**UNIVERSIDAD PEDAGÓGICA NACIONAL**

**UNIDAD 092, AJUSCO**

**ESPECIALIZACIÓN EN ENSEÑANZA Y APRENDIZAJE DE INGLÉS COMO LENGUA EXTRANJERA**

**INTERCULTURALITY – OUR WORLD TODAY**

**TRABAJO RECEPCIONAL DE**

**INTERVENCIÓN PEDAGÓGICA**

**QUE PARA OBTENER EL DIPLOMA DE:**

**ESPECIALIZACIÓN EN ENSEÑANZA Y APRENDIZAJE DE INGLÉS COMO LENGUA EXTRANJERA**

**PRESENTA:**

**ALINA BUSQUETS FERNÁNDEZ**

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**CIUDAD DE MÉXICO, JULIO 2024.**

**UNIVERSIDAD PEDAGÓGICA NACIONAL
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**SPECIALIZATION IN TEACHING AND LEARNING OF
ENGLISH AS A FOREIGN LANGUAGE**

**INTERCULTURALITY – OUR WORLD TODAY**

**RECEPTIONAL PEDAGOGICAL INTERVENTION WORK**

**TO OBTAIN THE DIPLOMA OF:**

**SPECIALIZATION IN TEACHING AND LEARNING OF
ENGLISH AS A FOREIGN LANGUAGE**

**PRESENTS:**

**ALINA BUSQUETS FERNÁNDEZ**

**TUTOR: ELIN EMILSSON INGVARSDOTTIR**

**MEXICO CITY, JULY 2024**

Ciudad de México, 18 de septiembre de 2024

### DICTAMEN DE APROBACIÓN DEL TRABAJO DE ESPECIALIZACIÓN PARA LA OBTENCIÓN DEL DIPLOMA

Se hace constar que el/la participante Busquets Fernández Alina con matrícula 230926063 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 - our world today", 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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ATENTAMENTE
"EDUCAR PARA TRANSFORMAR"

GABRIELA RUÍZ DE LA ROSA
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# Abstract

The objective of this project was to prepare, develop, and implement a one-week lesson plan based on interculturality, to observe the students of a multigrade preschool group, perform on a topic that they had never worked on before, since it involved, promoted, and favored inclusive dynamics in all processes of socialization, learning and coexistence in the educational environment.

Cultural awareness is vital. Preschoolers absorb information rapidly, and their early encounters with diverse cultures shape their perceptions and attitudes. By integrating cultural awareness into language syllabi, we foster empathy, respect, and a positive cultural identity. Technology further enhances this education, allowing us to create dynamic, immersive experiences that deepen understanding.

Teaching preschoolers English goes beyond language acquisition—it prepares them to navigate a multicultural world. In today's interconnected world, cultural awareness plays a crucial role in language education, especially in the context of preschoolers. Understanding and appreciating diverse cultures is not only essential for fostering inclusive learning environments but also for promoting effective communication and mutual understanding.

Different methodologies were utilized according to the planned activity. *Play-based learning* encourages social interaction and creativity, *Storytelling* because stories captivate children's imaginations, expose them to new vocabulary, and reinforce language patterns. *Visual Learning* helps reinforce concepts and accommodates different learning styles. *Interactive Activities* such as role-playing and group discussions build confidence, fluency, and communication skills. *Songs and Rhymes* since music aids memory, rhythm, and pronunciation, it is fun and helps children internalize language patterns. *Cultural Exposure* to enrich language learning and foster curiosity in cultural contexts. *Technology Integration*: Technology appeals to young learners and provides interactive, self-paced learning experiences.

When considering preschoolers, cultural awareness becomes not only relevant but imperative in shaping their holistic development. At this early age, children absorb information and experiences from their surroundings at a rapid pace. Their first encounters with diverse cultures significantly influence their perceptions, attitudes, and social interactions.

Rubrics for assessment were thought and created for each of the skills involved in the activities. The rubrics evaluated engagement and participation, specific skill development, understanding of cultural concepts, collaboration and communication, and creativity and expression. The results were well above what was expected from the students, since they were able to identify differences among varied cultures in terms of their understanding of traditions and cultural practices, and they recognized and valued diversity and respect for others. This cultural awareness nurtured their social and emotional competence by promoting empathy and perspective-taking. Exposing them to diverse cultures helped them understand and appreciate their cultural background while also fostering respect and curiosity toward others.

Key words: *cultural awareness, preschool, interculturality, integrated technology, diversity.*

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# Introduction

I am convinced that being an English teacher is the best professional experience of my life. This emerges from the inter-relationships I have lived through while teaching young learners, that is, preschool students from three- to five-year-olds since they are eager to experience all kinds of situations, curiosity is what first moves them to inquire about everything around them in every possible scenario or context.

I believe we teachers must support and engage our students in their learning, so they feel confident and relaxed using this second language, it will help them communicate with other English speakers living in their own country or different countries all over the world.

Learning English is the foundation of their best possible way of living since they will be able to get jobs with higher positions in the not-very-distant future. It will make them feel self-assured to speak freely in different contexts and circumstances, giving their opinions related to varied topics or situations.

Greater competencies and abilities are what current situations ask for nowadays, since they will encounter many different circumstances that ask for highly skilled individuals who would be able to socialize and the English language would be part of the problem-solving skills they will put at work.

In today's interconnected world, cultural awareness plays a crucial role in language education, especially in the context of preschoolers. Understanding and appreciating diverse cultures is not only essential for fostering inclusive learning environments but also for promoting effective communication and mutual understanding.

As educators, it is imperative to acknowledge that cultural diversity is not confined to textbooks but is intricately woven into the fabric of our students' lives. Therefore, integrating cultural awareness into language syllabi is of great value, as it enriches the

learning experience and prepares preschoolers to navigate a multicultural world with empathy and respect.

Moreover, technology offers a myriad of opportunities to enhance cultural education for preschoolers. By leveraging digital tools and resources, educators can create dynamic and immersive learning experiences that engage young learners and deepen their understanding of diverse cultures.

When considering preschoolers, cultural awareness becomes not only relevant but imperative in shaping their holistic development. At this early age, children absorb information and experiences from their surroundings at a rapid pace.

Their first encounters with diverse cultures significantly influence their perceptions, attitudes, and social interactions, for example:

- identity formation: Preschoolers are in the process of forming their sense of self and identity. Exposure to diverse cultures helps them understand and appreciate their cultural background while also fostering respect and curiosity toward others. By incorporating cultural awareness into language syllabi, educators provide them with the foundation to develop a positive cultural identity and a sense of belonging in a multicultural society.
- social and emotional learning: Cultural awareness nurtures preschoolers' social and emotional competence by promoting empathy, perspective-taking, and respect for others. Through language activities and discussions about different cultural practices and traditions, children learn to recognize and value diversity, fostering a sense of inclusivity and cooperation in their interactions with peers.
- language acquisition: Language learning is intricately linked to cultural context. By exposing preschoolers to a variety of cultural texts, stories, and language patterns, teachers not only enhance their language skills but also deepen their understanding of cultural nuances and communication styles. This holistic approach to language learning ensures that preschoolers develop the ability to navigate diverse linguistic and cultural landscapes with confidence and sensitivity.

- cognitive development: Cultural awareness stimulates preschoolers' cognitive development by broadening their worldviews and expanding their cultural knowledge. Engaging in activities that explore different cultural perspectives and practices encourages critical thinking, problem-solving, and creativity. By challenging preschoolers to think beyond their own cultural experiences, educators foster cognitive flexibility and open-mindedness from an early age.

- community and family engagement: Preschoolers' cultural identities are deeply influenced by their families and communities. Integrating cultural awareness into language syllabi encourages collaboration and partnership with families, inviting them to share their cultural traditions, stories, and languages with the classroom. This collaborative approach strengthens the home-school connection and creates a supportive learning environment where preschoolers feel valued and understood.

In essence, cultural awareness is not merely an add-on to language syllabi but an essential component that shapes preschoolers' development on multiple levels. By embracing cultural diversity and incorporating it into classroom activities, teachers lay the foundation for them to become empathetic, culturally competent individuals who are capable of navigating an increasingly diverse and interconnected world.

Not long ago, one of my students asked me why we were learning English if we live in Mexico and we are Mexicans, I was surprised at his question since my student is only seven years old, how come a boy his age could be thinking of this! It only shows how families and technology have become so intertwined in current children's education and upbringing that they receive information from not only parents, but also social media, even at this early age.

In the realm of early childhood education, assessing and testing preschoolers isn't merely about assigning grades or measuring academic proficiency. Instead, it's a multifaceted process aimed at understanding each child's unique journey of development and learning. Meaningful testing and assessing tools dive into the center of this complexity, acknowledging that young children's growth encompasses far more than what

can be captured through traditional standardized measures. A holistic approach is called in for.

At its core, meaningful assessment is about gaining insights into the whole child – their cognitive abilities, social-emotional development, language skills, physical coordination, and more. It's about recognizing the rich world of experiences, talents, and challenges that shape each child's educational path. This deeper understanding allows us educators to tailor our approaches, interventions, and support to meet students where they are and propel them forward.

In our exploration of meaningful testing and assessing tools for preschoolers, we'll venture beyond conventional methods. While standardized tests have their place, they often fail to capture the full spectrum of their capabilities and potential. Instead, we'll focus on assessment practices that honor the diversity of young learners and celebrate their individuality.

From dynamic observations conducted in natural learning environments to play-based assessments that uncover hidden talents, we teachers delve into the power of authentic assessments, such as portfolio reviews and project-based evaluations, which offer rich snapshots of our student's progress over time.

Through these actions, we will discover that meaningful testing and assessing tools for preschoolers are about fostering a culture of curiosity, resilience, and lifelong learning. By embracing assessment practices that prioritize understanding over judgment and growth over performance, we can unlock the full potential of every child, laying a strong foundation for their future success.

**Chapter 1. Philosophy and theory**
**1.1 My teaching context, identity and philosophy**

**School's name:** Pepe Grillo Kindergarten

**Preschool:** Kinder 1, Kinder 2, Kinder 3, this means I teach multilevel = all three levels in one classroom.

**Ages:** 3- to 5-year-olds

**Number of students:** 9 (one in Kinder 1, four in Kinder 2, four in Kinder 3)

**Location:** Mayoralty Álvaro Obregón, Mexico City

**Private school**

**Facilities:** One principal's office, one administrative office, and a yard used for ceremonies, festivals, recesses, and P. E. activities. Three preschool classrooms, six elementary classrooms, and one computer laboratory. Two student bathrooms, and one teacher's bathroom.

**My students' profile in social and language level terms**
**Social Profile**

Emotional development: My students experience a wide range of emotions. They're learning to recognize and express feelings such as joy, frustration, and empathy. Their emotional regulation skills are still developing, and they sometimes struggle with managing intense emotions.

Peer interactions: They usually engage in parallel play, where they play alongside but not necessarily with other children. As they develop social skills, they gradually transition to cooperative play, sharing toys, and interacting more directly with peers, my students are now more cooperative, and they're learning to share their belongings.

<u>Empathy</u>: The ability to understand and share others' emotions, emerges during the preschool years. Some of my children show more advanced empathy skills, while others are still learning to recognize and respond to others' feelings.

<u>Conflict resolution</u>: they're learning basic conflict resolution strategies, such as taking turns, using words to express needs, and seeking adult help when needed. They are also becoming aware of fairness and justice and some of them express it orally, such as: "It's not fair".

**Language Level Profile**

<u>Vocabulary growth</u>: My students experience rapid vocabulary expansion. They learn new words daily and enjoy exploring language through stories, songs, and conversations and they often repeat them in other contexts or activities even though these are not related to the topic we're working with.

<u>Grammar development</u>: While their grammar is still developing, my students use simple sentences and begin to understand basic sentence structures. They may make errors (e.g., overgeneralizing verb tenses), but these are part of the learning process. They often use the past forms.

<u>Language play</u>: They engage in imaginative play, creating scenarios and using language to represent different roles. They love rhymes, wordplay, and creating their stories, they usually assign characters when they create their roleplays.

<u>Language variation</u>: Children from diverse linguistic backgrounds bring their home languages to preschool. Bilingual and multilingual exposure enriches their language skills and cultural understanding. Since they all speak Spanish and there are no other languages present in my classroom, I try to introduce words from French for example, I say "Bon Appetit" when they're having lunch.

In summary, my students' social and language profiles are dynamic and influenced by their individual experiences, family context, and cultural background. As teachers, we must celebrate their uniqueness and support their growth in both domains.

**1.2 Theory underlying my teaching practice and identity**
**My teaching philosophy**

As an educator, my teaching philosophy and identity continue to evolve through conscious reflection and professional growth. My new versions of my teaching philosophy and teaching identity that integrate my perspectives on language, language learning, and language teaching, specifically in the context of preschool students, have evolved to embrace the complexity of my classroom.

These are the aspects that are now developed, assembled, and carried out with a different perspective, understanding my students' needs and preferences "with different eyes", with a fresh perspective, this conveys the idea of looking at them from a new angle, with a changed viewpoint, which means gaining insight or understanding that wasn't previously there.

1. **Holistic Development and Play-Based Learning**:

   o **Teaching Philosophy**: I believe that education should nurture the whole child—cognitive, social, emotional, and physical aspects. In the preschool years, play is a powerful vehicle for learning. Children explore, create, and make sense of the world through play. My role as a teacher is to facilitate meaningful play experiences that promote language development, problem-solving, and social skills. (Hughes, 2022).

   o **Language Perspective**: Language is not just a set of rules; it's a tool for communication, expression, and understanding. In the preschool classroom, language is now better woven into every interaction, whether during storytelling, dramatic play, or conversations. I encourage language experiences by providing a language-rich environment and modeling effective communication.

   o **Language Learning Approach**: Preschoolers learn best when language is embedded in authentic contexts. I prioritize oral language development, vocabulary expansion, and active listening. Through songs, rhymes, and storytelling, children absorb language naturally. I also celebrate linguistic

diversity, valuing each child's home language as a bridge to learning English.

2. **Constructivist Approach**:

   o **Teaching Philosophy**: I embrace constructivism, recognizing that children actively construct knowledge by interacting with their environment. Each child brings unique experiences and perspectives. My teaching adapts to their interests, strengths, and developmental stages.

   o **Language Perspective**: Language acquisition is a dynamic process. Children learn by doing, experimenting, and making connections. I scaffold language learning by providing open-ended questions, encouraging curiosity, and celebrating their language discoveries.

   o **Language Teaching Strategies**: I create environments where children engage in purposeful conversations. I use open-ended prompts like "Tell me more" or "What do you think?" to foster language exploration. I also incorporate sensory experiences to enhance language development.

3. **Cultural Responsiveness and Multilingualism**:

   o **Teaching Philosophy**: Cultural diversity enriches our classroom. I value each child's cultural background, family traditions, and language heritage. By celebrating and exposing diversity, we create an inclusive and respectful learning community.

   o **Language Perspective**: Language is a cultural treasure. I encourage bilingualism and multilingualism. Preschoolers benefit from exposure to different languages, as it enhances cognitive flexibility and cultural understanding. I honor families' communicative ways and involve parents as language partners. I often include them in their children's homework by giving them some instructions in L2.

   o **Language Learning Environment**: Our classroom reflects a global perspective. We explore stories, songs, and celebrations from various

cultures. Children learn greetings in different languages and appreciate diverse perspectives. Language learning becomes a bridge to connect with others worldwide.

4. **Relationships and Emotional Well-Being**:

   o **Teaching Philosophy**: Emotional well-being is foundational for learning. Positive relationships with peers, families, and teachers create a secure base for exploration and growth. I'm always promoting respect among them and teachers, we have a set of rules posted on the wall and we revise them every day.

   o **Language Perspective**: Language is not only about words; it's about emotions, empathy, and connection. I teach children to express feelings, resolve conflicts, and listen actively. We use words to build bridges of understanding.

   o **Language Teaching Approach**: I weave social-emotional learning into language experiences. We discuss feelings, I read them books about emotions, and practice empathy. My students are learning to articulate their needs, negotiate, and collaborate.

My teaching philosophy for my preschool students emphasizes holistic development, constructivist learning, cultural responsiveness, and emotional well-being. Language is the thread that weaves through every aspect of their growth, fostering curiosity, connection, and lifelong learning. During this specialization, I have been able to see more clearly how to define my goals in the English classroom, the relevance of student-centered philosophy, and my efforts to deliver a better-designed lesson plan every day.

Considering the three main dimensions of the teaching philosophy: cognitive (intellectual), affective (emotional), and behavioral (action-based), is, to say the least, vital to bring around a classroom the best of oneself as a teacher.

The cognitive dimension refers to the mental processes involved in acquiring, storing, retrieving, and using knowledge, such as attention, memory, reasoning, problem-solving, and metacognition. The affective dimension refers to the

emotional and motivational factors that influence learning, such as interest, curiosity, self-efficacy, anxiety, attitude, and values. The behavioral dimension refers to the observable actions and responses of students in the learning environment, such as participation, engagement, collaboration, communication, and self-regulation. These three dimensions are interrelated and affect each other in complex ways. For example, a student's cognitive skills can affect their affective state and vice versa. Similarly, a student's behavior can reflect their cognitive and affective states and also influence them. Therefore, educators need to consider all three dimensions when designing and implementing effective learning experiences for their students (Xie, Heddy & Greene, 2019, pp183-198).

These dimensions are considered in my planning; for instance, I'm the kind of teacher who's always observing how my students react and interact, whether they are sitting correctly, and if their grip is the correct one when drawing or writing, just to mention a few. I'm very observant and perceptive, I believe these features allow me to be more assertive in                                   my                                   assessments.

My teaching practice is mainly based on real-life examples, that is, I often try to bring realia into the classroom as much as I can, if for any reason it is not possible, then I select objects, pictures, flashcards, movies, cartoons, songs, and videos that very closely depict what I am trying to demonstrate or explain. Teaching preschool children always asks for miming, showing, demonstrating, acting, verbalizing, and using body language            in            its            full            expression.

Reflecting upon my teaching practice, I believe one never stops learning from our students, in other words, they teach us how we should be as teachers; therefore, my strengths are patience and resilience, I try to adapt to different contexts and situations, going out of my comfort zone.

**Chapter 2. Methodology and practice**

**2.1 Theoretical Foundations**
**Communicative competence in language learning**

Communicative competence refers to a learner's ability to use language effectively for communication. It encompasses several interconnected components.

1. Mastery of Grammar: This entails grasping the regulations and frameworks of a language. It encompasses familiarity with vocabulary, syntax, morphology, and phonology. Proficiency in grammar empowers learners to construct grammatically accurate sentences.

2. Understanding of Sociolinguistics: This facet pertains to comprehending the social and cultural backdrop of language utilization. It encompasses recognizing when and how to employ suitable language in diverse circumstances (e.g., formal versus informal discourse, addressing seniors, etc.).

3. Proficiency in Discourse: Discourse proficiency concentrates on structuring language into logical and unified texts. It involves comprehending discourse indicators, discourse frameworks (such as narratives or arguments), and how to sustain a dialogue.

4. Effective Employment of Strategies: Strategic competence denotes the capability to utilize communication tactics efficiently. These tactics aid learners in surmounting communication obstacles or attaining their communicative objectives. Instances include rephrasing, seeking clarification, or employing gestures. Communicative competence transcends mere language aptitude; it refers to the capacity to navigate real-world communication effectively.

An example of these can be found in Paolo E. Balboni's publication, "A Theoretical Framework for Language Education and Teaching" (2018), he examines language education and educational linguistics, exploring various aspects, including language education in different contexts (such as native, second, foreign, ethnic, classical, and artificial languages), language teaching methodologies, and lingua francas.

The text explores the scientific bases of language education, focusing on sources of knowledge and the organization of such knowledge. It also highlights the general objectives of language education, emphasizing language's role in culturalization, socialization, and self-actualization. Specific objectives of language teaching, such as communicative competence, intercultural competence, and socio-pragmatic competence, are also addressed.

It analyzes language learning theories, drawing from fields such as linguistics and psychology, and discusses how second language teaching methods align with theories on general human learning and linguistics, also the influence of sociolinguistics on language teaching content and classroom activities is examined.

There is an emphasis on the importance of theory in language teaching, as it guides students in understanding, predicting, and intervening in language acquisition processes. It provides a rationale for teaching approaches and strategies, highlighting the evolution of theories over time and their impact on language education practices.:

**Theoretical basis for language, language learning, and language teaching of my model**

1. **Cognitive Theory of Language Acquisition**:

   o This theory, influenced by Swiss psychologist Jean Piaget, emphasizes cognitive processes in language learning.

   o For preschoolers, cognitive development plays a crucial role.

      ▪ **Preoperational Stage (2-7 years)**:

         ▪ Preschoolers develop symbolic thinking and language skills.

         ▪ They engage in pretend play, use symbols (words), and understand basic grammar.

         ▪ Egocentrism is common, where they struggle to see things from others' perspectives.

      ▪ **Language Development**:

- During this stage, children acquire vocabulary, syntax, and phonological awareness.

- They learn to express themselves, ask questions, and engage in conversations.

- Vocabulary growth is rapid, and they grasp basic grammar rules.

- **Challenges**:

  - Overgeneralization: Applying rules too broadly (e.g., "I goed to the park").

  - Underextension: Restricting word meanings (e.g., using "dog" only for their pet).

  - Overextension: Applying a word too broadly (e.g., calling all animals "dog").

The teacher's role is to provide rich language experiences, and scaffold language development through dialogues, storytelling, and play.

2. **Language and Literacy Development**:

   o Preschoolers develop both spoken language and early literacy skills.

   o **Oral Language**:

   - Listening and speaking skills are foundational.

   - They learn vocabulary, sentence structures, and social communication norms.

   - Conversations with peers and adults enhance language proficiency.

   o **Emergent Literacy**:

   - Exposure to print, books, and writing.

   - Concepts like letters, sounds, and print awareness.

- Storytelling, rhymes, and songs foster literacy development.

The teacher's role is to create a print-rich environment, read aloud, discuss stories, and encourage storytelling, introduce letter names and sounds.

3. **Theory of Language Learning**:

   o Languages are learned within socio-cultural contexts.

   o **Social Interaction**:

     - Preschoolers learn language through interactions with family, peers, and educators.

     - Conversations, play, and joint activities shape language use.

   o **Cultural Context**:

     - Cultural norms influence language choices and communication styles.

     - Bilingual and multilingual preschoolers navigate different cultural contexts.

The preschool teacher's role is to foster meaningful interactions, create awareness for linguistic diversity, and promote language learning through play and shared experiences.

Balboni (2018) points out that:

> Educational linguistics is transcultural, with research in the field adopting an international scope. Educational systems, on the contrary, are culture-bound. As a consequence, actual teaching differs across countries, and sometimes even among provinces, local educational authorities, and schools. However, a globalized world needs to share the various meanings of "knowing a language" and "teaching a language", as language is the main factor of both cultural identity and national and international interaction. (Balboni, 2018)

Preschool teachers need to be aware of these differences, if we are teaching a second language (L2) for the future of our preschool students.

**2.1 A practical and useful lesson plan**

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

**2.2.1 Lesson Plans**

**2.2.2 Rationales**

**2.3 Attached Evidence**

**2.4 Evidence of the designed tools to assess my students (rubrics are allocated right after the rationale of each lesson plan).**

The layout is as follows for each of the four skills:

1) The lesson plan
2) The rationale behind the lesson plan
3) The rubric for the lesson plan

| |
|---|
| **A) Lesson Plan: LISTENING: Exploring Sounds Around Us** |
| **Objective:** |
| - To enhance preschoolers' **listening skills** through interactive activities that incorporate technology and promote cultural awareness. |
| **Materials Needed:** |
| 1. Computer or smartphone |
| 2. Internet Access |
| 3. Padlet (an online collaborative platform) or online application |
| 4. YouTube (for audio resources) |
| **Introduction (10 minutes):** |
| - Cultural Awareness Discussion: |
| - Tr discusses the concept of cultural diversity with the children. |
| - Tr shows pictures of people from different backgrounds, emphasizing unique ways of communication and expression. |
| - Tr explains that they will explore sounds and stories from various cultures, using the images and real sounds of musical instruments played in traditional music from different countries. |
| **Technology Integration (15 minutes):** |
| **- Listening to Sounds:** |
| - Tr accesses YouTube on a computer or smartphone to play short audio clips of sounds from different cultures (short pieces of songs from India, Japan, Peru, Colombia, and Mexico. |
| - Encourages children to listen carefully and discuss what they hear. |
| - Asks questions such as, "What do you think is making this sound?" or "How does it make you feel?" |
| - Relates sounds to cultural contexts (e.g., rainforest sounds from Brazil, temple bells from India). |
| - Interactive Jamboard Activity: |
| - Tr creates a Jamboard board with sections for each culture (e.g., "Japan," "Mexico," "India"). |
| - Tr shows children how to add virtual sticky notes to the board. |
| - Invites them to draw or write about a sound they heard or a cultural experience they want to share, encouraging creativity and curiosity. If Jamboard is not available, students draw and color on a piece of white cardboard. |
| **ultural Exploration (10 minutes):** |
| - Storytelling: |

| |
|---|
| <mark>**A) Lesson Plan: LISTENING: Exploring Sounds Around Us**</mark> |
| Tr chooses a short multicultural story related to sounds (e.g., a folktale about a talking drum from Africa). |
| - Reads the story aloud, emphasizing the sounds of the musical instruments mentioned, and discusses the cultural context and significance of these sounds. |
| **Reflection and Sharing (10 minutes):** |
| - Group Discussion: |
| - Tr gathers the children in a circle and asks questions like, "What was your favorite sound?" or "Did any sound remind you of something?" or "How did it make you feel: Sad? Happy? Relaxed?" |
| - Encourages them to share their experiences and thoughts. |
| - Jamboard Showcase:  Tr displays the Jamboard board on a screen and lets each child present their sticky note, explaining their choice. |
| - Celebrates the diversity of sounds and cultural perspectives. |
| **Closure (5 minutes):** |
| - Thank You Song:  Sing a simple song together, thanking each other for sharing and listening, incorporating gestures or movements related to the sounds discussed. |
| <mark>**Assessment:**</mark> |
| - Tr conducts informal assessment through observations during discussions, Jamboard or drawings on a white cardboard contribution, and active participation. |
| **Adaptations:** |
| - Tr may adjust the complexity of the stories and questions based on the children's age and language proficiency |

## A)  The rationale behind this lesson plan LISTENING

1. **Listening Skills Development**:

   o **Critical Skill**: Listening is a fundamental skill for language development and communication.

   o **Interactive Approach**: The lesson engages children in active listening through audio clips, stories, and discussions.

- o **Variety of Sounds**: Exposure to diverse sounds helps children recognize patterns, tones, and nuances.

- o **Specific Sounds: Sound discrimination - Students can identify the different musical instruments they listen to in each of the music pieces from different countries: India, Japan, Perú, Colombia, and Mexico.**

2. **Cultural Awareness**:

- o **Inclusion**: Acknowledging cultural diversity is essential in today's globalized world.

- o **Celebrating Differences**: By exploring sounds from various cultures, children learn to appreciate and celebrate differences.

- o **Empathy**: Understanding that different cultures have unique sounds fosters empathy and respect.

3. **Technology Integration**:

- o **Engagement**: Children are naturally drawn to technology. Integrating it into the lesson makes learning more engaging.

- o **Multimedia Learning**: Audio clips and Jamboard allow for multimedia experiences.

- o **Digital Literacy**: Early exposure to technology builds digital literacy skills.

4. **Interactive and Reflective Activities**:

- o **Jamboard**: Children actively participate by adding their thoughts and drawings. This promotes creativity and self-expression.

- o **Group Discussion**: Sharing experiences encourages communication and reflection.

- o **Storytelling**: Stories connect sounds to cultural contexts, making learning memorable.

5. **Holistic Approach**:

- o **Sensory Learning**: The lesson engages both auditory (listening) and visual (Padlet) senses.

- o **Emotional Connection**: Sounds evoke emotions, and discussing them helps children connect to cultural experiences.

## A) Rubric for Assessment: LISTENING: Exploring Cultures Through Sound

| Criteria | Excellent (4) | Good (3) | Fair (2) | Needs Improvement (1) |
|---|---|---|---|---|
| Engagement and Participation | Actively participates in discussions, demonstrates enthusiasm, and engages with the listening activities. Shows curiosity and interest in exploring different sounds and cultures. | Participates in discussions, shows interest, and engages with the listening activities. Demonstrates some curiosity about different sounds and cultures. | Participates with minimal engagement in discussions and activities. Shows limited curiosity about different sounds and cultures. | Shows little to no engagement in discussions or activities. Lacks curiosity about different sounds and cultures. |
| Listening Skills Development | Demonstrates strong listening skills, including auditory discrimination and comprehension. Actively listens to the audio recordings or music clips and responds thoughtfully during discussions. | Exhibits satisfactory listening skills, including auditory discrimination and comprehension. Listens attentively to the audio recordings or music clips and participates in discussions with adequate responses. | Demonstrates basic listening skills but struggles with auditory discrimination or comprehension. Listens to audio recordings or music clips with limited attention and provides minimal responses during discussions. | Displays limited listening skills and struggles with auditory discrimination or comprehension. Shows little to no response during discussions. |
| Understanding of Cultural Concepts | Demonstrates a deep understanding of cultural concepts presented in the audio recordings or music clips. Makes insightful connections and observations about the sounds and their cultural significance. | Shows a good understanding of cultural concepts and makes relevant connections to personal experiences or prior knowledge. Provides meaningful observations about the sounds and their cultural context. | Demonstrates some understanding of cultural concepts but struggles to make connections or observations. Provides limited insights into the sounds and their cultural significance. | Shows limited understanding of cultural concepts and fails to make meaningful connections. Provides minimal observations about the sounds and their cultural context. |
| Collaboration and Communication | Collaborates effectively with peers, listens actively, shares ideas, and communicates thoughts clearly during discussions. Engages in respectful and constructive dialogue with classmates. | Collaborates with peers, listens attentively, shares ideas, and communicates thoughts adequately during discussions. Participates in dialogue with classmates but may need occasional reminders to listen and communicate respectfully. | Participates in collaboration with peers but struggles to listen or communicate effectively during discussions. Interaction with classmates may be limited or require significant guidance. | Shows limited collaboration with peers, and does not listen or communicate effectively during discussions. Interaction with classmates is minimal or disruptive. |

| Criteria | Excellent (4) | Good (3) | Fair (2) | Needs Improvement (1) |
|---|---|---|---|---|
| Creativity and Expression | Demonstrates creativity and originality in artwork, expressing ideas inspired by the sounds with clarity and imagination. Uses drawing materials to create detailed and expressive artwork. | Shows creativity and expression in artwork, expressing ideas inspired by the sounds with clarity. Utilizes drawing materials to create artwork that reflects their understanding and appreciation of the sounds and cultures. | Demonstrates some creativity and expression in artwork but struggles to express ideas with clarity or imagination. Uses drawing materials to create artwork with limited detail or expression. | Shows limited creativity and expression in artwork, and fails to express ideas with clarity or imagination. Uses drawing materials minimally and produces artwork lacking in detail or expression. |

**B) Lesson Plan: Exploring Cultures Through Technology: A Preschool Reading Adventure**

**Objective:**

- To introduce preschoolers to the concept of interculturality through stories and technology.

- To develop early **reading skills** such as phonological awareness, vocabulary, and comprehension.

- To promote curiosity and respect for diverse cultures.

**Materials:**

- Tablet or computer with internet access

- Storybooks representing diverse cultures (e.g., folktales from different countries)

- Pictures or artifacts related to various cultures

- Drawing materials

- Interactive reading apps or websites for preschoolers (optional)

**Duration:**

Approximately 45 minutes to 1 hour

**Procedure:**

**Introduction (10 minutes):**

- Gather the preschoolers in a circle.

- Discuss the concept of culture using visual aids.

- Explain that today they will explore stories from different cultures using technology.

**Storytime (15 minutes):**

- Show the preschoolers a selection of storybooks from different cultures.

- Choose one story to read aloud to the class.

- Engage the children with questions and props to enhance the storytelling experience.

**Technology Exploration (15 minutes):**

- Introduce the preschoolers to the computer.

| B) **Lesson Plan: Exploring Cultures Through Technology: A Preschool Reading Adventure** |
|---|
| - Show them how to navigate to a website or app featuring interactive stories from various cultures. |
| - Allow children to interact with the technology, exploring the story at their own pace. |
| **Discussion and Reflection (10 minutes):** |
| - Gather the preschoolers back in a circle. |
| - Lead a discussion about the stories and technology used. |
| - Ask open-ended questions to promote critical thinking and reflection. |
| **Assessment:** |
| -Tr conducts informal assessment through observations during discussions, drawings on white cardboard contributions, and active participation.<br>Provide drawing materials and encourage preschoolers to create their illustrations inspired by the stories. |
| - Display children's artwork around the classroom. |
| **Closure:** |
| Recognition for their participation and enthusiasm in exploring different cultures through technology is very important.  Reinforce the importance of respecting and appreciating diversity in our world. |

## B)  The rationale behind this lesson plan (READING)

1. **Reading Skill Development**:

   o **Foundational Skill**: Reading is a critical skill for language development and comprehension.

   o **Multicultural Texts**: By exploring stories from different cultures, preschoolers encounter diverse vocabulary, sentence structures, and themes.

   o **Active Engagement**: Reading together fosters active listening and attention.

2. **Cultural Awareness and Appreciation**:

   o **Representation**: Multicultural stories introduce characters, settings, and traditions from various backgrounds.

- **Empathy**: Reading about characters with different life experiences cultivates empathy and understanding.

3. **Technology Integration**:

    o **Digital Literacy**: Using tablets or computers to access digital storybooks prepares children for technology-rich environments.

    o **Interactive Learning**: Audio versions and multimedia elements enhance engagement.

    o **Access to Worldwide Stories**: Technology allows access to stories from around the world.

4. **Discussion and Reflection**:

    o **Cultural Context**: Discussing cultural aspects of the stories helps students connect to real-world experiences.

    o **Critical Thinking**: Analyzing story elements encourages critical thinking and comprehension.

5. **Creativity and Extension**:

    o **Story Creation**: Encouraging learners to create their own multicultural stories fosters creativity.

    o **Collaboration**: Group work promotes teamwork and shared imagination.

    o **Appreciation for Cultural Richness**: They learn that stories are windows into different cultures

    **B) Rubric for Assessment: READING: Exploring Cultures Through Technology**

| Criteria | Excellent (4) | Good (3) | Fair (2) | Needs Improvement (1) |
|---|---|---|---|---|
| Engagement and Participation | Actively participates in discussions, demonstrates enthusiasm, and engages with both the story and technology. | Participates in discussions, shows interest, and engages with the story and technology. | Participates with minimal engagement in discussions and activities. | Shows little to no engagement in discussions or activities. |
| Understanding of Cultural Concepts | Demonstrates a deep understanding of cultural concepts presented in the stories and technology exploration. Makes insightful connections and observations. | Shows a good understanding of cultural concepts and makes relevant connections to personal experiences. | Demonstrates some understanding of cultural concepts but struggles to make connections or observations. | Shows limited understanding of cultural concepts and fails to make meaningful connections. |
| Reading Skills Development | Demonstrates strong early reading skills, including phonological awareness, vocabulary acquisition, and comprehension. Applies learned skills during story and technology exploration. | Exhibits satisfactory early reading skills, including some phonological awareness, vocabulary acquisition, and comprehension. Shows improvement during story and technology exploration. | Demonstrates basic early reading skills but struggles with phonological awareness, vocabulary acquisition, or comprehension. Shows minimal improvement during story and technology exploration. | Displays limited early reading skills and struggles with phonological awareness, vocabulary acquisition, and comprehension. Shows no improvement during story and technology exploration. |
| Technology Exploration | Navigates technology with ease, actively engages with interactive elements, and demonstrates an understanding of how technology enhances storytelling. | Navigates technology proficiently, engages with interactive elements, and demonstrates a basic understanding of how technology enhances storytelling. | Navigates technology with some assistance, engages with interactive elements with limited proficiency, and demonstrates minimal understanding of how technology enhances storytelling. | Requires significant assistance with technology navigation, struggles to engage with interactive elements, and shows little understanding of how technology enhances storytelling. |
| Collaboration and Communication | Collaborates effectively with peers, listens actively, shares ideas, and communicates thoughts clearly during discussions. | Collaborates with peers, listens attentively, shares ideas, and communicates thoughts adequately during discussions. | Participates in collaboration with peers but struggles to listen or communicate effectively during discussions. | Shows limited collaboration with peers, does not listen or communicate effectively during discussions. |
| Creativity and Expression | Demonstrates creativity and originality in artwork, expressing ideas inspired by the stories with clarity and imagination. | Shows creativity and expression in artwork, expressing ideas inspired by the stories with clarity. | Demonstrates some creativity and expression in artwork but struggles to express ideas with clarity or imagination. | Shows limited creativity and expression in artwork, fails to express ideas with clarity or imagination. |

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| |
| **Objective:** |
| - To develop preschoolers' **speaking** skills while fostering cultural awareness through digital storytelling. |
| - To introduce them to different cultures and promote empathy and understanding. |
| **Materials:** |
| 1. Computer or smartphone with internet access |
| 2. Digital storytelling apps or websites (e.g., Storybird, Toontastic, or Book Creator) to create a storybook. |
| 3. Images or videos representing diverse cultures |
| 4. Craft materials for optional extension activity |
| **Procedure:** |
| **1. Introduction (10 minutes):** |
| - Tr gathers Ss and introduces the concept of cultural diversity through images or videos of people from different cultures. |
| - Tr discusses with them how people from different cultures may speak different languages, eat different foods, and celebrate different traditions. |
| - Tr explains that today, they will learn about a story from a different culture and they are going to create their digital version of it. |
| **2. Digital Story Selection (10 minutes):** |
| - Tr shows Ss a selection of digital stories from diverse cultures using a computer or smartphone. |

## C) Lesson Plan: Exploring Cultural Diversity Through Digital Storytelling SPEAKING

Tr suggests one or two other stories, such as *"The Three Little Pigs"* from England or *"Cherry Tree"* from India.

- Tr briefly explains the cultural context of the chosen story, highlighting any unique aspects or traditions.

### 3. Digital Story Creation (20 minutes):

- Tr guides the children in using a digital storytelling app or website to create their version of the chosen story.

- Tr encourages them to use images, drawings, and narration to retell the story in their own words, incorporating elements of the culture it represents.

- Tr assists the children as needed, providing technical support and helping them navigate the digital tools.

### 4. Sharing and Speaking Practice (15 minutes):

- After completing their digital story, Tr invites students to share their creations with another group in the school if possible.

- Tr encourages the children to narrate their story aloud, practicing their speaking skills.

- As the group presents, Tr facilitates discussion by asking questions about the cultural elements of the story and encouraging classmates from other groups to share their thoughts and observations.

### 5. Extension Activity (Optional, 15 minutes):

- For an optional extension activity, Tr provides craft materials related to the cultural themes explored in the stories.

- Tr allows them to engage in hands-on creativity while reinforcing cultural concepts.

### 6. Reflection and Conclusion (10 minutes):

- Tr concludes the lesson by reflecting on what the Ss have learned about cultural diversity through digital storytelling, emphasizing the importance of respecting and appreciating differences among people from various cultures.

| |
|---|
| |
| - Tr encourages the children to share their favorite part of the lesson and what they enjoyed about creating their digital stories. |
| **Technology Integration:** |
| - The use of digital storytelling apps or websites allows preschoolers to engage with technology while developing their speaking skills and exploring cultural diversity. |
| - By incorporating images or videos representing diverse cultures, preschoolers gain exposure to different cultural contexts and traditions. |
| - Digital platforms provide opportunities for collaborative learning and creative expression, fostering teamwork and communication skills among preschoolers. |
| **Conclusion:** |
| Through this lesson, my students not only enhance their speaking skills but also deepen their understanding of cultural diversity and develop empathy towards others. By integrating technology into the lesson, we create a dynamic and engaging learning experience that prepares them for a multicultural world. |
| **Assessment:**<br>- Tr conducts informal assessment through observations during discussions, drawings on white cardboard contributions, and active participation.<br>Provide drawing materials and encourage preschoolers to create their illustrations inspired by the stories. |

## C. The rationale behind this lesson plan SPEAKING

1. **Developmentally Appropriate Practice:** The lesson plan is designed specifically for preschoolers, taking into account their cognitive and linguistic development. Activities are engaging, interactive, and age-appropriate, ensuring that they can participate and benefit from the lesson.

2. **Integration of Language Skills:** The focus on speaking skills aligns with the communicative approach to language teaching, which emphasizes the importance of real-life communication and interaction. By engaging in storytelling and speaking

activities, preschoolers have opportunities to practice expressing themselves orally and to develop their language proficiency in a meaningful context.

3. **Cultural Awareness and Diversity:** Recognizing and celebrating cultural diversity is an essential aspect of early childhood education. By incorporating stories and activities from different cultures, the lesson plan promotes cultural awareness, empathy, and respect among preschoolers. It helps them understand that people from different backgrounds have unique traditions, beliefs, and ways of life.

4. **Multisensory Learning:** The lesson plan incorporates a variety of sensory experiences, including listening to stories, looking at pictures, handling props, and engaging in hands-on craft activities. This multisensory approach appeals to different learning styles and reinforces language learning through multiple channels.

5. **Community Engagement:** By inviting parents or community members to share stories or traditions with the children, the lesson plan connects classroom learning to the broader community. This fosters a sense of belonging and helps preschoolers understand the relevance of cultural diversity in their everyday lives.

# C. Rubric for Assessment: SPEAKING: Talking Around the World

| Criteria | Excellent (4) | Good (3) | Fair (2) | Needs Improvement (1) |
|---|---|---|---|---|
| Engagement and Participation | Actively participates in discussions, demonstrates enthusiasm, and engages with the speaking activities. Shows curiosity and interest in learning about different cultures and languages. | Participates in discussions, shows interest, and engages with the speaking activities. Demonstrates some curiosity about different cultures and languages. | Participates with minimal engagement in discussions and activities. Shows limited curiosity about different cultures and languages. | Shows little to no engagement in discussions or activities. Lacks curiosity about different cultures and languages. |
| Speaking Skills Development | Demonstrates strong speaking skills, including clear pronunciation, appropriate volume, and expressive communication. Contributes actively to group discussions and demonstrates understanding of the content. | Exhibits satisfactory speaking skills, including mostly clear pronunciation, adequate volume, and expressive communication. Contributes to group discussions with some participation and understanding of the content. | Demonstrates basic speaking skills but struggles with pronunciation, volume, or expression. Contributes minimally to group discussions and shows limited understanding of the content. | Displays limited speaking skills and struggles with pronunciation, volume, or expression. Contributes little to group discussions and lacks understanding of the content. |
| Understanding of Cultural Concepts | Demonstrates a deep understanding of cultural concepts presented during the lesson. Makes insightful connections between language, culture, and everyday experiences. Shares meaningful observations and reflections during discussions. | Shows a good understanding of cultural concepts and makes relevant connections between language, culture, and everyday experiences. Shares observations and reflections during discussions. | Demonstrates some understanding of cultural concepts but struggles to make connections between language, culture, and everyday experiences. Provides limited observations and reflections during discussions. | Shows limited understanding of cultural concepts and fails to make meaningful connections between language, culture, and everyday experiences. Provides minimal observations and reflections during discussions. |
| Collaboration and Communication | Collaborates effectively with peers, listens actively, shares ideas, and communicates thoughts clearly during group discussions. Engages in respectful and constructive dialogue with classmates. | Collaborates with peers, listens attentively, shares ideas, and communicates thoughts adequately during group discussions. Participates in dialogue with classmates but may need occasional reminders to listen and communicate respectfully. | Participates in collaboration with peers but struggles to listen or communicate effectively during group discussions. Interaction with classmates may be limited or require significant guidance. | Shows limited collaboration with peers, and does not listen or communicate effectively during group discussions. Interaction with classmates is minimal or disruptive. |

| Criteria | Excellent (4) | Good (3) | Fair (2) | Needs Improvement (1) |
|---|---|---|---|---|
| Creativity and Expression | Demonstrates creativity and originality in artwork, expressing ideas inspired by the cultures and languages learned during the lesson. Uses drawing materials to create detailed and expressive artwork. | Shows creativity and expression in artwork, expressing ideas inspired by the cultures and languages learned during the lesson. Utilizes drawing materials to create artwork that reflects their understanding and appreciation of the content. | Demonstrates some creativity and expression in artwork but struggles to express ideas with clarity or imagination. Uses drawing materials to create artwork with limited detail or expression. | Shows limited creativity and expression in artwork, and fails to express ideas with clarity or imagination. Uses drawing materials minimally and produces artwork lacking in detail or expression. |

## D) Lesson Plan: Writing Across Cultures: A Preschool Adventure

### Objective:

- To introduce preschoolers to the concept of interculturality through **writing** activities.

- To develop early writing skills such as letter formation, vocabulary, and creativity.

- To promote curiosity and respect for diverse cultures.

### Materials:

- Smartphone or computer with internet access

- Pictures or videos representing diverse cultures (e.g., traditional clothing, music, food, celebrations)

- Storybooks or simple texts related to various cultures

- Writing materials (e.g., pencils, colors, crayons, white cardboard)

- Optional: Writing apps or websites for preschoolers

### Duration:

| **D) Lesson Plan: Writing Across Cultures: A Preschool Adventure** |
| :---: |
| Approximately 45 minutes to 1 hour |
| **Procedure:** |
| Introduction (10 minutes): |
| - Tr gathers the students in a circle. |
| - Discusses the concept of culture using visual aids. |
| - Explains that today they will be exploring different cultures and writing about what they learn. |
| **Cultural Exploration (15 minutes):** |
| - Tr shows students pictures or videos representing different cultures. |
| - Encourages discussion and sharing of observations. |
| - Shares simple facts or stories about each culture. |
| **Writing Activity (20 minutes):** |
| -Tr introduces the preschoolers to the smartphone or computer. |
| - Shows them how to use drawing or writing apps. |
| - Encourages them to choose a culture and create a drawing or digital artwork representing it. |
| - Provides writing materials for those who prefer to write on paper. |
| **Sharing and Reflection (10 minutes):** |
| - Tr gathers the preschoolers back in a circle. |

| D) Lesson Plan: Writing Across Cultures: A Preschool Adventure |
|---|
| |
| - Allows each child to share their artwork and writing. |
| |
| - Leads a brief discussion about what they learned. |
| |
| **Extension Activity (Optional):** |
| |
| - Provides additional writing materials for a collaborative story. |
| |
| - Invites parents or family members from diverse backgrounds to share their experiences. |
| |
| |
| **Closure:** |
| |
| Acknowledges the students for their participation and enthusiasm. Reinforces the importance of respecting and appreciating diversity. |
| |
| **Assessment:**<br>- Tr conducts informal assessment through observations during discussions, drawings on a smartphone contribution using an application, and active participation. Provide drawing materials and encourage preschoolers to create their illustrations inspired by the stories. In this particular case, they illustrated the Brazilian culture, however, they were free to choose a specific aspect of that culture, it could be typical food, traditional clothing, or celebrations, such as carnivals. |

## D. The rationale behind this lesson plan (writing)

1. **Writing Skill Development**:

   o **Foundational Skill**: Writing is a fundamental language skill that preschoolers need to develop.

   o **Collaborative Writing**: By working together on a story, children learn how to express their ideas in writing and contribute to a shared narrative.

- o **Creativity**: Writing allows them to explore their imagination and creativity.

2. **Cultural Awareness and Appreciation**:

   - o **Inclusion**: Acknowledging and celebrating cultural diversity.

   - o **Representation**: children encounter characters and experiences from various backgrounds.

   - o **Empathy**: Writing about different cultures fosters empathy and understanding.

3. **Technology Integration**:

   - o **Digital Literacy**: Introducing digital storytelling tools helps children become comfortable with technology.

   - o **Multimedia Learning**: Combining text and images enhances their understanding and engagement.

4. **Collaboration and Communication**:

   - o **Group Work**: Collaborative writing encourages teamwork, negotiation, and compromise, as well as tolerance and patience towards their peers.

   - o **Sharing Ideas**: Discussing their pages with peers promotes communication skills.

   - o **Active Participation**: Each student contributes, reinforcing the idea that everyone's voice matters.

5. **Cultural Exploration Through Storytelling**:

   - o **A Story as a Vehicle**: Stories allow children to explore cultural elements (characters, settings, traditions) in a meaningful context and prepare them to embrace others' backgrounds.

   - o **Contextual Learning**: Cultural experiences become more memorable when embedded in a narrative. The narrative aspect is crucial at their age.

6. **Reflection**:

   o **Metacognition**: Reflecting on their learning helps children understand the value of collaboration and cultural awareness.

## Rubric for Assessment: WRITING: Writing Across Cultures

| Criteria | Excellent (4) | Good (3) | Fair (2) | Needs Improvement (1) |
|---|---|---|---|---|
| Engagement and Participation | Actively participates in discussions, demonstrates enthusiasm, and engages with the writing activities. Shows curiosity and interest in learning about different cultures. | Participates in discussions, shows interest, and engages with the writing activities. Demonstrates some curiosity about different cultures. | Participates with minimal engagement in discussions and activities. Shows limited engagement with the writing activity or curiosity about different cultures. | Shows little to no engagement in discussions or activities. Lacks curiosity about different cultures. |
| Writing Skills Development | Demonstrates strong writing skills, including clear letter formation, vocabulary usage, and creativity. Contributes meaningful sentences or words to describe their artwork and what they learned about the culture. | Exhibits satisfactory writing skills, including mostly clear letter formation, vocabulary usage, and creativity. Contributes sentences or words to describe their artwork and what they learned about the culture with some clarity. | Demonstrates basic writing skills but struggles with letter formation, vocabulary usage, or creativity. Contributes minimal sentences or words to describe their artwork and what they learned about the culture. | Displays limited writing skills and struggles with letter formation, vocabulary usage, or creativity. Contributes little to describe their artwork and what they learned about the culture. |
| Understanding of Cultural Concepts | Demonstrates a deep understanding of cultural concepts presented during the lesson. Makes insightful connections between their artwork, writing, and the cultures they explored. Shares meaningful reflections during discussions. | Shows a good understanding of cultural concepts and makes relevant connections between their artwork, writing, and the cultures they explored. Shares reflections during discussions. | Demonstrates some understanding of cultural concepts but struggles to make connections between their artwork, writing, and the cultures they explored. Provides limited reflections during discussions. | Shows limited understanding of cultural concepts and fails to make meaningful connections between their artwork, writing, and the cultures they explored. Provides minimal reflections during discussions. |
| Collaboration and Communication | Collaborates effectively with peers, listens actively, shares ideas, and communicates thoughts clearly during sharing and reflection activities. Engages in respectful and constructive dialogue with classmates. | Collaborates with peers, listens attentively, shares ideas, and communicates thoughts adequately during sharing and reflection activities. Participates in dialogue with classmates but may need occasional reminders to listen and communicate respectfully. | Participates in collaboration with peers but struggles to listen or communicate effectively during sharing and reflection activities. Interaction with classmates may be limited or require significant guidance. | Shows limited collaboration with peers, and does not listen or communicate effectively during sharing and reflection activities. Interaction with classmates is minimal or disruptive. |
| Creativity and Expression | Demonstrates creativity and originality in artwork and writing, expressing ideas inspired by the cultures learned during the lesson. Uses writing materials to create | Shows creativity and expression in artwork and writing, expressing ideas inspired by the cultures learned during the lesson. Utilizes writing materials to create descriptions that | Demonstrates some creativity and expression in artwork and writing but struggles to express ideas with clarity or imagination. Uses writing materials to create descriptions with | Shows limited creativity and expression in artwork and writing, and fails to express ideas with clarity or imagination. Uses writing materials |

| Criteria | Excellent (4) | Good (3) | Fair (2) | Needs Improvement (1) |
|---|---|---|---|---|
| | detailed and expressive descriptions. | reflect their understanding and appreciation of the content. | limited detail or expression. | minimally and produces descriptions lacking in detail or expression. |

## Principles for Evaluation

The first thing to take into account is that, due to preschool students' age, their attention spans are quite short so designing a test or assessment tool should be aligned with this in mind.

1. Practicability:
o Tr must consider the feasibility of implementing the assessment in a preschool setting. Is it practical for teachers to administer? Does it fit within the available time and resources?
o Ensure that the assessment aligns with the developmental stage of preschoolers and their attention spans.

2. Reliability:
o Reliability refers to the consistency and stability of assessment results. To enhance reliability, teachers should:
♣ Use clear instructions and standardized procedures.
♣ Minimize variability in scoring.
♣ Consider using multiple raters or observations to increase reliability.

3. Validity:
o Validity ensures that the assessment measures what it intends to measure. For preschoolers, these should be considered:
♣ Align the assessment with age-appropriate skills and developmental milestones.
♣ Reflect on the content validity (whether the items represent relevant skills).
♣ Gather evidence of validity through reviews.

4. Authenticity:
o Authentic assessments reflect real-world contexts and tasks. For preschoolers, these

are some options:

♣ Use play-based and naturalistic observations.

♣ Assess skills within the context of daily activities (e.g., during playtime, interactions, or routines). These daily activities are crucial for us teachers to observe our preschool learners, the context will give us plenty of opportunities to get a clearer assessment.

5. Administrability:

o Assessments should be easy to administer and manage. Tr should consider:

♣ Clear instructions for teachers.

♣ Minimal paperwork or administrative burden.

♣ Availability of necessary materials (e.g., pencils, manipulatives).

6. Simplicity:

o Keep the assessment straightforward and age-appropriate:

♣ Use simple language and visuals.

♣ Avoid complex instructions or tasks.

♣ Focus on essential skills relevant to preschool students.

7. Objectivity:

o Objectivity refers to minimizing bias and subjectivity in scoring. When preschool assessments are the focus, teachers could:

♣ Use rubrics or scoring guidelines.

♣ Consider using objective measures (e.g., counting correct responses).

8. Scoring:

o Scoring relates to how easily and accurately the assessment can be scored:

♣ Use clear criteria for scoring.

♣ Avoid ambiguous or subjective items.

Assessment takes into account various factors to guarantee a fair and dependable evaluation process. These factors include validity, reliability, usefulness, practicality, and transparency (Brown and Abeywickrama, 2019; Coombe et al., 2007; Fulcher, 2010).

Reliability refers to the consistency of test scores (Harris, 1969; Gronlund, 1977; Coombe et al., 2007; Brigui, 2017). Regardless of the similarity between them, two tests will likely consistently produce different results (Brigui, 2017).

Many factors that affect the reliability of language tests have been discussed in the literature. Coombe et al., (2007) contend that three crucial factors affect test reliability. These are the formats and content of the questions and the time given for students to take the exam.

Other factors influencing the reliability are the clarity of the test instructions, whether the objective scoring of the test is possible, the familiarity of the scorers with the test, and the circumstances in which the test is administered (Hughes, 2003). Coombe et al., (2007)

also stress the administrative factors claiming that these include the classroom setting (lighting, seating arrangements, acoustics, etc.), and how the teacher manages the administration of the exam. Reliability can also be problematic when a test is a speed test because not every student can complete all the items in this type of test.

Since writing is one of the most challenging skills for students to master (Campbell, 2019; Dunn, 2021; Nosratinia and Razavi, 2016; Tillema, 2012), evaluators should consider several factors when designing writing assessment tasks. For example, according to Coombe et al. (2007) and Hyland (2019), writing assessment tasks should include a well-designed rubric, a prompt, an expected response, and a post-task evaluation where the professor reflects upon the writing task. This task design promotes a fair and orderly valuation of students' writing.

The weight each descriptor receives may be equal or variable. On the other hand, when using holistic marking, raters assign an overall grade to students' written work (Carr, 2000; Coombe et al., 2007; Nation, 2009; Reid, 2006). Although holistic rubrics are time-saving and straightforward, an analytic rubric is usually preferred since it provides specific feedback to students (Ghalib and Al-Hattami, 2015; Ma, 2022; Peaci, 2020).

**Procedure**

Since this was the first time they were exposed to interculturality in English, I thought of different ways of introducing them to it before engaging in any planned activity. Therefore, the following series of activities were carried out one week prior to the implementation of the lesson plans.

I started by explaining that Mexico is one "place" on Earth, but that there are other places or countries too, so I brought a globe to the classroom, showed them where Mexico is, and pointed at different countries, naming them in English.

Then I showed them flashcards of children from diverse nationalities, wearing traditional customs, also saying them in English, and asked them to repeat the nationalities several times, they observed the flashcards one by one and commented on them, especially when they found similarities with Mexican clothing.

The next day, I introduced them to the concept of listening to music, I explained that they should be very attentive to identify if the music was slow, fast, festive, relaxing, calm, exciting, or any other different type.

I also showed my students a flashcard of different musical instruments, the most common kinds that are played, and gave them the names of the instruments, we observed them together and asked them to draw most of the images on their notebooks, I wrote the names next to the images and we repeated them chorally. We practiced and rehearsed these activities at different moments in the next few days. Moreover, I also sent all these

activities and practices as homework, thus they had extra opportunities to grasp these new concepts.

Later on, the following week, we entirely devoted our class time every day to the implementation of the lesson plans in the order presented in this document.

Right after each implementation of the lesson plans, I noted down their reactions and responses to my questions, their dialogues among themselves, and their questioning. I observed them along the different activities within each skill.

With this information, and taking into account the multilevel aspect, I proceeded to assess their performance in terms of:

Engagement and participation

Skills development

Understanding of cultural concepts

Collaboration and communication

Creativity and expression

Once I finished each assessment, I changed the font color from black to green in order to allocate their participation adequately in each entry or category.

**Images and photographs**

Image 1. Different nationalities around the world (flashcards).

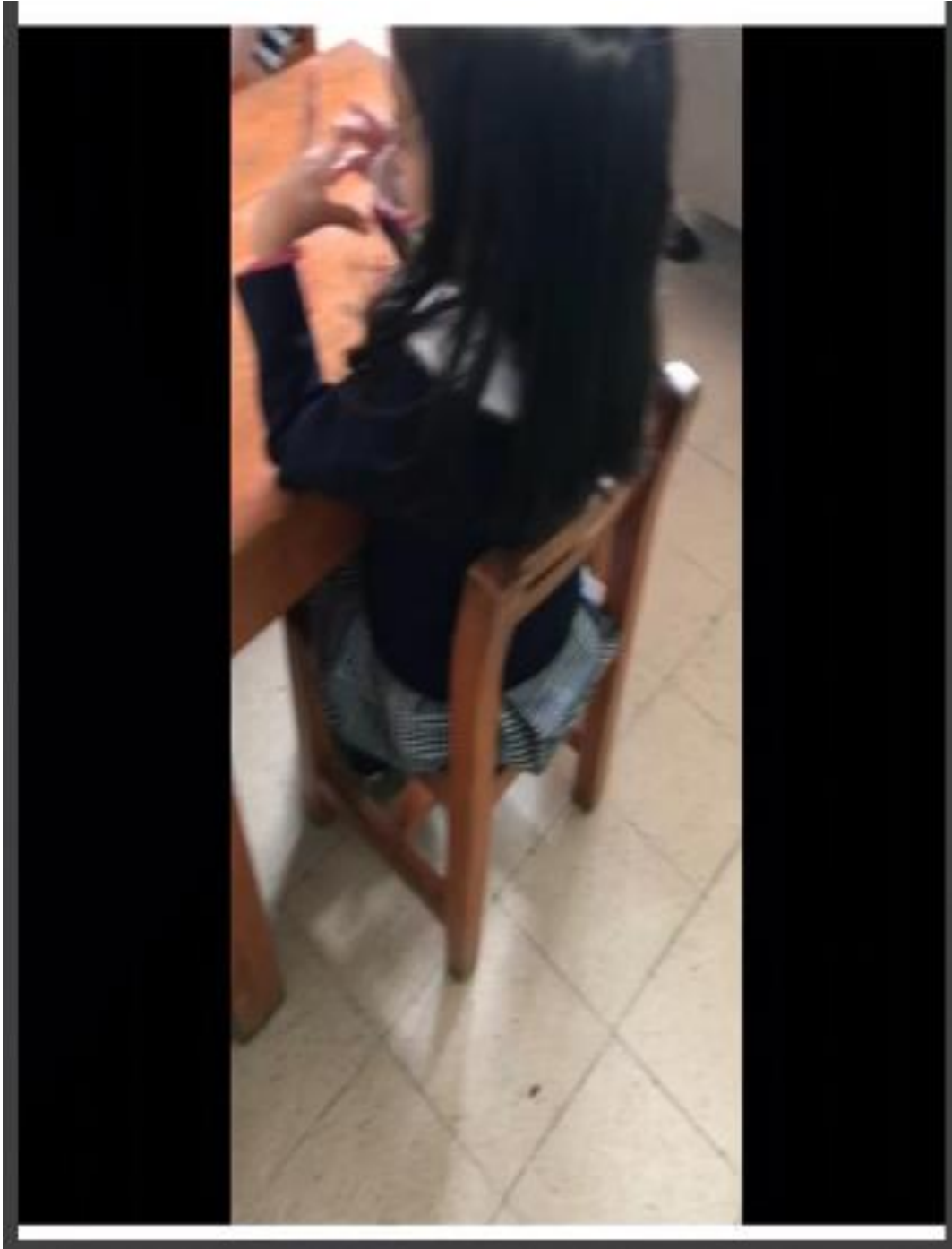Image 2. Musical Instruments (learningenglishvocabularygrammar.com)

Image 3. One of my students pretended to play
the flute while listening to a piece of music from Peru

Image 4. Another one of my students also pretended
to play the flute while listening to a piece of music from Peru

Image 5. The reading of the story "The Biblioburro"

Image 6. The reading of the story "The Biblioburro"

Image 7. The reading of the story "The Biblioburro"

Image 8. The reading of the story "The Biblioburro"

Image 9. The reading of the story "The Biblioburro"

Image 10. The making of their story of "The Three Little Pigs"

Image 11. The making of their story of "The Three Little Pigs"
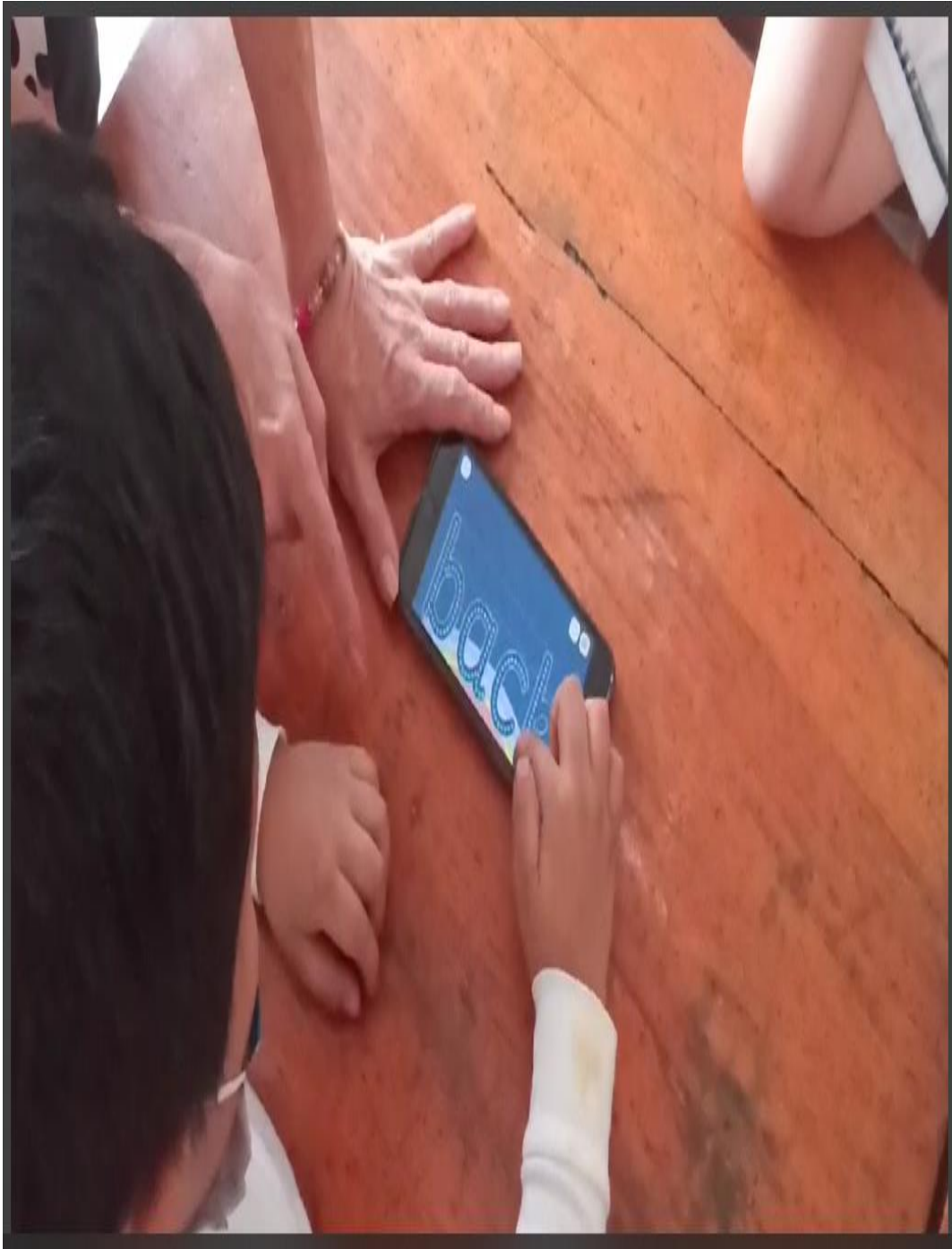
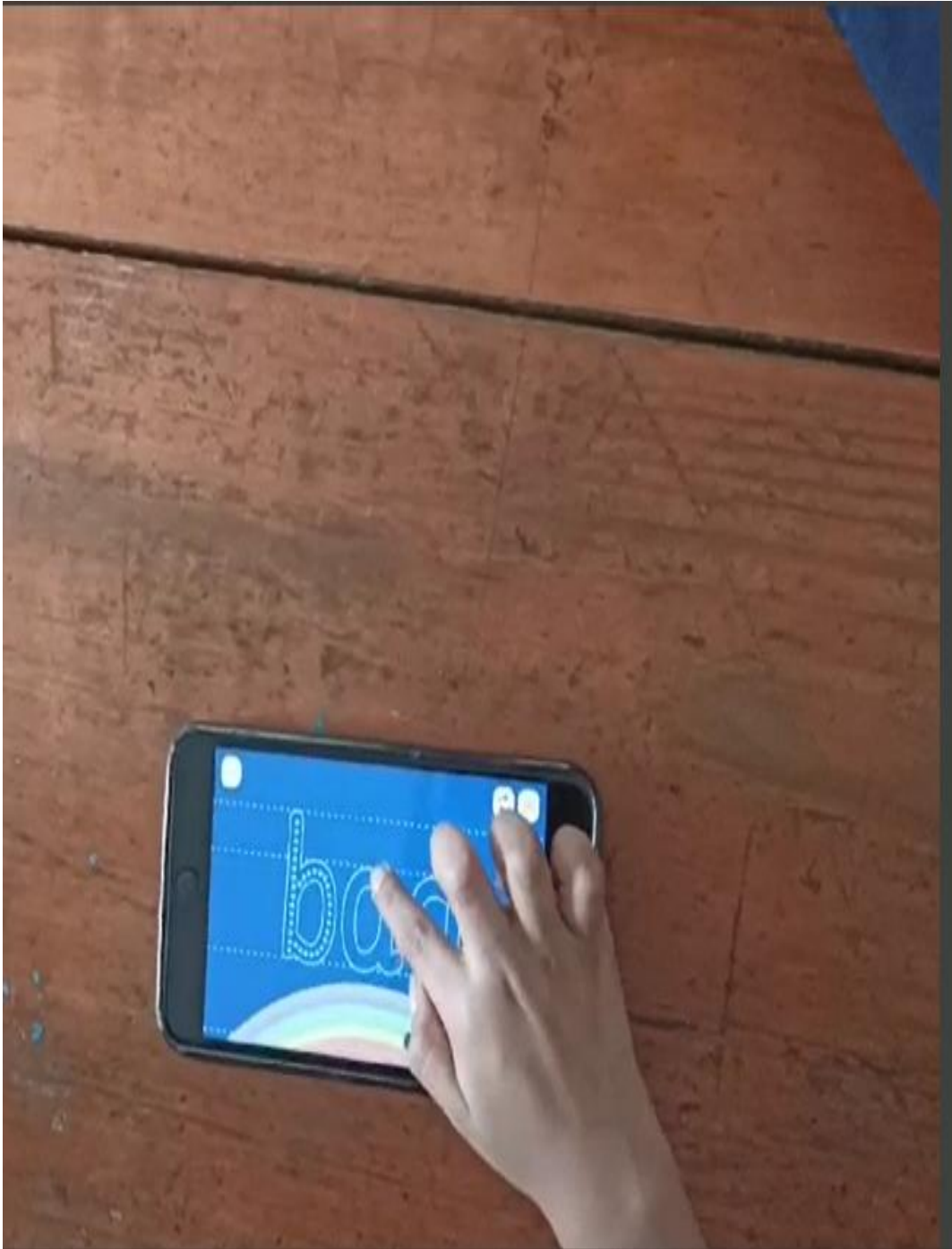Image 12. Tracing the letters with their fingers using the application

Image 13. Tracing the letters with their fingers using the application
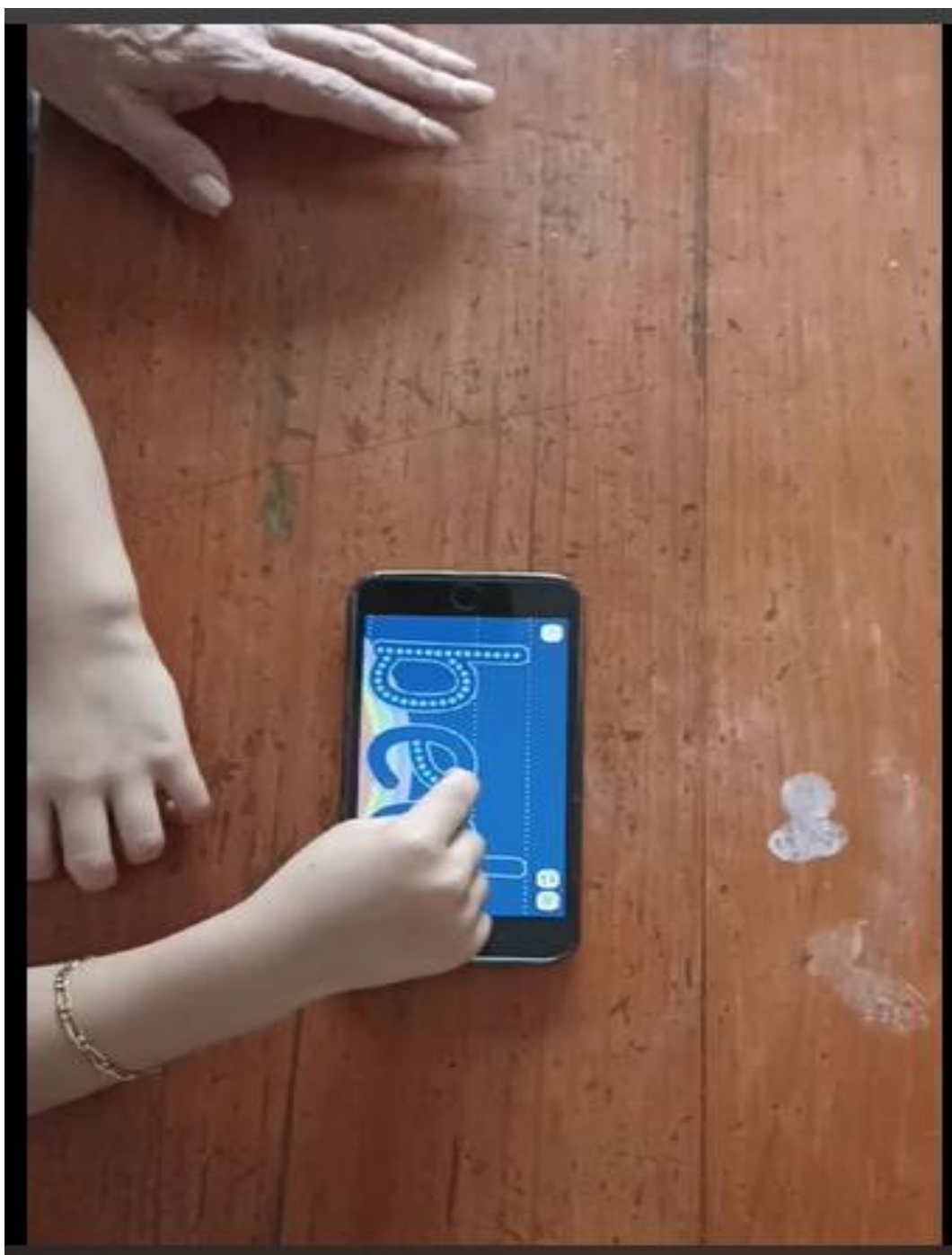
Image 14. Tracing the letters with their fingers using the application

Image 15. Tracing the letters with their fingers using the application

Image 16. Tracing the letters with their fingers using the application

**Chapter 3. Experience Report**
**Results**

Firstly, I must explain that different topics, stories, music, and technological resources were utilized to work with each of the skills. This decision arose from thinking it would broaden my students' horizons if we embraced varied cultures, frames, tasks, and activities from different countries.

**Listening Skill**

**Selecting of music pieces:** The selection was based on differences in rhythm, speed, instruments played, and possible feelings to be aroused in my students. They listened to traditional music from Japan, Peru, Colombia, Brazil, India and Mexico.

**Reading Skill**

**Selecting of the storybook:** Students chose "The Biblioburro" A true story from Colombia. https://youtu.be/ZjPvjf07VLE?si=dv5AmQX0slg67WKT They expressed that they liked it because the children in the story were very happy with the books.

**Speaking Skill**

**Selecting of the story:** "The Three Little Pigs", a story from England. https://youtu.be/CtP83CWOMwc?si=WKdAV-1WgozRXt9Q. The story was selected based on the students' preferences. They know the story more or less and decide to know what happened with each character at the end of it.

**Writing Skill**

**Selecting an app for practicing writing letters and words:** There is a wide choice of applications that can be used with smartphones. I selected a specific one (TwinklAa123) where the students use their index fingers to form lowercase letters and words on the screen. Some of these useful applications are:

- Learn to read kids- reading abc
- ABCMouse
- TwinklAa123 – Twinkl formation and handwriting/ Letter and number writing
- Letter_School
- Learn to read-Duolingo ABC

The results of the planned activities for each skill were, in general, better than I expected. My students were able to focus long enough on each one to get curious first and interested later in the topics and themes they were exposed to, asking questions constantly.

**Music from abroad**: They listened attentively to pieces of traditional songs from abroad that were reproduced in the classroom, and they could identify, in most cases, what were the musical instruments that were played in each of the music pieces they listened to. They were also capable of recognizing, acknowledging, and expressing what were the feelings that the music provoked in them, expressing feelings such as: "I feel happy", "I feel sad", "I feel relaxed"

**"The Biblioburro"** When the reading activities were previously explained and they understood what they were expected to do, they were really engaged with the story, especially when I mentioned that it was a real story. They could follow the story while I was reading it to them and were clear about the plot, they understood what happened along the story.

**"The Three Little Pigs":** The storytelling and the posterior making of their understanding of the story to engage them in the speaking mode was a larger challenge. Although some of my students are very talkative, a few are somewhat shy or too young to be able to express longer utterances. In the end, they made a big effort and used their own words to convey the meaning of their imagining.

**TwinklAa123**: When using the application to write some words, they could better and faster identify letters and spell the words. Using their index fingers to "draw" each letter provided them a wider view of how letters are formed and put together to make whole words, some of them were able to recognize a few of the words. I am confident that they

are going to remember how to spell a word if they keep in mind that tracing the letters will help them with the correct spelling.

Of course, we encountered some problems during these engaging activities. Even though they were meaningful and attractive, there were moments when some of them got distracted and started chatting for a minute, or outside noises attracted their attention.

On the other hand, it was kind of difficult for them not to turn their faces to the camera while they were being recorded. Before we started the planned activities, I explained that they should act naturally and avoid turning to the camera, but their curiosity was stronger in comparison to the given instruction, and at times, they gave in.

Another complex issue was that some of my students resorted to L1 too frequently, specifically when I was reading aloud and they continued the story using L1 or when one or two used it to identify the musical instruments that were played in the traditional foreign songs. Therefore, in my future actions toward modifying it, I will constantly insist on the use of English at all times in the classroom.

Image17. Drawings of Brazilian traditions.

Image 18. Writing of the words was first practiced with the application.

Image 19. Writing of the words was first practiced with the application.

Image 20. Writing of the words was first practiced with the application.

Image 21. Drawing of the storybook "El Biblioburro".

Image 22. Drawing of the storybook "El Biblioburro".
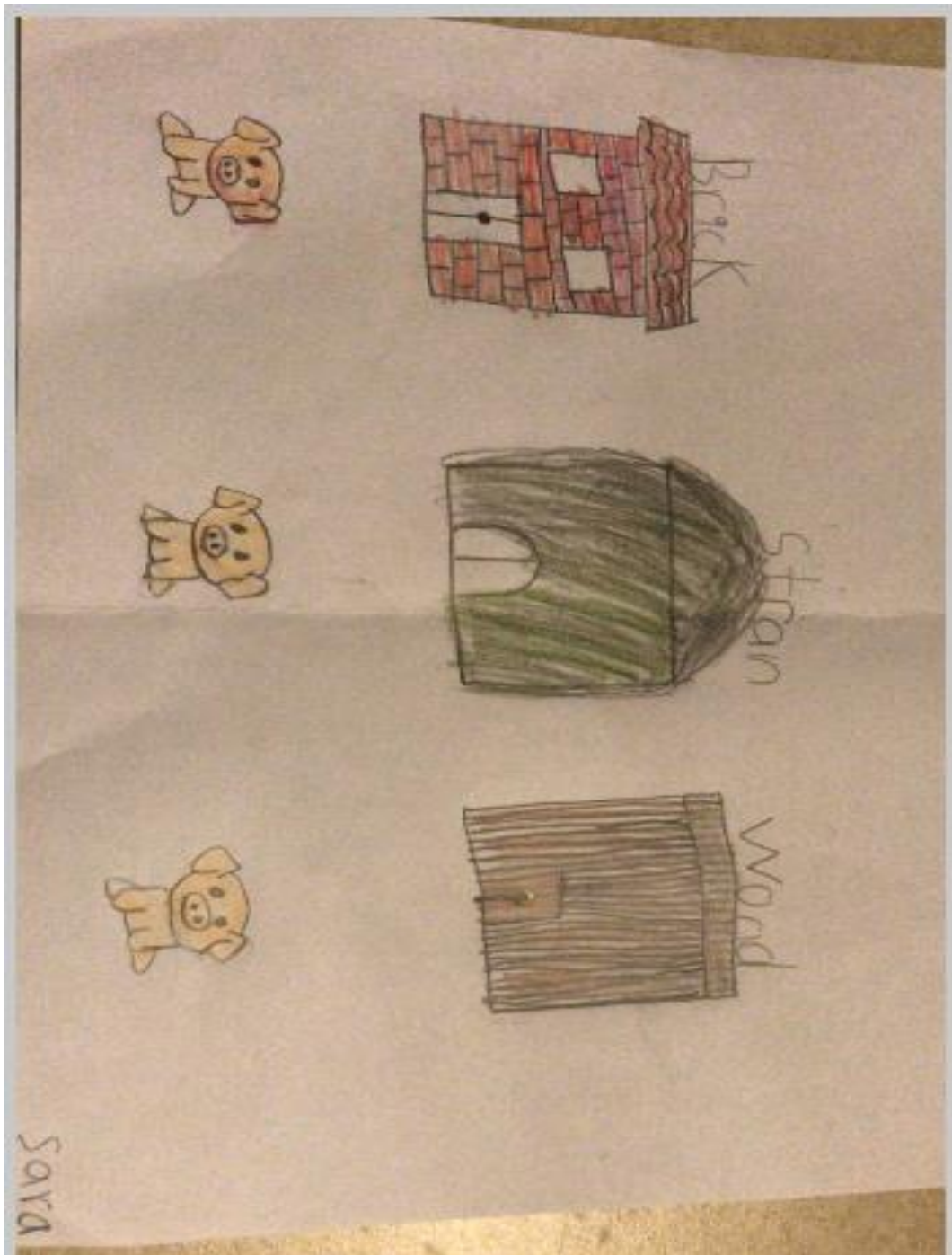
Image 23. Drawing of the story "El Biblioburro".

Image 24. Drawing of the story "The Three Little Pigs".

## Chapter 4. Conclusions

In my experience as a preschool teacher, integrating language learning with cultural awareness prepares preschoolers to become informed and inclusive members of a diverse global society. In other words, preparing our students to become "citizens of the world" is to guide them to a better-focused attitude toward understanding, to develop tolerance and patience, awareness of others' customs and lifestyles, values, and backgrounds.

I came to a very strong conclusion after finishing these lesson plans: interculturality is way too important to be overseen. Although these activities lasted for one week, my students are now aware and conscious that people in other countries speak different languages, and have different cultures, food, and traditions. They remembered the music they listened to, the story they heard when I read aloud, the story they remade with their imagination and words, the words they "drew" with their fingers while spelling them, and other activities.

The use of technology has scaffolded this interesting journey, although I don't usually recur to it because I know they use it too frequently at home, so I try to kind of contrast it, but now it is quite clear that if I make thoughtful use of it, then it is a great ally, kind of an assistant that will take my classes to a wider extent.

I am depicting part of this great journey through photographs that show different moments with my students in the classroom. I hope they are eloquent enough to show how our tasks were done and the effective and happy results.

**10-minute Video showing the processes my students carried out.**

https://drive.google.com/file/d/1tthJStWNnn-vqNWNCQkxhURJMgRuRv-U/view?usp=drive_link

PDF

the-three-little-pigs
-z8.pdf

**Double click on it to be able to watch the story students constructed using the Application Storybird.**

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