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Intercultural Class: A Guide for Reflection

TRABAJO RECEPCIONAL

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

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EDUCACIÓN
SECRETARÍA DE EDUCACIÓN PÚBLICA



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ESPECIALIZACIÓN EN LA ENSEÑANZA
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UNIVERSIDAD PEDAGÓGICA NACIONAL

AJUSCO

FINAL PROJECT:

Intercultural Class: A Guide for Reflection



Specialization in English Language Teaching as a
Foreign Language

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PARA LA OBTENCIÓN DE GRADO ACADÉMICO ANTE LA UNIVERSIDAD PEDAGÓGICA NACIONAL**

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Introduction

The final project aims to consolidate the knowledge acquired during the specialization and reflect on the importance of prioritizing students at the center of their learning process. I propose a student-centered approach to learning, supported by educational theorists and scholars such as John Dewey, who emphasized the prioritization of learner's needs, interests, and experiences, as well as active engagement, inquiry, and problem-solving in education. Vygotsky, another influential theorist, contributed to the development of constructivist approaches to learning through the socio-cultural theory. This theory emphasizes the role of social interactions and cultural context in cognitive development and advocates for a student-centered approach that emphasizes collaborative learning, scaffolding, and guided participation to support students' cognitive growth. Bruner's work also stresses the value of placing students at the center of the learning process, encouraging them to construct meaning through interaction with content and peers. Additionally, authors such as Piaget and Carl Rogers are referenced in this pedagogical academic essay.

This approach aims to enhance teaching practice by strengthening teaching philosophy and highlighting its development throughout this specialization. To achieve this, it is crucial to identify the most effective methods and language theories suitable for the classroom and to empower teachers to achieve their objectives.

Another essential aspect under scrutiny in this specialization is the lesson plan, which includes elements such as planning activities that cater to different learning styles and ensuring that each activity has a specific purpose. Assessments play a vital role in measuring student performance, but it is important to understand the distinction between assessment and testing. Assessment is a comprehensive process of gathering information about a person's knowledge, abilities, and traits, while testing is a specific activity within the assessment process that involves evaluating an individual's expertise in a particular field using standardized measures or procedures. We are currently developing rubrics to apply these parameters to day-to-day classroom activities.

Chapter 1: Philosophy and Theory

1.1 Teaching context, identity, and philosophy

1.2 Theory underlying your teaching practice and identity

From a young age, I possessed a deep yearning to assist and support those around me, which ultimately inspired me to pursue a career in education. Beginning in the realm of special education, I eventually transitioned to teaching a foreign language. These endeavors have proven to be immensely fulfilling, driving me to continue advancing and expanding my skills within my chosen profession.

My teaching philosophy is centered around catering to my students' interests, by providing them with real-life experiences where they can use the language naturally and confidently in a safe and encouraging environment that motivates them to take risks. I believe in creating a classroom culture where all students feel valued and can showcase their unique abilities and strengths to achieve their objectives. To achieve this, I work closely with a team of specialists to incorporate various techniques that promote emotional well-being among students.

As a teacher, I believe in constantly improving oneself to provide innovative and effective teaching methods that benefit students. To ensure dynamic learning, I make sure activities are enjoyable and include plenty of team-based tasks. Since human beings are social creatures, it is necessary to practice working in teams to develop in my students crucial life skills such as active listening, leadership, and critical thinking.

My teaching philosophy emphasizes empathy and respect, which can improve student confidence and team communication skills.

As an educator, I understand the importance of continuously evaluating my performance. That's why I actively seek feedback from my students, colleagues, and parents. Each time I receive input, I use it as an opportunity for self-reflection. This approach motivates me to maintain effective teaching strategies while also allowing me to make necessary adjustments as needed.

As an educator, I strive to provide equal access to academic content for all my students while catering to their learning requirements. I make necessary modifications to support those who may find the language challenging or need extensive adjustments in their learning approach. My classroom's primary objective is to foster effective communication in the language while considering each student's unique abilities and strengths.

Main Teaching Goals

As a part of our new educational system, we have adopted the PBL (Project-Based Learning) approach. This approach focuses on developing students' competencies and skills, enabling them to solve problems and interact with one another. PBL is rooted in constructivism and has evolved from the works of Vygotsky and Jerome Bruner.

By adopting this approach, teachers can cover various subjects, including vocabulary, grammar, reading comprehension, and writing. At the end of the process, teachers can collect all the information and create instructions for producing a tangible output that is visible but also measurable and evaluable.

The inquiry process entails an in-depth exploration, during which students employ a range of reading subskills, including skimming, scanning, extensive reading, and intensive reading. The successful execution of this task will necessitate a collaborative effort among the participants.

During the project, listening exercises will be crucial to developing a well-rounded approach that reinforces English language skills and enhances all abilities necessary for effective communication. This will also generate curiosity and interest in the exciting themes covered in the unit.

Language theories used in my English Teaching practice

When teaching a classroom with diverse learning styles, personalities, and abilities, I incorporate a variety of approaches to fulfill students' needs.

One of the most practical theories I agree with is Stephen Krashen's theory:

The Acquisition-learning Hypothesis

Language acquisition happens when individuals communicate informally in a natural way and comprehend the language being used. It is important for the teacher to consistently use the English language, even outside of classes. On the other hand, language learning is a conscious process that occurs when the teacher formally explains and teaches the language.

The acquisition of language follows a predictable order (See Appendix B). Some structures are learned before others due to complexity. This is why we work carefully with the topics selecting them according to students' abilities.

According to the Affective Filter theory proposed by Krashen (1985), even if the input is comprehensible, it may not be sufficient for language learning if students have

certain emotional or affective factors that can act as mental blocks. These factors, such as motivation, self-confidence, or anxiety, can directly affect the learning process and hinder language acquisition.

For this reason, we work closely with a team of pedagogists and psychologists who provide teachers with specific strategies to help students achieve their academic goals.

I find Vygotsky's sociocultural approach to be crucial in my daily routine. According to this approach, language plays a vital role in cognitive development and social interaction. This is especially important for me as my students often work in teams, which helps them improve their social skills such as listening, following directions, respecting turns, and sharing. Vygotsky believed that language and culture are integral to human intellectual growth and they shape our perception of the world.

In my weekly lesson plans, I utilize the approach of differentiated instruction. This acknowledges the fact that all students are different, not only in their learning styles but also in their predominant abilities and personalities. As a result, learning is a dynamic process that requires flexibility and adaptation to cater to the diverse needs of students.

Inclusive Special Education

Two students in my group need additional educational support. One student has an intellectual disability, while the other has a degenerative condition that limits his mobility, requiring the use of a wheelchair to move around the school. To provide these children with an inclusive education, we need to adapt not only the school facilities but also the curriculum. Every child, including those with SEND (Special Educational Needs), deserves an education that values their differences and diversity, while also showing consideration of human rights, social justice, and equity issues.

Teachers must receive education on teaching students with Special Educational Needs and Disabilities (SEND), as language learning should not be limited to a certain group of people. Anyone can learn a second language, but proper instruction with appropriate pedagogical materials is necessary for effective learning.

First Language Acquisition and Second Language Learning

Learning a language has always been a significant topic of discussion, particularly when trying to identify the elements that facilitate this process. It is closely related to the context in which a child grows up and their interaction with the people around them. Since young children naturally desire to communicate, they start by using different sounds that eventually become words and sentences. As children grow and

become more socially engaged, they have more significant opportunities to practice using language to communicate with their peers. This also allows them to learn what is considered appropriate to say as they learn about the relevant social norms in different environments such as school.

When discussing first language acquisition, one must consider two crucial aspects: competence and performance. Competence refers to the non-observable ability to perform a task, while performance is the observable manifestation of competence. Regarding language acquisition, competence refers to knowledge of the language system, including its rules, grammatical structures, and vocabulary. Conversely, performance is the actual production of speech and writing.

Considering this information, we can conclude that acquiring the first language is a natural, subconscious process during which children do not yet possess the performance of the language. Children are initially unaware of the grammatical structures of the language. Still, as they are exposed to it and become skilled imitators, they gradually understand how to express themselves.

Language learning, on the other hand, happens as a result of formal and direct instruction. To understand the new language, determination, and purpose are required. Schooling is the best way to accomplish this process. Within this process, reading and writing skills are developed; these skills come naturally and are not intuitive, so formal instruction is imperative. When students feel motivated to learn the language, it becomes a less difficult task since they have already developed their L1, which is a language of reference.

Relating these concepts to my teaching practice, I can say that students are exposed to the language all the time, which means that they are in an immersive program where the teacher uses English as a means of communication, giving them instructions and talking with them about daily basis situations; however, students are guided into the grammatical rules and the correct teaching of phonology, multiple meaning and other aspects that conform the learning of a second language. I am also very concerned about motivation because of its impact on learning. Additionally, I am aware of my students' emotions and moods, which has helped me to modify activities and adapt them to meet my students' needs.

Since learning about the differences between acquisition and learning, I have become more conscious of how I teach. Before, I used to take things for granted and was not attentive to the knowledge students internalized due to language exposure. On the other hand, I found it challenging to teach abstract concepts, which could have been taught more easily using different techniques or in a more relaxed way.

In other words, understanding the difference between acquiring L1 and learning L2 reveals that communication requires developing new habits, replacing old ones, and understanding new rules.

Stephen Krashen's Hypothesis

When discussing second language acquisition theorists, many have made incredible contributions; however, we will focus on Stephen Krashen's hypothesis.

An SLA theory is a set of claims about how people become proficient in a second language. Krashen's Monitor Model is one such theory, consisting of five hypotheses (Brown, 2000, p.274).

Krashen's "Monitoring" hypothesis is related to the learning process rather than the acquisition process. To achieve this, it is necessary to have "someone" monitoring the learner's use of grammatical structures, focusing on the form, knowledge of the rules, and time. It is not necessary to have a teacher next to the student; the student himself can be his/her monitor once he/she has internalized the knowledge. By doing so, the student can modify and rectify any possible mistakes while using the language.

In my daily teaching practice, I often see students correcting themselves immediately after realizing they have made a mistake while speaking. This exercise of self-reflection is similar to the hypothesis. Additionally, when students give each other feedback, they demonstrate responsibility and self-awareness of their own knowledge. It is clear that feedback implies a certain level of accountability for the student's own learning.

According to Krashen's Natural Order Hypothesis, students learn morphemes in a particular order, and this order is related to their internalized knowledge of morphemes. To learn more structured language, such as grammatical instructions or complex topics, students need to have a concrete knowledge of morphemes. Even if teachers plan sophisticated and engaging activities, students may struggle to remember or use them correctly because these expected structures are not yet part of their concrete knowledge. Therefore, it may be challenging for them to recall or apply these structures in different contexts.

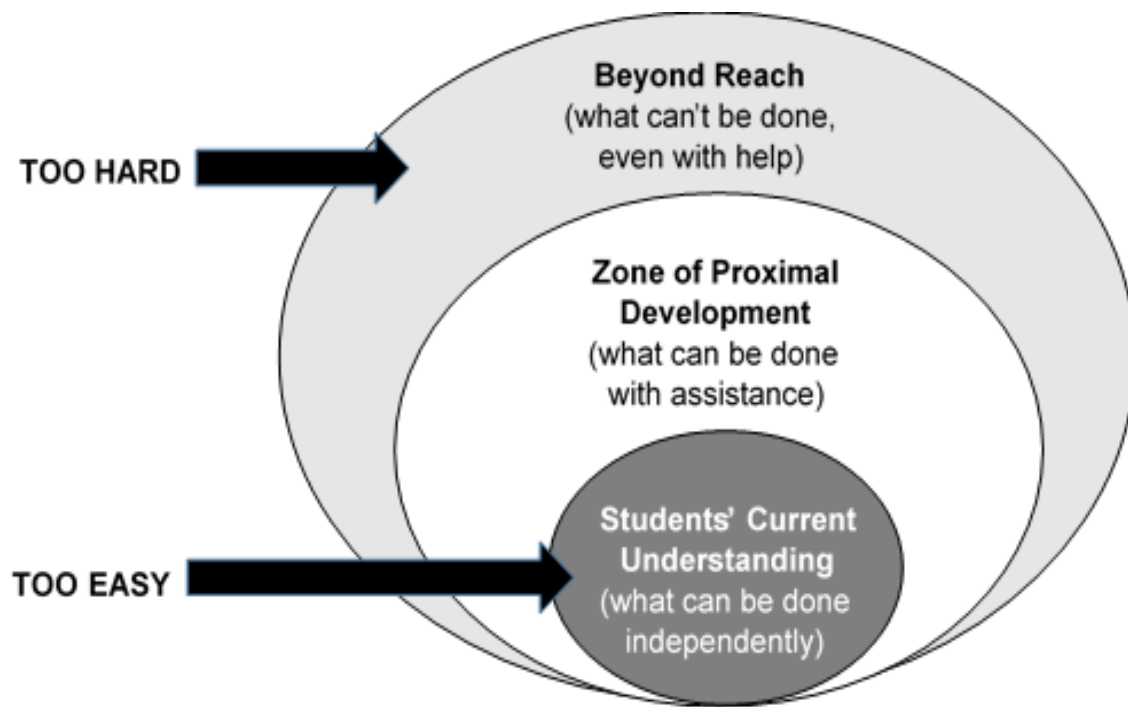
This is especially true for topics such as past tenses, the "s" use in the present simple for a third person, and many other complex issues. Often, teachers attribute these struggles to a lack of attention, interest, or simply a deficiency of memory or practice. However, it's essential to realize that this is a normal process in students' development and growth, per the principles of the natural order hypothesis.

For language acquisition to occur, the input must be comprehensible, engaging, and meaningful, as Krashen stated. The input level and structure should be just above the student's current level of competence, ensuring that it is challenging enough to promote continuous learning but not too difficult to cause frustration. Having read about the input hypothesis, I can modify my style accordingly, including my speech, pace, and a wide range of vocabulary suitable for my teaching grade. I believe that these changes can be beneficial for students in providing them with opportunities to learn and feel confident in using the language during their everyday classes. Furthermore, using various visual aids is crucial in promoting vivid input. This means that I use multiple materials that result in a great source of meaningful exposure.

Language acquisition is influenced by various factors, with the affective filter being an essential one. The term refers to the learning environment conducive to language acquisition when low anxiety and defensiveness among learners, i.e., when the "affective filter" is low. According to Krashen, other factors that affect language learning include motivation, attitude, and confidence. As an English teacher, I am well aware of the impact of these factors on the learning process. My experience has shown me that learners are more confident and willing to practice the language when they are not anxious or stressed. On the other hand, if there is no rapport between the teacher and the learners, the learning process becomes complicated. Motivation is also essential, and teachers need to work on it daily to create a safe environment for communication.

Vygotsky's theory of the zone of proximal development (ZPD)

Vygotsky's theory suggests that a student's potential cognitive abilities are higher than their current abilities and the gap between these two is known as the zone of proximal development. He further explains that students can achieve their learning goals by collaborating with more skilled peers or teachers to solve complex problems. Vygotsky emphasizes that a student cannot achieve the same level of learning alone. As the student moves through the zone of proximal development, they progress beyond their current level of development and towards their learning goal.



The diagram presented here illustrates three different zones of student understanding. The first zone is the current understanding, which refers to the knowledge that students have internalized and can perform independently without any assistance or guidance. They are experts in handling this knowledge.

The second zone is the Zone of Proximal Development, which relates to the tasks that students cannot do by themselves and require assistance to complete. In this zone, teachers have to implement various strategies such as scaffolding to provide the appropriate assistance. The goal is to help students achieve their objectives.

The third zone is the beyond-reach zone, which refers to the knowledge that students cannot acquire even with assistance. This is because it requires maturity and other cognitive processes that cannot be pushed or forced.

The Zone of Proximal Development (ZPD) is a concept that highlights the significant role of teachers in helping students acquire new knowledge beyond their current cognitive abilities. To achieve this, teachers must be equipped with the tools to

recognize and monitor cognitive processes such as attention, perception, thought, memory, and language. By doing so, they can identify individual students' needs and provide customized learning experiences to help them achieve their goals.

Reflecting on our teaching practice is vital to ensure classes are planned with valuable and meaningful materials that boost students' interest. Facilitating concrete and productive interaction among students is equally important. When students provide outstanding output, teachers need to provide empathetic feedback that allows them to reflect on their product and internalize new knowledge. This helps them become more self-sufficient and sets new challenges in the learning cycle.

Essential concepts in SLA: Input, intake, interaction, and output

In my teaching experience, I have always considered my students' different learning styles, ages, maturity, and abilities. However, I have realized the need to focus more on identifying the Zone of Proximal Development (ZPD) to help my students achieve their goals. I am always mindful of students' input and compensate for a lack of second language knowledge with visual materials. I ensure students are in touch with the language by providing concrete and comprehensible input, spoken or visual. I also promote interaction between students, which helps them feel motivated and confident in handling a wide range of vocabulary.

"Acquisition requires meaningful interaction in the target language - natural communication - in which speakers are concerned not with the form of their utterances but with the messages they are conveying and understanding." Stephen Krashen

Learning motivation

Motivation plays a crucial role in second language acquisition, and various theories have attempted to explain its impact on language learning. There are three main perspectives on this topic:

- a) From a behavioral perspective, motivation is related to the reward that can be given to a student upon accomplishing a task (Keller, 1983: 389).
- b) In cognitive terms, motivation refers to the choices people make regarding the experiences and goals they pursue or avoid and the effort they put into them.

c) The constructivist form of motivation is entirely related to the context that determines students' choices (Williams & Burden 1997)

Students require one of three levels of motivation to learn a foreign language. This motivation can be intrinsic or extrinsic and ultimately depends on their intention and purpose for learning. Throughout my teaching career, I have noticed that some students succeed in language learning while others struggle and experience frustration. Identifying students' needs and developing strategies to work on their motivation is fundamental. These strategies could be as simple as providing opportunities to participate in games, recite poems in front of parents, or plan a trip to the USA. Understanding that each student has a unique personality and requires individualized motivation is essential. As a teacher, it is crucial to utilize these situations as resources to engage with students effectively.

Chapter 2: Methodology and Practice

2.1 A practical and useful lesson plan

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

2.3 Attached evidence of (graphics, photos, images)

2.4 Designed tools.

2.5 Recording Class and Activities

Intercultural Communication in the Classroom

Teaching is a complex practice that involves many fundamental concepts. One of the key aspects is understanding the background and context of students. This helps identify the origin of their thoughts and enables teachers to be tolerant and respectful towards them, while also guiding to help them accept different points of view.

Intercultural communication in the classroom involves the exchange of information and ideas between individuals from diverse cultural backgrounds within an educational setting. It requires understanding, interpreting, and effectively conveying messages across cultural boundaries to promote mutual respect and understanding among students and teachers.

Teaching English as a second language requires teachers to focus not only on teaching the language, including grammar, vocabulary, and reading comprehension, but also on developing students' linguistic competence. This means teaching students to communicate effectively using the correct sociolinguistic features.

In a classroom context, intercultural communication encompasses the following aspects:

1. **Cultural Awareness** Recognizing and appreciating the diversity of cultures present in the classroom, including differences in language, customs, values, and communication styles.

2. **Language Proficiency** Acknowledging that language plays a crucial role in communication and understanding that students may have different levels of proficiency in the language of instruction.

3. **Nonverbal Communication** Understanding that nonverbal cues such as gestures, facial expressions, and body language can vary across cultures and may affect communication.

4. **Cultural Sensitivity** Being sensitive to cultural differences and avoiding stereotypes or assumptions about students based on their cultural background.

5. **Effective Communication Strategies** Employing techniques such as active listening, clarifying misunderstandings, and using visual aids or examples to enhance understanding, particularly when addressing topics that may be sensitive or unfamiliar to certain cultural groups.

6. **Conflict Resolution Recognizing** that conflicts may arise due to cultural differences and having strategies in place to address them constructively, fostering dialogue and mutual respect among students.

Overall, intercultural communication in the classroom aims to create an environment where students from diverse backgrounds feel comfortable expressing themselves, engaging with course materials, and learning from each other's perspectives. It helps prepare students to navigate an increasingly globalized world and fosters skills such as empathy, tolerance, and effective communication across cultural boundaries.

Intercultural Lesson Plan

For our final project, we will be evaluating an intercultural lesson plan focused on "Beauty Standards Around the World." We aim to understand the importance of intercultural activities and their objectives, with a specific focus on exploring the diverse perceptions of beauty across different cultures. We will also delve into the complexities of defining and measuring the abstract nature of beauty, and how cultural, religious, and heritage backgrounds influence these perceptions. It is important to note that even if

there aren't students from different nationalities in the classroom, students come from varied family, social, demographic, and economic backgrounds. This diversity creates a rich learning environment with different perspectives. Therefore, the teacher must be mindful of these differences when addressing this topic and adapt different roles in the classroom.

This lesson plan aims to promote intercultural understanding and appreciation by exploring the diversity of concepts of beauty worldwide. Through meaningful language activities and reflective practice, students will develop both linguistic proficiency and cultural competence.

The following is detailed information about the lesson plan (sessions 1 to 4), its activities, procedures, objectives, input, output, and collaborative work.

TOPIC

Exploring Concepts of Beauty Around the World

Objective:

By the end of the lesson, students will be able to demonstrate cultural awareness and understanding of diverse concepts of beauty across different cultures through listening, speaking, reading, and writing activities.

Language Skills involved in the sessions:

Listening: Listening to descriptions and discussions about beauty standards in various cultures.

Speaking: Expressing opinions and discussing perceptions of beauty.

Reading: Reading articles, passages, and stories about beauty in different cultural contexts.

Writing: Writing reflections, essays, or creative pieces exploring the concept of beauty.

Lesson Framework:

Activation of Higher Psychological Processes:

- Teacher begins the lesson with a thought-provoking question or image related to beauty, prompting students to reflect on their own perceptions and cultural influences regarding beauty standards.
- Teacher engages students in a brief discussion about the complexity and subjectivity of beauty across different cultures.

Orientation of Students' Attention to Learn:

- Teacher introduces the topic of "Concepts of Beauty Around the World" and discusses the importance of cultural awareness and sensitivity.
- Teacher uses multimedia resources such as videos or presentations to showcase diverse representations of beauty in different cultures.

Time for Information Processing:

- Teacher divides students into pairs or small groups and provide each group with a set of cultural artifacts and images about beauty.
- Teacher uses a variety of digital resources (see lesson plan format), students research and gather information about beauty standards in the cultures represented by the artifacts.

Necessary and Sufficient Practice:

- Speaking Activity: Each group presents their findings and leads a discussion on the cultural significance of beauty standards in the assigned culture.
- Listening Activity: Students listen to presentations from other groups and take notes on key insights and perspectives shared.
- Reading Activity: Teacher distributes articles, stories, or poetry about beauty in different cultural contexts for students to read and analyze.
- Writing Activity: Students individually write a reflection or essay exploring their perceptions of beauty and how they have been influenced by cultural factors.

Development of Social Interdependence:

- By encouraging collaboration and peer feedback during group discussions and presentations.
By facilitating a class debate or dialogue where students can share their opinions on whether beauty standards should be universal or culturally specific.

Reflection on the Processes:

- Teacher leads a reflective discussion on the diversity of beauty ideals and the impact of cultural values, media, and globalization on perceptions of beauty.
- Teacher encourages students to consider how their cultural background shapes their views on beauty and how they perceive beauty in others.

Evaluation of Results:

- Assessment of students' understanding through oral presentations, written reflections, or essays on concepts of beauty around the world.
- Providing feedback on students' language proficiency, critical thinking skills, and ability to engage in intercultural dialogue.
- Encouraging self-assessment by having students reflect on their learning journey and personal insights gained from the lesson.

Incorporation of Technology:

- Utilize multimedia presentations, videos, and online resources to provide visual and auditory stimuli related to beauty standards in different cultures.
- Integrate digital tools such as discussion forums, virtual classrooms, or social media platforms for online collaboration and sharing of resources.

Lesson Planning and Assessment Tools

In this part of the assignment, we will examine the importance of intercultural activities and their underlying objectives. Our focus will be on the diverse perceptions of beauty across the world and the intricacies of defining and measuring its abstract nature. As we explore this topic, we will discover how cultural, religious, and heritage backgrounds influence this complex concept.

Although there may not be students from different nationalities in the classroom, it's essential to recognize that students come from different family, social, demographic, and economic backgrounds. This creates a diverse learning environment where different perspectives exist. As such, the teacher must be aware of these differences when discussing this controversial topic and take on various roles in the classroom.

Extensive Listening test

Listen to the audio and complete the chart.

There is one example

Country	Beauty Standard
Iran	Thick hair and unibrows, nose bandages
Thailand	
Japan	
New Zealand	
Brazil	
France	
Kenia	
Korea	
United States	

Speaking: Expressing opinions and discussing perceptions of beauty.

Reading: Reading articles, passages, and stories about beauty in different cultural contexts.

Writing: Writing reflections, essays, or creative pieces exploring the concept of beauty.

Evaluation of Results:

Assessment of students' understanding through oral presentations, written reflections, or essays on concepts of beauty around the world.

Writing Activity: Students individually write a reflection or essay exploring their perceptions of beauty and how they have been influenced by cultural factors.

SUMMARY TEST

Title _____

Main Idea: _____

Circle the three most important words in the Main Idea, and write them here:

Three important details:

a) _____

b) _____

c) _____

Write your summary of the passage "Beauty Concepts Around the World."

Speaking activity Rubric

CRITERIA	DESCRIPTION	SCORE
Pronunciation	Clarity of speech and correct pronunciation	1-4
Vocabulary	Range and accuracy of vocabulary	1-4
Grammar	Correct usage of grammar and sentence structure	1-4
Fluency	Smoothness and Flow of speech	1-4
Content	Relevance and coherence of ideas presented	1-4
Engagement	Interaction with the audience and enthusiasm	1-4

For each criterion, assess students on a scale of 1 to 4, where:

4: Excellent

3: Good

2: Fair

1: Need Improvement

Providing feedback on students' language proficiency, critical thinking skills, and ability to engage in intercultural dialogue.

Encouraging self-assessment by having students reflect on their learning journey and personal insights gained from the lesson.

Incorporation of Technology:

Utilize a wide range of multimedia tools such as interactive presentations, educational videos, and online resources to vividly illustrate the diverse beauty standards across different cultures. Additionally, integrate advanced digital platforms like discussion forums, virtual classrooms, and social media networks to facilitate seamless collaboration and the exchange of resources among participants.

Rubric to assess the use of technology during the presentation

Criteria	Description	Excellent	Good	Fair	Needs Improvement
Purposeful Integration	Technology enhances the exposition's content and delivery, aligning with learning objectives and engaging the audience.				
Quality of presentation	Multimedia elements (e.g., slides, videos) are clear, visually appealing, and enhance the presentation's quality.				
Relevance and Accuracy	Online sources and digital content used are accurate, credible, and support the delivery of relevant information.				
Reliability	Technological tools have been tested and work properly, with a backup plan in case of technical issues.				
Ethical Considerations	Students demonstrate understanding of copyright and fair use when using digital materials, giving proper credit to sources and creators				

Effort assessment for the overall presentation

Criteria	Description	Excellent	Good	Fair	Needs Improvement
Preparation	Demonstrates through preparation and planning for the exposition, including research, organizing material, and rehearsing presentation				
Participation	Actively participates in all aspects of the exposition, including contributing ideas, collaborating with peers, and engaging in group tasks.				
Time Management	Manages time effectively during preparation and presentation, meeting deadlines, and utilizing time wisely to complete tasks and rehearsals.				
Adaptability	Demonstrates adaptability and flexibility in response to changes or challenges during preparation or presentation, adjusting plans as needed.				
Collaboration	Collaborates effectively with peers, demonstrating teamwork, communication skills, and willingness to share responsibilities and support others.				
Presentation Skills	Exhibits effort in developing presentation skills, including speaking, maintaining eye contact, and using appropriate gestures and posture.				
Overall Effort	Overall demonstration of effort and dedication towards preparing and delivering the exposition, taking into account all aspects of participation and presentation.				

As educators, it's important to evaluate the effort that students put into their learning process. By doing so, we can put them at the center of the learning process and assign a fair value to their work. Academic achievements alone may not always be the best way to evaluate their progress. Instead, we should focus on evaluating the process that students go through to complete a task.

There are several aspects that are worth evaluating when it comes to a student's effort. Firstly, their preparation is key. This includes understanding the main goals of the project, identifying their role in the group, and executing their responsibilities with diligence. Secondly, participation is crucial. We should evaluate the level of involvement of students in a task and their contribution to it. Thirdly, collaborative work should be assessed. We should consider how students get along with their peers, how they reach agreements, and how effectively they express their point of view. Lastly, adaptability should also be evaluated. When students show resilience towards unexpected changes and different ideas and work collaboratively and respectfully, it's a positive sign of their progress.

Chapter 3: Experience Report

Reflection on my recording video

https://drive.google.com/file/d/1TVI_qIpAxOfy_lxE-nj767y8RqeTbWtk/view?usp=sharing

The definitions of the root words provided by different linguistics and pedagogies reveal the distinct meanings of method, approach, strategy, and technique. These terms are not interchangeable and have unique characteristics that set them apart. An approach is a general way of thinking or a viewpoint that guides one's actions. It is formed by one's personal perspective and influences the decisions made. A strategy, on the other hand, is a well-planned and structured set of activities designed to achieve a specific goal. It involves a sequence of actions that are carefully thought out and executed to achieve the desired outcome. A method, in contrast, refers to a systematic and structured procedure that is followed to solve a problem. It is a step-by-step process that is applied to a specific situation to achieve the desired result. Finally, a technique is a unique and personal approach to problem-solving. It is a specific way of applying a method or strategy to a particular situation that is tailored to the individual's preferences and experience. Understanding the differences between these terms is essential in using them correctly and effectively in various contexts.

As an English teacher, it is essential to have a clear understanding of the differences and similarities among the three terms - approach, method, and technique. These terms are critical to identifying and labeling all actions that take place in the classroom.

Choosing an approach that best fits the teacher's abilities and beliefs about their own practice is crucial. It is also important to consider strategies that can be employed to plan lessons and activities that help achieve students' goals. For this to happen, teachers need an ideal procedure that accommodates the individuality of each student.

Among these three terms, an approach refers to the teacher's overall philosophy or theory on how they should teach English. It involves the fundamental principles that underlie their teaching. A method, on the other hand, refers to the overall plan or framework that guides the teacher's instruction. It includes the techniques and activities that a teacher uses to achieve their goals. Finally, a technique refers to the specific strategies or activities that a teacher employs to accomplish their objectives.

It is important to understand the benefits of each term and how they can be used to improve instruction and learning outcomes. A clear understanding of these concepts can help teachers personalize their lessons and activities to fit their students' individual needs, abilities, and learning styles.

In conclusion, a comprehensive understanding of the concepts of approach, method, and technique is essential for effective English teaching. Teachers need to develop a personalized approach that aligns with their abilities and beliefs and employs strategies that cater to the individual needs of their students. The next graphic organizer illustrates the benefits of each term and other important features that can help teachers improve their teaching practices.

Reflection on Intercultural Classroom Activities

Intercultural activities play a crucial role in education for several reasons, rooted in both pedagogical theory and practical benefits. Here's a breakdown of the pedagogical rationale behind intercultural activities:

- They promote cultural awareness by exposing students to diverse perspectives, beliefs, and practices, fostering a deeper understanding and appreciation of different cultures and points of view. Besides, this exposition increases their international perception of the global world we are living in.
- They enhance empathy and respect through direct interaction with individuals from different cultural backgrounds cultivating a sense of inclusivity and tolerance.
- They reinforce communication skills whether it's through language exchanges, collaborative projects, or cross-cultural discussions, learners improve their ability to express themselves effectively, negotiate meaning across cultural boundaries, and navigate intercultural communication challenges.
- They promote critical thinking and self-reflection through cultural activities that encourage students to examine their own cultural biases and assumptions. By reflecting on these experiences, students develop a more nuanced understanding of identity, diversity, and power dynamics.

- They prepare Global Citizens in an increasingly interconnected world, intercultural competence is essential for success in academic, professional, and social contexts. Intercultural activities equip students with the knowledge, skills, and attitudes necessary to navigate multicultural environments, work effectively in diverse teams, and become responsible global citizens.
- They support social justice and equity. Intercultural activities promote social justice and equity by challenging systemic inequalities and promoting cultural diversity and inclusion. By engaging in activities that celebrate diversity and address issues of cultural oppression and discrimination, students become agents of positive social change within their communities.

Overall, intercultural activities serve as a powerful pedagogical tool for promoting cultural understanding, empathy, communication skills, critical thinking, personal growth, and global citizenship, all of which are essential for navigating today's diverse and interconnected world. Since teachers often prioritize following textbooks and completing established programs. However, planning intercultural activities led me to research different ideas and interesting topics. The most important aspect was finding a topic that not only sparks controversy, but also one that is different and passionate, encouraging students to share their opinions, listen, and respect everybody's point of view. Another important challenge within the content of this unit was the elaboration of testing and assessment tools. Identifying each of its components and objectives in order to carefully apply them to successfully get to know students' progress and assign a grade, either qualitative or formative.

The selection of materials was a time-consuming activity, since I did have the idea to get as much real-life material as possible, in order to increase students' engagement. At the end I was able to get some videos, listening material and images that helped me reach that purpose, I had to adapt some reading comprehension material to make it more friendly for students range of vocabulary and reading skills.

In the first segment of the video, a KWL chart is used with students to activate their prior knowledge and engage them by asking what they know about the topic "Beauty Standards." The students also listen to others' opinions and delve into the topic to reach a consensus and defend their views among their peers. Students are used to this kind of exercise and they know what is expected of them. They eagerly shared their responses. See images 31

In the second segment of the video students get a lot of ideas when the teacher elicited ideas about their perception of the concept "Beauty standards" and when they listened to an interesting video about different cultures and their perceptions of beauty. Students increased their knowledge and understood the relation between culture and beauty and in what degree the concept is valuable according to the geographical location, lifestyle, religion, and more.

I have to recognize that I could have done things better instead of roughly following the lesson plan, since when I noticed that my students felt tired because of the activities they were doing in the morning and the extreme weather they were not as eager as usual, instead they were reluctantly and I should have changed the order of the activities or implement a different activity to change the mood since in one part of the listening for detail exercise, students seemed very tired to listen to the whole video.

Making decisions during class is crucial as teachers must carefully manage the class's pace and determine whether to continue or change the direction of activities. In his book "Approaches and Methods in Language Teaching," Jack C. Richards emphasizes the significance of learner-centered instruction and the necessity for teachers to adapt their approach based on students' abilities and preferences. Richards advocates for teachers to be adaptable and flexible in their teaching approach, stating that there is no one-size-fits-all method for language teaching. He encourages teachers to utilize a variety of techniques and approaches to cater to the diverse needs of their students.

I was delighted with the outcomes of the speaking activity as it demonstrated the positive impact of real-life language exposure. This aligns with Stephen Krashen's renowned linguistic research on second language acquisition. Krashen introduced the concept of "Comprehensible Input," emphasizing that language learners thrive when exposed to meaningful language they can comprehend. According to Krashen, exposure to authentic language through activities like reading and listening to genuine materials is crucial for honing speaking skills.

Upon reflection, I can confidently say that observing my own performance has been a rewarding experience. It has allowed me to pinpoint my weaknesses and implement strategies to enhance my teaching practice. From now on, I will be more attentive to my activities, objectives, and the materials I use in class.

I have come to realize my strong teaching abilities, which I had previously underestimated. Upon reviewing my classes, I have observed that there are aspects of my teaching that I perform instinctively, and they are both correct and appropriate, stemming from my experience and professional growth as a teacher. Nevertheless,

this reflection has led to a new realization - the significant responsibility that teaching carries, as well as the commitment to doing the best for the benefit of students' learning process as well as the thought of the important role teachers have in the classroom and the huge responsibility that is to teach.

The Role of an Intercultural Teacher

In an intercultural class, where students come from diverse cultural backgrounds and may have varying levels of proficiency in the language of instruction, the role of the teacher is multifaceted and crucial for creating an inclusive and effective learning environment, and when working in an intercultural classroom, teachers must adapt their behavior and practices to fulfill students' needs and achieve the intended objectives.

Therefore, teachers have different roles, such as an ethnographer and researchers, where the teacher is aware of the students' backgrounds and aims to help them in their learning process. For this reason, teachers must research their students' learning styles to be successful.

The teacher also acts as a manager, providing students with the necessary resources such as a conducive environment, learning activities, materials, and the teacher's personal experience to facilitate meaningful learning.

The most common role that a teacher performs is as a learner and a mentor, as they are role models and need to provide students with the right behavior to teach and model confidence, and acceptance, and promote a positive learning environment. This can be achieved by providing meaningful activities and developing interactive lesson plans using a wide variety of authentic materials. Students can be guided to develop their learning process.

"Teachers play a critical role in promoting intercultural understanding. They must be knowledgeable about different cultures, sensitive to cultural differences, and skilled in fostering positive intergroup relations in their classrooms."

James A. Banks

Students' Evidences

CurB

KWL Chart "Beauty Standards Around The world"

Text 1	Text 2	Text 3
What I know	What I want to know	What have I learnt
<p>Beauty standars are one of the most difficult topics for me</p> <p>Beauty standars are strange and can hurt some people self-esteem</p>	<p>Does anime girls are based on South Korean and japan Beauty standars?</p> <p>why Beauty standars exist?</p>	<p>that beecuty standars are <u>very</u> difficult</p>

KWL Chart "Beauty Standards Around The world"

Text 1	Text 2	Text 3
What I know	What I want to know	What have I learnt
<p>Know that in some countries the Beauty Standars can be some strange, like in korea that something very important for the people, because it can affect you in your life or our self-esteem</p>	<p>To know more about the Beauty Standars in the diferent countries around the word.</p> <p>How modeling agencies work</p>	<p>That in all the countries change the Beauty Standars</p>

Emi Bello

KWL Chart "Beauty Standards Around The world"

Text 1	Text 2	Text 3
What I know	What I want to know	What have I learnt
Asia is the continent with more plastics surgeries in the world, specially South Korea. The models need to reach a standard so they can be "attractive" or "sexy".	Do the models need to follow an special treatment to be beautiful? Do models need to practice their walk?	Every person has a different perception of beauty

Emilio A.

Extensive Listening test

Listen to the audio and complete the chart.

There is one example

Country	Beauty Standard
Iran	Thick hair and unbrows, nose bandages
Thailand	long Necks They protect a lot they're skin ^{their}
Japan	
New Zealand	tattos
Brazil	Embrace their curves
France	Wearing red belt and do skincare
Kenia	Body modification, inears People make bigger they're eyes and make surgeries
Korea	to have expensive make up & have a perfect smile
United States	

Julia

Extensive Listening test

Listen to the audio and complete the chart.

There is one example

Country	Beauty Standard
Iran	Thick hair and unbrows, nose bandages
Thailand	neck rings
Japan	shincare, clear skin
New Zealand	Face tattoos
Brazil	Natural beauty, beautiful skin, beautiful body shape
France	Being skinny, shincare
Kenia	large ears with piercings
Korea	Having a plastic surgery, clear light skin, having v shape chin
United States	Having bigger lips, having beautiful smile

Extensive Listening test

Listen to the audio and complete the chart.

There is one example

Country	Beauty Standard
Iran	Thick hair and unbrows, nose bandages
Thailand	neck rings
Japan	white and clear skin
New Zealand	Facial tattoos
Brazil	Their curves and natural
France	watch what they eat
Kenia	skin care
Korea	Many body modifications
United States	small nose, clear skin, big eyes
	lip injections, perfect smile

Julia

KWL Chart "Beauty Standards Around The world"

May 23, 2024

Text 1 What I know	Text 2 What I want to know	Text 3 What have I learnt
<ul style="list-style-type: none"> - In most of the countries you need to be so skinny to have a high beauty standar. - I know that to be a model you need a high beauty standars. - Some times models start having mental issues because of the stress of reach the standar. 	<ul style="list-style-type: none"> - How the countries decide how is their beauty standars? - Who is the most beautiful women and man in each country? - Which are the beauty standar in modeling agencies. - The standars in Latin America. 	<ul style="list-style-type: none"> - Beauty standars are so different in all countries. - China and Thailand beauty standars are so curious - USA standars change most of the time

Chapter 4: Conclusion

Teaching practice is a complex process that involves several important aspects. In the classroom, there are three crucial steps that have a significant impact on a teacher's actions. Firstly, a teacher needs to observe the teaching context and the individuality of each student. This observation helps teachers identify the learning style of each student and plan activities that cater to their needs. It's essential to create a safe and inclusive environment that encourages students to participate and engage with the learning process.

Secondly, a teacher must make knowledge vivid and meaningful for students to learn. This involves putting in all our creativity to incorporate real-life situations into their daily life so that they can remember and apply what they learn. Using a variety of techniques and approaches, such as experiential learning, collaborative work, and problem-solving, can make the learning experience more meaningful and engaging.

Finally, daily assessment is critical to determining each student's progress. By observing and evaluating students' performance, teachers can identify areas of strength and weakness and provide targeted feedback. This feedback can help students improve their learning, build their confidence, and achieve their goals.

In conclusion, teaching practice requires skills, knowledge, and experience. By following these three critical steps, teachers can create a positive and effective learning environment that fosters students' growth and development. It's essential to recognize that every student is unique and has their own learning style, strengths, and weaknesses. By observing, engaging, and assessing their progress, teachers can help students achieve their full potential.

As a teacher, I believe that one of my primary responsibilities is to observe my students' abilities and work towards enhancing their strengths and improving their weaknesses. To achieve this, it is essential to adapt the materials, exercises, and instruction given to each student individually rather than generalizing education since every student's abilities differ. This is especially true for students with SEND (Special Educational Needs), for whom the adaptation must be radical in the processes but not in the content to achieve real integration and inclusion.

INTERCULTURAL LESSON PLAN

Registration #	230926018	Teacher's Name:	ANA MARIA SANCHEZ DE LA CRUZ				
Level:	Multilevel class A2 – B1 6° grade Primary school			Age Group:	12	# of Ss:	11 STUDENTS
Main aim:	Students will be able to share their thoughts and ideas about “Concepts of Beauty Around the World” taking into consideration they all have different ideas, backgrounds and perceptions about beauty.						
Subsidiary aim:	The students will enhance their learning by engaging in a series of activities that focus on various sub-skills, particularly listening and reading. Through these activities, they will also develop their speaking abilities, including the use of functions for giving opinions.						
Profile of the group	This group consists of 11 enthusiastic 12 to 13-year-old learners who possess a natural curiosity and playful spirit. They thrive in interactive and physical activities, indicative of their kinesthetic learning style. Collaborative work is particularly enjoyable for them, although it's necessary to monitor their progress regularly as they can become easily sidetracked. When completing activities that require teamwork, students require differentiated instructions to accommodate their needs.						
Rationale –	This particular group is well known for their unwavering enthusiasm in sharing their personal experiences and expressing their opinions. They are highly passionate when discussing interesting topics, and beauty is no exception. This subject is particularly relevant to their daily lives, and they find it to be a fascinating and thought-provoking topic that requires active participation and attentive listening to other's viewpoints. To ensure that the discussion is well-informed and balanced, students enjoy engaging in activities that encourage students to explore different perspectives and offer their insights. During the class, there will be different conversations, and students will use various strategies to communicate their ideas effectively, actively listen to others, and show respect for different opinions.						
Material referenced:	Appendix 1 Digital poster Appendix 2 Video How Beauty Standards Differ Around The World (youtube.com) Appendix 3 Google slides Appendix 4 QUIZLET GAME Fichas de aprendizaje Phrasal verbs - Beauty and fashion Quizlet Appendix 5 Articles and reading passages 16 Unusual Beauty Practices From Different Countries That Make Our World More Colorful / Bright Side						

INTERCULTURAL LESSON PLAN

Session 1 & 2

Stage	Objective	Procedure	Material	Anticipated Problems	Possible Solutions
1	For students to reflect on their own perceptions and cultural influences regarding beauty standards.	Teacher will show students an image (appendix 1) and will ask the following questions: What makes a person beautiful? Is beauty something tangible that can be easy to get and perceive? Speaking	Image, projector	Some students might have problems expressing their ideas.	Teacher will help students promoting some compensation strategies by writing clue words on the board.
2	For students to know the different Concepts of Beauty around the world”	Students will watch the following video: Listening: Ss will explore the various notions of beauty and their correlation with cultural background and geographic location.	YouTube resources How Beauty Standards Differ Around The World (youtube.com) (Appendix 2) and projector	Some students might have problems with the speed of the audio.	Teacher will set the subtitles and will write the main ideas together with students.
3	For students to get familiar with vocabulary related to Beauty standards	During the lesson, the teacher will present a Google slide presentation containing new vocabulary and engage the students in a game to practice using the words.	Google slides (Apendix3) QUIZLET GAME (Apendix 4) Fichas de aprendizaje	Some students might have problems with the vocabulary words	Teacher will add illustrations for students to get the meaning easily.

			Phrasal verbs - Beauty and fashion Quizlet		
4	For students to read about the importance of cultural awareness and sensitivity regarding “ Concepts of Beauty around the World”	<p>The teacher will divide the students into teams and distribute various articles related to beauty from different parts of the world.</p> <p>Reading: The students will read the articles and then rephrase the information to explain it to other members of the classroom. Through this activity, students will reinforce their reading skills along with different sub-skills.</p>	<p>Articles and reading passages</p> <p>16 Unusual Beauty Practices From Different Countries That Make Our World More Colorful / Bright Side (Apendix5)</p>	Students who struggle with vocabulary can have a look at a list of challenging words from the teacher, along with their synonyms.	The teacher will help students with a list of smart vocabulary and a list of synonyms and antonyms on the board
5	For students to identify the differences between what they read and the information they know about their culture regarding “Beauty”	<p>Writing</p> <p>Students will organize their ideas to write about the differences between their culture and the one previously read.</p>	Notebook	Students might have problems constructing the sentences and using the appropriate connectors to link their ideas.	The most important factor of this exercise will be the expression of their ideas.

Appendix 1 **POSTER**



Appendix 2 VIDEO



IRANIAN WOMEN ARE BORN WITH NATURALLY THICK HAIR, AND SOMETIMES
EVEN UNIBROWS.



Appendix 3 VOCABULARY SLIDES

BEAUTY STANDARDS AROUND THE WORLD VOCABULARY



Quizlet Inicio Productos Temas Buscar fichas

Phrasal verbs - Beauty and fashion

★ 5.0 (1 reseña)

Fichas Aprender Probar Combinar

become popular or fashionable

Appendix 4 MAGAZINE ARTICLES


EPILYNX
by Dr. Lila Beauty

BEAUTY STANDARDS ALL OVER THE WORLD: WHAT ARE THEY?

WE THINK WE KNOW WHAT BEAUTY IS AND HOW IT IS DEFINED, HOWEVER FOR ALL ITS OWN!

Here is a little fun summary of what we have found out about beauty standards around the world!

["FIVE BEAUTY GURUS BREAK DOWN BEAUTY STANDARDS AROUND THE WORLD FROM SWEDEN, PAKISTAN, SOUTH KOREA, AND BEYOND."](#)


This is a great article from [Emma Glassman-Hughes](#).

We all know that beauty is in the eye of the beholder; this old adage, however, takes on a more literal meaning when we consider the diversity in opinion about what makes a person "beautiful" around the world. Culture to culture, physical features are emphasized and cared for in different ways, and people (particularly women) experience different pressures to appease standards—and often different restrictions on self-representation—depending on where in the world they find themselves. To brush up on the variance and similarity in beauty criterion around the world, we turned to the experts: five women with roots everywhere from South Korea to Chile and back.

ANAA SABER, PAKISTAN



She explains, that since most areas are quite conservative, there is pressure to dress modestly and be well-groomed at all times. Plus, in Pakistan, since there isn't a lot of ethnic diversity, the yardstick for what is "beautiful" is fairly homogenous. Plus, many women have this obsession with being fair; lightening and bleaching is a multi-million dollar industry. The author mentions, that it's a taboo subject that bothers her the most because all skin colors have their own beauty.


BRIGHT SIDE

Trending Latest Topics Tags [Live chat](#)

Places 1 year ago

16 Unusual Beauty Practices From Different Countries That Make Our World More Colorful

[Read comment](#)

Although the idea of beauty is universal, it can appear in many shapes and forms. Its definition has often changed through history, and its standards can vary drastically across cultures and countries.

In Western countries, straight white teeth, plump lips, and long hair have been the epitome of beauty for a long time. But there are groups of people and ancient tribes across the globe who redefine beauty norms. Using various inventive techniques, they break the mold and create their own rules. And quite often, their inventiveness becomes an inspiration for the rest of the world too.

1. Long-horn Miao people, China


BRIGHT SIDE

Trending Latest Topics Tags [Live chat](#)

Places 1 year ago



As a result of the rapid development of this region, the past practices, which have been mostly used for... (text continues)

Today, in this region, we see a mix of old and new, and they have a lot of fun with their... (text continues)

13. Africa and Indonesia



INTERCULTURAL LESSON PLAN

Session 3 & 4

Stage	Objective	Procedure	Material	Anticipated Problems	Possible Solutions
1	For students to recall the previous vocabulary and recycle the previous topic	<p>Students will see some images related to different beauty standards and will discuss in teams the following questions:</p> <p>Speaking</p> <p>Why do you think beauty standards differ so much across cultures?</p> <p>What are the most important features when determining someone's beauty?</p> <p>What factors influence beauty standards?</p>	Poster (Appendix 1)	Students might want to express their exact thoughts in English by trying to use the translation method.	The teacher will be monitoring to help with any kind of problem students face during this activity.
2	For students to practice what they've learned in a "real context"	<p>Role Play Activity</p> <p>The teacher will divide the class into pairs and assign each pair a scenario related to beauty standards. For example, one student might play a tourist experiencing culture shock over different beauty ideals, while the other</p>	Cards with different situations (Appendix 2)	Students might have problems while expressing their ideas due to the common habit of translation.	Teacher will be close to give ideas





		student plays a local explaining the reasons behind those ideals.			
3	For students to concrete the different beauty standards around the world and its impact in people.	<p>Students will be working in teams and read an article Culture Shock: Social media primarily supports western beauty standards – The Daily Free Press</p> <p>And will identify the way beauty standards might affect people's perception about themselves.</p> <p>Reading</p>	Digital article	Some students might have problems with vocabulary.	Teacher will explain students that the most important is to get the general idea of the text.
4	For students to present their findings on the cultural significance of beauty standards in the assigned culture.	<p>Speaking: To effectively communicate their information, students will utilize their creativity to design visually engaging material such as posters, slides, and Canva presentations.</p> <p>Students will reach an agreement on beauty standards and will make an advertisement about all the information they've learned</p>	Different material according to students' needs.	Students might not be creative enough to engage their classmates with their visuals.	Each group will consist of various students with different abilities.
5	For students to evaluate their progress and the	Students will receive a rubric and will describe the reasons of their peer evaluation	Appendix		

	quality of their output				
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Appendix 1



Appendix 2

COUNTRY	BEAUTY STANDARDS	IMAGE
New Zealand	<p>Face</p> <p>Tattooing the chin and lips of Māori women of New Zealand is considered beautiful. This tradition has been around for centuries, and consists of patterns called Ta-Mako in black or dark blue ink on the woman's face. Ta-Mako tattoos are also a public declaration of one's membership in the Māori tribe.</p> <p>Tattoos:</p>	
India	<p>Henna:</p> <p>While Henna has become popular in the United States, it originated in India, and is a form of temporary body art. Indian women wear Henna on their wedding day, and during certain religious festivals as a form of decoration and beauty. Henna also indicates a higher social standing for Indian women</p>	
Chinese	<p>Foot</p> <p>Despite being ban in the 1940's, foot binding was a huge part of Chinese culture. The process of foot binding included breaking all of the toes and bending them backwards against of the sole of the foot, and then binding them in place with a tight fabric wrapping. The result was small and petite feet which is considered highly attractive in China.</p> <p>Binding:</p>	
Ethiopia	<p>Lip plates are common accessories for women of the Mursi tribe in Ethiopia. Usually, the woman's top or bottom two front teeth are removed to accommodate the lip plate, which is out in during the teenage years</p>	

Appendix 3

The Daily Free Press

The Independent Student Newspaper at Boston University

NEWS ▾
SPORTS ▾
COMMUNITY ▾
BUSINESS & TECH ▾
ARTS & ENTERTAINMENT ▾
LIFESTYLE ▾
Q

OPINION ▾
VISUALS ▾
INVESTIGATIVE

COLUMNS, OPINION

Culture Shock: Social media primarily supports western beauty standards

March 5, 2020 8:13 pm by Colbi Edmonds

Everyday I go on my phone and scroll through various social media apps, such as Twitter, Instagram, TikTok and YouTube. The majority of influencers I follow fit a similar description: they are white and skinny. The generation of people who are the most active on social media is a generation that claims to support inclusivity of

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Appendix

Peer Assessment Evaluation for Group: (Circle number of the group that is presenting)

12345

678910

Student Names: _____

Please complete Figure 1 by 'ticking' the appropriate box. For example: a tick in the extreme left-hand box means that the statement on the left is true and is of 1+ (50%) quality. The boxes from left to right are abbreviated by:

EX = 90% - Outstanding

G = 65% - Good

P = pass - 45% - Poor

VG = 75% - very good

OK = 55% - adequate

F = fail - 30% - very poor

Please add some general comments and feedback in the space at bottom of the page

	EX	VG	G	OK	P	F	
Content (65%)							Content
Objectives achieved							Objectives not achieved
Topic covered in depth							Superficial treatment of topic
Logically developed argument							Rambling, lacking continuity
Accurate presentation of factors							Much questionable inaccurate issues
Good demonstration of key concepts							Lack of demonstration of key concepts
Presentation (35%)							Presentation
Attention-grabbing introduction							Uninspiring introduction
Convincingly argued							Argument lacks credibility
Clear and effective use of PowerPoint (inc. figures/tables)							PowerPoint use unclear and ineffective
Reasonable length							Too long/short
Animated tone							Flat or stilted or nervous tone

Figure 1: Peer Assessment form created by Aidan O'Shaughnessy, DIT Kevin Street

General Comments from Peers: _____

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Final Project

Purpose

Reflect your new acquired knowledge within your teaching practice by designing and implementing a pedagogical intervention project, which is a requirement for obtaining the Diploma as a specialist in teaching and learning English as a foreign language.

The final Project must be a compilation of all the areas of knowledge in which the specialization is conformed.

- Content curricula and underlying theories
- Didactic and methodological competences
- Different types of communication competences in English
- Attitudes and values

FINAL PROJECT ASSESSMENT 2024	
FINAL PROJECT	Intercultural Class: A Guide for Reflection
STUDENT'S NAME	Sánchez de la Cruz Ana María
FINAL PROJECT ASSESSOR	Otero Sosa Alma Daniela
Introduction	The introduction is concise , interesting and good.

1. Identity and teaching philosophy	Teaching philosophy very well addressed and her teaching philosophy is related to her teaching practice.
1.2 Theoretical foundations	Theoretical foundations well addressed and is a good chosen approach for her teaching practice.
1.3 Theoretical basis about language, language learning and language teaching of your model	Very well-conceived in her final project and coherent with her teaching practice.
2. Lesson plan	Very coherent lesson plan with all the steps written in great detail.
2.1 Applications	Well done !
2.2 Procedures	The procedures were according to the lesson plan and were explained in great detail.
2.3 Evidences (images, graphics, photos, etc)	Covered
A video that shows the application of your lesson plan	A very nice and authentic video was presented.
3. Design of Assessment tools	Done !
3.1 Testing tools for activities	Done !
3.2 Rationale behind the Assessing and/or Testing tool	They were explained in detail
3.3 Evidences of having worked the assessment and/or testing tools (images, photos, diagrams, graphics, etc)	Totally agree
4.1 Report and analysis	Very well done!
5. Conclusions	Very well stated
6. Appendices	Were included in the project

Instruments of learning assessment (rubrics, tests and others)	Were also included in the project
Evidences of materials and resources for learning (readings, audios, audiovisuals, interactive materials, etc.)	Included in the project and nicely presented.
7. References APA style	Done .
Formal Cover page in Spanish for Posgrado Committee	Done.
Second cover in English. Showing your identity in accordance to the title of your Project	Nicely cover page!
Format and writing style	Well covered .