UNIVERSIDAD PEDAGÓGICA NACIONAL

UNIDAD 092 AJUSCO

PROPUESTA DE INTERVENCIÓN EDUCATIVA

A LESSON PLAN IN ACTION: INTERCULTURALITY

TRABAJO RECEPCIONAL

QUE PARA OBTENER EL DIPLOMA DE

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

PRESENTA:

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CIUDAD DE MÉXICO, JUNIO 2024.

UNIVERSIDAD PEDAGÓGICA NACIONAL

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PROPOSAL FOR EDUCATIONAL INTERVENTION

A LESSON PLAN IN ACTION: INTERCULTURALITY

RECEPTION WORK

TO OBTAIN THE DIPLOMA OF

SPECIALIZATION IN ENGLISH TEACHING AND LEARNING AS A FOREIGN LANGUAGE, ONLINE MODALITY

PRESENTS:
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MEXICO CITY, JUNE 2024.

EDUCACIÓN
SECRETARÍA DE EDUCACIÓN PÚBLICA

CENTRO DE ENSEÑANZA Y APRENDIZAJE DE LENGUAS (CEAL)
ESPECIALIZACIÓ N EN LA ENSEÑANZA
Y APRENDIZAJE DE INGLÉS CO MO LENGUA EXTRANJERA

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 Juárez Alanís Daniela Esther con matrícula 230926030 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: A lesson plan in action: Interculturality., 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:

Director	Shelick Erika García Galván
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A T E N T A M E N T E
"EDUCAR PARA TRANSFORMAR"

GABRIELA RUÍZ DE LA ROSA
RESPONSABLE DE LA ESPECIALIZACIÓN EN
ENSEÑANZA Y APRENDIZAJE DE INGLÉS

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1. Introduction

School culture is made up of codes that depend on the region where the school is located. Linton, R. (2003), considers that, in any society, two categories prevail in the content of its culture:

Universal: that belong to the ideas, habits and emotional responses common to the members of a society (language, customs, values, etc.)

Alternatives: Characteristics shared by some individuals (religion, employment, beliefs, means of transportation, etc.).

I agree with what this author states: "The cultural influences on the individual are on par with the influences that the individual exerts on the culture" (Linton, 2003), because through culture man expresses himself, becomes aware of himself, questions his achievements, seeks new meanings and creates works that transcend and identify him culturally. (Aranda, 2011).

Two more elements that form identity in students are materials (e.g. technology, work instruments) and spiritual elements (e.g. myths, traditions, beliefs, language). Identity has been treated by science as "a group identification, the need for universal integration, the need to recognize oneself and to be recognized, to have a sense of belonging." (Aranda, 2011). The same author quotes that "The construction and development of personal identity and its social projection implies self-recognition or knowledge of the qualities of a person or group."

Thus, it is understood that the child identifies as part of the school group, so the school must reaffirm its role as an instrument of the culture that allows its development. The school must prepare the child for life and highlight their role in the development of personality, and reinforce areas such as cooperation and solidarity, and everything that promotes the enrichment of their culture.

According to Galvis (2011) "Interculturality" is the ability to use the language in socially appropriate ways, was perhaps one of the great achievements of the communicative approach for English teaching programs in recent decades. It is

important to consider interculturality in the teaching and learning of a foreign language, with the aim of contributing to build deeper human relationships. The importance of raising students' intercultural awareness consists in the allowance of more meaningful cross-cultural communication, which is the key to successful work and social relationships, as well as in the need of preventing the perpetuation of stereotypes, intolerance and prejudice, leading to a more inclusive world. It is impossible to study a language without also studying its culture.

In order to be proficient in the target language, it is necessary to have cultural sensibility and to be aware of how that culture interacts with our own. (Kramsch, 2017). Learning a language cannot be separated from studying its culture since language is a component of culture and culture is a component of language; they are linked and it is impossible to separate them. Understanding a language's culture can help us avoid misunderstandings and disputes and this is why is not enough just learning grammar. Starting by understanding other cultural elements, will give us a high intercultural sensitivity in order to communicate with people from other languages and cultures to avoid problems caused by misconceptions.

Being aware of culture and cultural differences can allow our students to reduce their ethnocentrism, respect and be sensitive to other people who are culturally different, and be comfortable with diversity. And this is precisely what I want to achieve with my students, since being part of a culturally different group sometimes causes stereotypes and lack of empathy at other´s behaviors and habits, which can be worse in teenage. My group is compound of people from Mexico, Colombia, China, Cuba and United States, this enriches our participations, but at the same time it is a challenge to explain and understand some cultural behaviors.

When learning a language, intercultural sensitivity is necessary. Communication needs to include the ability to interact with people from many cultural and geographic origins. Related to the intercultural obstacles can be found and they are necessary to be addressed to guarantee the effectiveness of teaching through pedagogical tasks. This work will approach some of them, as well as the way in which they were treated. The objective of these activities is students to identify their own culture

elements and embrace them as part of their identity, as well as to know and value cultural diversity around the word, in order to communicate with people from other languages and cultures

2. My Teaching Context
2.1 Community

Varmond School is a private Apple Distinguish School located in Paseo No. 1425, Circuito Real Mil Cumbres, Faldas del Punhuato, 58254 Tres Marías, in the city of Morelia, Michoacan, Mexico. Currently I work there as a bilingual and Science Professor of 5th grade and attend two groups of kids between 10-11 years old, 47 in total. The school offers bilingual education, which means that science is taught in English The school was founded in 1994 by Noel and Mimi Trainor, after moving from CDMX and not finding innovative and quality educational alternatives for their two children.

The community is formed by 589 students over the three levels: preschool, Elementary and Junior High. Each level has 93 students, 339 students and 157 students, respectively. All our students belong to a high socioeconomic status and most of our parent's community is formed by: avocado growers, politicians, doctors, business men, entrepreneurs and soccer players. Most of them speak more than one language, which means that exigency towards the teacher is continuous and the English level must be proficient. Some of the families come from different countries, such as: U.S.A., China, Colombia, Venezuela, Cuba, Ireland and others, this means that besides a bilingual school, is a multicultural one.

The school provides each student with an iPad with an educational platform that contains the entire curricular design in a single transversal topic, so teaching is transdisciplinary. The methodology is learning based on challenges or community benefit projects each month, so we work collaboratively. All students, without exception, attend classes in the afternoons, which may be: horse riding, tennis, golf, ballet, swimming, soccer, mathematics, motocross, art, among others. Likewise, most of them are cared for by babysitters and picked up by service people or drivers.

An important aspect to mention is the diet, since it seems to be balanced and complete, from what I have been able to observe in the lunches, according to their culture.

Most students travel outside the country at least twice a year, for vacation purposes or to visit their family abroad. The community is extremely fan of soccer, so every break you can see the most part of the men playing it. Likewise, a big part of the children travels every summer to the soccer course taught by "Barca Academy" in Spain. It is important to mention this, since many of the activities carried out at school are organized around this sport. One of them is the "Interknotion" held annually, where schools from all over the country come to Morelia to compete for the cup. Children and parents participate actively during a week.

2.2 Academic Aspects

Alluding to the academic aspect, Varmond has strategic Alliances with Apple, CNN, Discovery Education, DreamBox, HeartMath, Knotion, Lectura Inteligente, Scholastic, LARSA, MARSA and others. The classes taught in Spanish are: Spanish, History, Taekwondo, Robotics, Arts, Music, Physical Education, Heedfulness; and the classes taught in English are: Science (Geography, Biology, Mathematics), Finances, Art, Ecology, Nutrition, and French. The school has two campuses, one for kinder and one for elementary and Junior High.

Varmond applies different standardized tests each year to know the academic level of its students, such as LARSA and MARSA. Likewise, each year a certification exam in the English language (Cambridge) is applied to all those students who enlist. Since 2013 students have challenged themselves in coding participating in the Latin American and International Hour of Code using Swift Playground.

About the staff, each teacher must take at least twenty-one online courses on the Knotion Academy platform each school year, as well as be certified as an Apple Teacher besides the training courses required by the SEP for those who are within the official staff. Teachers are required to work at least 5 daily activities, as well as fill out their rubrics. An aspect that characterizes Varmond School is the constant

communication offered between teachers and parents since it is established that all emails received must be answered daily before 6pm or the time agreed upon between both.

2.3 Infrastructure

Regarding the infrastructure, Elementary and Junior High have four buildings, twenty-four classrooms, seven offices, a Teacher's room (where coffee is available all day), a music auditorium, a spacious room for robotics classes, an audio cabin, a spacious room made specially for green screen, an ecological garden, six basketball fields, five soccer fields, a big auditorium for special events, a playground, a cafeteria where food is bought with a bracelet, a dining area, three hydration stations (water filters), an area for restrooms in three of the buildings, a locker for each student and a parking lot for more than one-hundred cars.

The school has two different entrance: Principal and Golf Club. To enter to school by the main entrance it is necessary to cross two guard stations, if crossing by Tres Marías (Golf Club) it is to necessary since the club has its own control. The class schedule is from 7:50am to 2:15pm for students and from 7:15am to 3pm for Teachers. Teachers (as usually called in traditional education) are called "Coaches" because we are considered as guides in the construction of our student's own knowledge.

2.4 Mission

The mission is a worldwide leading school, empowering competent global citizens, congruent entrepreneurs, with conscience and firm social commitment. The vision is to enhance the talents and abilities of each member of the community, to transcend in harmony for a better world. The philosophy is humanistic, based on the development of multiple intelligences, with the development of the emotional coefficient as the axis. Every member within the community is empowered and inspired becoming free and creative thinkers, independent communicators and collaborators but above all, caring responsible global digital citizens.

2.5 Who Am I As an English Teacher?

My name is Daniela Esther Juárez Alanís, I am 33 years old and I have taught English for ten years. I am a Pharmacobiological Chemist by profession, but I did not find the opportunity to pursue my career. Currently I work has an English and Science Teacher in Varmond School Tres Marías, one of the best schools in the city of Morelia. As an English Teacher I describe myself as a passionate one who can adapt under pressure and deliver results, and a curious one who wants to know the circumstances behind each thing. My strengths are: to be disciplined, prepared, empathetic, energetic, enthusiastic, respectful, friendly with new technology and friendly with students.

What inspired me to become a Teacher was the way I saw my mom for more than thirty years, serving and loving kids, as a Kinder Garden Teacher. As a teacher, I get respect from the students when they feel respected first and this fulfills my heart. Even though some classmates say that we (teachers) should not be friends with our students, this is one of the ways in which I have approached my students each year and it has allowed me to gain their trust and affection, which I can see from the invitations that I receive to celebrate their birthday out of school.

I studied two specialties in English, a master's degree in elementary education and I am currently studying this specialty, wanting to graduate and continue preparing… But although I do not minimize the preparation, I consider that we owe a large part of the success obtained to the vocation with which we serve every day, because in turn, this prepares us to practice with knowledge and love.

In my country I have no possibility of entering the public system, since my university education does not allow it, however that does not stop me. I believe that although the impact of the English language would be more significant in the public sector to reach those who would not regularly have the opportunity to learn a second language and expand their horizons, I can still do a lot for the children of Mexico in terms of preparing them for future opportunities in life.

2.6 My Teaching Identity

Identity is formed in different contexts of interaction with others, and at the same time it is a very deep self-construction. This is closely linked to the sense of belonging to a group with which we share values and sometimes even history. How was my teaching identity formed? Under pressure. In my beginnings I was aware of the duality between what I was and what I wanted to be. And this "should be" was directly influenced by collective activity. I was certainly nothing like a teacher should be, and I had no intention of becoming one.

I believed that my time in teaching was temporary and so that I did not need anything that that school context proposed to modify. To see myself as a teacher I first had to "destructure" my identity as a Chemistry Pharmacobiologist; and at the beginning I was not willing to give up what it took me so many years to form, ego? maybe. After so many years of training under the culture of the clinical area of a hospital, I had to accept that I no longer identified myself as a scientist, but as "a simple classroom teacher." Under circumstances that, furthermore, I did not plan.

It was very difficult for me to decide to be part of the school culture; If I'm honest, I wasn't even willing to do things as simple as buying teaching materials or changing the decoration of my living room every month. That was for those who had studied education, not for me. But without realizing it, after many warm hugs from my children, after hours of planning and mixed feelings when watching them dance at festivals, one day, I had already decided that I really needed everything that I deprived myself of for years. …And here I am, preparing myself hard, pursuing edge and learning in order to improve my professional performance.

2.7 My Teaching Philosophy

My Teaching Philosophy starts with this phrase: *Knowledge in action.* In order to achieve our curriculum goals, bilingual education uses the "Direct Method". This method which is also called "Immersion" in the digital ecosystem we use at school and It sought to immerse the learner in the same way as when a first language is

learnt. All teaching is done in the target language, grammar is taught inductively, there is a focus on speaking and listening, and only useful 'everyday' language is taught.

My teaching philosophy has been formed over the years; it has been enriched and strengthened by my context (the contribution of experienced co-workers and schools where I have worked). Conscious of the three main dimensions of teacher's actions: cognitive (intellectual), affective (emotional), and behavioral (action-based), these fundamental objectives that I have as Teacher are part of my teaching philosophy:

1. To respect individual learning pace and style.
2. To individualize instruction and adapt it to each student's learning style.
3. To create an environment in which students solve transdisciplinary challenges while building a real and deep understanding of the world around them and while growing physically, mentally, emotionally, and socially.
4. To strengthen the development of their own identity in harmonious coexistence with their environment and the firm commitment to positively impact it.
5. To empower learners to make wiser choices so that they can create a positive impact through their actions; to think, feel, and live differently, creating a better world (help them achieve their highest potential).
6. To empower tomorrow's global citizens today through real learning experiences and collaborative work.
7. To make my students grow in an efficient edge technology, to integrate both curriculum standards and high global citizenship awareness (bringing learning to a new level of awareness).
8. To be a facilitator in the use of a didactic platform with strategic planning of activities, resources and evaluations (technology must be incorporated into the school day as part of the XXI Century Skills).
In order to achieve these goals, I use a variety of methodologies, both inside and outside the classroom: collaborative learning, project-based learning, problem-based learning and play-based learning (gamification). I am convinced that my role

as educator is not only to provide information and monitoring discipline, but being a mediator between the student and the environment.

This being the case, the position that better supports my teaching situation is "Student-centered" because it focuses less on the academic repetition of content and more on the individual thought process and problem-solving skills of students. Although this could be an advantage since it moves children from passive recipients to active participants, it is also important to consider a balance between it and "Teacher-centered", so this will give the students a clear idea of what an authority figure represents, as well as their role in society.

I consider that one of my weaknesses is to establish this balance between both positions, it still represents an area that I would like to improve in my teaching practice, but I am sure I will continue to grow as long as I be aware of it and try hard every day. And finally, I would like to mention that my biggest strength is empathy since this has made it possible for me to become closer to my students… and definitely, a happy child is more receptive to learn. To sum my teaching philosophy up in one sentence, I would say: "Changing the world by changing the way we learn and teach".

Other aspects that I also consider important to take into consideration, are:

1. Student's needs: backgrounds, interests, and learning styles and requirements.
2. Learning Objectives: To have a direction and purpose for both teachers and students.
3. Active Learning: projects, group discussions, experiments and problem-solving.
4. Use of Technology: Integrating technology into the classroom enhances learning experiences. Educational apps, multimedia resources and collaborative tools.

3. Theory Concepts:

3.1 Intercultural Communicative Theory: Byram's Model

One of the most popular models of intercultural competence in language education has been developed by the Educator Byram, M. (1997). The decision to choose this theory has to do with the fact that it can be useful for English teaching because it helps understand the relevance of previous knowledge. Byram's model shows five different types of skills that should be incorporated into language learning; knowledge, discovery and interaction skills, interpretation and relationship skills, attitudes and critical cultural awareness. All these elements connect and complement each other. For this reason, it is important to take these concepts into account when teaching English (in my opinion), especially in bicultural or international education.

Following, I share the Model of Intercultural Competence:

Intercultural attitudes (savoir être)	Curiosity and openness, readiness to suspend disbelief about other cultures and belief about one's own. Willingness to relativise one's own values, beliefs, and behaviours. Ability to "decentre".
Knowlegde of social groups (saviors)	Knowledge of social groups and their products and practices in one's own and one's interlocutor's country, and of the general processes of societal and individual interaction.
Skills of interpreting an relating (savoir comprendre)	Ability to interpret a document or event from another culture, to explain it and relate it to documents or events from one's own.
Skills of discovery and interaction (savoir apprendre/faire)	Ability to acquire new knowledge of a culture and cultural practices and the ability to operate knowledge, attitudes and skills under the constraints of real-time communication and interaction.
Critical cultural awareness (savoir's engager)	Ability to evaluate critically and on the basis of explicit criteria, perspectives, practices and

		products in one's own and other cultures and countries.

Table 1. Model of Intercultural Competence

Before planning my activities, I analyzed this model to take in account every single step when designing them. By interconnecting them it seemed good to me to go deeper and consider Byram's conceptualization of intercultural communicative competence to develop each point by three main components:

Components		Description
Linguistic competence		The ability to apply knowledge of the rules of a standard version of the language to produce and interpret spoken and written language.
Sociolinguistic (communicative competence)		The ability to give to the language produced by an interlocutor – whether native speaker or not –meanings which are taken for granted by the interlocutor or which are negotiated and made explicit with the interlocutor.
Intercultural competence	Attitudes	Curiosity and openness, readiness to suspend disbelief about other cultures and belief about one's own.
	Knowledge	Knowledge of social groups and their products and practices in one's own and in one's interlocutor's country, and of the general processes of societal and individual interaction.

	Skills of interpreting and relating	Ability to interpret a document or event from another culture, to explain it and relate it to documents from one's own.
	Skills of discovering and interacting	Ability to acquire new knowledge of a culture and cultural practices and the ability to operate knowledge, attitudes and skills under the constraints of real-time communication and interaction.
	Critical cultural	An ability to evaluate critically and on the basis of explicit criteria perspectives, practices and products in one's own and other cultures and countries.

Table 2. Byram's conceptualization of intercultural communicative competence

I would like to mention how I applied this theory to my activities:

a) *Linguistic competence.* Since it is about applying knowledge of the rules of to produce and interpret spoken and written language, students were asked to produce a written presentation to compare and contrast two cultures. Later, they were asked to read an infographic to analyze it and to record an audio to explain three eating habits in the chosen culture.

b) *Sociolinguistic (communicative competence).* It is the ability to give meaning to the language produced by an interlocutor. This was practiced by my students in the second activity related to *Listening.* Students listened to a video and recorded an audio to explain the main points. This way they respond to spoken language by demonstrating understanding of the main idea, specific information and details.

c) *Intercultural competence.* Curiosity, openness and willingness. In order to achieve this, I presented an infographic with "Uncommon laws around the world", this made my students to be curious and open about other interesting

aspects of that culture, and at the same time, to be willing to listen their classmates on their researches for the final presentation.

3.2 Vygotsky: The Sociocultural Theory

The Second Language Acquisition is the study of how learners create a new language system with only limited exposure to a second language. It is the study of what is learned of a second language and what is not learned. From the perspective of a sociocultural theory of mind, learning is not only a psycholinguistic process but as a socially-mediated process. According to Vygotsky's Sociocultural Theory (1978), we know that by using language children gain control over their mental activities such as memory, attention, planning, learning, and rational thought. This is part of the base of bicultural education, since content is taught through using English.

As I have mentioned before, the model used in my school is based on problem-solving and the Sociocultural Theory by Vygotsky. We achieve our goal every month by teams; the project is based on a different real problematic and it is focused on benefit of our community. Many of my activities are planned to be done in teamwork, based on what Vygotsky stated: "cognitive abilities are socially guided and constructed." As such, culture serves as a mediator for the formation and development of specific skills, such as learning, memory, attention, and problem solving.

I fully believe that children learn to think through their interaction with others, which explains why my activities always begin by posing a problem and asking for a solution together, since cognitive development involves the active internalization of problem-solving processes such as result of mutual interaction.

Vygotsky: Zone of Proximal Development

To start this concept, let's pose the following idea, raised by Vygotsky (1978):

> "Any function in the child's cultural development appears twice, (each on a different plane). First it appears on the social plane, and then on the psychological plane. In other words, it first appears between people as an

interpsychological category, and then within the child as an intrapsychological
category."

Vygotsky was interested in understanding the development of higher mental functions and in the learners 'proximal development; what a learner could do under the guidance of a more expert peer (what occurred on the inter-mental plane). In other words, understanding changes from inter-mental to intra-mental can reveal a lot about our learners 'linguistic knowledge.

The Zone of Proximal Development (ZPD) refers to all we could learn thanks to the help of another person (social aspect of learning), what Vygotsky called "a more expert person." The Zone of Proximal Development (ZPD) is about the skills and knowledge that a child cannot master on his or her own, but that he or she can acquire with the help of someone who already has them.

4. Lesson Planning Format

In his Meaningful Learning Theory, Ausubel, D. (1963) suggested that the most important factor influencing learning is what the learner already knows, that teachers should ascertain this, and teach accordingly. Assessment has an important role in education and it is essential to all teaching and learning. Through appropriate assessment, teachers can classify their students in order to help them reach the curriculum, grade them, give feedback and structure their teaching accordingly. Its main purpose is to provide feedback on the learning, it requires the gathering and interpretation of information about student achievement to inform practice.

According to Tosuncuoglu, I. (2018) on his document entitled *"Importance of Assessment in ELT",* I believe that:

> *"The assessment procedures relate to authenticity, practicality, reliability, validity and wash back, and are considered the basic principles of assessment in foreign language teaching and learning. The main value of these aforementioned principles is to distinguish the effects of assessment and review any classroom*

based issues between the teacher and the student. As the assessment process affects both teachers and students, significance and consideration should be given to assessment procedures in foreign language teaching."

That said it is understood that planning and assessment belong together. Planning and evaluation are undertaken simultaneously; they are two parts of the same process. When planning an activity or a didactic situation that seeks for the student to achieve certain expected learning, one must also consider how that achievement will be measured. The success of the activities and the evaluation of the expected achievements will depend on planning.

Pursuant to what was mentioned above in the foundation of the proposed activities, two main theories of classical authors were considered since they have contributed a lot to education and the way in which we understand the learning process, through the study of what concerns cognitive:

1. Schema Theory proposed by Piaget (1978), which states that cognitive organization necessarily implies assimilation: external objects are always assimilated to something, to a mental scheme, to an organized mental structure. They can be considered as units of understanding that can be hierarchically categorized as well as webbed into complex relationships with one another.

2. Vygotsky's Sociocultural Theory (1978) which tells us that the structure of language is modified when it begins to be transferred to the internal plane and becomes self-communicative. Furthermore, the function of language goes through processes of revision when it is transformed from another-directed action to one that is self-directed.

Based on the mentioned theories, here I share my planner:

Challenge	*6*
Class	*Global Pathway - P5A-B*
Pathway	*English*
Global Knotion	*Power, Authority and Civil Ideals*

Global Issue	*Lack of observance of human rights and intolerance*
Magneti·k Understanding	*In a democratic society, the constitution is the supreme law that recognizes human rights.*
Magneti·k Question	*How does the constitution guarantee the observance of our rights? Do you know your humans rights?*
Action Question	*What can I do to guarantee that human rights are respected in my community?*

OBJECTIVE (Introduction): *By the end of the activities ss will be able to appreciate different cultural aspects as well as consider them when communicating in the target language.*

Startup (Warmup)	Start by asking: Do you know what a Constitution is? Do you know your rights?	Start by asking: Do you know human rights? Is the Right to Food part of it?	Start by asking a student to make comparison between two objects.	Start by setting the stands and make sure they have the explanation and stuff ready.	Start by setting the music and making sure they all have the complete custom.
Length	40 minutes	40 minutes	40 minutes	40 minutes	40 minutes
Activity	**1. Writing. What do other Constitutions dictate?**	**2. Listening. Are their eating rights respected?**	**3. Reading. What do they have in common?**	**4. Speaking. Present your culture element: dish, dance or typical clothing!**	**5. Final activity (Practice). Presenting a common dance!**

Description (Presentation)	Students will choose a country and investigate its Constitution. They will write three rights and 3 obligations that that it dictates. They will use the app of "Keynote" to make a presentation. They will be asked as volunteers to project and explain their presentation to the class.	Students will watch a video to learn about "eating rights" and violations. The video will explain eating habits and means of people to get their food, around the world. Also, foreign students will be given a time to explain how food is different in their origin countries. After that ss will explain what they learned from the differences, by using the App: "Notes of voice", with the objective of improving their oral communication skills and culture value appreciation.	Students will read a document which was previously charged to one of their activities titled: "Uncommon laws around the world". Next, they will investigate different aspects of the chosen country. Once they have read it, they will choose a country to "compare and contrast" with Mexico, through a "Venn Diagram". Finally, ask the class to share their work and their reflections on it.	By teams, students will represent the chosen country through one of its elements: dish, dance or typical clothing. They will set stands in the school's auditorium and welcome the audience with a phrase in the target language, SS will explain the chosen elements as they perform it. Finally, we will have a class to share what ss liked the most and learned from other teams.	Students will present a dance titled: "Love Train" by "Jason Mraz and Chad Smith, in the school's auditorium. Parents and school community are invited. Each student will represent a different country and will have to be characterized by the typical custom.

Learning Outcomes	1. Identifies and explains citizens' rights and responsibilities in a democratic government. 2. Uses a variety of visual tools to represent information. 3. Recognizes that citizens' rights and responsibilities are outlined in a Constitution. 4. Develops arguments and opinions by analyzing content.	1. Responds to spoken language by demonstrating understanding of the main idea, specific information, and details. 2. Recognizes that citizens' rights and responsibilities are outlined in a constitution. 3. Knows and value cultural diversity. 4. Develops arguments and opinions by analyzing content.	1. Identifies similarities and differences between two cultures. 2. Recognizes the characteristics of a Venn Diagram and elaborates one. 3. Knows and value cultural diversity. 4. Develops arguments and opinions by analyzing content.	1. Shows collaborative skills when working within a team. 2. Participates efficiently in different situations of oral communication. 3. Knows and value cultural diversity.	1. Shows collaborative skills when working within a team. 2. Knows and value cultural diversity.

Closing (Application)	Ask a student to share a conclusion. Talk about how human rights protects us from cultural intolerance and what is our responsibility as part of a diverse society.	Ask a student to share a conclusion. Talk about gastronomy around the world and how it is protected by the UNESCO. Invite them to embrace their culture gastronomy.	Ask a student to share a conclusion. Talk about the asp test that make every culture special and how we perceive and appreciate them. Invite them to consider and appreciate our Constitutional right.	Ask different students to share what they enjoyed the most of the project, and talk about how every culture's values stands on their elements. Invite them to try the different dishes and to appreciate the typical clothing and dancings.	Ask a student to share a conclusion. Ask them to explain their clothing elements and their purposes. Invite them to ask people for their cultural elements when visiting other countries, and to appreciate every element as a part of a country's identity.
Product to evaluate (Evaluation)	SUMATIVE. A keynote presentation	SUMATIVE. An audio recording	SUMATIVE. A Venn Diagram, in Sketches	FORMATIVE. A performance (dish, dance or typical clothing)	FORMATIVE. A performance (dance)
Additional material	iPad	iPad	iPad	iPad and different materials to expose the chosen culture element	iPad and typical clothing

5. Theoretical framework for Each Activity

5.1 Listening

It is always important to know the ideas behind the activities we include daily in our classrooms. Here some important theories related to listening activities and considered when making the checklist:

Theory	Purpose
The Input Hypothesis Natural Approach	Proposed by Krashen, S. (1983). Methodologies that view listening comprehension as key to acquiring a second language. The teacher provides listening input that is appropriated and comprehensible.
Attention Theory	It uses consciousness-raising activities to increase learner awareness of grammatical structures when they listen and speak.
Conversation Theory	Proposed by Kolker, E. (2008). It emphasizes the importance of second language listening since it is not possible to fully participate in a conversation and take advantage of conversational feedback without understanding what your classmate is saying.

Table 3. Listening Approaches

5.2 Speaking

Now, when it comes to speaking there are different approaches that operate on the principles of skills integration and have been developed to achieve a speaking classroom, according to Brown, H. (2007) we have to "prioritize the two clearly important speaker goals of accurate, language and fluent language":

Approach	Purpose
Content-based Instruction (CBI)	To acquire the knowledge and skills relevant to the content in the target language
Theme-based Instruction	The content is a vehicle for language instruction. It is a measure of effective language learning.
Task-Based Language Teaching (TBLT)	It focuses on development of the language-related skills and functions that the students will need to operate in the real world (achieving of goals).
Experiential Learning and Episodic Learning.	Learner's involvement that is not purely cognitive but holistic. One good illustration of an open-ended episodic learning unit is the use of dilemma-based stories.
Integrating Reading and Speaking Activities in the EFL Classroom: an Illustration	Finding reading topics that will activate students and encourage them to produce more language (conversations after reading).

Table 4. Speaking Approaches

5.3 Reading

Reading is defined as "an active, fluent process which involves the reader and the reading material in building meaning". Sánchez, C. (2004) argues that reading has three stages:

Decoding: Translating symbols into sounds or visual representations.

Making inferences: Making guesses about the meaning of unknown words.

Critical reading: Identifying the authors' underlying intentions.

Schema Theory

As mentioned before, it was proposed by Piaget (1978). Schema is the knowledge about the topic that individuals have already acquired, and that help them connect their previous experiences with the content of the text. There are three types:

Content Schema	*Linguistic schema*	*Formal schema*
Previous knowledge about a particular topic to connect old and new information.	The linguistic information stored in our mind in order to decode words and their meanings.	Knowledge about the different organizations of text (essays, letters, etc.).

Table 5. Types of Schema

5.4 Writing

I took into consideration the following adapted micro and macro skills proposed by Brown (2007) when designing my activities:

Micro-skills

1. Produce graphemes (handwriting) and orthographic patterns (spelling) of English.
2. Produce writing at an efficient rate of speed to suit the purpose.
3. Produce an acceptable core of words and use appropriate word order patterns.

4. Use acceptable grammatical systems (tense, agreement, pluralization), patterns, and rules.

5. Express a particular meaning in different grammatical forms.

Macro-skills.

6. Use cohesive devices in written discourse, that is, connect ideas effectively.

7. Use the rhetorical forms and conventions of written discourse.

8. Appropriately accomplish the communicative functions of written texts according to form and purpose.

9. Convey links and connections between events and communicate such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.

10. Distinguish between literal and implied meanings.

11. Correctly convey culturally specific references in the context of the written text.

12. Develop and use different writing strategies, such as accurately assessing the audience's interpretation, using prewriting devices, using paraphrases and synonyms, soliciting peer and instructor feedback, and using feedback for revising and editing.

6 Lesson Plan Development: Intercultural activities

It is a challenge to prepare intercultural activities that help students develop cultural awareness within the framework of the lesson planning and program I am currently working. Time is short in my classes and as I have mentioned before, I have to achieve at least four activities per day. Nevertheless, I tried to design activities related to the Global Topic of the month: "Power, Authority and Civil Ideals". The global issue suggested by the program, was: "Lack of observance of human rights and intolerance" which was an opportunity for me to plan my activities around other cultures and how their Constitutions protect their cultural elements, as part of their identity.

The objective was helping my students appreciate different cultural aspects so that they consider them when communicating in the target language (this is included in the lesson plan). Part of my Lesson Plan was based on the WIPPEA Model adapted from the work of Hunter (1982), an acronym that stands for **W**arm-up, **I**ntroduction, **P**resentation, **P**ractice, **E**valuation, **A**pplication, I designed my lesson plan where each concept builds on the previous one. This six-step cyclical lesson planning let learners demonstrate mastery of concepts and content at each step before the instructor proceeds to next step.

Intercultural Communicative Theory was a base for me to design my activities, considering the four competences: reading, writing, speaking and listening. They were focused in reaching intercultural awareness as well as working other abilities such as: Knowing and valuing cultural diversity, recognizing rights and responsibilities outlined in a Constitution, developing arguments and opinions by analyzing content, showing collaborative skills when working within a team, responding to spoken language by demonstrating understanding of the main idea, specific information and details.

The elements of WIPPEA were included in my original format: Performance Objective, Task Analysis, and the seven segments: *Warm up or Review, Introduction, Presentation, Practice, Evaluation, Application* and *Reflections.* The proper elements are shown in black color, while the WIPPEA Model suggested elements are indicated in blue color.

6.1 Activities Reasoning: Rationale Behind Each of Them

A well-designed lesson plan helps students and teachers understand the goals of a module and allows the teacher to translate the curriculum into learning activities, and at the same time it aligns the instructional materials with the assessment. These activities are useful for my students since they will be capable of state their opinion about one's and others cultures, appreciate their similarities and differences, as well as recognize that differences make us being diverse, tolerant, inclusive, fostering creativity, developing innovation, empathy and to construct stronger relationships.

As teacher, I understand the importance of these activities for my students and that is why I consider important to mention their rationale behind each activity in my lesson plan:

6.1.1 Activity 1. Writing. What Do Other Constitutions Dictate?

The purposes are that the students: identify and explains citizens' rights and responsibilities in a democratic government, uses a variety of visual tools to represent information, recognizes that citizens' rights and responsibilities are outlines in a Constitution and Develops arguments and opinions by analyzing content.

Through these activities students will recognize that each country has its own culture which is determined a Constitution and it is part of their identity and culture.

6.1.2 Activity 2. Listening. Are Their Rights to Food Respected?

The purposes are that students: Respond to spoken language by demonstrating understanding of the main idea, specific information and details, recognize that citizens' rights and responsibilities are outlined in a Constitution, know and value cultural diversity and develop arguments and opinions by analyzing content.

Through this activity students will recognize how people get their food around the world and will empathize on those who struggle to get their basic needs covered. This way they will recognize the right to food as part of an adequate standard of living, and as a basic human right.

6.1.3 Activity 3. Reading. What Do They Have In Common?

The purposes are that students: Identify similarities and differences between two cultures, recognize the characteristics of a Venn Diagram and elaborates one, know and value cultural diversity, as well as develops arguments and opinions by analyzing content.

Through this activity students will understand that each government has its own rules and the importance of respect them, even when they are uncommon. The purpose is to appreciate one's rights and respect the eating habits that form part of a different culture.

6.1.4 Activity 4. Speaking. Present Your Culture Element!

The purposes are that students: Show collaborative skills when working within a team, participate efficiently in different situations of oral communication. and know and value cultural diversity.

Through this activity students will get to know other cultures and value cultural diversity, as long as they get to understand how other cultures work and live. Students will show cultural awareness, respect cultural diversity, as well as promote coexistence between the cultures present in a context (especially those who travel out of the country a few times a year).

6.1.5 Final Activity. Presenting a Dance!

Show collaborative skills when working within a team, participate efficiently in different situations of oral communication and know and value cultural diversity.

Through this activity students will interrelate patterns and values between different cultural groups, understanding that there is equality between subjects, regardless of the nationality they have. Understanding different cultures will allow them to communicate better.

7 Technology Use: Apps in Education

Apple offers many Apps for education which are free and widely available for everyone who has an iOS device. The Apps that my students used to accomplished these activities, were: Keynote (an App to make presentation that include text, images, charts, transitions, etc.), Notes of Voice (an App which makes the function of a portable audio recorder), Sketches (an App and Camera. They can be easily download form the AppStore and are very friendly to manage.

Image 1. Juárez, D. (2024). Main Apps Used.

7.1 Use of ICT's: SAMER Model

The school's philosophy refers to the use of technology as fundamental in each of the activities, therefore the use of the iPad can be observed in each one. To consider ICT's, the theory that supports my designed activities is the SAMR Model proposed by Doctor Ruben Puentedura (2006). It is a pedagogical model of technological integration that proposes the Substitution, Augmentation, Modification, Redefinition (SAMR) consisting of a hierarchical set of 4 levels that allows evaluating the way in which technologies are used by teachers and students in classes. This model explains the process that must be followed to improve the integration of ICT in the design of educational activities, this allows us to evaluate this process.
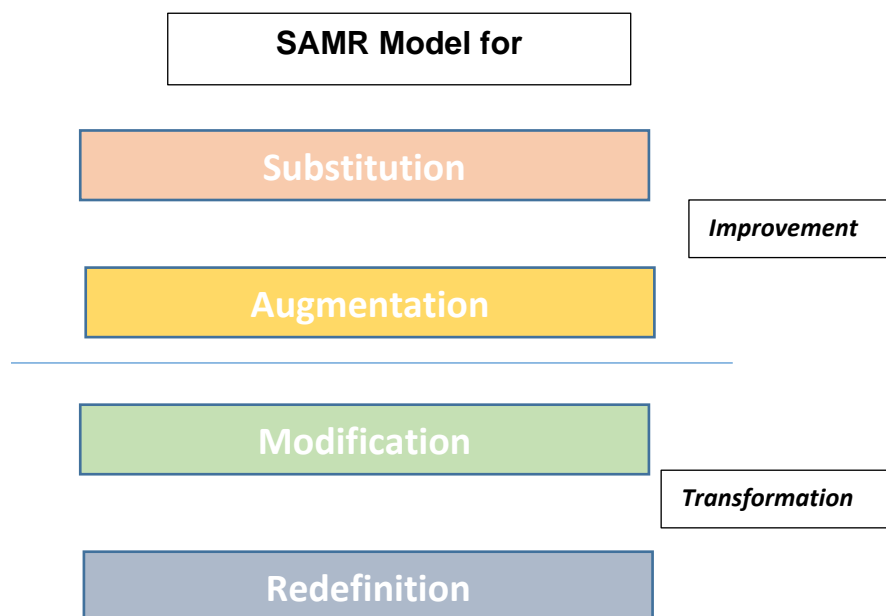

SAMR Model for

Substitution

Improvement

Augmentation

Modification

Transformation

Redefinition

Image 2. Juárez, D. (2024). SAMR Model for Technology

8   Testing and Assessment Tools

Considering that individual development cannot be understood without reference to the social environment, I planned different activities in teams to strength collaborative learning. I focus on the "Education and Skills for the 21st Century" proposed by UNESCO (2017) to design each activity and assessment tool. In the design of assessment tools, I decided to include most of the rubrics as summative since it is one of the ways in which I can link the designing of extra activities to those set out in the established program. However, the final rubric was planned to be formative, not because it was not linked to the learning outcomes, but because I wanted to remove the burden from the children of presenting it as a project with the objective of "meaningful learning". Skills considered: critical thinking, problem solving, creativity and innovation, communication skills, digital skills and collaborative work.

8.1 Bloom's Taxonomy

From the planning to assessment I considered Bloom's taxonomy, developed by the American psychologist Benjamin Bloom (1956), which is a classification criteria of educational objectives based on the complexity of the cognitive process they require. This learning method has a hierarchy that is divided into different levels, being an evolutionary process, in which students use different tools to learn, through the development of skills that allow them to improve their ability to understand, analyze and reason.

A) Knowledge: As the name suggests, it is about knowing the topic, so that students know what is going to be talked about and what they will be able to work with. The student identifies, remembers, knows, memorizes.

B) Understand: The student can explain in their own words what they have seen before, it is not from memory, they can understand concepts. The student summarizes, interprets, compares, classifies, exemplifies.

C) Apply: Here you have to put into practice the knowledge you already have on the topic, so students can already have a simulation. The student uses, executes, implements, shares.

D) Analyze: Students will be able to generate content on a topic and break material down into its parts to explain relationships. The student organizes, structures, links, classifies, connects.

E) Evaluate: At this level the student will be able to create a critical judgment and verify the value of evidence by discriminating ideas or points. The student criticizes, reviews, judges, discriminates, values.

F) Create: Here you will be able to manage all the knowledge previously learned and reorganize the ideas to generate new contributions. The student designs, plans, builds, contributes.
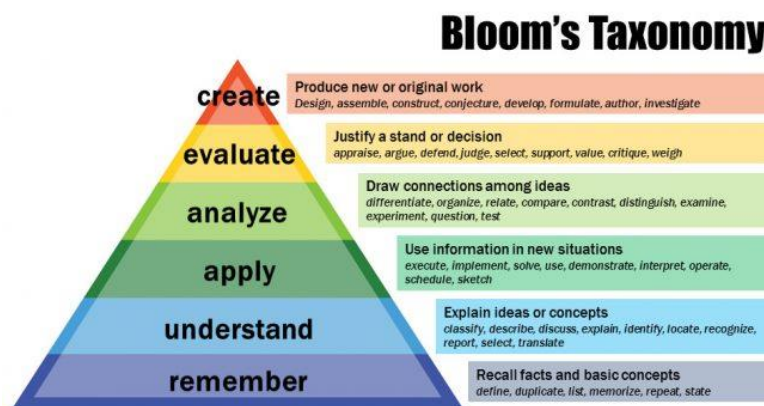

Image 3. Center for Teaching Vanderbilt University. (2016). Bloom Taxonomy. Flickr.
https://www.flickr.com/photos/vandycft/29428436431/in/photolist-LQuqT2

9 Probable Problems and Solutions

In fact, the use of technology is not a problem in my workplace, quite the opposite. The challenges at Varmond are more about how to create innovative activities that take advantage of all the resources we have at our disposal. The challenge is to match the curriculum with the design of these activities, which must also be evaluated both in process and in content. I believe that this problem can be solved by looking for applications among the many that Apple offers us such as Apple Distinguish School and not leaving aside those that have been effective and have demonstrated it through the children's results.

In this digital era the usage of technology in the classroom is important for giving students opportunities to learn and apply the required 21st century skills. Some challenges that I have to face when developing any activity is the fact that working in teams is difficult for some of my students since a lot of them have leader's qualities; for this reason, it is difficult to organize or reaching agreement. Other challenge that I have to overcome is the fact that they are in the transition from child to teenage, which sometimes makes it difficult to them to participate in performances due to they think it looks ridiculous. Nevertheless, the try hard and their parents too.

If we talk about technology, even when it is not common, a barer could be the fact that technology fails: internet fails or some kids forget to charge the battery of their iPad. Then, what could be the solution? When it comes to behavior, encouraging students to participate and talk about the importance of their participation works in most of cases. When the problem is iPad without battery the solution is printing the resources so that work can be done on time, later at home my students upload these resources to be evaluated.

10 Results

The results for the *first activity* were satisfactory, since the objectives mentioned in the planning were achieved, since the students used different visual tools to give their written opinion based on previous research. The lowest level students wrote short sentences with grammatical errors, however they are in the initial stage of writing in their second language. During the *second activity*, some of the students questioned me why they were not invited to the initial video that we used as "listening", I explained to them that the video was an opportunity to listen to the accent of their classmates who came from other countries (even when they are not native).

During the *activity number three* most students responded to spoken language and demonstrated understanding of the main idea, specific information, and details. Through audio recording, students demonstrated their appreciation of other cultures and oral communication skills. The activity number three was an

opportunity to practice their reading skills and enjoy it. They found the title of the document very attractive so they voted to read it individually. However, this was an obstacle for Muen, one of our students from China, since he is just learning to read in Spanish, so reading in English is very complicated for him, as well as for another of his classmates who, despite being in Varmond since kindergarten it is difficult for him to understand English. This activity allowed the students to learn what a "Venn Diagram" is and how helpful it is for comparing and contrasting.

Activity number four was their favorite one. Students showed collaborative skills when working within a team; they represented a country and one cultural element (chosen by them). They were capable to answer the parent's questions in English and to know and appreciate cultural diversity. Finally, our learning was summed in *activity number five* up in the way they presented their participation during family day. This activity was a plus to the planning with the purpose of matching the knowledge built throughout the first activities. Children enjoyed it very much. Here the link for watching the Final Project Video: https://drive.google.com/file/d/1kMyv6A_KfV8Tm5pnT-Q8IhpzC67tPKSX/view?usp=sharing

11 Conclusions

Intercultural education has to do with a pedagogical approach that seeks to promote dialogue, respect and understanding between different cultures. It is based on the recognition of cultural diversity as a value and the promotion of active and inclusive citizenship. In an era of increasing human mobility and globalization, the value of intercultural education is undeniable. Educational environments are increasingly diversified and students must be prepared to live and work in a globalized and multicultural society.

Intercultural education helps young people understand and value cultural differences, promote tolerance and respect, and fight racism and xenophobia.

Intercultural Education is a proposal that promotes and favors dynamics of inclusion. Intercultural Education is an alternative that promotes and favors inclusive dynamics in all processes of socialization, learning and coexistence within the educational environment. Designing this type of activities reminds me of the importance of always considering transversely, so that no learning is isolated no matter how "small" it may seem. Likewise, it helps me remember how important it is to work comprehensively in the four areas of the language: writing, reading, listening and speaking.

Thanks to these activities and the preparation of the rubrics themselves, the work becomes more efficient, more objective, more fun and dynamic. And if we add to this that the use of technology has opened up a world of possibilities for us, then we can say that we are really changing the way in which our children learn, through unlearning old techniques and changing the way in which the knowledge. is built.

12 Appendixes

Pictures and videos will be found in the Final Project Video. Please, click in the link below to access: https://drive.google.com/file/d/1kMyv6A_KfV8Tm5pnT-Q8IhpzC67tPKSX/view?usp=sharing

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