UNIVERSIDAD PEDAGÓGICA NACIONAL

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PROPUESTA DE INTERVENCIÓN EDUCATIVA

INTERCULTURALIDAD A TRAVÉS DE LA MUSICA

TRABAJO RECEPCIONAL

QUE PARA OBTENER EL DIPLOMA DE

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

PRESENTA:

IRMA PÉREZ GONZÁLEZ

ASESOR: Dr. ALMA DANIELA OTERO SOSA

CIUDAD DE MÉXICO, DF. A 23 de JUNIO DE 2024

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INTERCULTURALITY THROUGH MUSIC

FINAL PROJECT

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STUDENT:

IRMA PÉREZ GONZÁLEZ

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Se hace constar que el/la participante Pérez González Irma con matrícula 230926060 de la generación XII de la Especialización en Enseñanza y Aprendizaje de Inglés como Lengua Extranjera, modalidad en línea, promoción 2023-2024, presentó el trabajo recepcional: "Interculturality through music", que es un requisito para la obtención del diploma de especialización.

El trabajo recepcional ha sido APROBADO por el jurado formado por el/la directora/a y dos lectores:

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ABSTRACT

This document presents in the first moment a general introduction about the importance to develop the communicative skills for being able to express in different situations, and in different contexts using the target language, and how takes place the field of second language acquisition (SLA) that studies the way in what the foreign language learners develop these competences; having as basis the different theories that correspond to this field; and knowing that now the people around the world is near to each other thanks to the internet and the media; so they can share their lives with people that is far away from them; that is why this becomes in one of the main purposes to learn a second language.

It is mentioned too how the knowledges learned through this specialization shape my teaching philosophy; by identifying the correct methodologies and strategies that support my teaching practice to help my students being the guide to develop their skills and achieve the second language acquisition; being more specific this work shows how I took into account the School of "Generative Linguistics", School of "Sociocultural Theory" that was inspired by Lev Vygotsky, the Contrastive Analysis Hypothesis (CAH) that talks about how the comparisons between the L1 and the L2 can help or interfere with my teaching practice, the "Hypothesis of the Monitor Model", and the "Input Hypothesis" by Krashen, and why I think that the "Students-centered approach" is the best position to prepare my classes trying to help them to realize that they could use English to communicate in their context.

It is showed how this basis were put into practice according with the specific context of the group with which was develop five different lessons that covered the listening, speaking, reading and writing skills under the Communicative Approach that often resembles behaviorist view of learning Cook, V.; and that the most principal characteristic is that almost everything is done with a communicative intent; students must use language to communicate with some functions in a social context; for our students it is not enough just to have knowledge of target language forms, meanings and functions; they also need to be able to apply this information to communicate according with their context and with the topic that are developing during the lessons to achieve the main feature of the lessons that is become communicatively competent in a real-world.

In this document was shown how were used the intercultural competences through the lessons to achieve with the students a respectful communication taking in account the differences in lifestyle, culture, and beliefs, to achieve this ability being curious and openness; the approach that was followed was the cultural criticality approach with which the students understood, respect and face the cultural differences in order to avoid communication breakdowns; this by developing the topic called "Instruments around the world".

And finally based on the information gathered at the end of this document it can be read the results of the planning application that shown that the students got the confidence to speak without the teacher´s help, acquire the intelligibility to talk about some curious facts of the instruments, they realize through the lessons that different cultures share the music and their original instruments like common features of culture that help them be equal no matter the nationality. Finally, I can say that the most meaningful aspect I have learned from the EEAILE experience is the theoretical concepts and applications that I can use to enrich my teaching practice.

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INTRODUCTION

Learning a second language involves developing many competencies and all the processes that a learner must go through to make the transition between thinking in the L1 to starting to think in an L2; when we referrer to a second language we are talking about the target language that a student has; even if s/he already knows other languages; and not only to know and learning the different features between both languages; it is important to develop their communicative skills too for being able to express themselves in different situations and in different contexts using the target language, here is where takes place the field of second language acquisition (SLA) that studies how the foreign language learners develop these competences.

There are different theories that correspond to this field; and teachers are the elements that put them in practice; when a teacher finishes the career and finally has a solid basis; it is well known that in the teaching practice will be present all the needed knowledge to carry out a class, but in the other hand it is well known too that the successful of that lessons involves more than that knowledge; the main element that is missing at the beginning in the teaching practice is the teaching experience; this will help to acquire the correct strategies and the astuteness needed into the teaching practice, so it is essential to know the different theories, methodologies and strategies to know how learners acquire a second language with a communicative aim to interact in the world in a meaningful way.

Nowadays the people around the world is near to each other thanks to the internet and the media; people can share their lives with people that is far away from them, through videos on internet our students already can watch some characteristics of different cultures, like how is the life for the kids in other countries at home or at school, their parties in Holidays or the hobbies that they do on vacations; all of this is around our students at home through that videos, and they already know that there are many cultures and languages around the world but just like that.

They don't realize the different languages like something that they could use some day in their daily lives; or even know the similarities that their culture could has with other cultures too; but now the students are using English when they play some video games

using some vocabulary in English, or if they sing a song that they listen from a tik-tok; they are learning a part of a different culture that share a similarity with their own through a song, they don't realize these actions like something new for them; on the contrary now it is common to them, so this could be an advantage that helps to the teaching of intercultural competencies in the English Language classroom.

Into the classroom our students are always communicating with their peers talking and sharing ideas about the events in their daily lives, work with the students according with their context and with their real live helps to develop their speaking skill easily; because they will be able to talk about something that they already know; and with the social interaction with their peers, they can make a cooperative learning and develop the needed skills to express themselves not just into the classroom even outside to the school; in this way easily they will be able to strike up a conversation with someone of their family members to talk about a daily topic, because they will be able to share information about it using the L2 gotten into the school during the English lessons.

CHAPTER 1 PHILOSOPHY AND THEORY

1.1 MY TEACHING IDENTITY

When I almost finish my degree that is Tourism Administration; I had the opportunity to teach English in the secondary school in my town and I tough that I could teach English in the same way that my teachers taught me; that was the beginning of my practice as an english teacher; I could said then that be an english teacher was just go to the classrooms and teach the lessons trying to be clear for the students and that was all, I used the same structure of the classes that I had to teach to my students; I was then under the "structuralism and the Generative linguistic" schools too, like my teachers I was teaching english like and object to learn and not like the language with the communicative purpose that has to be. I was this kind of teacher for 3 years, then I had another opportunity to teach to young learners in elementary schools which had begun the new program called "Escuelas de tiempo completo"; where I could realize that being a teacher isn´t what I had thought; then I started to work for other new program called "Programa Nacional de Ingles

del estado de Tlaxcala" (PRONI), this program have designed to me different elementary schools to work through this 14 years that I´ve been working for it.

1.2 MY TEACHING PHILOSOPHY

Now through the years and through my professional practice I already know that there are a lot of elements that I must take in mind all the time; starting with me as a person, because I as an english teacher must have many characteristics to be a good guide for my students; being responsible, creative, patient and sometimes perceptible, and now I know that they are my strengths. These characteristics help me to create my classes and to have an excellent learning atmosphere with my students in the classrooms; so they can feel that confidence with the subject; also I try to have an update knowledge and professional practice as a solid grounding to be the guide that my students need to reach a good level in their learnings; and thanks to all the courses that "PRONI" provides us I have been able to improve my professional teaching, and also because of this decision that I took that was study this specialization.

Thanks to I had been working in different communities of the state, I´ve been able to realize that there are social elements that are relating with the learning of the students, but one of the most important is the kind of family that they have and which they live with, and I realize about that in different characteristics of my students; like if they eat something before coming to the school, or the most important in their mood for working during the class, other very important element that I realized is that there are a common problem, and it is that in the most of the communities where I´ve been working some of the parents don´t take the subject with the same importance than other ones, and because of that some students could think in the same way; so this isn´t beneficial to the students learning and to my teaching practice, that´s why I think that the "Students-centered approach" is the best position to prepare my classes trying to help my students to realize that they could use English to communicate in their context.

Now I´ve learned through my teaching experience working in "PRONI" that uses the "Social practices of the language" Syllabus (2010) that are patterns or ways of interaction, which in addition to the production and interpretation of spoken and written texts, include

several activities linked to them; I can achieve that my students use their target language to communicate not only during the english classes but also with their families talking about common activities at home; like "John Austin" (1975) showed how, when we speak, we don´t just say things about the world, but we actually do things with language, and thus change the world in the sense that we change the state of things in a social sense; or talking about some characteristics of their traditions or about our culture making comparations between our and other cultures, also I use the different social practices of language to help my students to analyze different situations in which they could be sometimes, setting the English in their context, and how they could respond or communicate with other people.

In that way I use the "Jakobson´s Model of communication" (1960) where my students (sender) formulate a message to a partner (receiver) using a channel (dialogue) and a code in a context; of course I always try to be dynamic and creative using strategies where my students must reason, play in competitions, sing and sometimes act too; with these kind of strategies is where I use the "Salient qualities of english" Yule, George (2006) like the displacement; using activities in which my students talk about past tense describing some activities they did in an important holiday like Christmas, and I can use the "Features of Language" playing with the sound, the meaning and stress of words and phrases because it is polysemic; this when my students do activities where they can play with the sounds of the words like in a tongue twister.

Sometimes during my classes students try to correct me when I write an example to explain a sentence using a word that they already know but now using it with other meaning; maybe using it as a noun or as a verb and here is when they realize that the meaning of a word depends on the use that we are giving it in the sentence; so they understand the "Arbitrary nature of the language" Saussure, Ferdinand (1916), and talking in the relationship between all the structure and all the meaning that we want to express with the complete sentence now in context, is the way in what I use the "Structuralism approach" Saussure, Ferdinand (1916), this two perspectives help me to develop their competences of the language to understand the correct use of the language. As we know that "Competence" involves "knowing" the language and "Performance" involves "doing" something with the language. Other strategies that I use in my classes helping me with the

social practices; are the short stories with I start a topic where my students first must to identify setting, scene, participant, end, act and genre like in the "Hymes´ Model of communication" (1974) which use these terms to provide a structure to remember the components of a communication process.

I like so much always start every new topic using a song according to the holiday of the month or according with the topic that we´re going to work; thereby on the songs the students could make use of the phonology when they use the rhymes in the song, the semantic of the lyric when they understand the difference between the real meanings of a phrase in the song, and the use of the pragmatic when they realize of the kind of the informal vocabulary in the song. Talking about what the students will do with the language in the lessons where we work on a specific song they will listen and explore song lyrics, follow the reading aloud of songs, identify parts of song lyrics and check spelling and writing conventions.

According with "Del Hymes" (1972) that said that we use the language for different reasons and as social and symbolic phenomenon where is determinate who could speak, what was spoken and how was spoken; I use informative text with social reasons where my students will be able to inform the society about different social problems, sharing with the society the knowledge about a specific activity and making it feels closer to the problem.

I know that grammar sometimes need to be more clear for my students and they need some exercises that help them to understand it in a clearly form its use; I use some "pattern drills" that are exercises based exclusively on aspects of grammar, and I try to use them then in some exercises like dialogues or interviews; where they´re going to use some of the formal links used to create "cohesion" Van Dijk, T.A. (1980) in their works like parallelism when they talk about interviews. I use recordings of English conversations according to the topic where I help my students to realize about the sound system, patterns of intonation and stress; always make them feel comfortable with their performance and being empathetic with their partners; because I don´t want to make them feel afraid of English.

To use all of these activities and strategies in my English classes I always try to be functional according with the activities that my students need to do, to develop their

competences and abilities, I must have in mind the kind of material that they need to have during the classes, and this is linked with the internal context of the school talking about the materials that there is in it for the English subject; like some speaker, computer, internet service, or didactic material for the class, according to my experience I already know that is more efficient to know what is the material that the school can provide without problem like just a tape recorder and the use of a photocopier, and what material I can provide to my students to be sure that they will be able to develop the activities efficiently without problems, I try to follow dynamic classes where my students always start with an english phrase and a song about the topic, they always must to interact with their partners one by one or in teams and when they need to use some different material I try to select recycling material that I ask to them before the class.

According to the assessments I believe that for me the most important is the "formative assessment" because in my state the level of english at the elementary schools are lower than in other ones, and the program PRONI most of the times is changing us continuously from different schools, I know that this is my biggest weakness; so it is difficult to continue working with the same way in this situation because as a teacher I have to give priority to the kind of students in each school, so that´s why for me the knowledge that my students develop during the classes has more importance, and this is the best way for me to know if I´m doing well or if there´s something that I missed and If I need to improve my professional practice to help my students to reach the expecting learning language.

1.3 CONCEPTS THAT HELP US UNDERSTAND SECOND LANGUAGE ACQUISITION

1.3.1 GENERATIVE LINGUISTICS

The School of "Generative Linguistics" (1) argues that language cannot be explained as simple responses to stimuli. Moreover providing descriptions of languages failed to provide complex descriptions of the grammar systems of language. Generative linguistics attempted to explain the underlying rules of the native speakers' complex grammar; being more interested in the ultimate question "Why".

1.3.2 SOCIOCULTURAL THEORY

The School of "Sociocultural Theory" was inspired by Lev Vygotsky (1978) who according to him languages are learned as a result of interactions between social and cognitive factors; this theory has led to the investigation of cooperative learning, construction of meaning, and sociocultural variables.

1.3.3 CONTRASTIVE ANALYSIS HYPOTHESIS (CAH)

This hypothesis talks about how the comparisons between the L1 and the L2 can help or interfere with our teaching practice, this helps us to analyze of the knowledge that our students have according to their L2 like phonology, morphology, and syntax, with this we as teachers could make predictions about where our students could have areas of difficulty or the features of the target language that could be easy to acquire; using their L1 habits could help them to acquire the L2. So this could help us in designing our lessons.

1.3.4 STEPHEN KRASHEN'S HYPOTHESIS IN MY TEACHING PRACTICE

In the "Hypothesis of the Monitor Model" Krashen (1982) believes that students have two ways of developing knowledge of a second language; where the acquisition is a subconscious and incidental process and learners pick up language simplicity by being exposed to it, and learning is a conscious and intentional process where language development is an explicit process. According to this and knowing that in my school my English class is the only place where my students have a rapprochement with their L2 (English,) I could say that the development of the acquisition that my students have is through the songs (input) that during the school cycle I teach them in every one of the lessons, or when they learn a song that is related to a specific holiday; subconsciously they are learning the phonology of the L2, and with the movements that I ask them to follow while we are singing it they learn the meaning of the song; after when we analyze the song because or lesson need it, they realize that already have part of the knowledge (intake) through the song and here is when the learning is conscious and intentional process. After my students start their acquisition of intentional learning is when the "Monitor Hypothesis" appear like Krashen (1982) proposed by using their knowledge to monitor their productions; this now focuses on form, for example looking the words down of their

images (input) to relate the writing and the meaning of the vocabulary that they already learned in the song, the knowledge of the grammar when they realize about the similar or different endings of the rhymes, and finally the time that they take to practice the correct writing of the rhymes in an activity where they use a mobile alphabet (little squares that they made during the classes of the lesson with a letter in each one to form the words) with which they must form the word that the teacher asks to them and then they must form the rhymes (output) of that word that they remember from the song.

The "Input Hypothesis" Krashen (1982) refers to how learners move from acquiring one structure to acquiring the next according to their level; and in this moment of my lesson when my students already developed the competence to identify different rhymes, I can decide if they should be exposed to a new comprehensible input like a short text with the learned rhymes and new ones (just few because the topic that I´m exposing correspond to first grade of elementary school), and this would be the "i+1" about what Krashen (1982[) suggested like anything above the learner´s level.

I believe that these kinds of activities are useful to me with my low-level learners; because through the songs, I´ve obtained that my students feel that confidence, motivation, and attitude towards the L2; and when I sing with them, move with them following the rhyme of the song, their anxiety that they could feel because of the L2 start to get down; and when during the lesson when we analyze the grammar and they believe that they don´t know the word, and I help them to remember through the song they get surprised when realizing that they already know; so their "affective filter" is down and the language input that they receive can be readily learned; according to the "affective filter hypothesis" Krashen (1982).

1.3.5 ZONE OF PROXIMAL DEVELOPMENT AS VIGOTSKY STATED IT

Different cultural functions appear in the child development twice, first on the social plane between people as an interpsychological category, and then on the psychological plane within the child as an intrapsychological category Vygotsky, L. (1978). The learner is already able to perform a task, it means that knowledge that once was made available on

the social plane (inter-mental) is now internalized (intra-mental) level; in other words development has occurred and has been learned.

Vygotsky argued that we should not be concerned with what learners can do independently; he believes was not informative of the learners´ stage of development. He was more interested in the learners´ proximal development, what a learner could do under the guidance of a more expert peer. In other words understanding changes form inter-mental to intra-mental can reveal a lot about our learners´ linguistic knowledge.
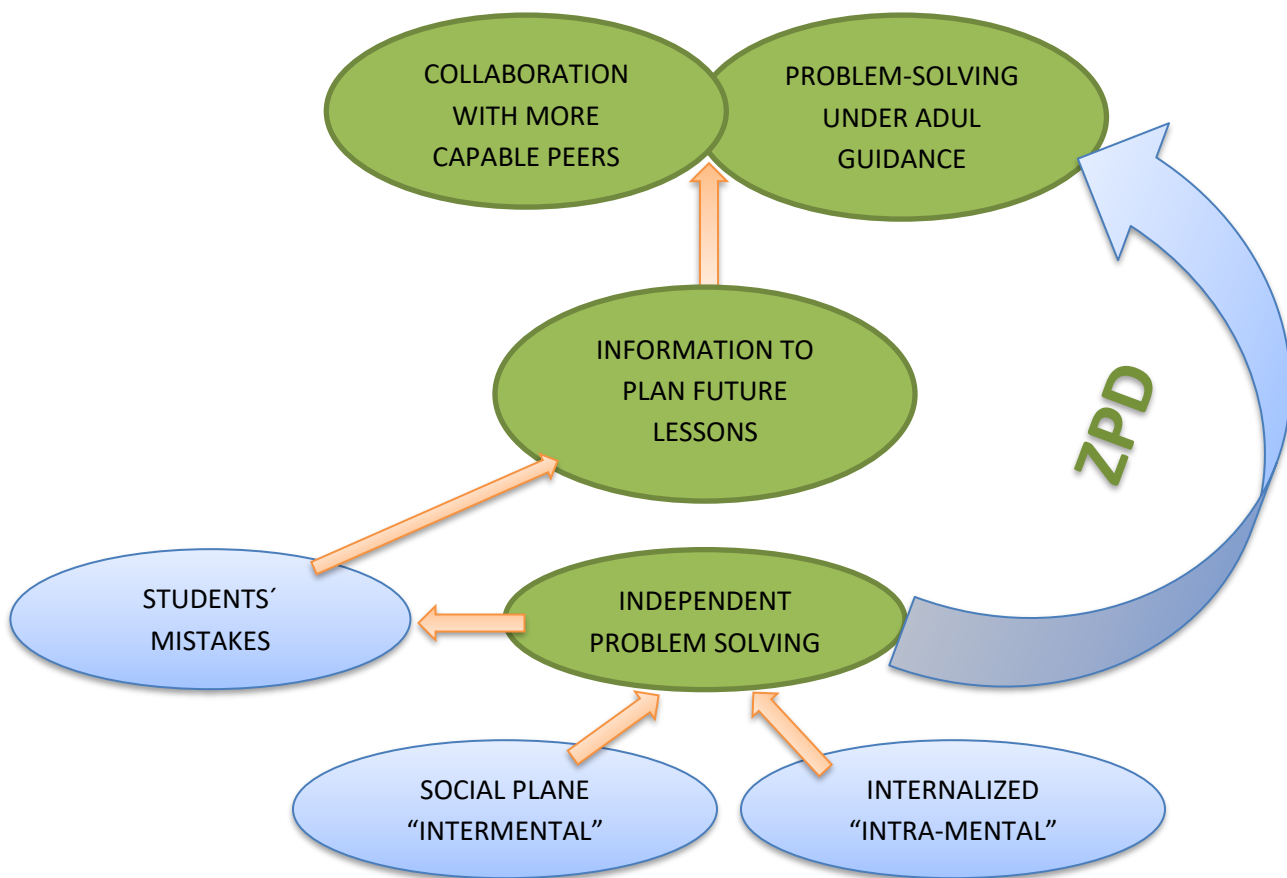
CHAPTER 2 METHODOLOGY AND PRACTICE

2.1 MY CURRENT TEACHING CONTEXT

Now I´m working in the primary school "Ignacio Zaragoza" with CCT. 29DPR0354C in the town of Benito Juarez, Tlaxcala State, it´s a general primary school with 8 groups from 1st to 6th grades; each group has between 16 and 32 students that are between 6 and 12 years old, this school recently moved to its new facilities because 2 years ago it was an evening school that shared them with other school, so it has new furniture and big nature spaces, all of this is beneficial to the students learning because they have a good atmosphere to study; although there are still missing many materials like speakers, computers, and there isn´t a library neither internet service and in some classrooms there isn´t light; this is for sure a disadvantage for the students learning, they live in a community where the economic situation and their family situations are very different.

There are students that have a good family structure and in the other hand there are students that are living poverty and very difficult family problems, talking about their development language learning skills they still have a low level; one of the reasons is that the program PRONI has been working in paused periods where in the second trimester we don´t work and the students don´t have english classes for this period, so this is a big disadvantage to keep developing their skill language competences.

The group that was selected to develop this assignment is the 4th grade that has 22 students that still have a low english level; but it is a participative group that like the leisure activities where they can sing, compete and play during the lessons to practice the english vocabulary and phrases; developing their 4 skills to achieve the L2. this group have an interest in learning another language and they are very participative and responsible when they have to develop their writing skill, they like learn and write new english vocabulary through activities where they have to identify, understand and use it in small texts; but when is time to read they still feel insecure; because the "grapheme-phonetic (letter-to-sound) relationship" is what takes more time to them understand and acquire; so when they have to read they always ask for the teacher´s help to feel more secure.

2.2 THEORETICAL CONCEPTS AND METHODOLOGY

2.2.1 BEHAVIORISM ONE OF THE SCHOOLS OF THOUGHT

To have a clear knowledge about the process of learning a second language that in this case is English; and specifically through the development of this final project; I meet myself with one of the three perspectives of "Schools of thought"; the School of "Behaviorism" (2) that has a "Psychology field"; and according with it humans learn as a result of receiving negative and positive reinforcement after responding to a given stimuli. According with the school of behaviorism our students need stimulus that make them respond to the language; the kind of stimulus is everything that I can give them like an INPU; maybe a song that will make my students respond to it; and with the use of habits that I used through all the lessons for this project they can have that reiterative opportunity to learn through the correct feedback that they need, using this input I can develop the new habits that my students need to improve their speaking skill.

According with this school the language is speech and students learn the spoken language used in their environment; behaviorism argues that when students hear language they are compelled to repeating or mimicking the language what we call an utterance, and by giving them the correct reinforcement or feedback they will be more competent speaker.

2.2.2 INPUT, INTAKE, INTERACTION, AND OUTPUT

The "Input Hypothesis" (3) refers to how learners move from acquiring one structure to acquiring the next according to their level; and this would be the "i+1" about what Krashen suggested like anything above the actually learner´s level. I really believe that these kind of activities where I expose to my students to their "i+1" are useful to them because they have a low english level; and through the song I had obtained that my students feel that confidence, motivation, and attitude towards the L2; and when I sing with them, move with them following the rhyme of the song, the anxiety that they could feel because of the L2 starts to get down; and when during the lesson when we analyze the grammar and they believe that they don´t know the word, and I help them to remember through the song they really get surprised when realize that they already know; so their "affective filter" is down

and the language input that they receive can be readily learned; according to the "affective filter hypothesis" (4)

In the lessons that correspond to this final project these strategies are presents since I come in to the classroom, because to enter I always ask to my students for permission in English and they must answer to me in english too; so they have the first sign of INPUT when they listen to me and realize that is time for the class, and also when we use the song and texts during the lessons, in my students case I always use at the beginning of a new lesson a MODIFIED INPUT; when I have to talk slowly or use grammar structures without contractions. Through all the lessons in the different activities oral and writing that they do; they produce the OUTPUT according to their knowledge that now they already obtain and internalized; that could be conversational interactions where the learners have great opportunities to learn the language using some of the different INTERACTIONAL MODIFICATIONS ; when a communication breakdown occur; like confirmation check or reformulation, in this form is how they demonstrate the INTAKE of the lesson that they already achieve.

2.2.3 COMMUNICATIVE APPROACH

It is know that communicative approach often resembles behaviorist view of learning Cook, V. (2001); and that the most principal characteristic is that almost everything is done with a communicative intent; students must use language to communicate with some functions in a social context; for our students it is not enough just to have knowledge of target language forms, meanings and functions; they also need to be able to apply this information to communicate according with their context and with the topic that are developing during the lessons to achieve the main feature of the lessons that is become communicatively competent in a real-world.

Communicative approach is connected to the grammatical and discursive organization aspects of language, as well as the functional sociolinguistic and strategic components as part of pragmatic aspect . In this approach fluency and accuracy are not always required to be together; so in the practice the fluency is not stopped by accuracy and errors are part of natural outcome of the development of communication

skills and positive feedback, teacher is going to be a facilitator and a guide; like a manager when s/he promote communication and an advisor when s/he answer students´ questions and monitoring their performance. The motivation for this approach is the "Learner-Centered" instruction in which is promote learners´ constructive self-learning.

In this way students are developing the most important characteristic of the Communicative Approach that is "almost everything is done with a communicative intent"; this doing different activities into the classroom like games, role-plays, problem solving tasks; and truly communicative activities including information gap and feedback as core features (5). I realize during my teaching practice that to engage the students to achieve the correct use of all of this activities; I need to motivate them that´s why is important to mention the Motivational factor.

2.2.4 MOTIVATIONAL FACTOR

According with Gardener (1985) motivation is the combination of effort plus desire to achieve the goal of learning the language plus favorable attitudes towards learning the language, it is also propose that students who have an integrative orientation have a sincere and personal interest in the people and culture represented by the other language group Lambert (1972).

According to this there are different kinds of motivations: intrinsic motivation, resultative motivation, integrative motivation and instrumental motivation. In the case of my students and talking about their context characteristics, that they live in a community where the principal work is farm or like "tablarroquero" that are works where their families don´t have relation with a foreign language, they don´t have the "Integrative motivation" that refers about have a sincere and personal interest in the people and culture presented be the other language group. I´ve been working in this primary school for 7 years continuously and I could realize that my students have the other three kinds of motivations; everyone in different moments of the lessons or through the school year, I could see that the "Instrumental motivation" appear when they must get a good grade in the task that they did, or sometimes I elicit that kind of motivation when I give them a small reward like a candy to the best participation or to the best work during a class.

The "Resultative Motivation" where learners are motivated during the classes when they have a good development in the lesson, I always try to be very enthusiastic with the activities and participations that my students have, I use phrases that make them feel successful with their development; so they feel comfortable with the process, and they start to feel that motivation to continue getting better. As in all the schools and in all the classes there are always students that have an "Intrinsic motivation", that ones that like the idea to learn a second language for curiosity or for interest, because they are extrovert and good learners in general, and if that learner realize that s/he is good in acquiring and learning that L2; they feel more motivated on have an autonomous learning; I could say that in these lessons two different motivations appear; the resultative motivation and the intrinsic motivation; because the students developed the curiosity and the interest through the activities and through their development to learn the L2; so they had two kinds of motivations together.

2.2.5 INTERCULTURAL COMPETENCES

The intercultural competence is the ability to communicate being respectful taking in account the differences in lifestyle, culture, and beliefs, to achieve this ability according to Byram (2002) you need to be curious and openness about where you are and you want to understand the people you are with, you ask questions and listen to what people say; so you are learning about your own culture and also other cultures in an open, nonjudgmental way; to become this attainable for the students Byram´s model of intercultural (2002) competence shows three fundamental characteristics: the intercultural speaker rejecting the native speaker as a model, the acquisition of intercultural competence in an educational context with educational objectives and specifications of locations of learning and of the roles of teachers and students.

To follow this model with my students I used this song like a input where they can realize that most of the kids in the video are using English like an L2; so in this way I am rejecting the native speaker as a model, and my objective is educational since the moment that my students start to learn about all the general instruments information and knowing a bit of history form some of them by talking about their curious facts.

2.2.6 CULTURE

Culture can be defined due to different uses; and according to Martin and Kayama (2010) culture could be define like refinement, mannerism; when is said that someone doesn´t have culture because is crude or vulgar, to talk about civilizations and their backward or provincial people, to talk about arts like something cultural knowledge, or culture to differentiate classes to determine what is moral and what is right, and finally culture to talk about shared language, beliefs and values; this last definition is the one that is taken to teach in an intercultural way, and making use of its characteristics teachers can be able to teach culture into the classroom because it can be shared and learned.

During the development of the lessons my students learn a bit of culture about other civilizations, when they watched and listened the video about the curious facts of some of the instruments; because they learned among other things why the instruments were used at the beginning of its story (the bagpipe to scare enemies in the battlefield or the didgeridoo to make sounds of animals, etc.); and through knowing the meaning of the song they learned the value about equality; because no matter the nationality all together can be happy and have fun through singing a song sharing their skills like singing, dancing or playing an instrument with the main objective that is join us all together.

2.2.7 CULTURAL CRITICALITY APPROACH

Cultural critics think that students need to understand, respect and face the cultural differences in order to avoid communication breakdowns (Whorf (1956); Hall (1973), and Singer (1975) through cultural criticism methods that seek, illustrate, or exemplify culture-specific differences and points of conflict to isolate them as researchable issues in transcultural interaction where students needs to be sensitized to differences, some authors Brislin (1981); Samovar, Porter, and Jain (1981) think that it would be better to focus on cultural similarities first; and that´s why in this assignment this is the approach that was taken in account to develop the lesson plan; because part of the objective is that students identify the differences and similarities that they have with other cultures talking about instruments and traditional music to raise the awareness of cultural differences and similarities.

The main teaching goal of this project it is first promoting intercultural awareness and encourages students to appreciate different types of traditional instruments around the world. By participating in this activity students will develop a greater awareness of their own cultural context, as well as a positive attitude towards cultural differences; students will develop too the four skills in the group using different and dynamic activities where they achieve the specific knowledge for these lessons.

2.3 RATIONALE BEHIND THE ACTIVITIES

Different approaches, methodologies, and strategies for teaching writing, reading, listening and speaking based on the analysis of the context where this teaching practice takes place.

2.3.1 STRATEGIES FOR READING

2.3.1.1 SCHEMA THEORY

When a text is presented to the students is know that maybe they don´t have the enough information or background to understand it; and here is where the teacher must provide the students with the appropriate SCHEMATA that is lacking and teach to the students to build new knowledge using the existing knowledge; to do this the SCHEMA THEORY shows three types of schema knowledge: Formal schema, Linguistic schema and Content schema.

CONTENT SCHEMA: Makes emphasis in the knowledge that the reader has about past experiences knowing like "background knowledge. And for this project is the one that take in account to develop the reading skill of the students.

2.3.1.2 TOP-DOWN PROCESSING

In this approach the reader uses her/his mind making assumptions about the meaning of the text including all the background of the context and previous experiences; extracting meaning from the context by recognizing words through their meaning and grammar. The reader must identify first the reading goal then previewing the text will try to predict the contents of the text, linking text to previous knowledge; guessing meaning of a particular word from context and paying attention to language structures to finally do the main objective of reading that is reading for meaning.

The students engage in several cognitive processes, for this Carlos Sanchez Lozano argues that reading has three stages "DECODING STAGE" where readers use several clues and translates symbols into sounds; this includes morphemic analysis, semantic knowledge, syntactic knowledge and contextual clues to identify the meaning of the words or phrases; "MAKING INFERENCES" that is using previous knowledge and experiences the reader comprehends the text by taking what they already know about the topic to make guesses about the meaning of the text, and finally the "CRITICAL READING" in which reader attempts to reach a global understanding of the meaning and the intention of the author and then make judgements on the text message.

2.3.2 STRATEGIES FOR WRITING

Hyland Hyland K. (2002) suggests considering six approaches when teaching English and the first one is "Language structures"; where the students are going to learn coherent arrangement of words, clauses, and sentences, which are structured according to a system of rules. Here the author identifies four stages in the development of writing:

*Familiarization *Controlled writing *Guide writing *Free writing

In this project was used the Controlled writing where the students practice writing questions and answers substituting some own ideas to develop the student´s writing skills; because through the lessons they took step by step since the moment when they looked at the new vocabulary, until they could use it to write a complete sentence, and according to their English level with this approach they could develop in the best way their writing skill.

2.3.3 STRATEGIES FOR SPEAKING

When we are developing the speaking skill of our students we must teach them to express ideas; useful ideas that they can use to express themselves in an informal or formal way, becoming their English talks into the English class more readily available to them (cognitively speaking), the use of ready-made phrases, fillers and idioms can help them to express and avoid communication breakdowns and keep up the reciprocity in their conversation according to the context situation.

The speaking skill through the use of a conversational purpose with a type of interaction talk to maintain the social relations between the students; using different and dynamic activities where they achieve the knowledge and the self-confidence to speak, developing their fluency, accuracy and pronunciation with an emphasis on intelligibility; and with this at the end of the lessons they become more participative during the speaking activities.

2.3.4 STRATEGIES FOR LISTENING

One of the main teaching goals of this assignment is develop the listening skill; the listening skill through the "Input and Total Physical Response theories" due to the students´ english level; which view listening comprehension as a key to acquiring L2 providing appropriate and comprehensible input; to be more specific using of the "Bottom-up processing"; where the students will use aural input to receive new data through the analysis of words, clauses and sentences to construct a message and use it to develop their listening skill.

To help students develop listening abilities it was took in count the "Processing of sound and meaning" to help them use language data to anticipate what a speaker is going to say in a conversation, and to recognize sentences and clause boundaries in speech, all of this through non-interactive listening situations; and using bottom-up process with activities according with language and context. According with McErlain (1999) the process of the students in this stage is the "Decoding process"; where they create and understanding of the message by taking in chunks and not just sentences; by using transactional talks exchanging personal information about likes of instruments and their sounds.

2.4 TESTING AND ASSESSING TOOLS

To know the difference between "testing and Assessment" is crucial to set the correct kind of evaluation that we have to develop into our classes; but an important part is to know all the needed characteristics of our students to select the correct way in which we are going to gather the correct information about their learning development, and be able to give them a correct and useful positive feedback. So a "Formative assessment" is the best to add to the students learning experiences by evaluating them in the process of acquiring the language.

2.4.1 PERFORMANCE BASED ASSESSMENT APPROACH (PBA)

To develop these assessments to the students activities was taken in a count the "Performance Based Assessment Approach (PBA); that according with O´malley and Valdez Pierce´s (2008) "consists of any form of assessment in which the students construct a response orally or in writing"; and being the activities of this assignment more directed to productive skills and few activities about receptive skills it is the best approach to follow.

And according with the PBA characteristics to evaluate in this assignment some of they are:

*Constructed responses where the students have to answer to the specific questions about their instruments likes.

*Authentic assessment when they have to answer to the interviews with their partners.

*Process and product when the students use all the last exercises where they wrote different information of the instruments and now they can use it to write their final biography.

2.5 LESSONS ACTIVITIES

2.5.1 FIRST SESSION

In the first session as in the next four is used the "Communicative approach" with the use of language habits and verbal behaviors in the beginning of each class, and when students have to make and answer questions following the teacher´s example, for the listening activities the input hypothesis, Natural approach and Total Physical Response are present when is used the videos like input to introduce the topic and the new vocabulary also in the use of the song.

For the speaking the skill-getting process when the students first make simple questions following an example about the song and the instruments and having that bases; then they make more personal questions to their partners paying attention to the intonation in questions and in answers; this to practice the mechanical features of language, and internalizing the rules when students make the questions to their partners. The speaking

activities that are used in this session are the choral repetition and small chucks when they ask to their partners and give their answers.

SKILLS TO DEVELOP: Listening and speaking.
OPENING: Each class teacher will greet and ask for permission to come in to the class. *Teacher will deliver a plastic glass to each student and she will show them some movements making a rhythm, she will ask to them if it could be a song. **DEVELOPING:** *Teacher will play a video about a song (celebrate good times), then she will make some questions about it: Where are the children from? What are they doing? How do they feel? And Do you like the song? *Teacher will deliver a copy where students will complete some information about different instruments that they will watch in another video (National instruments around the world); information like name, country of origin, category, and if they like their sounds. *Teacher will deliver another copy where students will make an interview to their partners to complete two different bar charts; the first one using the question "Which instrument do you prefer?" to practice the instruments from the video, and the second one using the question "How does its sound make you feel? To remember some feelings like "happy and angry" and to learn some ones like "light and empowered" **CLOSING:** *Different students will make the interview to a partner in front of the class to check their pronunciation and to know which instrument was the preferred for the class.
MATERIAL: plastic glasses, projector, computer, speakers, copies with the exercises, and plastic glasses.

2.5.1.1 WRITING RUBRIC AND SPEAKING RUBRIC

Elements to assess	Excellent 2.5	Good 2	More less 1.5	None 0
Correct spelling of the instruments.	Identified and wrote all the instruments with their correct spelling.	Identified and wrote with correct spelling four of the six instruments.	Identified and wrote with correct spelling less than 3 instruments.	Didn´t write any of the instruments correctly.
Correct country´s spelling respecting capital letter at the beginning.	Identified and wrote all the countries with their correct spelling.	Identified and wrote with correct spelling four of the six countries.	Identified and wrote with correct spelling less than 3 countries.	Didn´t write any of the countries correctly.
Identify and write the correct category of the instruments.	Identified and wrote correctly the six categories of the instruments.	Identified and wrote correctly four of the six categories.	Identified and wrote correctly less than 3 categories.	Didn´t write any of the categories correctly.
Correct negative or affirmative short answer form.	Wrote correctly the six short answers.	Wrote correctly four short answers.	Wrote correctly less than 3 short answers.	Didn´t write any of the short answers correctly.

Elements to assess	Excellent 2.5	Good 2	More less 1.5	None 0
Intonation	Gave the correct falling intonation to both questions.	Gave the correct falling intonation just to one question.	Didn´t give the intonation to the questions but tried to do it.	Asked for the help to the teacher to repeat the questions after her.
Rhythm	Gave the correct rhythm to both questions.	Gave the correct rhythm just to one question.	Didn´t give the rhythm to the questions but tried to do it.	Asked for the help to the teacher to repeat the questions after her.
Remember correctly the name of the instruments.	Remembered the correct names of the instruments.	Remembered the correct names of four instruments.	Remembered less than 3 names of the instruments.	Didn´t remember any name of the instruments.
Remember correctly the feelings.	Remembered the correct names of the feelings.	Remembered the correct names of three feelings.	Remembered less than 2 names of the feelings.	Didn´t remember any name of the feelings.

2.5.2 SECOND SESSION

For the second session the "content schema" is present when the teacher elicits to the students tell her what information they already know about an instrument in the video and then she introduce the new information helping to the students build the relation between the old knowledge and the new one, in the listening activity is develop the top-down process because first students already listen the song in the last class and now they will try to understand the main meaning of the song making use of the vocabulary that they already know in Spanish.

The approach that is present is the "Language structure" when the student first familiarize with the vocabulary and then realize a guided writing when they complete the song and write the curious fact of each instrument; and the micro-skill that is developing is the production of acceptable core of words and use appropriate word order pattern when they write the curious fact of the instruments too.

SKILLS TO DEVELOP: Listening and writing.

OPENING:

*Students will practice the rhythm using the plastic glasses, and teacher will ask them if they remember some instruments from the last class and some of the instruments that the kids play in the video.

DEVELOPING:

*Teacher will elicit to the students watch again the video and tell her some countries where the kids come from, and if there is a kid from Mexico and what instrument he or she is playing.

*Teacher will deliver a copy with the incomplete lyric of the song (celebrate good times) and explains to the students that they must listen carefully the song and complete it with the missing words. To understand the meaning of the missing words teacher will write the list of them on the board, and she will stick on the other side of the board the images, they will pass and match each meaning with the corresponding image and they will write their meaning on the copy in front of the word.

*Students will listen to the song and putting pause the teacher will ask them say the missing word to each blank while they are completing it on their copies.

*Teacher will ask to the students if they know something about the instruments that the kids play in the video, and then she will explain that they will watch another video where they will listen some curious facts form some instruments, and they must complete a chart that they will draw on their notebooks with: name, image, and curious fact of the instruments that they watch in it.

CLOSING:

*Teacher will ask to the students tell her what was the curious fact of the instrument that the Mexican boy plays in the video (guitar), and if they already know it.

MATERIALS: projector, computer, speakers, copies, and plastic glasses.

2.5.2.1 LISTENING RUBRIC AND WRITING RUBRIC

Elements to assess	Excellent 5	Good 4	More less 3	None 0
Recognition of vocabulary meaning.	Recognized the 8 meanings correctly.	Recognized 6 correct meanings.	Recognized less than 4 correct meanings.	Didn´t recognize any correct meaning.
Identify the correct place of the vocabulary into the song.	Identified all the places for each word correctly.	Identify 6 correct places for the vocabulary.	Identified less than 4 correct places for the vocabulary.	Didn´t identify any correct place for the vocabulary.

Elements to assess	Excellent 5	Good 4	More less 3	None 0
Write the instrument with the correct spelling.	Wrote the four instruments with the correct spelling.	Wrote three instruments with the correct spelling.	Wrote just one instrument with the correct spelling.	Didn´t write any instrument correctly.
Write the sentence of the curious fact with the correct spelling.	Wrote the four sentences of the curious facts correctly.	Wrote three sentences with the correct spelling.	Wrote just one sentence with the correct spelling.	Didn´t write any sentence correctly.

2.5.3 THIRD SESSION

Here the students are doing guided writing because they have to write and complete different questions following a model, and then write the corresponding answer changing just the instrument; they continue developing the same micro-skill of the last class. In the speaking the "Intelligibility" is when the students must say during the game out of the class the sentences that teacher elicits and when they have to say a sentence about some information of an instrument to come into the classroom again; here it´s taken in count the "formal features of the message" (correct use of vocabulary), and there are present the communicative techniques like the choral repetition that is a manipulative technique, and the use of "meaning full drills" when they have to give the precise response.

SKILLS TO DEVELOP: Writing and Speaking.
OPENING: *Students will practice again the rhythm with the plastic glasses and now teacher will elicit to them try to sing at the same time the first two verses of the song. **DEVELOPING:** *Students will write on their notebooks the tittle "Where does it come from?" teacher will show a big image of each instrument from the last classes, and they must say to her the answer, and they must write the question and the answer on their notebooks too (Where does the _____come from? "It comes from _____"); this for each instrument. *Teacher will deliver a copy to the students about "Families´ instruments", and all together will read it aloud with the teacher´s help, and then they will answer three true or false questions about it. *Teacher will elicit to the students tell her to which family belongs each instrument form the chart that they complete in the first class, and then they must write the complete sentence to each instrument (The <u>bagpipe</u> is a <u>woodwind</u> instrument). *All the class go out of the classroom to play the game "Fruit cocktail " where they must stand forming a circle and listening to the teacher and different partners´ instructions they must change of place, and the one that lose her/his place must answer the teacher question "Where does the _____ come from? Or what´s the family of the _____? Saying the answer in English. **CLOSING:** *To come back to the classroom students must stand in a line and each one must say a sentence talking about and instrument and its country or its family in english.
MATERIALS: big images about instruments, notebooks, copies and plastic glasses.

2.5.3.1 READING AND WRITING RUBRICS

Elements to assess	Excellent 2	Good 1.5	More less 1	None 0
Identify the global meaning of the reading.	Identified the three correct true or false answers.	Identified just one correct answer.	Identify some of the correct answers with the teacher´s help.	Didn´t identify any true or false correct answer.
Identify the vocabulary to answer the questions correctly.	Answered the 5 questions correctly.	Answered correctly three questions.	Answered less than 2 correct questions.	Didn´t answer correctly any question.
Write the complete and correct sentences about instruments family.	Wrote all the sentences correctly.	Wrote correctly three sentences.	Wrote less than two correct sentences.	Didn´t write any correct sentence.

2.5.4 FOURTH SESSION

The interactive reading model here start with bottom-up process when students must complete the mind map using the vocabulary that they already learn in the last sessions and with the new vocabulary that they´re going to watch on the video; and then the top-down process comes out when they must read the text about the mariachi music where they have to interact with the text and select the cues and information to answer the questions. In the writing activity as according to Brown (2007) and the most relevant principles in the writing teaching, it is used the principle "Connect reading and writing" when students have to write while they observe the vocabulary and patterns on the text to answer the questions; and the micro-skill that they will develop is "produce orthographic patterns" when they have to write the correct information to complete the mind map.

SKILLS TO DEVELOP: Reading and Writing.
OPENING: *Students will practice again the rhythm with the plastic glasses and now teacher will elicit to them try to sing at the same time the four verses of the song.   **DEVELOPING:**   *Teacher will deliver a mind map about the instrument "Didgeridoo" where they must write to complete some information about it (instrument family, made of, played by, to play sound of, and country) with the help of two videos (Preschool Music class online: Didgeridoo from 0:10 sec. to 6:18 min. and Melody street meet Nathan and his Didgeridoo); they must draw an easy image to each data on the mind map too.   *Teacher will deliver a copy about Mariachi music and students must do a skimming looking for cognates or for words that they already know that help them understand the text, then they will read it with the teacher´s help now to do a scanning to answer some questions (about type of music, name of instrument, instrument

family and material, when and where is played) about the instrument that is used to play this music (guitar, violin and trumpets)
CLOSING: *Different students will read the questions with their answers to the class.   **Homework: make at home the instrument that they prefer the didgeridoo using cartoon or a guitar using a cartoon box and bring it for the next class. Bring a cardboard and markers.**
MATERIALS: projector, computer, speakers, copies and plastic glasses.

2.5.4.1 WRITING RUBRIC

Elements to assess	Excellent 2.5	Good 2	More less 1.5	None 0
Write all the information correctly	Wrote all the information correctly.	Wrote four correct facts.	Wrote less than three correct facts.	Didn´t write any of the facts correctly.
Draw the correct image.	Drawn all the correct images according to each fact.	Drawn four correct images according with the facts.	Drawn less than three correct images according with the facts.	Didn´t draw any image correctly according with the facts.
Write the complete and correct sentences about instruments family.	Wrote all the sentences correctly.	Wrote correctly three sentences.	Wrote less than two correct sentences.	Didn´t write any correct sentence.
Write the questions and answers correctly.	Wrote all the questions and answers correctly.	Wrote correctly three questions with their answers.	Wrote correctly less than two questions with their answers.	Didn´t write any of the questions and answers.

2.5.5 FITH SESSION

According with the "Aspects of word knowledge" Zimmerman (2009) explains that there are different stages of knowledge to encourage the students to reflect on their knowledge of particular vocabulary words; and in this final session students will assess their knowledge when now they must to use the learned vocabulary through the last sessions to make their own big monograph poster. So here the students will be able to do a "free writing" using the patterns they have already learned to write about their selected instrument and its information, they will continue developing the micro-skill "produce an acceptable core of words and use appropriate word order patterns". The intelligibility is present here again when the students will present their monographs in front of the class.

SKILLS TO DEVELOP: Writing and speaking.
OPENING: *Students will practice again the rhythm with the plastic glasses and now teacher will elicit to them try to sing at the same time the six verses of the song. DEVELOPING: *Teacher will explain to the students that they will make a big monograph poster about the instrument that they prefer the guitar or the didgeridoo; teacher will set on the board a big monograph poster about the harp and she will elicit to help her to complete it using the information that they already saw in the previous classes. *Students will make their own monograph poster asking for the teacher´s help when they need it. CLOSING: *Students will read their monographs in front of the class showing the instrument that they make for homework.
MATERIALS: big monograph, cardboards, markers, plastic glasses.

2.5.5.1 OBSERVATION PRODUCT RUBRIC

Elements to assess	Excellent 2.5	Good 2	More less 1.5	None 0
Include all the information about the selected instrument: name, family instrument, city origin, curious fact.	Included all the information about the selected instrument.	Included correctly 4 data of the instrument.	Included less than 3 data of the instrument.	Didn´t include any correct data of the instrument.
Correct writing of each data.	Wrote all the information correctly.	Had a mistake in the writing of some sentences.	Had some incorrect sentences.	Had several mistakes in the writing of the sentences.
Speech easy to understand.	Produced a clear and easy speech.	Had some mistakes according with the stress of sentences.	Had several mistakes according with the stress of sentences.	Couldn´t read the biography without teacher´s help.
Instrument made by student.	Well done instruments with details.	Instrument done without defined details.	Instrument done just to do it.	Didn´t make any instrument.

2.6 EXTRA ACTIVITIES

Being in a new and a small school in a small community always could exist the possibility that there isn´t light so it is necessary to carry other option to play the song for this sessions; like the cellphone and a speaker with enough charge, the english class for the group which is going to work with is after the break so sometimes they´re tired and hot so they need activities of warm up that are to relax like "following instructions" where the

teacher elicits to them clap their hands, touch the ground, etc. Sometimes they don´t feel comfortable to participate in speaking activities in front of the class; so in that cases the teacher always go to their sits and help them to say the phrase just for her.

2.7 MATERIALS, EVIDENCES, AND PHOTOS OF THE LESSONS

2.7.1 VIDEOS

Celebration (Kool and The Gang) | Playing For Change | Song Around The World

https://www.youtube.com/watch?v=8Lu41LulQos

National Instruments Around The World

https://www.youtube.com/watch?v=DdgLftWXccQ

World Instruments | Music For Kids | STEM Home Learning

https://www.youtube.com/watch?v=njbRNsFmBcY&t=6s

Melody Street - Meet Nathan and his Didgeridoo (Musical Guest)

https://www.youtube.com/watch?v=8C-k6wYqT8s
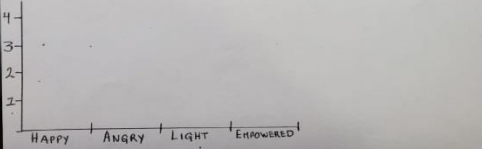
2.7.2 COPIES TO DEVELOP THE DIFFERENT ACTIVITIES IN THE SESSIONS

CELEBRATE GOOD TIMES

Celebrate good times, come on (2)

There's a _____ going on right here

A _____ to last through the years

So bring your _____ _____ and your _____
too

We gonna _____ your party with you, come on

Celebration

Let's all celebrate and have a good time

Celebration

We gonna celebrate and have a good time

It's time to come _____

It's up to you

What's your _____

Everyone around the _____ , come on

It's a celebration

MISSING WORDS

*together
*good times
*world
*celebration
*laughter
*party
*pleasure
*celebrate

Strings

Instruments in the string family produce sound by the vibration of strings.

Guitar, double bass, harp.

Woodwinds

Instruments in the woodwind family produce sound by blowing vibrating air inside a tube.

Flute, clarinet, bassoon.

a. String instruments produce sound by shaking strings. T F

b. Woodwind instruments produce sounds by blowing air. T F

c. The guitar, bass and bassoon are woodwind instrument. T F

---

below.

Click here to read more.!

♪ **Mariachi music** is the traditional music in Mexico, a country in America. The main instruments played with Mariachi are guitars, violin and trumpets. People listen to Mariachi at parties and Garibaldi, a square in the center of Mexico.

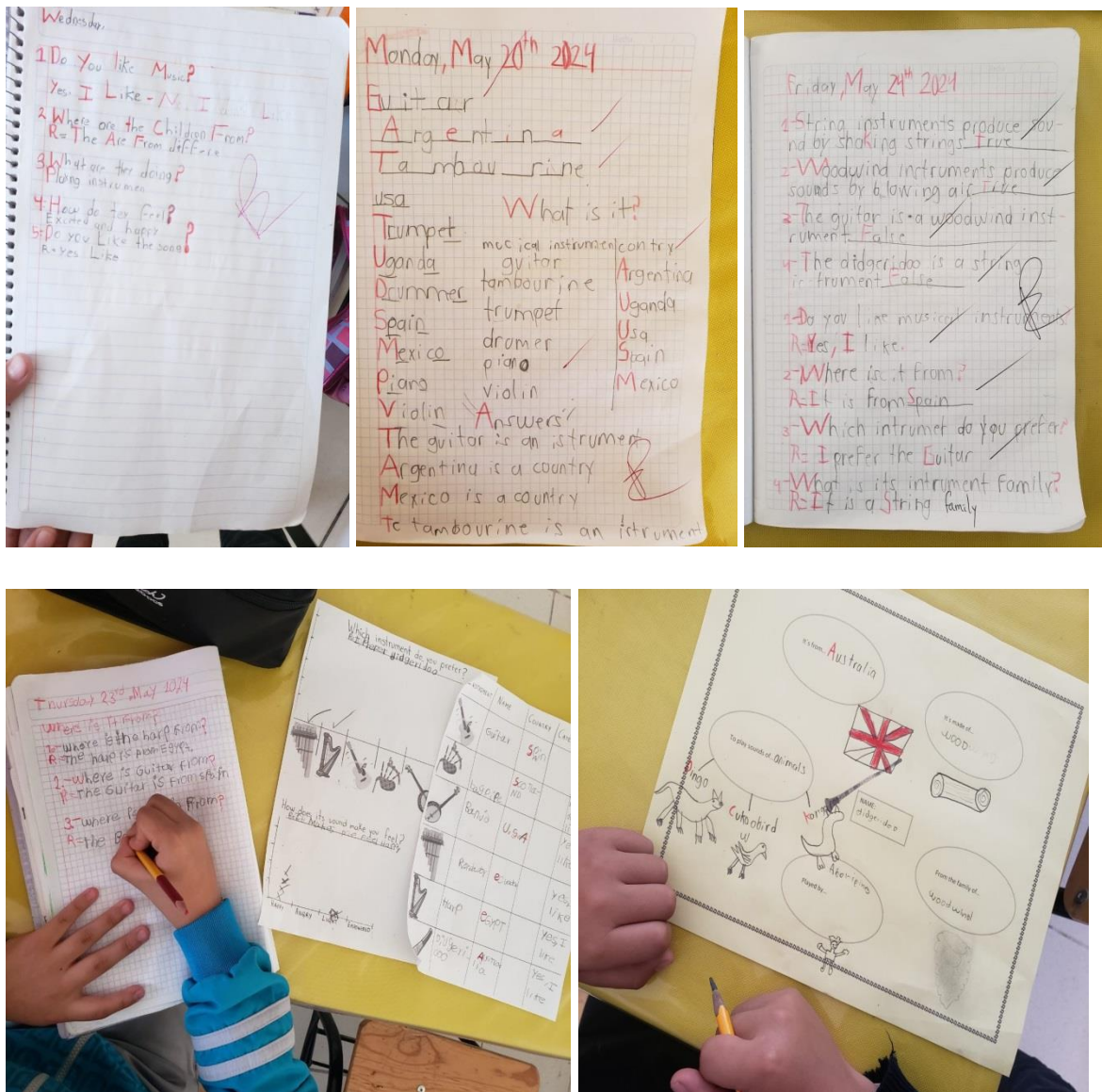Mariachis wear black suits and big hats.

a) What type of music is it? _____ .

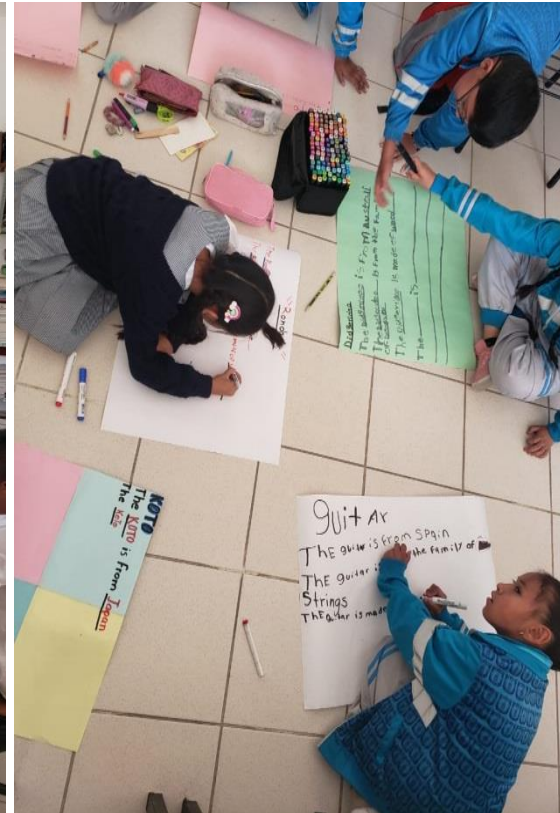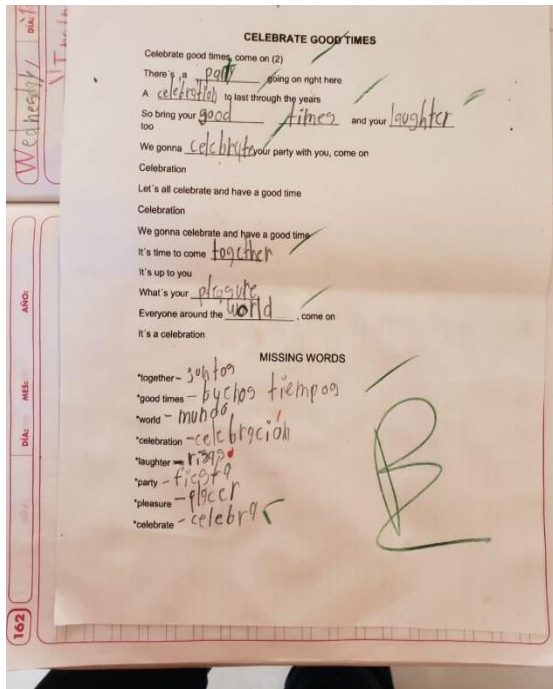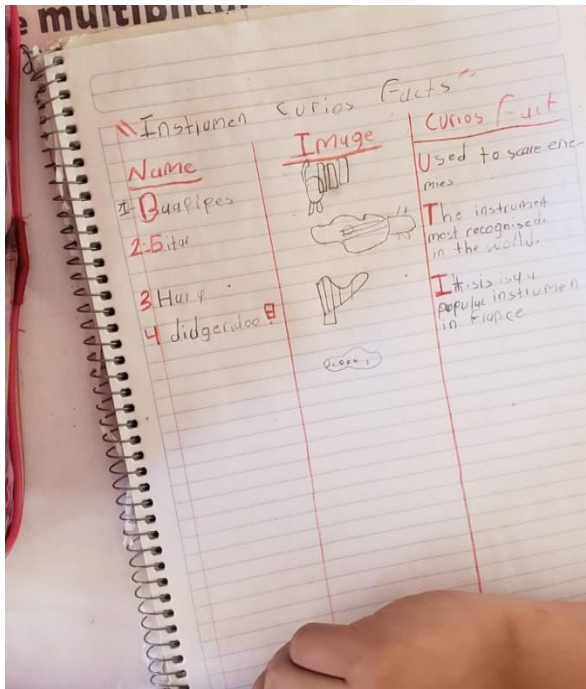b) Where is it from? _____ .

c) What are the instruments played? _____ .

d) What are the materials and the family of the instruments played? _____

e) When and where do they play this type music? _____ .

2.7.3 IMAGES OF ACTIVITIES EVALUATION

Instrument	Name	Country	Category	Do you like the sound
	Lois Gwitar	Spain	String Family	yes I like
	Bagpipe	Scotland	Woodwind family	No I don't like
	Banjo	U.S.A	string family	yes I like
	Rondador	Ecuador	woodwind family	yes I like
	Harp	Egypt	string family	yes I like
	Didgeridoo	Australia	woodwind family	yes I like

Join both columns:

- Where are the children from?
- What are they doing?
- How do they feel?
- Do you like the song?

Yes, I like / No, I don't like

- From different countries
- Playing different musical instruments.
- They look happy.

Good job

It's from... Australia

It's made of... Wood

To play sounds of... Animal Dingo cuckabird Kangaroo

NAME Didgeridoo

From the family of... Wood WIND

Played by... Aboribines

KOTO ★✿

The KOTO is from Japan
The KOTO is from the Family of strings
The KOTO is made of wood
The Koto is It's sound is relaxing

I like the sound of the KOTO

Excellent

Koto

Didgeridoo ✓

The Didgeridoo is from Australia
The Didgeridoo is from the Family of woodwind
The Didgeridoo is made of wood
The Didgeridoo is the oldest Musical instrument of the world ✓ I like the sound of the didgeridoo

Good work!

CHAPTER 3 EXPERIENCE REPORT

3.1 RESULTS OF THE PLANNING APPLICATION

At the end of the five lessons it was observed that the students acquire the new vocabulary to talk about the different instruments´ information using the four skills; including their correct pronunciation according with if they were asking or answering about the topic; during the development of the speaking exercises in the small interviews to their partners, some students got the confidence to speak without the teacher´s help but few of them still need the teacher´s help to use the L2, the group acquire the intelligibility to talk about some curious facts of the instruments that they learned in an easy way, they realize through the lessons that different cultures share the music and their original instruments like common features of culture that help them be equal no matter the nationality.

CHAPTER 4 CONCLUSIONS

I can say that looking into a group of foreign language learners of the same grade, I can see that it is like a puzzle with many and different pieces that need to be joined, and to achieve the development of all the knowledge through the four skills I need to use the "Second Language acquisition" theories; and the concepts that it gives us to be a very skilled teacher, being capable to identify those different characteristics of our learners, and according to that decide the specific knowledge that we need to develop with them, helping to achieve their acquisition and learning of the L2.

During the study of this specialization I realize that there are many elements that I must take into account to have a successful teaching practice; focusing myself in the correct theory, method, and strategies according with the characteristics of my group; that helped me to reflect on my teaching philosophy and decide what is the better way and structure that I must follow in my future teaching practices.

The importance of the cultural input into the classroom is essential to achieve the correct awareness of our students about the existence of other cultures, because since the moment that they´re learning a L2 they are exposed to a different culture, and they need to learn about it and make some comparations between their own and the other one to seek,

illustrate, or exemplify culture-specific differences to be sensitized to differences; so teaching the importance of knowing about other cultures to the students helps to form open mind students that always will have the interest in learn about the cultures all around the word; becoming into smart students that always will be tolerant and respectful with the diversity.

CHAPTER 5 REFERENCES AND APPENDIXES

5.1 REFERENCES

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5.2 APPENDIXES

5.2.1 "URL" (LINK) OF LESSONS VIDEO

https://drive.google.com/file/d/1kXJwiwb1Y4WRamrQLR1yhovSuNKt5Dz4/view?usp=drivesdk

5.2.2 LESSON PLAN

Teacher name: Irma Pérez González	Grade: 4th of elementary school.	Group level: Basic.
		Topic: Interculturality through music.

Objective: To promote intercultural awareness and encourage students to appreciate different types of traditional instruments around the world. By participating in this activity, students will develop a greater awareness of their own cultural context, as well as a positive attitude towards cultural differences.

Learning outcomes:
*Explore and read musical instruments information – origin, materials, and family instruments.
*Explore and complete a graph about instruments by interviewing partners.
*Explore and write information through mind maps and questionnaires.
*Participate in the intonation of songs.

APPROACHES

For listening: The input hypothesis, Natural approach and Total Physical Response.

For writing: Language structures.

For reading: Interactive reading model.

For speaking: Skill-getting processes.

Lessons	Procedure (activities)	time
1	**SKILLS TO DEVELOP:** Listening and speaking. **OPENING:** Each class teacher will greet and ask for permission to come in to the class. *Teacher will deliver a plastic glass to each student and she will show them some movements making a rhythm, she will ask to them if it could be a song. **DEVELOPING:** *Teacher will play a video about a song (celebrate good times), then she will make some questions about it: Where are the children from? What are they doing? How do they feel?, and Do you like the song? *Teacher will deliver a copy where students will complete some information about different instruments that they will watch in another video (National instruments around the world); information like name, country of origin, category, and if they like their sounds. *Teacher will deliver another copy where students will make an interview to their partners to complete two different bar charts; the first one using the question "Which instrument do you prefer?" to practice the instruments from the video, and the second one using the question "How does its sound make you feel? To remember some feelings like "happy and angry" and to learn some ones like "light and empowered" **CLOSING:** *Different students will make the interview to a partner in front of the class to check their pronunciation and to know which instrument was the preferred for the class.	5 Min. 10 Min. 15 Min. 20 Min. 10 Min.
2	**SKILLS TO DEVELOP:** Listening and writing. **OPENING:** *Students will practice the rhythm using the plastic glasses, and teacher will ask them if they remember some instruments from the last class and some of the instruments that the kids play in the video. **DEVELOPING:** *Teacher will elicit to the students watch again the video and tell her some countries where the kids come from, and if there is a kid from Mexico and what instrument he or she is playing. *Teacher will deliver a copy with the incomplete lyric of the song (celebrate good times) and explains to the students that they must listen carefully the song and complete it with the missing words. To understand the meaning of the missing words teacher will write the list of	5 Min. 5 Min. 10

	them on the board, and she will stick on the other side of the board the images, they will pass and match each meaning with the corresponding image and they will write their meaning on the copy in front of the word.	Min.
	*Students will listen to the song and putting pause the teacher will ask them say the missing word to each blank while they are completing it on their copies.	15 Min.
	*Teacher will ask to the students if they know something about the instruments that the kids play in the video, and then she will explain that they will watch another video where they will listen some curious facts form some instruments, and they must complete a chart that they will draw on their notebooks with: name, image, and curious fact of the instruments that they watch in it.	20 Min.
	CLOSING:	
	*Teacher will ask to the students tell her what was the curious fact of the instrument that the Mexican boy plays in the video (guitar), and if they already know it.	5 min
3	**SKILLS TO DEVELOP:** Writing and Speaking.	
	OPENING: *Students will practice again the rhythm with the plastic glasses and now teacher will elicit to them try to sing at the same time the first two verses of the song.	5 Min.
	DEVELOPING: *Students will write on their notebooks the tittle "Where does it come from?" teacher will show a big image of each instrument from the last classes, and they must say to her the answer, and they must write the question and the answer on their notebooks too (Where does the _____ come from? "It comes from _____"); this for each instrument.	15 Min.
	*Teacher will deliver a copy to the students about "Families´ instruments", and all together will read it aloud with the teacher´s help, and then they will answer three true or false questions about it.	5 Min.
	*Teacher will elicit to the students tell her to which family belongs each instrument form the chart that they complete in the first class, and then they must write the complete sentence to each instrument (The bagpipe is a woodwind instrument).	15 Min.
	*All the class go out of the classroom to play the game "Fruit cocktail " where they must stand forming a circle and listening to the teacher and different partners´ instructions they must change of place, and the one that lose her/his place must answer the teacher question "Where does the _____ come from? Or what´s the family of the ____? Saying the answer in English.	15 Min.
	CLOSING: *To come back to the classroom students must stand in a line and each one must say a sentence talking about and instrument and its country or its family in english.	5 Min.
4	**SKILLS TO DEVELOP:** Reading and Writing.	
	OPENING: *Students will practice again the rhythm with the plastic glasses and now teacher will elicit to them try to sing at the same time the four verses of the song.	5 Min.
	DEVELOPING: *Teacher will deliver a mind map about the instrument "Didgeridoo" where they must write to complete some information about it (instrument family, made of, played by, to play sound of, and country) with the help of two videos (Preschool Music class online: Didgeridoo from 0:10 sec. to 6:18 min. and Melody street meet Nathan and his Didgeridoo); they must draw an easy image to each data on the mind map too.	20 Min.
	*Teacher will deliver a copy about Mariachi music and students must do a skimming looking for cognates that help them understand the text, then they will read it with the teacher´s help now to do a scanning to answer some questions (about type of music, name of instrument, instrument family and material, when and where is played) about the instrument that is used to play this music (guitar, violin and trumpets)	20 Min.
	CLOSING: *Different students will read the questions with their answers to the class.	5 Min.
	Homework: make at home the instrument that they prefer the didgeridoo using cartoon	

	or a guitar using a cartoon box and bring it for the next class. Bring a cardboard and markers.		
5	**SKILLS TO DEVELOP:** Writing and speaking. **OPENING:** *Students will practice again the rhythm with the plastic glasses and now teacher will elicit to them try to sing at the same time the six verses of the song. **DEVELOPING:** *Teacher will explain to the students that they will make a big monograph poster about the instrument that they prefer the guitar or the didgeridoo; teacher will set on the board a big monograph poster about the harp and she will elicit to help her to complete it using the information that they already saw in the previous classes. *Students will make their own monograph poster asking for the teacher´s help when they need it. **CLOSING:** *Students will read their monographs in front of the class showing the instrument that they make for homework.	5 Min. 10 Min. 30 Min. 15 Min.	

Materials:
Projector, computer, speakers, plastic glasses, different copies with the exercises, big images of instruments, masking tape, big monograph poster, markers.