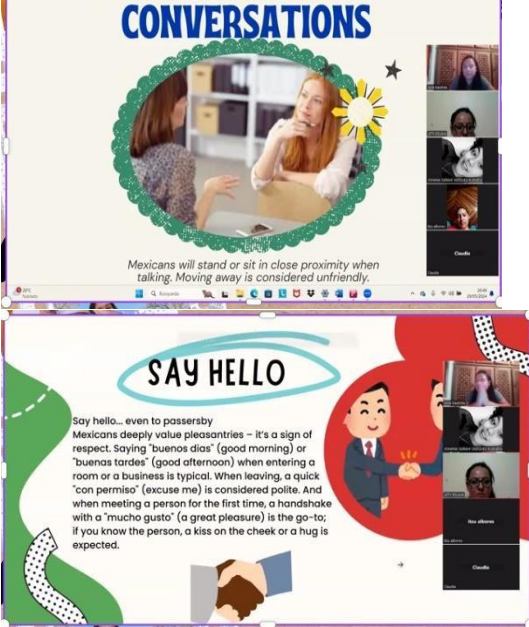

**★ Have you ever been surprised by someone's gestures or body language on TV, in the movies, or in real life? What did you see? What do you think the action meant? Why were you surprised?**

HOW YOU CAN

Discuss gestures and customs

### A PAIR WORK

Read the travel tips about gestures and customs around the world. Compare your own

 <p>UNIT 1</p>	
<p>Activity 3 discussion about the importance of nonverbal language to communicate meaning.</p>	<p>Activity 4 practice writing and present their products.</p>
	

## 2.5 Rationale behind the activities.

### 2.5.1 Theoretical Framework and Rationale with Detailed Activity Explanations

In developing these lesson plans, the focus is on intercultural competence as proposed by Michael Byram and communicative competence as described by Dell Hymes. Byram (1997) emphasizes the importance of intercultural competence in language learning, highlighting the ability to understand and interact with people from different cultures. This involves skills in interpreting and relating, discovery and interaction, and critical cultural awareness. Hymes (1972) introduced the concept of communicative competence, which goes beyond grammatical competence to include the ability to use language appropriately in various contexts.

Recent research continues to support these frameworks. Deardorff (2020) highlights the necessity of intercultural competence in an increasingly globalized world, emphasizing the

need for language learners to engage deeply with cultural contexts. Similarly, Larsen-Freeman (2019) underscores the importance of communicative competence in language learning, noting that effective communication involves not only linguistic accuracy but also the ability to navigate social interactions.

## **Session 1**

**Procedure:** Greetings and a quick chat to reinforce rapport.

**Explanation:** According to Deardorff (2020), establishing a comfortable and supportive environment is crucial for intercultural learning. The teacher begins by greeting the students and engaging in casual conversation, which helps to create a relaxed atmosphere and build rapport. This initial warm-up aims to foster a sense of community and openness, essential for effective communication and participation. This activity supports Byram's (1997) concept of intercultural interaction by encouraging students to engage with the teacher and each other in a friendly manner.

### **Activity 1**

**Procedure:** Teacher greets students in different ways (shake hands, hug, bow) and asks students to identify where such greetings are used. Show pictures and ask if there is a right or wrong way to greet people.

**Explanation:** This activity engages students in recognizing cultural differences in greetings, a practical application of Byram's (1997) skill of interpreting and relating cultural practices. By discussing various greeting customs, students learn to appreciate cultural diversity and understand that there are multiple valid ways to greet someone, depending on the cultural context. This aligns with Deardorff's (2020) emphasis on understanding and respecting cultural differences. The teacher sets up the activity by greeting students in various culturally specific ways and prompts them to think critically about the appropriateness of different greetings in different contexts.

### **Activity 2**

**Procedure:** Discussion on topics to avoid during small talk in different cultures.

**Explanation:** Engaging in discussions about culturally sensitive topics promotes Byram's (1997) critical cultural awareness and Hymes' (1972) communicative competence by encouraging students to negotiate meaning and understand appropriate language use in various contexts. This activity helps students develop the ability to adapt their communication strategies according to the cultural norms of their interlocutors. The teacher facilitates this activity by prompting students to share their thoughts and experiences regarding sensitive topics in their own cultures, fostering a deeper understanding of intercultural communication dynamics.

### **Activity 3**

**Procedure:** Listening and reading a photo story, solving a focus on language activity, practicing the story in pairs.

**Explanation:** This activity enhances listening skills and the ability to infer attitudes from language use, a key component of intercultural competence. By listening to and practicing the photo story, students learn to pick up on subtle cues in communication, such as tone and body language, which are crucial for understanding the speaker's intent and attitude. According to Vandergrift and Goh (2019), listening for these cues is essential for effective intercultural communication. The teacher provides the photo story and guides students through the listening and comprehension process, encouraging them to discuss and practice the story with their peers.

#### **Activity 4**

**Procedure:** Discuss and write advice for visitors about how to behave in the students' country, then share ideas with the class.

**Explanation:** Writing and discussing advice about cultural behavior encourages students to articulate cultural norms clearly and coherently, promoting both communicative and intercultural competence. This activity supports students in using cohesive devices to structure their ideas logically, which is essential for effective written and spoken communication. As highlighted by Larsen-Freeman (2019), coherence and cohesion are critical elements of communicative competence. The teacher facilitates the discussion, provides feedback on students' written advice, and encourages them to share their ideas with the class, fostering a collaborative learning environment.

### **Session 2**

#### **Activity 1**

**Procedure:** Greetings and a quick chat, discussing experiences with foreign cultures and foods.

**Explanation:** This warm-up activity continues to build rapport and introduces cultural topics, aligning with Byram's (1997) emphasis on intercultural interaction. Discussing personal experiences with foreign cultures helps students relate the lesson content to their own lives, making the learning process more engaging and relevant, as noted by Deardorff (2020). The teacher initiates the conversation by sharing their own experiences and encourages students to do the same, fostering an inclusive classroom environment.

#### **Activity 2**

**Procedure:** Teacher explains the grammar.

**Explanation:** Hymes (1972) indicates that a clear explanation of grammar provides the necessary linguistic foundation for communicative competence. Larsen-Freeman (2019)

emphasizes that understanding grammatical structures such as the present perfect tense is essential for students to express themselves accurately and appropriately in various contexts. The teacher uses examples and visual aids to explain the tense and its usage, ensuring students grasp the concept effectively.

### **Activity 3**

**Procedure:** Solve grammatical exercises as a class.

**Explanation:** Practicing grammar helps solidify understanding and enables more effective communication. By solving exercises together, students can clarify any doubts and reinforce their grasp of the present perfect tense, which is crucial for building their overall language proficiency. The teacher monitors the class, provides feedback, and addresses any common errors or misconceptions.

### **Activity 4**

**Procedure:** Listen to and practice a conversation model.

**Explanation:** Hymes (1972) argues that role-playing real-life conversations enhances communicative competence by providing contextualized language practice. Deardorff (2020) asserts that by engaging in simulated interactions, students can practice using the present perfect tense in meaningful contexts, thereby improving their ability to use language functionally and appropriately. The teacher provides the conversation model, guides students through listening and practice, and encourages them to use the new grammar in their interactions.

### **Activity 5**

**Procedure:** In groups, practice introductions and getting reacquainted.

**Explanation:** Hymes (1972) and Byram (1997) argue that performing role plays allows students to apply linguistic and cultural knowledge in practical situations, fostering both communicative and intercultural competence. This activity encourages students to use their language skills creatively and interactively, enhancing their overall communicative ability. The teacher observes the role plays, provides constructive feedback, and ensures that students stay on task and use the target language effectively.

## **Session 3**

### **Activity 1**

**Procedure:** Greetings and a quick chat to reinforce rapport. Teacher shows a picture of a foreign person traveling to another country and asks students, "Do you know how to greet a foreign person? How do you greet them if they travel to Mexico?" Elicit students' ideas.

**Explanation:** This warm-up continues to build rapport while introducing a cultural discussion topic, focus on intercultural interaction. Discussing greetings for foreign visitors helps students consider cultural differences and appropriate behaviors, reinforcing their intercultural awareness. The teacher uses visual aids to prompt discussion and encourage student participation, making the topic relatable and engaging.

## **Activity 2**

**Procedure:** The teacher presents vocabulary related to tourist activities around the world. Students read, listen, and repeat the vocabulary.

**Explanation:** Introducing vocabulary relevant to tourism supports communicative competence by expanding students' linguistic resources. Familiarity with tourist-related vocabulary enables students to describe their experiences and communicate more effectively when discussing travel, a practical application of their language skills. The teacher uses multimedia aids to ensure students understand and can accurately pronounce the new words.

## **Activity 3**

**Procedure:** The teacher explains the grammar of the present perfect tense with the specified adverbs. Students solve grammar practice activities, writing statements or questions using the present perfect tense.

**Explanation:** Understanding the use of adverbs in the present perfect tense is essential for accurate communication. Practicing with adverbs helps students express completed actions and experiences effectively, an important aspect of everyday conversation. The teacher provides clear explanations and guided practice to ensure students can apply the grammar rules correctly.

## **Activity 4**

**Procedure:** Students listen to a recording that uses the grammar and vocabulary learned, then complete questions and short answers based on the listening.

**Explanation:** Vandergrift and Goh (2019) assert that listening for specific information improves students' ability to understand detailed content in spoken language, thereby enhancing their overall listening skills. This activity supports communicative competence by providing context for the present perfect tense and related vocabulary. The teacher ensures students understand the task and provides feedback on their answers to reinforce learning.

## **Activity 5**

**Procedure:** Students write four sentences using the present perfect tense and the vocabulary learned. They create questions about tourist activities in their city or country, using "yet," "already," "ever before," and similar adverbs.

**Explanation:** Writing sentences and questions using the present perfect tense and related vocabulary helps students consolidate their grammatical and lexical knowledge (Larsen-Freeman, 2019). Creating context-specific questions encourages students to think about real-life applications of their language skills, promoting both accuracy and fluency. The teacher provides prompts and support as needed, ensuring students produce meaningful and grammatically correct sentences.

## Activity 6

**Procedure:** The teacher plays a video showing a conversation example. In pairs, students create and perform role plays greeting a visitor to their country and suggesting tourist activities, using the present perfect tense.

**Explanation:** Role-playing conversations allows students to apply their linguistic and cultural knowledge in practical situations, fostering both communicative and intercultural competence (Hymes, 1972; Byram, 1997). This activity encourages creative use of language and enhances speaking skills by simulating real-life interactions (Larsen-Freeman, 2019). The teacher facilitates the activity by providing a model and guiding students through the role-play process.

## Session 4

### Activity 1

**Procedure:** Greetings and a quick chat to reinforce rapport. The teacher presents vocabulary about the names of hand fingers.

**Explanation:** Starting with a familiar and simple topic helps to build rapport and ease students into the lesson. Introducing vocabulary about hand fingers provides a foundation for discussing body language and gestures, aligning with Byram's (1997) intercultural skills. The teacher engages students with questions and prompts related to the new vocabulary, making the activity interactive and engaging.

### Activity 2

**Procedure:** Students read and listen to an article about gestures and customs titled "We Talk to June Galloway About Her Book Get Off on the Right Foot: Don't Let the Wrong Gesture Ruin Your Day." **Interaction:** Teacher-Students.

**Explanation:** Reading and listening to an article helps students practice integrated skills and understand the main idea, which is crucial for developing reading and listening comprehension (Vandergrift & Goh, 2019). The content about gestures and customs is directly related to intercultural competence, helping students understand how nonverbal communication varies across cultures (Deardorff, 2020). The teacher facilitates the activity by providing pre-reading questions and guiding students through the listening.

### Activity 3

**Procedure:** Students solve a reading comprehension activity by identifying supporting details and checking statements that are true according to the article.

**Explanation:** This activity improves students' ability to understand and analyze written texts, supporting both their reading skills and intercultural awareness (Byram, 1997). Identifying supporting details helps students focus on key information and develop critical reading strategies. The teacher provides clear instructions and feedback to ensure students understand the task and the text.

### Activity 4

**Procedure:** Students relate to their personal experiences and discuss questions such as, "Have you been surprised by someone's gestures or body language on TV, in movies, or in real life? What did you see? What did you think the action meant? Why were you surprised?"

**Explanation:** Discussing personal experiences with body language helps students connect the lesson content to real-life situations, enhancing their intercultural competence (Byram, 1997). Sharing observations about nonverbal communication fosters critical cultural awareness and understanding of how gestures can be interpreted differently across cultures (Deardorff, 2020). The teacher guides the discussion, encouraging students to share and reflect on their experiences.

### Activity 5

**Procedure:** In pairs, students choose a topic related to their country's customs, write notes, and then share their ideas with their partners. Example topic: showing respect for older people. Custom: It's not polite to disagree with an older person.

**Explanation:** Writing and discussing customs related to specific cultural topics helps students articulate their thoughts clearly and coherently, promoting both communicative and intercultural competence (Hymes, 1972; Byram, 1997). This activity encourages collaboration and peer learning, as students share their notes and discuss their ideas with each other. The teacher provides guidance and feedback to ensure students stay on task and use the target language effectively.

#### 2.5.1 Reflection on the Online Class

The online class I conducted, though well-structured in terms of content, presented some challenges that affected the learning experience of the students. Below, I detail areas for improvement and my reflections on the class.

My students are working women and homemakers, which means their schedules are highly demanding. The online class is held twice a week in the evening, a time when they are

generally tired. This necessitates dynamic and engaging activities to maintain their attention and energy levels. Additionally, their primary needs include the ability to use English effectively, as it is essential for their work.

### **Activities and Approaches Used**

#### **Intercultural Exchange Projects:**

These projects provided authentic opportunities to interact with individuals from different cultural backgrounds, enhancing students' communication skills and intercultural awareness. Students were paired with language partners from different countries and engaged in bi-weekly conversations, discussing topics ranging from daily routines to cultural traditions.

### **What Didn't Go Well and Areas for Improvement**

One of the main issues at the beginning of the class was not sharing the necessary images, which caused students to get lost and have difficulty following the content. This highlights the importance of using visual materials, especially in an online environment where comprehension can heavily rely on visual aids. Additionally, some students found it challenging to stay engaged during longer discussions and role-plays, indicating a need for more varied and interactive activities.

### **Reflections and Suggested Improvements**

For future classes, it is crucial to integrate more technology and interactive activities. Given that students take the class at a time when they are tired, activities need to be not only educational but also engaging and dynamic. The use of technological tools such as interactive applications, online language games, and multimedia resources can make classes more stimulating. For example, incorporating language learning apps that offer gamified exercises or virtual reality scenarios for role-plays could enhance engagement and learning outcomes.

Additionally, ensuring that all visual materials and necessary resources are prepared and shared before the class can prevent confusion and enhance the learning experience. This includes not only images but also videos and other multimedia materials that can help contextualize and clarify the content. Furthermore, incorporating short, varied activities such as quick polls, interactive quizzes, and breakout room discussions can help maintain students' attention and energy levels throughout the class.

Another area for improvement is providing more personalized feedback. While general feedback was given during class, individual feedback sessions could be introduced to address specific student needs and progress, ensuring that each student receives the guidance necessary to improve their linguistic and intercultural skills.

## In Conclusion

Incorporating the above reflections, I am committed to improving future online classes by incorporating more dynamic activities and effectively using interactive technologies. By continuing to align my activities with Byram's intercultural model and the communicative language teaching method, I will work to develop both the linguistic competence and intercultural sensitivity of my students, preparing them to communicate effectively in a globalized world. Additionally, implementing more personalized feedback and varied activities will further support student engagement and learning.

### 2.5.2 Video Link

<https://youtu.be/p-uXbLIIEmw>



### 2.5.3 Review of the Recorded Class for the Research Project

The video documents an English class conducted via Zoom as part of a research project on the importance of interculturality in English teaching. This class, attended by 8 female students, focused on the central theme of "Daily Customs Around the World." Throughout the recording, various activities can be observed, all designed to foster understanding and appreciation of cultural differences, addressing topics such as greetings, non-verbal communication, gestures, and daily customs from different parts of the world.

**Video Duration:** The video exceeds 10 minutes in length. Efforts were made to include all activities carried out during the class, although some were edited to run quickly and not take up too much time.

**Class Development:** As with all lesson planning, not everything went as expected. Some activities were more successful than others, and the class dynamics flowed according to the students' mood and work pace. It is important to note that the class was conducted at night, as this was the only available time for the students due to their daytime commitments. This meant that some students were already tired, which influenced their participation and the pace of the class.

**Positive Aspects:**

- **Active Participation:** Despite the late hour, the students actively participated in discussions and activities. They showed interest and shared personal experiences, which enriched the learning experience.
- **Relevance of the Topic:** The topic "Daily Customs Around the World" was well-received and generated great interest, facilitating meaningful discussions on intercultural competence.
- **Diversity of Activities:** The varied activities helped maintain interest and participation, providing practical understanding of the concepts. Images, videos, and interactive activities were included to illustrate different cultural aspects.

### **Areas for Improvement:**

- **Initial Technical Issues:** At the beginning of the class, there was an issue with screen sharing, causing some confusion. Some students couldn't follow the content properly until the issue was resolved.
- **Student Fatigue:** The late hour affected the class's pace, as some students were visibly tired.
- **Variety of Visual Resources:** Some visual materials could have been clearer and more varied to improve understanding. Including more infographics and dynamic videos could have better complemented the verbal explanations.

### **Recommendations:**

- **Technical Preparation:** It is crucial to check all technical aspects before starting the class to avoid issues with screen sharing and other resources. A prior rehearsal could be beneficial.
- **Adjusting Schedules:** If possible, consider adjusting class times to when students are more rested and receptive.
- **Diversification of Materials:** Use a wider range of educational resources, such as infographics, short videos, and interactive activities, to maintain students' interest and understanding.

In summary, the video provides a detailed view of how the class activities were conducted, showcasing both successes and areas needing improvement. Despite some challenges, the class achieved its main objectives and offered a valuable learning opportunity about the importance of interculturality in English teaching. Implementing the mentioned recommendations will strengthen future classes and enhance the students' experience.

## **2.6 Assessing tools**

### **2.6.1 Formative and Summative Assessment**

*Assessment* is the process of gathering data. More specifically, assessment is the *ways* instructors gather data about their teaching and their students' learning (Hanna &

Dettmer, 2004). The data provide a picture of a range of activities using different forms of assessment such as: pre-tests, observations, and examinations. Once these data are gathered, you can then evaluate the student's performance. *Evaluation*, therefore, draws on one's judgment to determine the overall value of an outcome based on the assessment data. It is in the *decision-making* process then, where we design ways to improve the recognized weaknesses, gaps, or deficiencies.

### **2.6.2 Formative Assessment**

Formative assessment provides feedback and information during the instructional process, while learning is taking place, and while learning is occurring. Formative assessment measures student progress but it can also assess our own progress as teacher. For example, when implementing a new activity in class, I can, through observation and/or surveying the students, determine whether or not the activity should be used again (or modified). A primary focus of formative assessment is to identify areas that may need improvement. These assessments typically are not graded and act as a gauge to students' learning progress and to determine teaching effectiveness (implementing appropriate methods and activities).

According to the online class sessions that I carried out this type of assessment was very useful for me and of course for my students, because of the time, the class is very short and it is at night (8:30 - 9 :30) It is a time in which the students are exhausted and do not have enough motivation to take an exam, quizzes or another kind of tedious assessment, in addition to the fact that they are all adults and are committed to their English classes, that is why feedback is useful for them to improve their language skills.

### **2.6.3 Types of formative assessment**



- Observations during in-class activities; of student's non-verbal feedback during lecture.
- Homework exercises as review for exams and class discussions)
- Reflections journals that are reviewed periodically during the semester
- Question and answer sessions, both formal—planned and informal—spontaneous
- Conferences between the instructor and student at various points in the semester
- In-class activities where students informally present their results.
- Student feedback collected by periodically answering specific question about the instruction and their self-evaluation of performance and progress.



Formative assessment is an ongoing process that I use during the instructional period. It provides valuable feedback that helps both my students and me to improve teaching and learning. Here are some examples and explanations of how I implement various types of formative assessments in my classes:

#### **1. Observations during In-class Activities:**

- When my students are engaged in group discussions or class activities, I carefully observe their interactions and participation. I look for body language, engagement levels, and the quality of their contributions.

- As evidence, I keep an observation log where I note down my observations and any non-verbal cues that indicate how well the students are understanding the material.
- 2. Question and Answer Sessions:**
- I conduct both planned and spontaneous Q&A sessions during lessons to assess my students' understanding in real-time.
  - Records of these sessions, noting the questions my students ask and their responses to my questions, serve as evidence of their comprehension and engagement.
- 3. Instructor-Student Conferences:**
- Throughout the class, I hold one-on-one meetings with my students to discuss their progress and any concerns they might have.
  - Notes or summaries from these conferences highlight key discussion points and the actions we agree upon for their improvement.
- 4. In-class Activities with Informal Presentations:**
- I often have my students work on problems or projects in class and then present their findings informally to their peers and me.
  - Summaries of these presentations and the feedback they receive from their peers and me provide evidence of their learning process.
- 5. Student Feedback:**
- Periodically, I collect feedback from my students on my instruction methods and their self-evaluation of their performance.
  - Feedback forms or surveys completed by my students are valuable evidence that helps me adjust my teaching strategies.

	
<ul style="list-style-type: none"> <li>• Observations during in-class activities; of student's non-verbal feedback during lecture.</li> </ul>	<ul style="list-style-type: none"> <li>• Question and answer sessions, both formal—planned and informal—spontaneous</li> </ul>

	
<ul style="list-style-type: none"> <li>• In-class activities where students informally present their results.</li> </ul>	<ul style="list-style-type: none"> <li>• Student feedback collected by periodically answering specific question about the instruction and their self-evaluation of performance and progress</li> </ul>

#### 2.6.4 Summative Assessment

Summative assessment takes place after the learning has been completed and provides information and feedback that sums up the teaching and learning process. Typically, no more formal learning is taking place at this stage, other than incidental learning which might take place through the completion of projects and assignments.

Rubrics, often developed around a set of standards or expectations, can be used for summative assessment. Rubrics can be given to students before they begin working on a particular project so they know what is expected of them (precisely what they have to do) for each of the criteria. Rubrics also can help you to be more objective when deriving a final, summative grade by following the same criteria students used to complete the project.

Rubrics also can help you to be more objective when deriving a final, summative grade by following the same criteria students used to complete the project.

High-stakes summative assessments typically are given to students at the end of a set point during or at the end of the semester to assess what has been learned and how well it was learned. Grades are usually an outcome of summative assessment: they indicate whether the student has an acceptable level of knowledge-gain—is the student able to effectively progress to the next part of the class? To the next course in the curriculum? To the next level of academic standing? See the section “Grading” for further information on grading and its affect on student achievement.

Summative assessment is more product-oriented and assesses the final product, whereas formative assessment focuses on the process toward completing the product. Once the project is completed, no further revisions can be made. If, however, students are allowed to make revisions, the assessment becomes formative, where students can take advantage of the opportunity to improve.

Summative assessment...assesses the final product, whereas formative assessment focuses on the process...

### **2.6.5 Types of summative assessment**

- Examinations (major, high-stakes exams)
- Final examination (a truly summative assessment)
- Term papers (drafts submitted throughout the semester would be a formative assessment)
- Projects (project phases submitted at various completion points could be formatively assessed)
- Portfolios (could also be assessed during it's development as a formative assessment)
- Performances
- Student evaluation of the course (teaching effectiveness)
- Instructor self-evaluation

Summative assessment takes place after the instructional period has ended and is used to evaluate my students' overall learning. It focuses on the final product and the extent of knowledge gained. Here are some examples and explanations of the types of summative assessments I use:

#### **1. Projects:**

- I assign significant projects that my students work on throughout the semester, with various phases submitted for formative feedback.
- The final project reports, phase submissions, and the rubrics I use to assess them provide comprehensive evidence of their learning.

#### **2. Performances:**

- For courses involving practical skills, my students perform tasks or present their work as a final assessment.
- Recordings of these performances, along with my evaluations and peer feedback, provide clear evidence of their skills.

#### **3. Student Evaluation of the Course:**

- At the end of the course, I ask my students to evaluate the effectiveness of my instruction and the overall course experience.
- Their completed course evaluation forms help me understand the impact of my teaching.

#### **4. Instructor Self-evaluation:**

- I reflect on my teaching methods, student engagement, and the overall effectiveness of the course.
- My self-evaluation reports help me identify areas for improvement and measure the success of my instructional strategies.

By incorporating both formative and summative assessments, I can ensure a comprehensive evaluation of my teaching and my students' learning. Formative assessments provide ongoing feedback that informs my instruction and supports student learning, while summative assessments offer a final measure of student achievement and my teaching effectiveness.

**Unit 1**  
**Oral Progress Assessment Chart**

**Name:** \_\_\_\_\_

Does the student correctly use grammar from the unit?	1	2	3	4	5
Does the student use appropriate vocabulary from the unit?	1	2	3	4	5
Overall, is it easy to understand the student?	1	2	3	4	5
Does the student express himself or herself fluently?	1	2	3	4	5

**Total Score:** \_\_\_\_\_

- Final examination (a truly summative assessment)

**NOTE-PADDING** With a partner, choose a topic and discuss your country's customs. Then write notes about your country on the notepad.

Topic: *showing respect for older people.*  
 Customs: *It's not polite to disagree with an older person.*

Topic: \_\_\_\_\_  
 Customs: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 Are the rules the same for both men and women? How about for young people or older people? Explain.  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**Topics**

- showing respect to older people
- do's and don'ts for gestures
- topics for polite small talk
- invitations
- visiting someone's home
- giving gifts
- offering or refusing food
- touching or not touching
- (your own topic) \_\_\_\_\_

**Text-mining (optional)**  
 Find and underline three words or phrases the Reading that were new to you. Use the in your Discussion.

**DISCUSSION** Tell your classmates about the customs you

- Projects (project phases submitted at various completion points could be formatively assessed)

- Performances

## 2.7 Rubrics

### 2.7.1 Writing rubric

WRITING RUBRIC				
	Needs improvement	Regular	Very good	excellent
content	Many errors; many phrases are not comprehensible; main idea it's not communicated.	Frequent errors than make the writing lose its meaning.	Occasional error; easy to comprehend generally correct.	Contextualizes subject as well: almost error free; attempts to write perfectly.
Use of grammar (present perfect)	Most sentences structures are incorrect.	Use of grammar but it has error in the use of the correct verb tense.	Limited syntax errors; minor errors that do not interference with communication.	No grammatical errors, the writing is clearly understanding.

Punctuation signs and capitalization	Lack of punctuation signs and not capitalization.	Some punctuation and capitalization errors are made.	Few punctuations and capitalization are made.	Correct use of punctuation and capitalization.
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### 2.7.2 Speaking rubric

SPEAKING RUBRIC				
	Needs improvement	Regular	Very good	excellent
<b>Fluency</b>	Speech is frequently hesitant with some sentences left uncompleted; volume very soft.	Speech is relatively smooth; some hesitation and unevenness are caused by rephrasing and searching for words; volume wavers.	Smooth and fluid speech; few hesitations; slight search for words; inaudible word or two.	Smooth and fluid speech; few to no attempts to search for words; volume is excellent.
<b>Pronunciation and accent</b>	Pronunciation is okay; no effort towards a native accent.	Pronunciation is good some effort at accent, but is definitely non-native.	Pronunciation is good ; good effort at accent.	Pronunciation is excellent; good effort at accent.

<b>Vocabulary</b>	Weak language control, basic vocabulary choice with some words clearly lacking.	. adequate language control; vocabulary range is lacking.	Good language control, good range of relatively well-chosen vocabulary.	Excellent control of language features; a wide range of well-chosen vocabulary.
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### 2.7.3 Listening rubric

<b>LISTENING RUBRIC</b>				
	<b>Needs improvement</b>	<b>Regular</b>	<b>Very good</b>	<b>excellent</b>
<b>Comprehension</b>	The students have difficulty understanding or remembering most parts of the text, story, or conversation.	The students understand some parts of a text, story, or conversation and can accurately answer one comprehension questions.	The students understand most parts of the story, text, or conversation and can accurately answer some 2 comprehension questions.	Understand the entire text, story, or conversation and can accurately answer 4 comprehension questions.
<b>Listening for details</b>	Students have difficulty in understanding the recording as a result they are having	At the third time students can listen and understand the general ideas	At the second time students can listen and understand the general ideas and details perfectly	At the first time students can listen and understand the general ideas and details

	problems in solving an activity.	and details perfectly and they can answer activities that involve answering with specific information.	and they can answer activities that involve answering with specific information.	perfectly and they can answer activities that involve answering with specific information.
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#### 2.7.4 Reading rubric

READING RUBRIC				
	Needs improvement	Regular	Very good	excellent
<b>Central idea and textual evidence</b>	The student has not identified the topic or the central idea and has not provided evidence from the text as support.	The students has clearly identified the topic but has not clearly identified the central idea and provided little evidence from the text as support.	The students has clearly identified the central idea and provided some evidence from the text as support.	The students has clearly identified the central idea and provided substantial evidence from the text.

<b>Inferences and valid conclusions</b>	The student draw invalid inferences or conclusions based on personal interpretations with no evidence from text.	The student is able to draw some inferences or conclusions based on evidence from text, but may also use personal interpretation.	The student is able to use evidence from the text to draw inferences or valid conclusions with some accuracy..	The student is able to use evidence from the text to draw inferences or valid conclusions with high level of accuracy.
<b>Comprehension</b>	The student is unable to identify the author's primary purpose and or bias in the text.	The student is able to identify the author's primary purpose with assistance, but is not able to identify bias in the text.	The student is able to accurately identify the author's primary purpose but not be able to identify bias in the text.	The student is able to accurately identify the author's primary purpose and any bias in the text.

### 3 Chapter 3: Experience Report

#### 3.1 Report

The class on interculturality in English language learning is crucial for developing effective communicative competencies in a globalized context. This report examines the relevance of interculturality according to Michael Byram's model and its impact on students' communicative competence, while also proposing improvements to classroom activities.

#### Importance of Interculturality and Byram's Model

Michael Byram (1997) proposes a model of intercultural competence that includes the knowledge, skills, and attitudes necessary to interact effectively with people from different cultures. In the context of learning English, this translates into understanding not only the language but also cultural norms, values, and perspectives that influence communication.

Interculturality promotes empathy, respect, and adaptability—essential skills for effective communication in multicultural settings.

### **Impact on Communicative Competence**

Communicative competence extends beyond linguistic proficiency. It includes the ability to interpret cultural messages, adapt discourse according to cultural context, and effectively resolve intercultural misunderstandings. Integrating interculturality into English language learning enriches the educational experience by allowing students to communicate more authentically and comprehensively, thereby enhancing their ability to interact with both native and non-native speakers of English.

### **Reflection on the Online Class**

Teaching a diverse group of working women and homemakers presents both opportunities and challenges. The class, held during evening hours when students are often fatigued, necessitates dynamic and engaging activities to maintain their attention and energy levels. Reflecting on the activities used:

1. **Role-plays and Simulations:** Drawing on theories by Hymes (1972) and Byram (1997), role-plays proved effective in applying linguistic and cultural knowledge in practical scenarios. They enabled students to navigate cultural differences and use appropriate language forms, enhancing both communicative and intercultural competence.
2. **Cultural Discussions and Debates:** These activities facilitated meaningful language use and interaction, allowing students to express diverse viewpoints and practice English in authentic contexts. Discussions on cultural stereotypes and global issues were particularly enriching for promoting intercultural understanding.
3. **Project-Based Learning:** Collaborative projects encouraged communication and problem-solving in English, deepening students' understanding of cultural nuances through research and presentations on global festivals. This approach fostered engagement and applied learning.
4. **Use of Authentic Materials:** Incorporating authentic materials such as podcasts and news articles provided relevant cultural context, supporting students' development of both language skills and intercultural competence. Analyzing real-world content enhanced their ability to comprehend and discuss cultural integration challenges.
5. **Intercultural Exchange Projects:** Pairing students with language partners from diverse backgrounds for bi-weekly conversations offered authentic opportunities to practice English and broaden intercultural awareness. These exchanges were instrumental in developing students' communication skills across cultures.

Overall, these activities were designed not only to enhance English proficiency but also to cultivate intercultural competence essential for professional and personal growth. Moving forward, I aim to continue refining these approaches to better meet the evolving needs of my students, ensuring they derive maximum benefit from each session.

## Areas for Improvement

**Technical Issues:** Initial problems with screen sharing caused confusion, highlighting the importance of using visual materials in online environments.

**Student Fatigue:** The late hour affected the students' engagement. Dynamic and varied activities are needed to maintain their attention.

**Variety of Visual Resources:** Clearer and more varied visual materials, such as infographics and dynamic videos, could improve understanding.

**Interactive Technologies:** Incorporating interactive applications, online language games, and multimedia resources could make classes more engaging and stimulating.

**Personalized Feedback:** Introducing individual feedback sessions to address specific student needs and progress would ensure better guidance for improving linguistic and intercultural skills.

## Suggested Improvements

For future classes, integrating more technology and interactive activities is crucial. Given that students take the class when they are tired, activities need to be both educational and engaging. Using technological tools like interactive applications, online language games, and multimedia resources can enhance engagement. For example, incorporating language learning apps with gamified exercises or virtual reality scenarios for role-plays could improve learning outcomes.

Ensuring that all visual materials and necessary resources are prepared and shared before the class can prevent confusion and enhance the learning experience. Additionally, incorporating short, varied activities such as quick polls, interactive quizzes, and breakout room discussions can help maintain students' attention and energy levels throughout the class.

Incorporating the above reflections, I am committed to improving future online classes by incorporating more dynamic activities and effectively using interactive technologies. By continuing to align my activities with Byram's intercultural model and the communicative language teaching method, I will work to develop both the linguistic competence and intercultural sensitivity of my students, preparing them to communicate effectively in a globalized world.

The class on interculturality in English language learning, based on Byram's model, is essential for preparing students for an increasingly globalized world. Improving activities through a more interactive and reflective approach can further strengthen students' intercultural and communicative skills, better equipping them to face challenges and opportunities in international contexts.

### **3.2 Conclusion**

In conclusion, this project represents a significant advancement in my practice as an English language teacher, integrating robust theoretical frameworks such as Byram's intercultural competence model and Dell Hymes' communicative competence theory. Byram's model emphasizes the development of intercultural understanding and effective interaction across languages Byram, (1997), while Hymes' theory highlights the importance of using language appropriately in diverse social contexts Hymes, (1972).

Through the successful implementation of these theories, the classes were conducted with great success, enhancing students' linguistic proficiency in English and cultivating their intercultural competencies. By creating an environment where students could explore cultural differences, develop empathy for diverse perspectives, and acquire practical cross-cultural communication skills, the project effectively prepared them for personal and professional success.




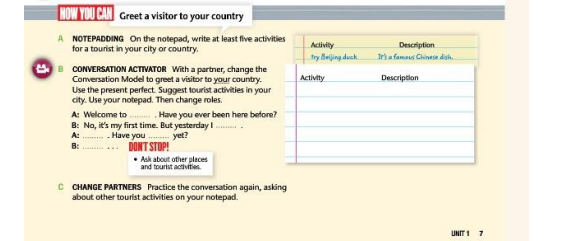
Moreover, this approach not only strengthened language skills but also fostered a deeper appreciation for cultural diversity, essential for effective communication and integration in multicultural settings. By equipping students with these adaptable competencies, the project has significantly contributed to their academic growth and readiness to navigate today's interconnected world.

In summary, integrating Byram's intercultural competence model and Dell Hymes' communicative competence theory into my teaching practice has empowered students to become proficient communicators and culturally competent individuals. This approach ensures they are well-prepared to face the challenges and opportunities of our increasingly globalized world.


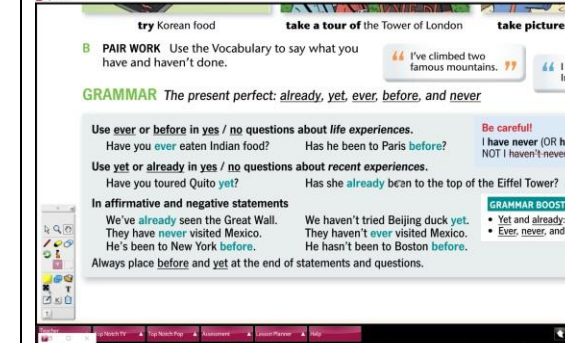
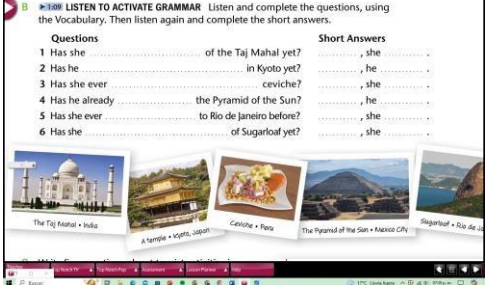

### 3.3 Appendices

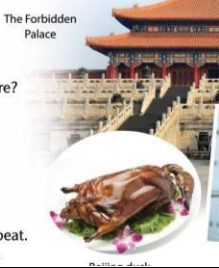
<div data-bbox="263 262 673 861"> <div> <div>UNIT 1</div> <div>Getting Acquainted</div> </div> <div> <div>COMMUNICATION GOALS</div> <div>           1 Get acquainted with someone.            2 Greet a visitor to your country.            3 Discuss gestures and customs.            4 Describe an interesting experience.         </div> </div> <div>PREVIEW</div> <div> <div>CUSTOMS AROUND THE WORLD</div> <div> <div>Greetings</div> <div>People greet each other differently around the world.</div> <div> <div>           Some people bow.            Some people kiss once.            Some shake hands.            And some hug.         </div> </div> </div> <div> <div>Exchanging Business Cards</div> <div>People have different customs for exchanging business cards around the world.</div> <div> <div>           Some customs are very formal. People always use two hands and look at the card carefully.            Other customs are informal. People accept a card with one hand and quickly put it in a pocket.         </div> </div> </div> <div> <div>Getting Acquainted</div> <div>What about small talk—the topics people talk about when they don't know each other well?</div> <div> <div>           In some places, it's not polite to ask people about how much money they make or how old they are. But in other places, people think those topics are appropriate.         </div> </div> </div> <div> <div>A PAIR WORK</div> <div>In your opinion, is there a right way and a wrong way to greet people? Explain.</div> </div> <div> <div>B DISCUSSION</div> <div>In your country, are there any topics people should avoid during small talk? What about the topics below?</div> <div> <ul style="list-style-type: none"> <li>the weather</li> <li>someone's job</li> <li>someone's religion</li> <li>someone's family</li> <li>someone's home</li> <li>other</li> </ul> </div> </div> <div>UNIT 1</div> </div> </div>	<div data-bbox="857 262 1393 861"> <div> <div>GREETINGS</div> <div> </div> </div> </div>
<div data-bbox="263 877 673 1507"> <div> <div>UNIT 1</div> <div>Getting Acquainted</div> </div> <div> <div>COMMUNICATION GOALS</div> <div>           1 Get acquainted with someone.            2 Greet a visitor to your country.            3 Discuss gestures and customs.            4 Describe an interesting experience.         </div> </div> <div>PREVIEW</div> <div> <div>CUSTOMS AROUND THE WORLD</div> <div> <div>Greetings</div> <div>People greet each other differently around the world.</div> <div> <div>           Some people bow.            Some people kiss once.            Some shake hands.            And some hug.         </div> </div> </div> <div> <div>Exchanging Business Cards</div> <div>People have different customs for exchanging business cards around the world.</div> <div> <div>           Some customs are very formal. People always use two hands and look at the card carefully.            Other customs are informal. People accept a card with one hand and quickly put it in a pocket.         </div> </div> </div> <div> <div>Getting Acquainted</div> <div>What about small talk—the topics people talk about when they don't know each other well?</div> <div> <div>           In some places, it's not polite to ask people about how much money they make or how old they are. But in other places, people think those topics are appropriate.         </div> </div> </div> <div> <div>A PAIR WORK</div> <div>In your opinion, is there a right way and a wrong way to greet people? Explain.</div> </div> <div> <div>B DISCUSSION</div> <div>In your country, are there any topics people should avoid during small talk? What about the topics below?</div> <div> <ul style="list-style-type: none"> <li>the weather</li> <li>someone's job</li> <li>someone's religion</li> <li>someone's family</li> <li>someone's home</li> <li>other</li> </ul> </div> </div> <div>UNIT 1</div> </div> </div>	<div data-bbox="857 877 1393 1507"> <div> <div>PHOTO STORY</div> <div>Read and listen to two people meeting in a hotel lobby.</div> <div> </div> </div> <div> <div>LEARN FOR TODAY'S WORLD</div> <div>Imagined English spoken from different language backgrounds. Leon = Spanish speaker. Taka = Japanese speaker.</div> </div> <div> <div>Leon: You look familiar. Haven't we met somewhere before?</div> <div>Taka: I don't think so. I'm not from around here.</div> <div>Leon: I haven't seen you from Japan? I'm sure we met at the IT conference last week.</div> <div>Taka: Of course! You're from Mexico, right?</div> <div>Leon: That's right. I'm sorry. I've forgotten your name.</div> <div>Taka: Kamuro Takashi. But you can call me Taka.</div> <div>Leon: Hi, Taka. Leon Prieto. Please call me Leon. So, what have you been up to since the conference?</div> <div>Taka: Not much. Actually, I'm on my way to the airport now. I'm flying back home.</div> <div>Leon: Hey, we should keep in touch. Here's my card. The conference is in Acapulco next year and could show you around.</div> <div>Taka: That would be great. I hear Acapulco's beautiful.</div> <div>Leon: It was nice to see you again, Taka.</div> <div>Taka: You, too.</div> </div> <div> <div>FOCUS ON LANGUAGE</div> <div>Find the underlined expression in the Photo Story that matches each explanation.</div> <div>           1 You say this when you want to offer to introduce someone to a new place.            2 You say this to suggest that someone call or e-mail you in the future.            3 You say this when you're not sure if you know someone, but you think you might.            4 You say this when you want to ask about someone's recent activities.         </div> </div> <div> <div>THINK AND EXPLAIN</div> <div>Answer the questions, according to the Photo Story. Explain your answers.</div> <div>           1 Why does Leon begin speaking with Taka?            2 Has Taka been busy since the conference?            3 Why does Leon give Taka his business card?            4 What does Leon offer to do at the next conference?         </div> </div> <div> <div>SPEAKING</div> <div>PAIR WORK</div> <div>With a partner, discuss and write advice for visitors about how to behave in your country. Then share your advice with the class.</div> <div> <div>Questions like how old are you? and how much money do you make? aren't polite. You shouldn't ask them.</div> <div>Don't exchange business cards with one hand! Always use two hands.</div> </div> </div> <div>UNIT 1 3</div> </div>
<div data-bbox="263 1524 673 1814"> <div> <div>Activity 2 negotiating meaning.</div> </div> </div>	<div data-bbox="857 1524 1393 1814"> <div> <div>Activity 3 reading and listening a photo story.</div> </div> </div>
<div data-bbox="263 1820 673 1822"> <div> <div>Activity 4 writing. To use cohesive and cohesion in their performance.</div> </div> </div>	

## Session 2

	
<p><b>Activity 1</b></p>	<p><b>Activity 1</b> To introduce the present perfect grammar.</p>
	
<p><b>Activity 3</b> conversation model.</p>	<p><b>Activity 4</b> perform a role play using the conversation model.</p>

## Session 3

	
<p><b>Activity 1</b> presenting vocabulary</p>	<p><b>Activity 2</b> Present grammar</p>
	
<p><b>Activity 3</b> listening to activate grammar</p>	<p><b>Activity 4</b> writing, write sentences about activities in your country using present perfect.</p>

<p><b>CONVERSATION MODEL</b></p> <p><b>A</b> ▶1:06 Read and listen to someone greeting a visitor.</p> <p><b>A:</b> Welcome to Beijing. Have you ever been here before?</p> <p><b>B:</b> No, it's my first time. But yesterday I went to the Forbidden Palace. It was fantastic!</p> <p><b>A:</b> That's great. Have you tried Beijing duck yet?</p> <p><b>B:</b> Beijing duck? No, I haven't. What's that?</p> <p><b>A:</b> It's a famous Chinese dish. I think you'll like it.</p> <p><b>B</b> ▶1:07 <b>RHYTHM AND INTONATION</b> Listen again and repeat. Then practice the Conversation Model with a partner.</p>	
<p>Activity 5 presente a role play</p>	

## Session 4

LESSON 3 **GOAL** Discuss gestures and customs

**BEFORE YOU READ**

▶1:08 **VOCABULARY** • The hand Read and listen. Then listen again and repeat.

1 thumb	5 pinkie
2 index finger	6 palm
3 middle finger	7 fist
4 ring finger	

**READING** ▶1:09

**We talked to June Galloway about her book, Get off on the Right Foot: Don't Let the Wrong Gesture Ruin Your Day.**

**English is the world's international language.**

**But in your book, you've focused on non-verbal communication. Why is that so important?**

Well, gestures and other body language can have different meanings in different places. Something that you think is friendly or polite could come across as very rude in another culture. I've described many of these customs and cultural differences so my readers don't get off on the wrong foot when they meet people from places where the culture differs from their own.

**Can greeting someone in the wrong way really lead to misunderstanding?**

In some cases, yes. The firm handshake a North American expects may seem quite aggressive in other places. And a light handshake—which is normal in some countries—may seem unfriendly to a North American.

**In what ways can hand gestures lead to misunderstanding?**

Well, as an example, we assume all people indicate the numbers one to ten with their fingers the same way. But in fact, they don't. While North Americans usually use an index finger for

"one," most Europeans use a thumb. North Americans extend all ten fingers for "ten." However, Chinese indicate the numbers one to ten all on one hand. For example, an extended thumb and pinkie means "ten" and a fist means "ten." Imagine how confusing this can be when you're trying to communicate quantities and prices with your hand!

**What other gestures can cause confusion?**

Take the gesture for "come here." For example, in North America, people gesture with the palm up. Well, in southern Europe, that gesture means "good-bye." And in many Asian countries, the palm-up gesture is considered rude. Instead, people there gesture with the palm down.

**I've heard that, in Japan, pointing with the index finger is not polite. Is that right?**

Yes, Japanese prefer to point with the palm open and facing up.

**Surely there must be some gestures used everywhere, right? What about the thumbs-up sign for "great"?**

Sorry. That's extremely rude in Australia and the Middle East. This is why it's so important to be aware of these cultural differences.

**What gesture do you use . . .**

... for the number six?

... for "Come here": palm up or down?

... for pointing? Do you use your index finger or an open palm?

**A IDENTIFY SUPPORTING DETAILS** Check the statements that are true, according to the article. Write *X* next to the statements that are not true. Explain your answers.

- ☐ 1 In most of Europe, a thumb and an index finger mean "two."
- ☐ 2 In North America, a thumb and a pinkie mean "two."
- ☐ 3 Japanese point at pictures with an open palm facing up.
- ☐ 4 To be friendly, North Americans greet others with a light handshake.
- ☐ 5 Everyone uses the thumbs-up sign for "that's good."

True. Galloway says most Europeans begin with the thumb. So the index finger is the next finger after that.


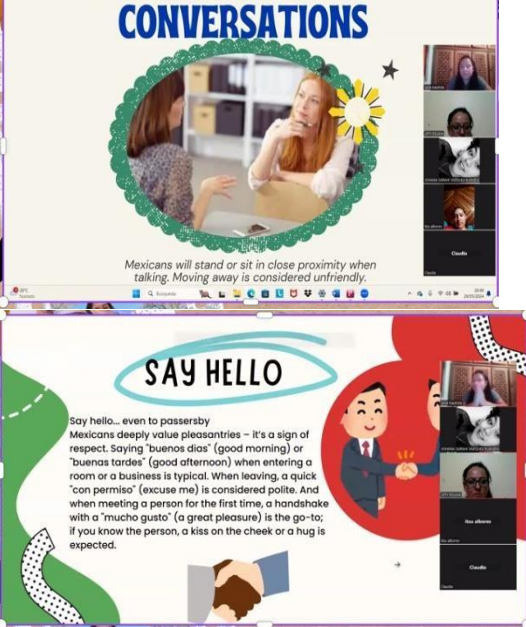

**B RELATE TO PERSONAL EXPERIENCE** Discuss the questions.

Have you ever been surprised by someone's gestures or body language on TV, in the movies, or in real life? What did you see? What do you think the action meant? Why were you surprised?

**NOW YOU CAN** Discuss gestures and customs

**A PAIR WORK** Read the travel tips about gestures and customs around the world. Compare your own

8 UNIT 1

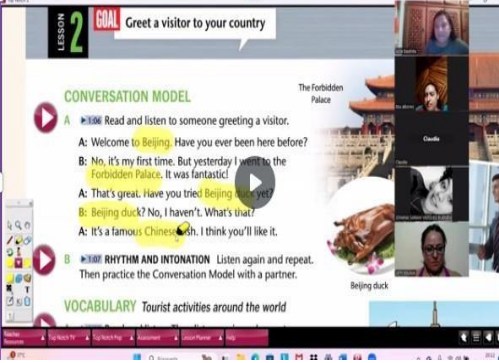
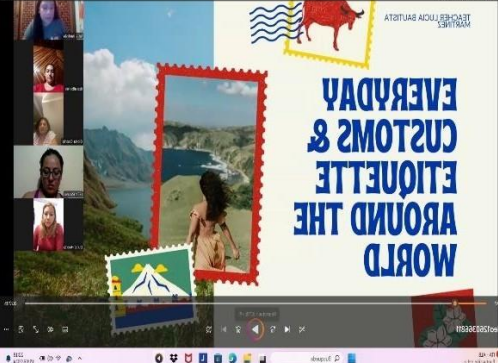

	
<p>Activity 3 disussion about the importance of nonverbal language to communicate meaning.</p>	<p>Activity 4 practice writing and present their products.</p>
	

## Video link



## Assessment tools

## Formative assessment

	
<ul style="list-style-type: none"> <li>• Observations during in-class activities; of student's non-verbal feedback during lecture.</li> </ul>	<ul style="list-style-type: none"> <li>• Question and answer sessions, both formal—planned and informal—spontaneous</li> </ul>
	
<ul style="list-style-type: none"> <li>• In-class activities where students informally present their results.</li> </ul>	<ul style="list-style-type: none"> <li>• Student feedback collected by periodically answering specific question about the instruction and their self-evaluation of performance and progress</li> </ul>

Summative assessment

## Unit 1

### Oral Progress Assessment Chart

Name: \_\_\_\_\_

Does the student correctly use grammar from the unit?	1	2	3	4	5
Does the student use appropriate vocabulary from the unit?	1	2	3	4	5
Overall, is it easy to understand the student?	1	2	3	4	5
Does the student express himself or herself fluently?	1	2	3	4	5

**Total Score:**

- Final examination (a truly summative assessment)

**NOTEADDING** With a partner, choose a topic and discuss your country's customs. Then write notes about your country on the notepad.

Topic: *showing respect for older people.*

Customs: *It's not polite to disagree with an older person.*

Topic: \_\_\_\_\_

Customs: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Are the rules the same for both men and women? How about for young people or older people? Explain.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Topics**

- showing respect to older people
- do's and don'ts for gestures
- topics for polite small talk
- invitations
- visiting someone's home
- giving gifts
- offering or refusing food
- touching or not touching
- (your own topic) \_\_\_\_\_

**Text-mining (optional)**  
Find and underline three words or phrases the Reading that were new to you. Use the in your Discussion.

**DISCUSSION** Tell your classmates about the customs you

- Projects (project phases submitted at various completion points could be formatively assessed)

- Performances

## Rubrics

### Writhing rubric

WRITING RUBRIC				
	Needs improvement	Regular	Very good	excellent
content	Many errors; many phrases are not comprehensible; main idea it's not communicated.	Frequent errors than make the writing lose its meaning.	Occasional error; easy to comprehend generally correct.	Contextualizes subject as well: almost error free; attempts to write perfectly.
Use of grammar (present perfect)	Most sentences structures are incorrect.	Use of grammar but it has error in the use of the correct verb tense.	Limited syntax errors; minor errors that do not interference with communication.	No grammatical errors, the writing is clearly understanding.

Punctuation signs and capitalization	Lack of punctuation signs and not capitalization.	Some punctuation and capitalization errors are made.	Few punctuations and capitalization are made.	Correct use of punctuation and capitalization.
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### Speaking rubric

SPEAKING RUBRIC				
	<b>Needs improvement</b>	<b>Regular</b>	<b>Very good</b>	<b>excellent</b>
<b>Fluency</b>	Speech is frequently hesitant with some sentences left uncompleted; volume very soft.	Speech is relatively smooth; some hesitation and unevenness are caused by rephrasing and searching for words; volume wavers.	Smooth and fluid speech; few hesitations; slight search for words; inaudible word or two.	Smooth and fluid speech; few to no attempts to search for words; volume is excellent.
<b>Pronunciation and accent</b>	Pronunciation is okay; no effort towards a native accent.	Pronunciation is good some effort at accent, but is definitely non-native.	Pronunciation is good ; good effort at accent.	Pronunciation is excellent; good effort at accent.

<b>Vocabulary</b>	Weak language control, basic vocabulary choice with some words clearly lacking.	. adequate language control; vocabulary range is lacking.	Good language control, good range of relatively well-chosen vocabulary.	Excellent control of language features; a wide range of well-chosen vocabulary.
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### Listening rubric

<b>LISTENING RUBRIC</b>				
	<b>Needs improvement</b>	<b>Regular</b>	<b>Very good</b>	<b>excellent</b>
<b>Comprehension</b>	The students have difficulty understanding or remembering most parts of the text, story, or conversation.	The students understand some parts of a text, story, or conversation and can accurately answer one comprehension questions.	The students understand most parts of the story, text, or conversation and can accurately answer some 2 comprehension questions.	Understand the entire text, story, or conversation and can accurately answer 4 comprehension questions.
<b>Listening for details</b>	Students have difficulty in understanding the recording as a result they are having	At the third time students can listen and understand the general ideas	At the second time students can listen and understand the general ideas and details perfectly	At the first time students can listen and understand the general ideas and details

	problems in solving an activity.	and details perfectly and they can answer activities that involve answering with specific information.	and they can answer activities that involve answering with specific information.	perfectly and they can answer activities that involve answering with specific information.
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### Reading rubric

READING RUBRIC				
	Needs improvement	Regular	Very good	excellent
<b>Central idea and textual evidence</b>	The student has not identified the topic or the central idea and has not provided evidence from the text as support.	The students has clearly identified the topic but has not clearly identified the central idea and provided little evidence from the text as support.	The students has clearly identified the central idea and provided some evidence from the text as support.	The students has clearly identified the central idea and provided substantial evidence from the text.

<b>Inferences and valid conclusions</b>	The student draw invalid inferences or conclusions based on personal interpretations with no evidence from text.	The student is able to draw some inferences or conclusions based on evidence from text, but may also use personal interpretation.	The student is able to use evidence from the text to draw inferences or valid conclusions with some accuracy..	The student is able to use evidence from the text to draw inferences or valid conclusions with high level of accuracy.
<b>Comprehension</b>	The student is unable to identify the author's primary purpose and or bias in the text.	The student is able to identify the author's primary purpose with assistance, but is not able to identify bias in the text.	The student is able to accurately identify the author's primary purpose but not be able to identify bias in the text.	The student is able to accurately identify the author's primary purpose and any bias in the text.



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