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PROPUESTA DE INTERVENCIÓN EDUCATIVA

CULTURAL HABITS

Do and Don'ts in some countries

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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NATIONAL UNIVERSITY OF EDUCATION SCIENCES

AJUSCO UNIT

UNIVERSIDAD PEDAGÓGICA NACIONAL

SECRETARÍA DE EDUCACIÓN PÚBLICA

EDUCATIONAL INTERVENTION PROPOSAL

CULTURAL HABITS

Do and Don'ts in some countries

RECEPTION WORK

**TO OBTAIN THE DIPLOMA OF
SPECIALIZATION IN ENGLISH LANGUAGE TEACHING AND LEARNING
AS A FOREIGN LANGUAGE, ONLINE MODALITY**

PRESENTS:

María Patricia Lara Beatriz

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June 25th, 2019.

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Introduction

This project focuses on a lesson plan designed to students of Basic Level in Conalep High School. The title of the lesson is related to Cultural Habits. Where the purpose of the activities of this lesson are planning to introduce students in social situations through the topic social etiquette by knowing of Dos and Don'ts in some countries around the world.

This theme allows students to know about the social rules of etiquette that citizens from some countries have in order to avoid misunderstandings in some cultures. As well as to practice skills like listening, reading, writing and speaking used in the acquisition of a foreign language.

Learning a second language is a continuous process. It can vary according the habits of the speaking community as well as it occurs in different ways, at different speeds, and rhythm with different outcomes for each learner. On the other hand, the acquisition of a second language is a pleasant experience that involves the whole person physically, cognitively and emotionally. Knowing how to speak English or another language can be highly beneficial to learners who want to take a risk. English is popular all over the world it allows learners to communicate with other English speaking people on social networking sites because of the technological advances.

A great variety of theories have been proposed for instance: Behaviorism, Audio-lingual Method, and Communicate Approach. As well as, sub-fields of SLA for instance: cognitive structures, L2 learners' cognitive capacities, comprehensible input, interaction and output, the role of the first language (L1) and psychological variables such as motivation, aptitudes, and anxiety.

Chapter 1: Philosophy and theory

1.01 Teaching identity and philosophy

My teaching philosophy is to give students the tools they need in order to complement their English learning as a foreign language and to create a warm environment that allow them feel comfortable and self-confident in what they should do to have a positive learning. As well as, to show respect to the language, themselves, their classmates and teachers.

Regarding to their feelings of anxiety and negative attitude that some students sometimes show because of a bad performance, I explain them that if they make mistakes in speaking or writing, they are part of the learning process of learning a foreign language and they should overcome little by little.

I tell them "Don't be under the weather about the language". Look it, as another subject. You should only do your homework and your tasks into the classroom and that's all. I mention this, due to most students in high school do not like English. That is what they argue. For this reason, they only become familiar with the language.

On the other hand, considering my experience as an EFL learner and as a teacher. I never press forward students in the process of learning. What is more, I allow students to work at their own rhythm and speed in order to reduce anxiety, not to mention the fact that motivation is so important. Therefore, I am patient, tolerant, warm, and supportive to all my students. As well as of having a positive attitude most of the time.

Reflecting about my learning and teaching experiences and a deep reflection and critical analysis related to my teaching identity. I strongly believe about the importance of developing good relationships with students of different ages and levels to create empathy in order to have a better performance during the class. Apart from that, the application of social practices into the classroom are very useful in learning and teaching a Second Language.

Otherwise, the use of methods and approaches help teachers how to teach and learn a foreign language by using activities and techniques into the classroom.

1.02 Theory underlying your teaching practice and identity

1.02.1 Behaviorism

By definition Behaviorism is a theory of psychology which states that human and animal behavior can and should be studied only in terms of physical processes, without reference to mind. It led to theories of learning which explained how an external event (a stimulus) caused a change in the behavior of an individual (a response), based on a history of reinforcement. The pioneers of behaviorism are I Pavlov, J.B. Watson, E. L. Thorndike, E.R. Guthrie and B.F. Skinner.

It is considered as a mechanic process and give particular importance to objectivity. Some behaviorists claim that the human brain can be compared to a black box but the most important is what goes in this black box (input) and what comes out of it (output). Outputs are objective, observable and measurable. Inputs and outputs can be adjusted, arranged and controlled.

1.02.2 Audio-lingual Method

According to the definition of Longman Dictionary of Language Teaching and Applied Linguistics, Audiolingual method emphasizes the teaching of speaking and listening before reading and writing by using dialogues and drills. It discourages the use of the mother tongue in the classroom and often makes use of contrastive analysis.

It is clear that the aim of this method is to make students able to use the target language communicatively and automatically in order to help students to acquire the structural patterns. Some principles of this method are: a) instructions are given in the target language, b) language forms occur within a context, c) student's native language interferes as little as possible with the students' attempts to acquire the target language among others.

1.02.3 Communicative Approach

By definition communicative approach also communicative language teaching an Approach to foreign or second language teaching which emphasizes that the goal of language learning is communicative competence and which seeks to make meaningful communication and language use a focus of all classroom activities.

The major principles of Communicative Language Teaching are: 1) learners use a language through using it to communicate, 2) authentic and meaningful communication should be the goal of classroom activities, 3) fluency and accuracy are both important goals in language learning, 4) communication involves the integration of different language skills, 5) learning is a process of creative construction and involves trial and error Communicative language teaching led to a re-examination of language teaching goals, syllabuses, materials, and classroom activities.

1.02.4 Krashen's theory of Second Language Acquisition

This theory focuses on five hypotheses: a) The Acquisition-Learning hypothesis is the product of a subconscious process. b) The Monitor hypothesis is the practical result of the learner grammar. c) The Natural Order hypothesis suggests the acquisition of grammatical structures follows a natural order and is independent of the learners' age. d) The Input hypothesis. e) The affective filter hypothesis suggests that motivation, self-confidence, a good self-image, and a low level of anxiety allow the success in second language in contrast with low motivation, low self-esteem and debilitating anxiety can create some barriers to acquire the target language.

Chapter 2: Methodology and practice

2.01 Lesson Plan

This lesson plan is a guide to follow the activities which are needed to develop the lesson in the classroom in order to reach the objective of it by sequencing steps.

Teaching sequence template

Date & Place   Mexico City, 2019

1. Lesson plan identification cell.	
Author	María Patricia Lara Beatriz
Educational stage	Basic level
Title of your Lesson plan	Cultural Habits
Learning Objective of the plan/Competency	Learning objective To introduce students in social situations, such as social etiquette by knowing of Dos and Don'ts in some countries around the world; inference of new vocabulary: introduction of the new grammar point; development of communicative competences to produce the language. Formative –intercultural purpose To guide students to reflect on the social rules of etiquette that citizens from some countries have in order to avoid misunderstandings.
Communicative skills considered	Listening, Reading, Speaking and Writing.
State of the following options	
Functions	Introducing Dos and Don'ts in some countries around the world. Speaking about some social rules in their country.
Main Grammar structure	Passive voice (present simple and past simple)
Other Grammar structures	Present perfect (brief review of the structure given)
Brief description of the plan	The topic of the lesson is part of the program. This contains exercises to practice the new vocabulary, the grammar point and a section to practice speaking and writing. As well as reading and listening comprehension.
Hours of the plan implementation	3 hours
Number of sessions	1 class of two hours and a class of one hour
Contents required for the lesson	Text about Dos and Don'ts, Audio that contains phrases with the new vocabulary.
Link of the content	If the Contents don't have a link on the Web, please attach the file with this document
EEAILE tutor on line	Alma Delia García Salazar

Teaching sequence template

3. Communicative skills development.

Listening					
Step of the lesson	Teacher activities	Students activities	Materials	Session number	Evaluation
Information processing activity	Teacher asks students to answer some exercises individually or in pairs.	Students work individually or in pairs in order to answer some exercises.	Textbook Dictionary Class Cds	1	Students complete the exercises
Pre-listening	Teacher asks students to look at the pictures. Teacher asks students to predict information about the topic.	Students predict information from the pictures. Students associate vocabulary with the topic.			
While-listening	Teacher asks to students to identify some phrases related to the vocabulary by listening.	Students identify the new vocabulary.			
Post-listening	Teacher asks student to comment the topic.	Students relate similar experiences.			
Practice or Social interaction	Teacher asks students to answer a question related to the topic. Which of the actions in Ex. 1 do people in your country consider impolite? Teacher monitors the activity.	Students work in pairs and answer the question.			

Reading					
Step of the lesson	Teacher activities	Students activities	Materials	Session number	Evaluation
Information processing activity	Teacher asks students to read the text.	Students work individually.		1	Students complete the exercises
Pre-reading	Teacher asks students to look at the tittle of the text and the headings (A-H) What do you think the text is going to be about? Teacher elicits the answers.	Students brainstorm around the topic.			
While-reading	Teacher asks students to read the paragraphs (1-7) in the text. What is the main idea in each?	Students read the paragraphs and identify the main idea.			
Post-reading	Teacher asks students to answer an exercise using the parts of the vocabulary given.	Students answer the exercise.			
Practice or Social interaction	Teacher asks students to read the paragraphs to identify the main idea. Teacher explain students to read the text in order to match with the correct heading. Tell them that there is an extra heading.	Students read the paragraphs and identify the main idea. Students read and identify the correct heading.			

	Teacher asks students to read the text in order to make a list.	Students make a list of Dos and Don'ts of some countries given in the text.			
Grammar Focus	Teacher explains the grammar point (passive voice: present simple and past simple) by writing some sentences with the structures to be taught.	Students read the sentences and analyze the new structure.			

Speaking					
Step of the lesson	Teacher activities	Students activities	Materials	Session number	Evaluation
Information processing activity	Teacher asks students to talk about the topic.	Students work in pairs.		1/2	Students participation
Practice or Social interaction	Teacher asks students to talk about the topic.	Students work in pairs by using the list of Dos and Don'ts to tell the class about social rules in some countries.			

Writing					
Step of the lesson	Teacher activities	Students activities	Materials	Session number	Evaluation
Information processing activity	Teacher asks students to write about the topic.	Students work individually.		2	Students participation
1st practice	Teacher asks students to write a paragraph.	Students write a short paragraph about social etiquette in some countries and their country.			
2nd practice or Social interaction	Teacher asks students to talk in the class about what they wrote.	Some students pass in front of the class to read their written.			

Teaching sequence template

Summary of the lessons	Teacher elicits the highlights of the lesson since it started and emphasizes important aspects and clear doubts.	Students summarize the lesson and emphasize important aspects and clear doubts.			

4. **Intercultural component**   The intercultural component will be insert into the topic Cultural Habits in order to guide students to reflect on the social rules of etiquette (Dos and Don'ts) that citizens from some countries have in order to avoid misunderstandings.

5. **Evaluation**   The assessment will be based on a rubric by competencies.

6. **Conclusion**   The conclusion will be divided in two categories: language and personal development, according To the purpose of the lesson (Language and formative-intercultural). So student will verbalize what they learned and how they did it, but also they will state what they can and will apply in their own lives related to the topic of the lesson.

7. **Follow up activities**   Teacher will give feedback to the students and review the written. Teacher will ask students to work in pairs and write their own sentences in order to express what they can do or can't do in some places such as a hospital, a museum, a school or other place. Students will illustrate their task.

2.02 Tools to assess and test the progress of students

2.02.1 Rubric

Skills	Excellent	Sufficient	Insufficient
Listening	Understand main ideas from the text and vocabulary.	Understand some ideas from the text and some vocabulary.	Don't understand nothing from the text.
Reading	Understand ideas from the text correctly.	Interpreted ideas from the text making some mistakes.	Don't understand ideas from the text.
Speaking	Express ideas fluently and clearly.	Express ideas making some mistakes.	Express ideas by hesitation while speak making errors.
Writing	Use of structures correctly and vocabulary in written sentences.	Use of structures and vocabulary making some mistakes in written sentences.	Incorrect use of structures and vocabulary in written sentences.

2.03 Materials

This material is used to review the last structure.

HAVE YOU EVER...?

| Have you ever been abroad? Which countries have you visited? | Have you ever travelled by airplane? Where did you go? | Have you ever eaten Chinese food? What other international food have you tried? | Have you ever met anyone famous? Who did you meet? |

| Have you ever had a pet? What kind of pet did you have? | Have you ever been on a beach holiday? Where were you? | Have you ever been on a concert? Whose concert was it? | Have you ever won anything? What was it? |

| Have you ever been to another continent? Which continent was it? Which continent would you like to see? | Have you ever cried because of a film? Which film made you cry? | Have you ever been camping? Did you enjoy it? | Have you ever bought anything from the Internet? What was it? |

| Have you ever ridden a horse? Did you enjoy it? | Have you ever had a broken bone? What happened? | Have you ever been late for school? Why were you late? | Have you ever tried an extreme sport? What was it? Was it scary? |

This material is used during the lesson.

35 Track 35.m4a

6f

E take off your shoes before going into sb's house

F shake hands with sb you meet

G point at people

? H eat everything on your plate

I give flowers to the host

J show the soles of your feet

Listening & Reading

3 **a)** Look at the title of the text and the headings (A-H). What do you think the text is going to be about? ☐ Listen, read and check.

(A) DON'T USE YOUR HANDS

(B) CHOOSE YOUR COLOURS CAREFULLY

(C) KEEP YOUR SHOES ON THE GROUND

(D) BE CAREFUL DURING MEALS

(E) DON'T TALK WITH YOUR MOUTH FULL

(F) EYES DOWN (G) A NOD IN THE RIGHT DIRECTION

(H) SHAKE LIGHTLY

b) Read paragraphs (1-7) in the text. What is the main idea in each?

c) Read the text and match the paragraphs to the headings. There is one extra heading. Which words helped you decide?

4 Fill in: show, social, to make eye, firm, thoughtful, index, body, nod. Then use the phrases to write sentences about social etiquette based on the text.

1 .... contact
2 ..... my head
3 .... rules
4 .. handshake
5 .... respect
6 .... finger
7 .... language
8 .... gift

Americans make eye contact when they greet people to show politeness.

5 Read the text. Make a list of dos and don'ts for the following: • China • Europe • USA • Turkey • Poland • Thailand • Malaysia • Philippines • Bulgaria • Korea

Use the list to tell the class about social rules in these countries.

Grammar see p. GR9
The passive

6 Read the theory. Find examples in the text.

Form: **to be + past participle** of the main verb.

We use the **passive** when we don't know who carried out an action or when the action is more important than the person who carries it out.

Present Simple
Active: *People send chrysanthemums to funerals.*
Passive: *Chrysanthemums are sent to funerals.*

Past Simple
Active: *Peter painted the portrait.*
Passive: *The portrait was painted by Peter.*

The object of the active sentence becomes the subject of the passive sentence. We use **by** in the passive sentence to introduce the person who did the action.

7 Rewrite the sentences in the passive.

1 In many countries, people offer handshakes as a greeting.
2 People give sweets and flowers as gifts to their host in Malaysia.
3 They kissed him three times on the cheek.
4 They serve dinner at 7 o'clock.
5 He offered flowers to the hostess.

Speaking & Writing

8 **THINK!** Do any of the social rules in the text apply in your country? Tell the class.

In my country people shake hands to greet each other.
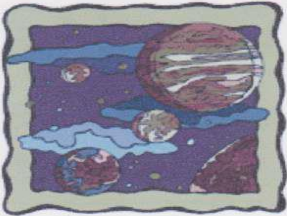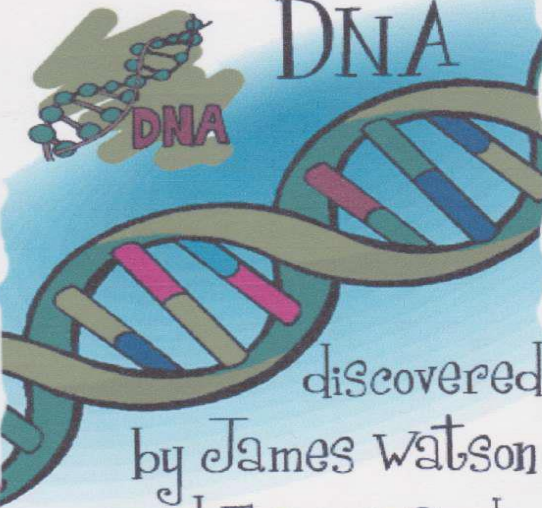
9 What other social rules are there? Write a short paragraph about social etiquette in your country (60-70 words).

▶ Vocabulary Bank 6 p. VB26 107

This material is used to teach Dos and Don'ts by using the modal verb must and mustn't in different places.

WEAR A **HELMET** AT **ALL** TIMES

NO FLASH PHOTOGRAPHY

This material is used with the presentation of the new structure Passive voice.

2.04 Evidences – photos

2.05 Tool to assess students.

Exam

Complete the sentence with the correct word.

Fill in: ruins, donation, handshake, active, thought, contact, charity, burp, cruise, and climate.

1. In Japan it is rude to make eye _____ with strangers.
2. When I was in Egypt, I saw lots of ancient _____.
3. Etna is one of the world's _____ volcanoes.
4. Because of its warm _____, Greece is a nice place to visit during the autumn.
5. He was lost in _____ so he didn't notice the car approaching.
6. In the UK, men often greet new people with a firm _____.
7. VSO is a _____ organization that helps people in need.
8. Last year we went on a river _____. Down the Nile.
9. It's not polite to _____after a meal.
10. You can make a _____ to help charity.

2.06 Recording the activities

https://youtu.be/ZQBbfMbOnsU

Chapter 3: Experience Report

It can be reported that the development of the lesson was satisfactory because most of the students showed a positive attitude during the class.

3.01 Giving examples from the classroom:

3.01.1 Example 1:
Students with intrinsic motivation have interest to do and take part in certain activities because they feel that they are interesting and attractive.

In this case the students enjoy learning English because they have a positive attitude and a good interaction with their classmates.

3.02.2 Example 2:
Students with instrumental motivation learn the language with a purpose relating with a useful motive. In this case the students have an aim because of their studies. They are interested in obtain a certification in order to obtain a scholarship.

3.02.3 Example 3:
Students with extrinsic motivation learn the language with the purpose to obtain a reward or punishment. They like obtaining high grades or they don't like learning English and put barriers all time. In this case the students can or can't enjoy learning the language but they have a goal to obtain 10 in the course or give up.

Extrinsic motivation, on the other hand, is the propensity to take part in activities because of the reasons which do not link to the activity. These reasons can be the anticipation of reward or punishment, like being successful in the exam or getting a good mark (Vansteenkiste, Lens, & Deci, 2006).
On the other hand, students work in a collaborative way. They work in pairs to realize a speaking activity as well as the whole group role play a conversation related to the lesson given, having a good

interaction. There were students who didn't participate because they felt anxiety but strong students help them to performance the activity.

Chapter 4: Conclusions

4.01 Conceptual

It has been found that the results of the development of the lesson were mostly satisfactory because of the good attitude of the most of the students. As well as the input provided to students by listening with the different types of knowledge required for language learning: phonology, grammar, vocabulary, language use (Rost, 2005). Given through the material use as flashcards, class Cds and the pictures from the lesson. Reading is another mayor source of input. Good readers, who have developed a sound knowledge, are also successful writes and speakers (Anderson, 2013)

4.02 Methodology

4.02.1 Behaviorism
This theory focuses on stimulus-response where students' behavior is observable and the reinforcement can be positive or negative.

The teacher presents an interesting topic related to customs in some countries around the world. As a part of the activities, the teacher asks their students to write a list of Dos and Don'ts about several countries but some students write an others don't finish the task.

4.02.2 Audio-lingual Method
This method tries that students learn more complete ideas or phrases.

The teacher elicits pictures from the text and plays the tracks that contains the new vocabulary and the reading text.

4.02.3 Communicative Approach
In the communicative approach the objective is to present a topic in real context by interacting.

The teacher sets up a situation which students are likely to experience in their real lives by using communicative and linguistic competences where the necessity of communication allows students to use new vocabulary or phrases to face a situation.

4.02.4 Krashen's theory of Second Language Acquisition

Second Language Acquisition, the objective focuses on meaning and form as well as input received by the student. Practice of the target language.

Students are exposed to the second language in order to acquire and learn it.

The teacher sets up a written task to students where they should use the correct grammar in their sentences.

The teacher gives input to students by listening and reading a text related to the new vocabulary.

4.03 Observation

This observation of the class has attempted to find elements that help me to improve my teaching by creating the students' interest in order to accept the language further than familiarize with it by covering the four basic skills that the learning of a foreign language requires such as reading, listening, writing and speaking. Otherwise, it is important to monitor the class and to give feedback to students.

4.04 Analysis

This section focuses on analyses the activities done by students during the lesson.

4.04.1 Analysis of listening activity

It is clear that listening comprehension activities play an important role in the cycle or learning of a second language, if students are good listeners they can take advantage of it to complement the rest of the skills and complete exercises from this activity by understanding and identifying grammar, new vocabulary, or accent of native speakers.

4.04.2 Analysis of reading activity

It is seems clear that reading is a funny way to learn a foreign language as English, as well as allow students develop their imagination and acquire new language vocabulary. By knowing of new vocabulary can help students to use it in order to answer exercises related to the topic of the lesson and performance others activities according to language skills. Therefore, Reading in English is vital! Since the improvement of this skill is very useful to comprehend different kind of texts in the school.

4.04.3 Analysis of writing activity

It is certain that writing in English is a difficult task for students because of the lack of vocabulary and the lack of knowledge about the word order and function of the words. For this reason, they should write a draft of what they want to express according to the instructions given to realize a written task. After to review the draft they can editing and publish it. Therefore, students have attempted to use the new vocabulary given in the lesson as well as the passive voice in some sentences asked for. On another hand, it is a good practice to recommend students to keep a notebook with the parts of the speech and word order of a sentence and some characteristic that some essays need to cover.

4.04.4 Analysis of speaking activity

The speaking activity has a great chance to produce the language where grammar and its correct use should take place. All of these can come if students have exposed to the language by giving them all the support and feedback to realize this kind of activities. The attitude of the students is another factor that they should take into account.

It can be concluded that the domain of skills in learning a foreign language are necessary to obtain the goals that students need such as a best job, a scholarship, an English certification or only to enjoy the learning of a language. It is worth mentioning that the use of technology is very useful for this processes such as websites, apps, among others.

Chapter 5: Appendixes and References

5.01 Appendixes

Figure 1.1. Components of the writing process

PLANNING
Generate content by gathering information from reading, prior knowledge, and talking with others to help organize writing.

GOAL SETTING
Identify objectives for writing effectively, and link those ideas to plans and strategies.

EDITING
Make changes to ensure that the text correctly adheres to the conventions of written English.

THE WRITING PROCESS

DRAFTING
Select words and sentences that most accurately convey ideas, and transcribe those words and sentences into written language.

REVISING
Make changes to the text based on self-evaluation and feedback from others.

EVALUATING
Based on self-review or external feedback, determine whether the text matches the writer's goals.

Purpose and Audience

The components may be repeated, implemented simultaneously, or implemented in different orders, keeping audience and purpose in mind throughout the writing process.
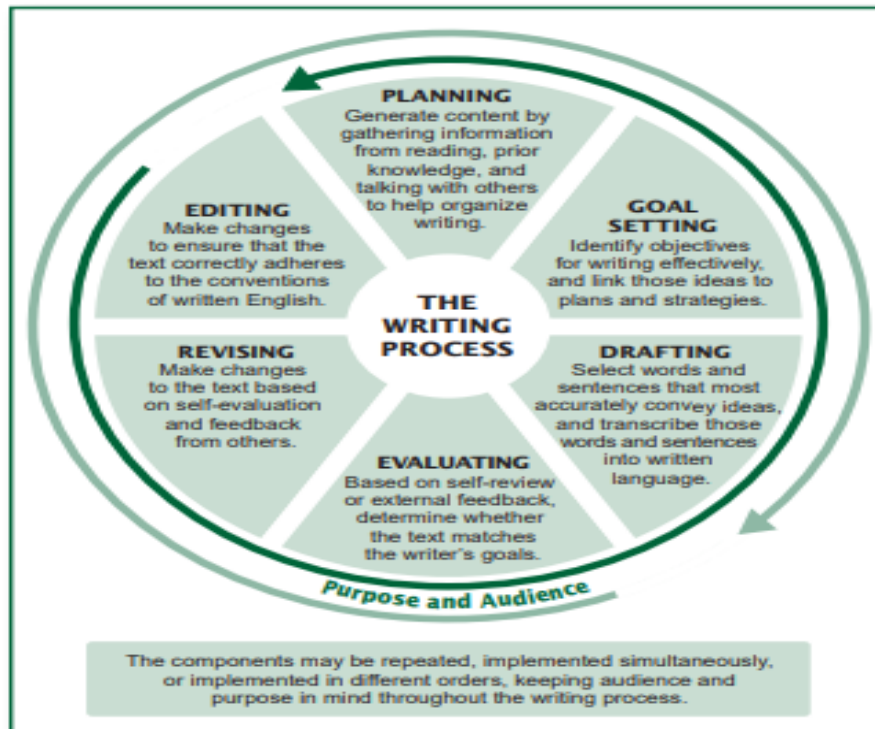
Image taken from NCEE 2017-4002 U.S. DEPARTMENT OF EDUCATION

IES National Center for Education Evaluation and Regional Assistance

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