

## **UNIVERSIDAD PEDAGÓGICA NACIONAL**

---

---

### **UNIDAD AJUSCO**

## **PROPUESTA DE INTERVENCIÓN EDUCATIVA**

**“DESARROLLO DE LA CONCIENCIA INTERCULTURAL EN  
ESTUDIANTES DE SEGUNDO GRADO DE UNA ESCUELA PRIMARIA  
PÚBLICA A TRAVÉS DE DATOS DEL CONTINENTE AMERICANO”**

### **TRABAJO RECEPCIONAL**

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

**PRESENTA:**

**NATHALIE CONCEPCIÓN ZAMUDIO LÓPEZ**

**ASESOR: ROSA MARIA CASTILLO DEL CARMEN**

México, DF. a 30 de junio de 2021.



# **UNIVERSIDAD PEDAGÓGICA NACIONAL**

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

**“DEVELOPING INTERCULTURAL AWARENESS IN SECOND GRADE STUDENTS  
FROM A PUBLIC ELEMENTARY SCHOOL THROUGH DATA FROM THE AMERICAN  
CONTINENT”**

**NATHALIE CONCEPCIÓN ZAMUDIO LÓPEZ  
ASESOR: ROSA MARÍA CASTILLO DEL CARMEN**

**México, DF. a 30 de junio de 2021.**

## TABLE OF CONTENTS

<b>INTRODUCTION</b> .....	4
<b>CHAPTER 1: PHILOSOPHY AND THEORY</b>	
1.01 Teaching identity and philosophy.....	6
1.02 Theoretical foundations.....	9
1.03 Reading.....	11
1.04 Writing.....	14
1.05 Listening.....	17
1.06 Speaking.....	21
1.07 Interculturality.....	23
<b>CHAPTER 2: METHODOLOGY AND PRACTICE</b>	
2.01 Lesson plan.....	28
2.02 Applications.....	35
2.03 Evidences.....	36
2.04 Design of Assessment and/or Testing tools for activities.....	38
2.05 Rationale behind the activities and Assessing or Testing tool.....	42
2.06 Evidences.....	45
<b>CHAPTER 3: EXPERIENCE REPORT</b>	
3.01 Report of the lesson given a critical analysis.....	50
<b>CHAPTER 4: CONCLUSIONS</b> .....	55
<b>CHAPTER 5: REFERENCES</b> .....	57
Declaration Letter.....	58

## INTRODUCTION

The name of this final project is “Developing intercultural awareness in second grade students from a public elementary school through data from the American continent.” It’s purpose is to make known how interculturality works on second grade students from a public elementary school in Sinaloa.

It is integrated for five chapters. In chapter 1 you will find theoretical foundations about teaching identity and teaching philosophy. Chapter 2 is about methodology and practice, you will find a lesson plan, the assessment tools and the rationale behind them as well as the activities from the lesson plan. Also, you will see some evidences and the link for the recording video from the lesson application. In chapter 3 there is a report of the lesson and a critical analysis. Chapter 4 is about conclusions of the final project and the last chapter is chapter 5 for references.

“In an EFL class, students are usually monolingual and they learn English while living in their own country” (Krieger 2005) (1). They have little access to the target culture and therefore a limited ability to become culturally competent. Importantly, their aim for learning English is not only to communicate with native speakers of English but also with non-native speakers of English, which is why EFL learners are typically learners of English as an International Language (EIL). By learning English, EFL students are enabling themselves to become users of international, or rather intercultural, communication—thus, the target language becomes a tool to be used in interaction with people from all over the world, where communication in English takes place in fields such as science, technology, business, art, entertainment, and tourism. (Chlopek, 2008) (2)

- 1) Krieger, D. (2005). *Teaching ESL versus EFL: Principles and practices. English Teaching Forum* 43. Retrieved from [https://americanenglish.state.gov/files/ae/resource\\_files/08-46-4-c.pdf](https://americanenglish.state.gov/files/ae/resource_files/08-46-4-c.pdf)
- 2) Chlopek, Z. (2008). *American English*.p.10-11 Retrieved from [https://americanenglish.state.gov/files/ae/resource\\_files/08-46-4-c.pdf](https://americanenglish.state.gov/files/ae/resource_files/08-46-4-c.pdf)

To understand language and culture and to be competent in a language it is important to understand three components: linguistic, communicative and intercultural competence<sup>[RMCdC1]</sup>.

For Noam Chomsky, linguistic competence or grammatical competence is knowledge of language, in other words we need to know the grammar of the language without knowing the social context. Sometimes we can have excellent vocabulary, pronunciation and even grammar and it cannot be possible for someone to understand what we mean.

Communicative competence was described by Dell Hyme's as the social knowledge that we need to know in order to use language appropriately.

Models of intercultural competence have been developed by Michael Byram, Gribkova, and Starkey.

Their intercultural model is based in five characteristics: Intercultural attitudes, knowledge of social groups, skills of interpreting and relating, skills of discovery and interaction and critical cultural awareness.

In Byram's model of intercultural competence there are three fundamental characteristics:

- It proposes an attainable ideal, the intercultural speaker, and rejects the notion of the native speaker as a model for foreign language learners.
- It is a model for acquisition on intercultural competence in an educational context, and includes educational objectives.
- Because it has an educational dimension, it includes specifications of locations of learning and of the roles of teachers and students. (Byram , 1997. p. 70.) (3)

These theorists and their models were useful when designing the intercultural lesson plan for second grade students. They helped to understand what is interculturality and how to teach it in a foreign language, in this case English.

- 3) Byram , M. (1997). *Teaching and assessing intercultural communicative competence*. Clevedon: Multilingual Matters Ltd. P.70.

## CHAPTER 1

### PHILOSOPHY AND THEORY

#### 1.01 Teaching identity and philosophy

As a foreign language teacher, with twelve years of experience working in Mexican public elementary schools, I believe that as a teacher in my daily teaching, I need to take into consideration, all the approaches, theories and methods, that I have been learning along the specialty, because each of them provide me valuable information about the English learning acquisition process on EFL students. Although, it is important to mention that what works on a class, does not work in another, even if it is the same school grade.

When planning, it is important to consider, different theories, methods and approaches but without losing sight of the Communicative Approach that our Mexican Basic Education Curriculum in English as a foreign language is based.

Reflecting about my teaching and my students' context, I could say that my students have a lot of needs, most of them do not have access to the internet at home. My students' context is poor, most of their parents, work in the harvest fields picking up tomatoes or chilies.

Nowadays, being a public school teacher is becoming a hard job, because our students' learning is not on our hands[RMCdC2]. It has been more than a year with home school and for teachers who work in elementary public schools it has been a tiring and exhausting job, because we are losing communication with a good percentage of our students because they do not have the tools for working and studying at home.

Due to the fact of these situations and from my own perspective, the student's role and the teacher's role has been changed.

In the classroom the students play many roles, for example, some of them are task oriented (do not hesitate to ask for help when necessary), phantom (they work steadily on classroom tasks), social (place a high value on personal interaction), dependent (they

need the teacher support and guidance), isolated (students set themselves apart from others), and alienated (react hostile and aggressively against teaching and learning the language).

However, the role of the teacher in the classroom is to support and guide his/her students to be autonomous. So, the class can be fluid and some roles from the students can be change, for example the ones that are isolated and alienated.

In the classroom, the teacher is in charged and sometimes responsible of the students' role.

Having home school, my role as a teacher is to be a facilitator of learning. Every week I send an activity via WhatsApp, with an explanation video and a descriptive worksheet for parents with instructions in Spanish. Most of the time WhatsApp is the only source of communication I have with parents and students.

At home it is very hard for me to notice what are the roles of my students. However, I have been applying some classes by zoom with very few of them. With the ones that have parents' support and internet access, as well as a computer, tablet or smartphone. What I have been notice during the zoom classes, is that the students who used to be task oriented or dependent in the classroom, they play the same role online. There is not a difference between taking an English class at home or in the classroom. The students who play a social role want to talk and participate all the time.

I would like to have all my students on my online classes, I would like to have all of them joining my classes to see that their teacher now teaches English using technology and that the English class is more fun than it was before. But it is not on my hands because my students are very young and they depend of their parents.

Since this specialty, my teaching philosophy has been changing because I noticed the importance of teaching a foreign language with the use of technological resources, for example, You Tube videos, websites, online games and all kind of sources that we can find on the internet.

Talking about testing and assessing students, I can say that I assess my students'work by using a weekly checklist. This checklist is provided by PRONI Sinaloa.

“Language assessment, then, is much more than simply giving a language test; it is the entire process of test use. Indeed, the ultimate goal of language assessment is to use tests to better inform us on the decisions we take in language education.” (Spolsky, 1995) (4)

As a last comment from my teaching philosophy, it is important to mention that cultivating interculturality on my young learners brings them closer to knowing other cultures, nationalities, languages and traditions and of course they cultivate their cross-cultural awareness. It is very pleasant to see when their imagination flies and they get excited while listening to a passage from a different culture.

4) Spolsky, B. (1995). *Measured words. The Development of Objective Language Testing*. Oxford: Oxford University Press.



## 1.02 Theoretical foundations

When talking about teaching philosophy, it is important to consider some perceptions about language, language learning and language teaching.

From different perspectives, the perception of language definition has been changed over the years. Nowadays, language is conceived as an instrument to communicate with others and to think and reflect on what we can do with it.

Throughout this specialty, readings were addresses about the origins of language, theories, and how language is conceived from different perspectives and points of view.

For the professor of Linguistics Ferdinand de Saussure and his arbitrary nature of language there isn't a relationship between meaning and sounds of a language, because languages can have words with the same sound but with a different meaning. All depends on the context you are using those words and also languages can have different words to designate the same object. To explain this, he established the concepts of sign (form) and signified (meaning).

For Noam Chomsky, there is a special interest in the syntactic or grammatical aspects of the language.

During the 1970's, English language teaching has a change on its perspective. It became more communicative. There were three major influences: Dell Hymes (1972) and his social dimension of language. John Austin (1960) and the importance of analyze what we hear in order to accept or reject an offer and the last one M.A.K Halliday and his Functional linguistics. Halliday identified seven functions of language on children: instrumental, regulatory, interactional, personal, heuristic, imaginative and representational.

All these influences from that time, helped to construct the way we teach English a foreign language.

Teaching English in public schools in Mexico has a long history. It has been compulsory but only in middle schools for more than 60 years. The effect of students' age on language acquisition has been discussed, researched, and written about. This factor influences policies on language learning programs all over the world. Generally

speaking, we tend to believe that teaching a foreign language to a student who is younger will be more effective than teaching it to an older student. However, the question remains: Are younger learners better at learning a foreign language than older students? Nunan (2011) states there are many factors to consider, including the amount of time students are exposed to the language, the context in which the language acquisition process is taking place, and the teacher's role. (Ordoñez Suárez & Turner, 2015. p. 7) (5)

Since 2006, in Mexico the English language curriculum has centered language as a social practice, which means what learners do with language in their own context and of course in their real life.

5) Ordoñez Suárez, H., & Turner, E. (2015). *Teaching English to Young Learners*. Melbourne, FL USA: Latin American Educational Services, Inc. p.7

## 1.03 Reading

### The Interactive Model of Reading

Reading is one of the four skills to develop in the English language acquisition process. As teachers we use some approaches in order to have our learners to understand a reading. The interactive model of reading comprises three kinds of approaches: bottom-up approaches, top-down approaches and interactive approaches.

Bottom-up approach happens when a learner tries to understand a reading by looking at the smallest linguistic unit in a text, for example graphemes, grapheme phonetic, phonemes, etc. The learner tries to move from these to understand the whole text. When reading a text using a bottom-up approach learners focus on word forms not meaning.

Top-down approach begins in the mind of the reader. Working with this approach means that as teachers we need to activate the background knowledge of a topic in our students. It is important to mention that this approach emphasizes in what the learner or the reader can bring to the text. In other words, students can predict what the text will be about and can comprehend a reading even if they do not recognize the meaning of words.

The interactive reading model combines the interactions of bottom-up and top-down processes throughout the reading process.

An interactive model is one which uses print as input and has meaning as output. But the reader provides input, too, and the reader, interacting with the text, is selective in using just as title of the cues from the text as necessary to construct meaning. (Goodman, 1981)

(6)

6) Goodman, K. (1981).

Retrieved from

<http://www.171english.cn/html/literacyterms/WhatIsAnInteractiveReadingMode.htm>

## **Schema Theory**

Schema is defined as knowledge that learners acquire throughout experiences. In the reading process this knowledge plays an important role because, when reading a passage or a text, it can help the reader to connect to previous experiences or background knowledge to the content of the passage or text.

The schema is divided in three parts:

- 1- Content schema
- 2- Linguistic schema
- 3- Formal schema

### **Distinguishing between Content, Formal and Linguistic schemata**

#### **Content schema:**

Content schema focus on the previous and general knowledge we have about a topic. We use past experiences to make connections with the new topic and new information. Ideas, beliefs and values are a kind of background knowledge that a learner can include in the reading.

#### **Formal schema:**

Formal schema refers to the organization about different kinds of readings. Essays, letters, postcards, newspaper articles they have a different organization in their text. For example if you give your students an essay they will notice that it is organized in paragraphs and it has a title, and if you give them a newspaper article they will notice that it is organized in paragraphs as well but it has a headline and subheadings.

#### **Linguistic schema:**

Linguistic schema refers to the linguistic information in our minds. Readers can understand the meaning of words by using linguistic information. An example about linguistic schema

are verbs converted into past. This type of schema entails using, affixes, words, letters and syntax to make sense of a text.

As a suggestion, when assessing reading tasks, it is important to consider the three types of schema in order to have an impact in our readers reading comprehension. And we need to make sure, that our readers are familiar with these aspects in their reading process.

### **Strategies for understanding vocabulary**

To develop some strategies for learning vocabulary it is important to notice on what information the learners know. Context plays an important role to understand words, local, global, linguistic and cultural clues are useful to decode meaning of words. Although, the use of a dictionary helps students to understand vocabulary and they will know when to use it.

Local clues: They are close to an unknown word, it is easier to make guesses of meaning.

Global clues: Require an understanding of a text, information is further from the target vocabulary word.

Linguistic and cultural clues: Guess meaning by their grammatical features and word parts.

However, it is important to mention that clues help students to understand a text but they do not give enough information to guess and therefore, students can not have the exact meaning of a word.

To decode unknown vocabulary learners can break words into affixes. An affix is a grammatical element that helps to form a new word or alter its meaning.

These are some strategies that will help students to understand vocabulary; It is very useful that students use a table like a rubric as a self-assessment tool because they will be more active and will show interest in their vocabulary development.

It is necessary to encourage learners to ask questions, clarifying meaning is a good strategy for understanding vocabulary. Vocabulary is vital for building language, specially in the reading process.

## 1.04 Writing

For Grabowsky (1996) “writing as compared to speaking, can be seen as a more standardized system which must be acquired through special instruction. Mastery of this standard system is an important prerequisite of cultural and educational participation and the maintenance of one’s rights and duties.” (Grabowsky, 1996) (7)

In addition, students must learn how to write in their native language first, in order to achieve writing in their second language.

Approaches when teaching writing according to Hyland:

- 1- Language structures:** There are four stages in the writing process.
  - a) Familiarization:** grammar and vocabulary are taught through a text.
  - b) Controlled writing:** Learners substitute ideas when following patterns. The Discourse frame technique takes part during this stage.
  - c) Guided writing:** Students are able to imitate model texts.
  - d) Free writing:** Students write new messages with patterns they already learned.
- 2- Discursive structures:** There are some collection styles for its discourses. For example, organizing an encyclopedia, a business letter, a song, a message, a fable, etc. Each of these genres has its way of organizing its own ideas.
- 3- Creative expression:** Writing is learned, not taught. Students can express personal experiences without follow a form-oriented approach.

7) Grabowsky, J. (1996). *Writing and Speaking: Common Grounds and Differences toward a Regulation Theory of Written Language Production*. In Weigle, S. C., *Assessing Writing*. Cambridge University Press. P.4.

- 4) **Writing processes:** Students must reflect on their writing strategies and develop their metacognitive awareness.
- 5) **Content:** Students can select their own topics to write about.
- 6) **Genre and contexts of writing:** Genres are jokes, anecdotes, advertisements, biographies, menus, etc. Teachers can select some of these genres to set written tasks.

### **Different ways to guide and evaluate writing**

Rubrics are an instrument to evaluate writing. They help teachers to provide feedback and to assess student progress. Although, it helps students to realize their progress.

There are many kinds of rubrics, one of the most common is the *scoring profile*, this rubric includes valued numbers and criteria description per component.

Writing has five main components, content, organization, vocabulary, language use and mechanics.

Content: relevance to topic

Organization: logical sequencing

Vocabulary: effective choice of a word, appropriate register

Language use: word order and function, articles, pronouns, prepositions

Mechanics: spelling, punctuation, capitalization, paragraphing.

At some point, as teachers we need to develop our own set of rubrics for the specific tasks to be assigned to our students. Rubrics are helpful in every school grade.

## **Micro-skills and Macro-skills for writing**

*Micro-skills and Macro-skills adapted from Brown (8)*

### 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 and acceptable core of words and use appropriate word order patterns.
4. Use acceptable grammatical systems (e.g., tense, agreement, pluralization), patterns, and rules.
5. Express a particular meaning in different grammatical forms.

### Macro-skills

1. Use cohesive devices in written discourse, that is, connect ideas effectively.
2. Use rhetorical forms and conventions of written discourse.
3. Appropriately accomplish the communicative functions of written texts according to form and purpose.
4. Convey links and connections between events and communicate such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.
5. Distinguish between literal and implied meanings.
6. Correctly convey culturally specific references in the context of the written text.
7. Develop and use a battery of writing strategies, such as accurately assessing the audience's interpretation, using prewriting devices, writing with fluency in the first drafts, using paraphrases and synonyms, soliciting peer and instructor feedback, and using feedback for revising and editing.

8) Brown, H. (2007). *Teaching Writing. Teaching by Principles: An Interactive Approach to Language Pedagogy*. White Plains: Pearson-Longman



## **1.05 Listening**

### **Skills of Listening Comprehension**

Developing listening comprehension skills can be difficult for foreign students, it doesn't matter if the student is a child or an adult. As an EFL teacher is my responsibility to develop listening abilities in my young students, in order to prepare them to be successful when they listening to the English language in the real world either the classroom. Sometimes, it is challenging because from my point of view and my personal experience, if a learner does not understand what a speaker is saying, the learner can develop mental block. Therefore, the learner can get frustrated and can have lack of comprehension of what the speaker is producing.

There are two kinds of listening to situations: Interactive listening and non-interactive listening.

The first one includes face-to-face activities from real situations. In this kind of listening situation, the listener can ask for repetition or clarification if he/she does not comprehend what the speaker is saying, as well as requesting slower speech from the speaker.

Non-interactive listening situation includes: listening from activities like listening to music or the radio, watch TV programs, movies, etc. This kind of situation requires personal experience, background knowledge and contextual situations to support the listening situation.

### **Characteristics of the speaker and the listener as wells as the listening processes**

Speaker:

- ❖ Needs to have background and linguistic knowledge (colloquial words, expressions, complex sentence structure.)
- ❖ Needs good listening skills to become a good communicator.

Listener:

- ❖ Active listener: The learner does his or her best in trying to understand the message. The learner listens attentively, participates in the communication process and provides feedback. The listener is enthusiastic.
- ❖ Passive listener: The learner can absorb information from the speaker even if he or she does not contribute to the interaction.
- ❖ Impatient listener: The learner is easily distracted. He or she try to pay attention but loses focus quickly.

According to McErlain, the listener needs to go through different listening processes in order to construct a message when he or she hears it in the English language.

- ❖ Perception: The listener tries to recognize the intonation and sounds of the speech and turns the information in something meaningful for he or she.
- ❖ Decoding: The listener takes chunks (groups of words such as fixed collocations) to predict the meaning and create understanding of the message.
- ❖ Prediction and selection: The listener make guesses even if he or she does not understand every word. The listener makes a selection of what it is important and relevant.

### **Listening strategies**

These are some listening strategies in the EFL classroom.

- ❖ Try to recognize the parts of what a person hears to satisfy his or her needs.
- ❖ Predict some of the information that you expect you will hear.
- ❖ Find similarities and differences in what you hear and what you already know about the topic (Monitoring process).
- ❖ Choose how much of the message is important.

- ❖ Check understanding of the message by asking or answering questions.
- ❖ Check your comprehension by taking notes in a listening comprehension activity.

## **Teaching Listening**

Spoken discourse sees listening comprehension as the result of the interaction of two processes bottom-up and top-down.

Bottom-up processing: Listening comprehension begins receiving data that through the analysis of sounds, words, clauses, sentences and texts, a message can be received.

This kind of processing involves decoding, in other words the students construct a message from sounds, words and phrases.

Bottom-up processing goes from sound to language to meaning.

Top-down processing: To comprehend the meaning of a message, this kind of processing is used to use background knowledge over a specific topic. Students can produce questions they expect to hear on that topic.

Top-down processing goes from meaning to language.

During a listening comprehension lesson, as teachers we need to include a sequence consisting of pre-listening, while-listening, post-listening.

Pre-listening: During this phase, students make predictions and review key vocabulary.

While-listening: This phase involves activities that focus on selecting listening, general idea and sequencing.

Post-listening: This is the last step of the sequence. This step requires the student's opinion about the topic. We see if our students respond to comprehension.

There are some theories related to listening. The Input Hypothesis, Natural Approach and Total Physical Response are methodologies that see listening as a fundamental part in the second language acquisition process.

Attention Theory focuses on increasing the students' awareness of grammatical structures.

Conversation Theory, for this theory the student does not fully participate in a conversation. Takes advantage of conversational feedback without understanding what the student is saying.

### **Authentic Materials for Listening Activities**

With the use of authentic material in our classes, students develop skills needed in real life and they learn to distinguish some elements such as a natural rate of delivery, slang, abbreviations, etc.

“The use of authentic material is beneficial for learners such as listening to a telephone message to understand about cancelling appointment, to a newscast to learn about current events, or to songs to relax and learn about the English lyrics and popular bands.”  
(Ross, 2007) (9)

9) Ross, J. (s.f.). *Designing Lessons for EFL Listening Comprehension Classes*. *English Teaching Forum*. (Vol. 45 number 3).

## 1.06 Speaking

### Characteristics of Speaking

1. Speaking is made up of idea units. The idea if unit is the thought group. The boundaries of the thought group are much unlike those of the sentence in written communication.
2. Speaking may be planned or unplanned. Most everyday speaking is unplanned and informal. For some preparation thought sometimes the speaker uses some kind of visual aid to regulate speech.
3. Speaking employs more vague vocabulary than written language.
4. Speaking employs fixed phrases, fillers, and hesitation markers. Spoken language is idiomatic (Long time no see! I can't agree more!).
5. Speaking contains slips and errors. Speakers do not realize these errors even in their native language.
6. Speaking involves reciprocity. When we speak to people, we expect some kind of response.
7. Speaking shows stylistic variation. Casual and formal speech is adapted to the context situation.

In a conversation, there are some styles of speaking. These styles reflect the roles, age, sex, and relative status of the speakers in a conversation.

Conversations are:

- Made up of routines
- Purposeful
- Interactive
- About something

## Pronunciation

Contemporary approaches to pronunciation instruction tend to focus on the development on intelligibility rather than on achieving native-like pronunciation, which, as we have seen, may not be neither practical nor desirable. Emphasis on intelligibility (over accent-free pronunciation) calls for a focus on suprasegmental features of pronunciation, namely **stress**, **rhythm**, and **intonation**. (Brown, 2007)  
(10)

- Stress: Refers to which words in a sentence are given stronger emphasis.
- Rhythm: Refers to the beat pattern of the spoken language.
- Intonation: Refers to the patterns drawn by changes in voice pitch (rising, falling) during an utterance.

10) Brown, H. D. (2007). *Teaching Writing. Teaching by Principles: An Interactive Approach to Language Pedagogy*. White Plains: Pearson-Longman. p.339.

## 1.07 Interculturality

Models of intercultural competence have been developed by Michael Byram, Gribkova, and Starkey.

Their intercultural model is based in five characteristics: Intercultural attitudes, knowledge of social groups, skills of interpreting and relating, skills of discovery and interaction and critical cultural awareness.

**Intercultural attitudes:** Focuses on the attitudes of curiosity and openness. It is important to know your own and others culture to know people values.

**Knowledge of social groups:** While you interact with people you are with, you become aware of cultural differences. E.g., a kiss on the cheek when others greet you.

**Skills on interpreting and relating:** It is the ability to interpret events from another person's point of view. Byram calls this perspective *decentering*, which is to be empathic with the other person.

**Skills of discovery and interaction:** Observing and asking questions is a way to demonstrate skills of discovery and interaction. The acquisition of new knowledge of the cultures and cultural practices guide us to use this information to develop skills of discovery and interaction.

**Critical cultural awareness:** It is the ability to evaluate the perspectives and practices of our culture critically.

In Byram's model of intercultural competence there are three fundamental characteristics:

- It proposes an attainable ideal, the intercultural speaker, and rejects the notion of the native speaker as a model for foreign language learners.
- It is a model for acquisition on intercultural competence in an educational context, and includes educational objectives.
- Because it has an educational dimension, it includes specifications of locations of learning and of the roles of teachers and students. ((Byram , 1997)) (11)

There are different definitions of culture. But the one that is closest to what we expect is culture as shared language, beliefs and values.

According to this definition we can find five characteristics of culture: culture is shared, culture is contextual, culture is dynamic, culture is learned and culture is unconscious.

**Culture is shared:** corresponds to a group of people who share social knowledge, with similar values and belief systems. Their similarities include, structures of home and communities, personal, family and language relationships, etc.

**Culture is contextual:** the culture is developed from a specific context, environment and history.

**Culture is dynamic:** It is dynamic because culture changes for contextual factors, it is not static. The internet, the economy and the television are contextual factors that change culture.

**Culture is learned:** Culture is learned from one generation to another. It is learned from parents, family and friends to children.

**Culture is unconscious:** We learn our culture through seeing, listening, responding and doing to what is around us. It is unconscious because we make judgments of what is right and wrong based on what we learn.

11) Byram , M. (1997). *Teaching and assessing intercultural communicative competence*. Clevedon: Multilingual Matters Ltd. p.70



An important part of Byram's model of intercultural competence is ethnocentrism.

People who are ethnocentric believe that their way of perceiving the world is the best and correct way.

Ethnocentric people or speakers see their culture as the best, they see it superior from other cultures.

Students and teachers bring culture to the classroom. There are four approaches to working with culture in the classroom.

- 1- The Cultural Criticality approach and Cultural Dialogism.
- 2- The 'emic' and 'etic' approach.
- 3- The dynamic process approach.
- 4- The experiential learning approach.

### **Cultural Criticality approach and Cultural Dialogism**

Cultural criticism methods explain differences and points of conflict to segregate them as researchable issues in transcultural interaction.

There is difference between cultural criticism and cultural dialogism, they have different perspectives. Cultural dialogism makes emphasis on world-wide communication and humanism. It focuses on cross-cultural communication skills through self and cross-cultural awareness.

### **The 'Emic' and 'Etic' Approach**

'Emic' and 'Etic' approaches are based on anthropological, ethnographic and sociolinguistic models.

The first one studies culture and behavior from the inside. This helps to understand how reality is organized from a particular perspective.

The second one studies cultural behavior from the outside. It compares and examines cultures.

### **The Dynamic Process Approach**

Culture and communication are not monolithic, but dynamic, always changing, multi-level and complex. Students are trained to access and critically analyze cultural practices, meanings, social processes and their outcomes, whatever their status. There are three levels of analysis: national, group and individual. (Humphrey, 1993) (12)

### **The Experiential Learning Approach**

In Kolb's Experiential Learning Cycle, it is important and fundamental to be confronted with new and unknown situations and experiences in order to feel fear, security and insecurity, etc.

12) Humphrey, D. (1993). *Culture as a noun, Culture as a verb, National culture or Individual culture, Which Approach?*

## **Teacher's Roles**

When teaching a second language and as teachers we play different roles in the classroom. Some of the roles of an intercultural teacher are:

- The Teacher as Mediator
- The Teacher as Ethnographer and Researcher
- The Teacher as Agent of Change
- The Teacher as Manager
- The Teacher as Learner
- The Teacher as Mentor

### **The Teacher as Mediator**

Teachers set conditions to negotiate meaning and attitudes with the context that is set in the textbook's activities and is capable to adapt real situations.

### **The Teacher as Ethnographer and Researcher**

The teacher knows the students' needs, cultural and economic backgrounds. He/she becomes an observer and active researcher.

### **The Teacher as Agent of Change**

Teachers need to facilitate student learning by giving input to "understand the world and to communicate across linguistic and cultural boundaries and to play an active role at many levels in the world." (Kelly et al. 2002) (13)

13) Kelly, M., Grenfell, M., Gallagher-Brett, A., Jones, D., Richards, L., & Hilmarsson-Dunn, A. (2002). *The training of teachers of a foreign language: developments in Europe. A report to the European comission directorate general for education and culture*. Yarmouth, Intercultural Press. p.3

## CHAPTER 2

### METHODOLOGY AND PRACTICE

#### 2.01 Lesson Plan

1. Lesson plan identification cell.	
Author	Nathalie Concepción Zamudio López
Educational stage	Segundo grado de Primaria. Nivel Pre A1
Title of your Lesson plan	<b>Countries, Nationalities and Cultures about the American Continent.</b>
Learning Objective of the plan/Competency	<p><b>Propósito de lenguaje</b>                      Explorar mapas ilustrados del continente americano con información específica (lengua, moneda, bandera, comida, etc.). Comprender información a partir de la lectura en voz alta y participar en la escritura de información.</p> <p><b>Propósito formativo-intercultural</b></p> <p>Invitar a los estudiantes a apreciar y mostrar curiosidad y respeto por otras culturas, identificando regiones, nacionalidades y países del continente americano.</p>
Communicative skill considered	Reading/Writing/Speaking/Listening
State of the following options	2017 syllabus topic
Functions	-Identificar países y regiones del continente americano. -Registrar información sobre comida, lenguaje y región.
Main Grammar structure	Simple present
Other Grammar structures	
Brief description of the plan	Elegí este tema para presentar la forma en que se aborda la interculturalidad en segundo grado de primaria.

Hours of the plan implementation	5 hrs.
Number of sessions	4 sesiones de 1 hora. 1 hora para trabajo en casa.
Contents required for the lesson	YouTube videos, PRONI videos, worksheets
Link of the content	<a href="https://drive.google.com/file/d/1Domk2HcHoul9NhryJy881Xl40AJtspoX/view?usp=sharing">https://drive.google.com/file/d/1Domk2HcHoul9NhryJy881Xl40AJtspoX/view?usp=sharing</a> <a href="https://www.youtube.com/watch?v=uW9q03dpTRc">https://www.youtube.com/watch?v=uW9q03dpTRc</a> <a href="https://puzzlemaker.discoveryeducation.com">https://puzzlemaker.discoveryeducation.com</a>
EEAILE tutor online	Rosa María Castillo del Carmen

## 2. Introduction to the Lesson.

Step of the lesson	Teacher activities	Students activities	Session number
Activation Before the lesson	<p>Teacher provides the materials for the sessions via WhatsApp, in order to have them printed for the classes.</p> <p>On the first session, the teacher explains what the lesson will be about and the days that they will be connected at the zoom platform.</p>	Students show their worksheets and pay attention to the teacher instructions.	00

<p>During the lesson</p>	<p>Teacher greets students and ask them about the date and weather.</p> <p>Teacher brainstorm students about any countries that they have visited for vacation or if they have family in other countries.</p> <p>Teacher shows a map of America and ask students if they have seen a map before.</p> <ul style="list-style-type: none"> <li>• Have you seen a map from America before?</li> <li>• Do you identify our country?</li> <li>• How many parts do you see?</li> </ul> <p>Teacher plays a YouTube video song about countries in America.</p>	<p>Students greet the teacher and talk about the date and weather.</p> <p>Students share their personal experience about what the teacher is asking.</p> <p>Students answer the questions orally.</p> <p>Students listen and pay attention to the countries that are mentioned in the song.</p> <p><a href="https://www.youtube.com/watch?v=uW9q03dpTRc">https://www.youtube.com/watch?v=uW9q03dpTRc</a></p>
--------------------------	---	--

3. Communicative skills development.

Listening					
Step of the lesson	Teacher activities	Students activities	Materials	Session number	Evaluation
<p><b>Identify the regions of America (North America, Central America and South America)</b></p> <p><b>Exercise 1</b></p>	<ul style="list-style-type: none"> <li>Teacher plays a video.</li> <li>Teacher plays the video one more time.</li> </ul>	<p><b>A.</b> Students listen to the video and repeat the words.</p> <p><b>B.</b> While listen students identify the parts of America and color each part with a different colored pencil. Then, they level each part of America.</p> <p><b>C.</b> Students will send their work to the teacher by WhatsApp.</p>	<p>Video from PRONI</p> <p><a href="https://drive.google.com/file/d/1Domk2HcHoul9NhryJy881XI40AJtspoX/view?usp=sharing">https://drive.google.com/file/d/1Domk2HcHoul9NhryJy881XI40AJtspoX/view?usp=sharing</a></p>	01	Worksheet Exercise 1

Reading					
Step of the lesson	Teacher Activities	Students activities	Materials	Session number	Evaluation
Short readings about food in Brazil, Canada, U.S.A. and Argentina.	<ul style="list-style-type: none"> <li>Teacher shows 4 short readings about food in different countries.</li> </ul>	A. Students take turns for reading.	worksheet	02	Students' participation
Pointing out data or information about countries. Exercise 2	<ul style="list-style-type: none"> <li>Teacher asks students to underline the name of traditional dishes as well as the nationality.</li> <li>Teacher ask students to look for unknown words.</li> <li>Teacher clarifies meaning by translating words in students' L1 and using images from ex.2</li> <li>Teacher asks students to complete a chart with the information from the short readings.</li> </ul>	<p>B. Students underline with a different color the traditional dish and its nationality.</p> <p>C. Students circle unknown words and write a list.</p> <p>D. Students pay attention to the meaning of words.</p>			Worksheet Exercise 2
Vocabulary					Students' participation
Exercise 3		E. Students complete the chart with the teacher's help.			Worksheet Exercise 3



Writing					
Step of the lesson	Teacher activities	Students activities	Materials	Session number	Evaluation
Complete Sentences about nationalities	<ul style="list-style-type: none"> <li>Teacher gives instructions to complete some sentences by looking at the pictures.</li> </ul>	<ul style="list-style-type: none"> <li>Students complete the sentences guided by the teacher.</li> </ul>	worksheet	03	Worksheet Exercise 4
Complete Sentences about languages and regions of America	<ul style="list-style-type: none"> <li>Teacher gives instructions in order to complete some sentences about parts of America.</li> </ul>	<ul style="list-style-type: none"> <li>Students complete the worksheet by their own.</li> <li>Students send their work by WhatsApp in order to give feedback.</li> </ul>			Worksheet Exercise 5
Find the words (Homework)	Teacher tells students that they are going to look for some words in a word search puzzle.	Students find the words in word search puzzle. They will circle the words with different colors			Students complete a Puzzle Worksheet

Speaking					
Step of the lesson	Teacher activities	Students activities	Materials	Session number	Evaluation
Speaking practice activity Exercise 6	Teacher reads 2 short readings about two kids from different countries.	Students answer individually the questions from the teacher.	Worksheet	04	Students' participation
Summary	Teacher goes over the lesson, clear doubts about Regions of America, nationalities, languages and countries.	Students clear doubts and talk about the importance of knowing different cultures.		04	
Assessment	T sends a Google form to be completed as an assessment.	Students complete the Google form.	<a href="https://forms.gle/GcfzuCyWQ6w7nUN46">https://forms.gle/GcfzuCyWQ6w7nUN46</a>		

## 2.02 Applications

During the session, the learners were exposed to different sources of input. As teachers we are the first source of oral input, because we give instructions in English as well as we are facilitators while explaining the activities.

When providing with oral input, basic language was used, according to their English level, so that they understand. Clear and short instructions given in the target language as much as possible because teachers are the main source of oral input for learners. Also, students worked on easy tasks in order to have them work by themselves, so they can provide each other oral input.

When working with vocabulary, the three types of vocabulary were considered, especially unknown vocabulary.

The materiales used for the development of the lesson were designed according to the MCER in second grade students, which is Pre A1.

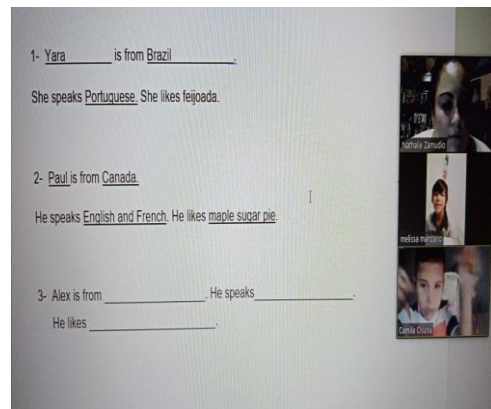
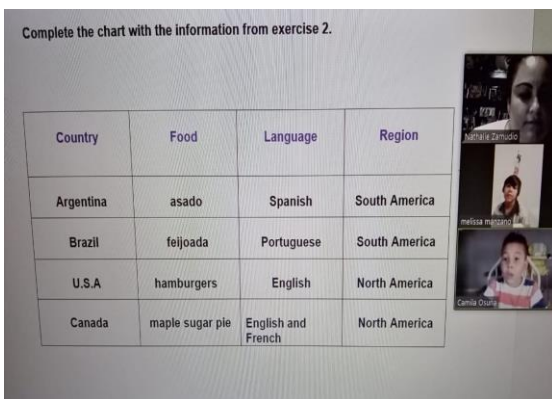
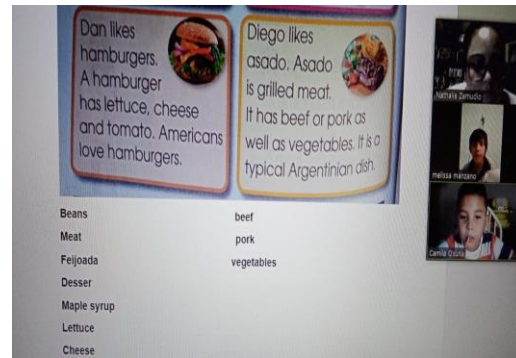
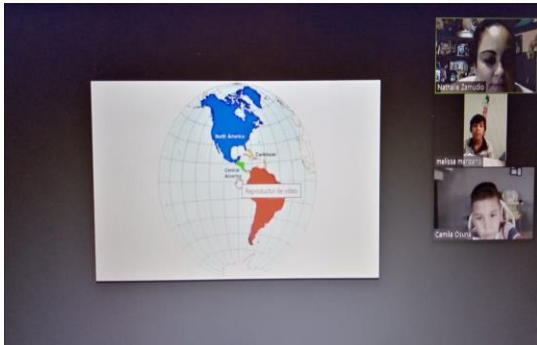
For the application of the lesson were planned 4 zoom sessions and 1 hour for homework. However, due to all the difficulties that this implied for the parents, the lesson plan was applied only in one day zoom session (2 hrs.) because my students' context and familiar situations made this difficult. Most of the parents work in harvest fields, they do not have the resources at home to join a zoom class, they do not have internet and in most cases, they only have one cellphone per family. For the application of the lesson only two students could join the class, the ones that have internet and parents' support, one student from 2<sup>nd</sup> grade "A" and another one from 2<sup>nd</sup> grade "B".

During the lesson were used a you tube video, one more video from PRONI and a puzzle using Discovery education puzzle maker website as well as the different kind of worksheet for the activities.

Link for the application video:


[https://drive.google.com/drive/folders/1Pu2Lm749pEEEx0TcGPcw8o\\_UxOVVUW\\_GA?usp=sharing](https://drive.google.com/drive/folders/1Pu2Lm749pEEEx0TcGPcw8o_UxOVVUW_GA?usp=sharing)

## 2.03 Evidences



Central America      South America      North America

- 1- Kate lives in Canada. She speaks English and French. She lives in North America.
- 2- Dora lives in Brazil. She speaks Portuguese. She lives in South America.
- 3- Alejandro lives in Guatemala. He speaks Spanish. He lives in Central America.



Kate is from Canada. She is Canadian. She speaks English and French. Canada is in North America.



Dora is from Brazil. She's Brazilian. She speaks Portuguese. Brazil is in South America.





### COUNTRIES, LANGUAGES AND NATIONALITIES

H S H U P T F P A D F G B T A  
 T O N D S R B N C D U P F J M  
 N F T S E A I A B A I O V G E  
 A P U N K T N B T E K Q C R R  
 I C C O N A J E F S G D L V I  
 L H D E D Z M E N G L I S H C  
 I H G I H A M B U R G E R A A  
 Z R A L L G S E P S H O W D N  
 A N N A E P A A X Q B F Z A S  
 R Y I I T P D M U I X E P O P  
 B X P Z A S A E T J C G L J A  
 Y G I D W G N X O Y I A K I N  
 D U U F O V A I K H I D N E I  
 B R A Z I L C C S O C A T F S  
 N S D F L J P O N Q J Z U X H

- |          |           |           |
|----------|-----------|-----------|
| AMERICAN | ARGENTINA | ASADO     |
| BRAZIL   | BRAZILIAN | CANADA    |
| CANADIAN | ENGLISH   | FEIJOADA  |
| FRENCH   | GUATEMALA | HAMBURGER |
| MEXICAN  | MEXICO    | PIE       |
| SPANISH  | TACOS     | USA       |



## 2.04 Design of Assessment and/or Testing tools for activities

For assessing students, were used two assessment tools, one of them is a checklist provided by PRONI Sinaloa and the other one is a Google form with 8 questions regarding the cross cultural topics seeing during the lesson.

Lista de Cotejo para Evaluación de Aprendizaje en Casa: Mayo 2021												
PRONI Sinaloa												
Nombre del Docente:					Ambiente Social de Aprendizaje: Académico y de Formación							
Escuela:					Producto: Información sobre el continente americano para un recurso							
CCT:												
Grado: 2do de Primaria												
Total de alumnos que atiendes en este grado:												
Datos del Alumno			Didáctica General			Aprendizajes Esperados				Valoración Promedio Semanal		
Grupo	No.	Nombre del alumno	El alumno envía evidencia del trabajo en casa en tiempo y forma.	Si es alumno No envía evidencia del trabajo en casa, mencionar la razón:	Se observa que el alumno sigue las instrucciones indicadas en el trabajo.	Explora mapas ilustrados del continente americano con información específica (lengua, moneda, bandera, etc.).	Comprende información a partir de la lectura en voz alta.	Participa en la escritura de información.				
▼	▼	▼	▼	▼	▼	Nivel de progres ▼	Calificación sema ▼	Nivel de progres ▼	Calificación sema ▼	Nivel de progres ▼	Calificación sema ▼	▼
	1											
	2											
	3											
	4											
	5											
	6											
	7											
	8											
	9											
	10											
	11											
	12											
	13											
	14											

# "AMERICA" 2nd grade

Read and answer the questions.

\*Obligatorio

Correo \*

Tu dirección de correo electrónico

Name (nombre) \*

Tu respuesta

Last name (apellido) \*

Tu respuesta

What is the name of the region?



- Central America
- North America
- South America

What is the name of the region? \*



- Central America

South America

North America

What is the name of the region?



South America

North America

Central America

Dora lives in Brazil. She likes \_\_\_\_\_.

Hamburgers

Feijoada



Pedro lives in Mexico. He likes \_\_\_\_\_.

Tacos

Maple sugar pie

Anna is from Canada. She speaks \_\_\_\_\_.

Spanish

English and French

Maria is from Mexico. She speaks \_\_\_\_\_.

Spanish

Portuguese



Alejandra lives in Guatemala. She lives in\_\_\_\_\_.

- Central America
- South America

Kevin lives in the U.S.A. He lives in\_\_\_\_\_.

- North America
- Central America

Enviar

Nunca envíes contraseñas a través de Formularios de Google.

Este contenido no ha sido creado ni aprobado por Google. [Notificar uso inadecuado](#) - [Términos del Servicio](#) - [Política de Privacidad](#)



Google Formularios



## 2.05 Rationale behind the activities and Assessment or testing tool

The rationale behind the activities planned in the previous lesson plan were designed to developed cross cultural awareness in second grade students from a public elementary school in the state of Sinaloa.

For the design of these activities were taken into account the syllabus Aprendizajes Clave 2017 in order to do not lose sight of the expected learning outcomes and the social practice of the language.

The topic of the lesson for the project is Countries, Nationalities and Cultures about the American continent.

According to the syllabus Aprendizajes Clave 2017 this topic corresponds to the academic and educational environment and its learning objective or expected learning is to:

- Explore illustrated maps of the American continent with specific information, language, currency, flags, etc.
- Understand information from reading aloud.
- Participate in writing information. (SEP, 2017. p.182) (14)

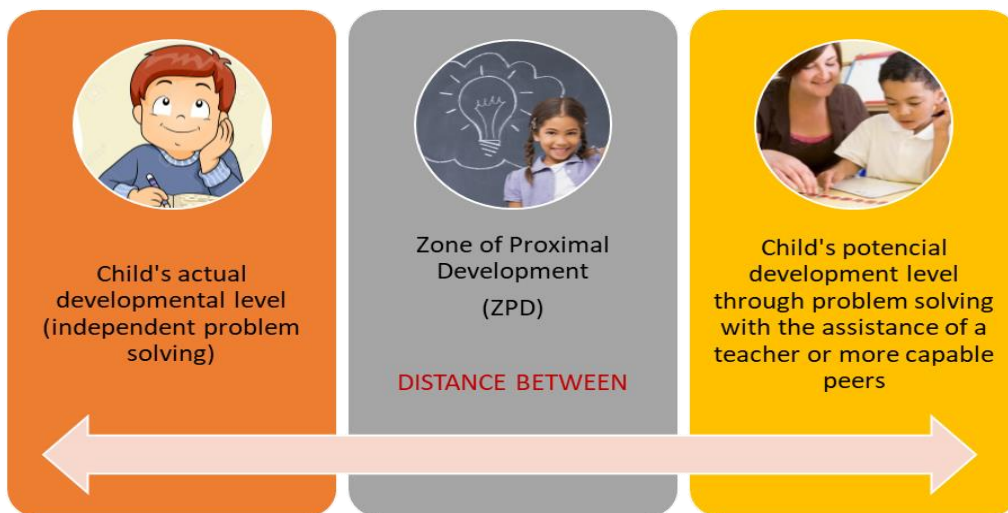
14) SEP. (2017). *Aprendizajes Clave para la Educación Integral. Lengua Extranjera.Inglés. Educación Básica* (primera ed.). Ciudad de México. p.182

The most important aspect behind the activities were the different approaches and theorists seen throughout the specialization.

The first one to be considered is The Zone of Proximal Development (ZPD) stated by Vygotsky. While planning activities it is very important to consider the level of tasks a student can do by his own and what the student can do under guidance in order to acquire knowledge.

“This “zone” is where learning takes place. It is just enough beyond what the learner already knows so as to be interesting, but not so far beyond that the learner becomes frustrated” (Ordoñez Suárez & Turner, 2015 p. 29). (15)

In the Zone of Proximal Development, the proximal development is set on by looking at the level of tasks that a learner can do under guidance.



15) Ordoñez Suárez, H., & Turner, E. (2015). *Teaching English to Young Learners*. Melbourne, FL USA: Latin American Educational Services, Inc. p.29

Robert Lado and his Contrastive Analysis Hypothesis helped to design activities by thinking about on the learners' habits to help them acquire an L2, because it was important to have a comparative analysis between the learners L1 and their L2 to predict areas where the students will need support when working with interculturality in this case they worked with the American continent, identifying flags, traditional dishes, languages and regions.

Michael Long and his Interaction Hypothesis helped to understand interactional modifications such as: negotiation of meaning, feedback, clarification requests, confirmation checks, repetitions, reformulations and recasts. It was necessary to create language learning opportunities, because they are a great source of input. These learning opportunities were created with each of the activities on the lesson plan.

As mentioned in Chapter 1, the Mexican basic education curriculum in English as a foreign language it is based on the communicative approach, which plays the most important role because it is necessary that students learn how to communicate in the target language and how to develop competences in their second language.

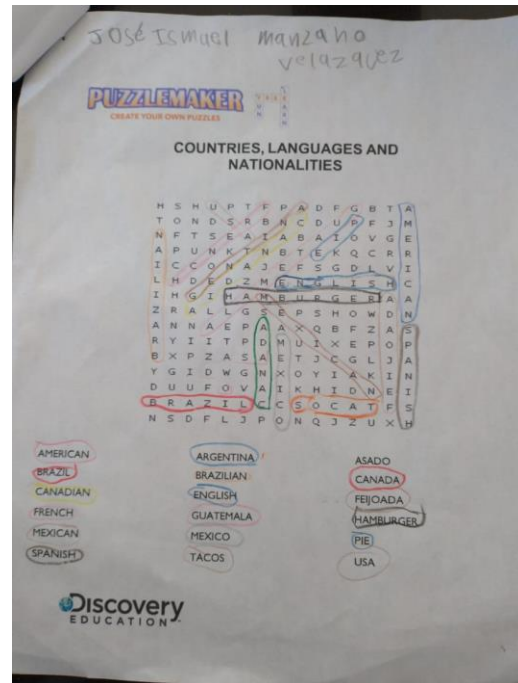
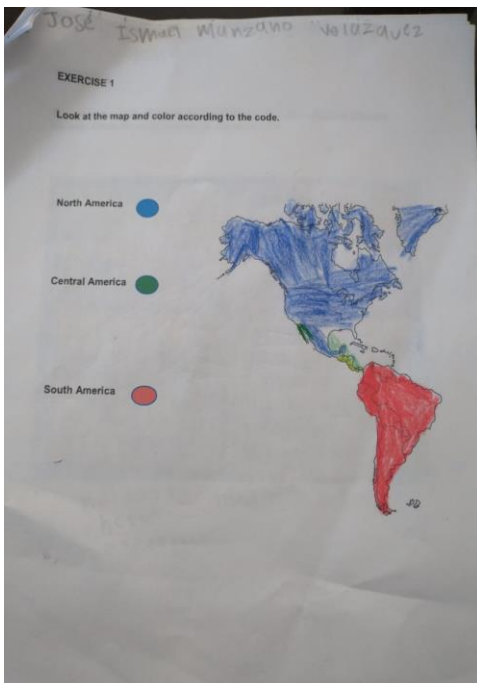
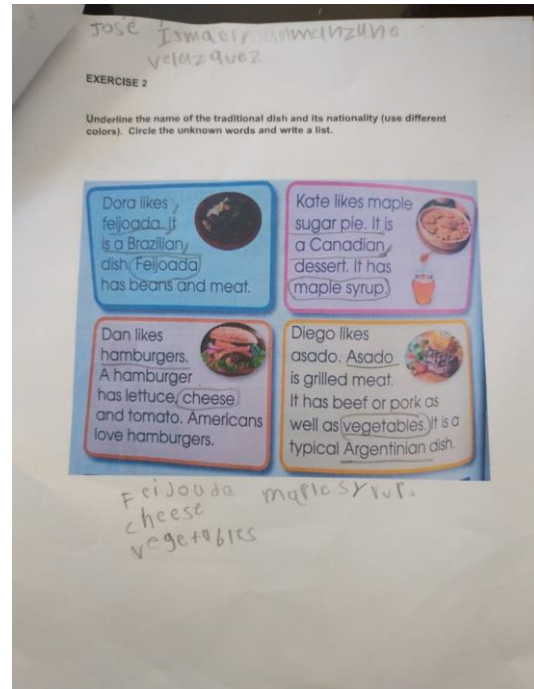
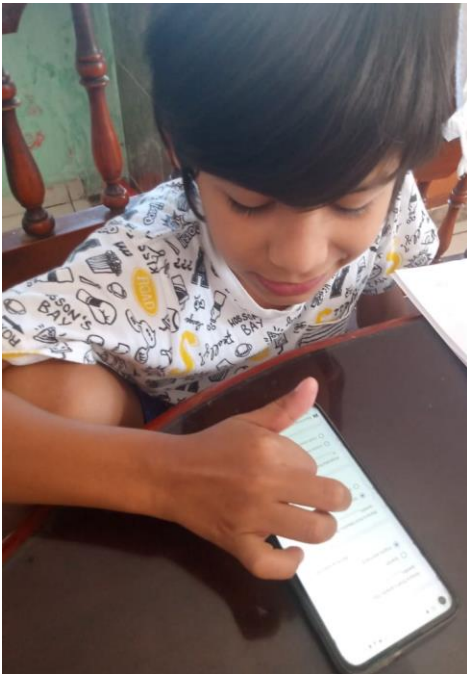
The rationale behind the checklist assessment tool was based in the Performance Based Assessment (PBA) approach. For O'Malley and Valdez Pierce's PBA "consists of any form of assessment in which the student constructs a response orally or writing". (O'Malley and Valdez Pierce's & Kuhlman, 2008) (16)

The checklist was filled out under constructed reponses during the lesson application and observation of process when collecting evidences from students' work, which is one of the quadrants for collecting information according to Kuhlman.

The second assessment tool, the Google form, was created under the Traditional Assessment (TA) approach. Multiple-Choice (MC) test. While answering the Google form students were able to choose only one right answer.

16) O'Malley and Valdez Pierce's, & Kuhlman, N. (2008). *An Introduction to Language Assessment in the K-12 Classroom. ELT Advantage modules.*

## 2.06 Evidences



Jose Ismael Manzano  
V442902

EXERCISE 4

Look at the pictures and complete the sentences.

1- Yara is from Brazil.  
She speaks Portuguese. She likes feijoada.

2- Paul is from Canada.  
He speaks English and French. He likes maple sugar pie.

3- Alex is from Mexico. He speaks Spanish.  
He likes tacos.

Jose Ismael Manzano  
V442902

EXERCISE 5

Read and complete the sentences using the words in the box.

Central America	South America	North America
-----------------	---------------	---------------

1- Kate lives in Canada. She speaks English and French. She lives in North America.

2- Dora lives in Brazil. She speaks Portuguese. She lives in South America.

3- Alejandro lives in Guatemala. He speaks Spanish. He lives in Central America.

Jose Ismael Manzano  
V442902

EXERCISE 3

Complete the chart with the information from exercise 2.

Country	Food	Language	Region
Argentina	asado	Spanish	South America
Brazil	Feijoada	Portuguese	South America
U.S.A	hamburger	English	North America
Canada	maple pie	English and French	North America

Emiliano

PUZZLEMAKER  
CREATE YOUR OWN PUZZLES

COUNTRIES, LANGUAGES AND NATIONALITIES

H	S	H	U	R	T	F	F	A	D	E	G	B	T	A
T	O	N	D	S	R	B	N	C	D	U	P	F	J	M
N	F	T	S	E	A	I	A	B	A	I	O	V	G	E
A	P	U	N	K	T	N	B	T	E	K	Q	C	R	R
I	C	C	O	W	A	J	E	F	S	G	D	L	V	I
L	H	D	E	O	Z	M	E	N	G	L	I	S	H	C
I	H	G	I	H	A	M	B	U	R	G	E	R	A	A
Z	R	A	L	L	G	S	E	P	S	H	O	W	D	N
A	N	A	E	P	A	A	X	Q	B	F	Z	A	S	
R	Y	I	I	T	P	D	M	U	I	X	E	P	O	P
B	X	P	Z	A	S	A	E	T	J	C	G	L	J	A
Y	G	I	D	W	G	N	X	O	Y	I	A	K	I	N
D	U	F	O	V	A	I	K	H	I	D	N	E	I	
B	R	A	Z	I	C	C	S	O	C	A	T	E	S	
N	S	D	F	L	J	P	O	N	Q	J	Z	U	X	

AMERICAN ✓	ARGENTINA ✓	ASADO ✓
BRAZIL ✓	BRAZILIAN ✓	CANADA ✓
CANADIAN ✓	ENGLISH ✓	FEIJOADA ✓
FRENCH ✓	GUATEMALA ✓	HAMBURGER ✓
MEXICAN ✓	MEXICO ✓	PIE ✓
SPANISH ✓	TACOS ✓	USA ✓

Discovery

## Emiliano

### EXERCISE 5

Read and complete the sentences using the words in the box.

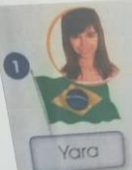
Central America
South America
North America

- 1- Kate lives in Canada. She speaks English and French. She lives in North America.
- 2- Dora lives in Brazil. She speaks Portuguese. She lives in South America.
- 3- Alejandro lives in Guatemala. He speaks Spanish. He lives in Central America.


## Emiliano

### EXERCISE 4


Look at the pictures and complete the sentences.



1 Yara



2 Paul



3 Alex

- 1- Yara is from Brazil.  
She speaks Portuguese. She likes feijoada.
- 2- Paul is from Canada.  
He speaks English and French. He likes maple sugar pie.
- 3- Alex is from Mexico. He speaks Spanish.  
He likes Tacos.

## Emiliano

### EXERCISE 2

Underline the name of the traditional dish and its nationality (use different colors). Circle the unknown words and write a list.

Dora likes feijoada. It is a Brazilian dish. Feijoada has beans and meat.

Kate likes maple sugar pie. It is a Canadian dessert. It has maple syrup.

Dan likes hamburgers. A hamburger has lettuce, cheese and tomato. Americans love hamburgers.

Diego likes asado. Asado is grilled meat. It has beef or pork as well as vegetables. It is a typical Argentinian dish.

has beans and meat  
dessert. it has  
has lettuce  
beef or pork

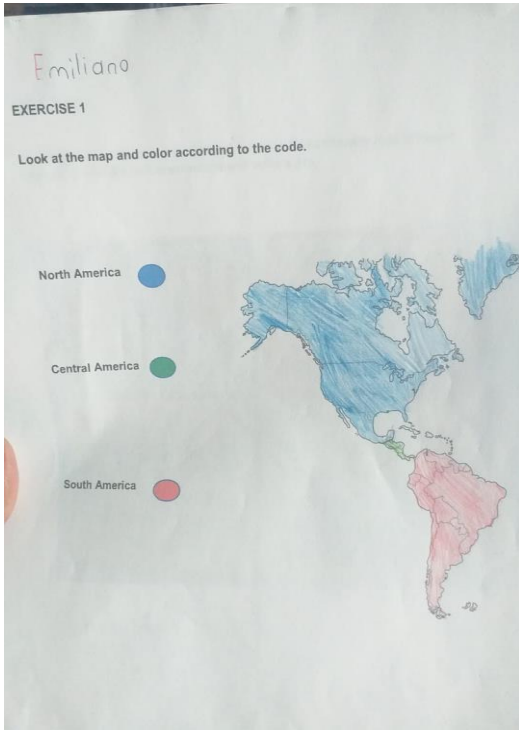
## Emiliano

### EXERCISE 3

Complete the chart with the information from exercise 2.

Country	Food	Language	Region
Argentina	asado	Spanish	South America
Brazil	feijoada	Portuguese	South America
U.S.A	hamburgers	English	North America
Canada	maple sugar pie	English and French	North America





Pedro lives in Mexico. He likes \_\_\_\_\_.

Tacos

Maple sugar pie

---

Anna is from Canada. She speaks \_\_\_\_\_.

Spanish

English and French

---

Maria is from Mexico. She speaks \_\_\_\_\_.

Spanish

Portuguese

What is the name of the region? \*

Central America

South America

North America

What is the name of the region?

Central America

North America

South America



What is the name of the region?



- South America
- North America
- Central America

## CHAPTER 3

### EXPERIENCE REPORT

#### 3.01 Report of the lesson given a critical analysis

The results obtained show that students reached the expected learnings from the lesson. For each expected learning there is a level of progress and ranking. Both of my students had an advanced level of progress on each expected learning.

Advanced=10

Intermediate=9

Basic=8

Beginner=7

Lista de Cotejo para Evaluación de Aprendizaje en Casa: Mayo 2021												
PRONI Sinaloa												
		Nombre del Docente: Nathalie Concepción Zamudio López			Ambiente Social de Aprendizaje: Académico y de Formación							
		Escuela: Gral. Lázaro Cárdenas			Producto: Información sobre el continente americano para un recurso							
		CCT: 250PR0877M										
		Grado: 2do de Primaria										
		Total de alumnos que atiendes en este grado:										
Datos del Alumno			Didáctica General			Aprendizajes Esperados						Valoración Promedio Semanal
Grupo	No.	Nombre del alumno	El alumno envía evidencia del trabajo en casa en tiempo y forma.	Si es alumno No envía evidencia del trabajo en casa, mencionar la razón:	Se observa que el alumno sigue las instrucciones indicadas en el trabajo.	Explora mapas ilustrados del continente americano con información específica (lengua, moneda, bandera, etc.).		Comprende información a partir de la lectura en voz alta.		Participa en la escritura de información.		
						Nivel de progres	Calificación sema	Nivel de progres	Calificación sema	Nivel de progres	Calificación sema	
A	1	Emiliano Sánchez Osuna			Sí	Avanzado	10	Avanzado	10	Avanzado	10	10
B	2	José Ismael Manzano Velázquez			Sí	Avanzado	10	Avanzado	10	Avanzado	10	10
	3											
	4											

Expected learnings (Aprendizajes Esperados):

- Explora mapas ilustrados del continente americano con información específica (lengua, moneda, bandera, etc.)
- Comprende información a partir de la lectura en voz alta.
- Participa en la escritura de información.

These are the results from the google form: Both students answered the eight questions from the Google form correct. They got 100% on the assessment.

No se pueden editar las respuestas

## "AMERICA" 2nd grade

Read and answer the questions.

**\*Obligatorio**

Correo \*

lov\_18@hotmail.com

Name (nombre) \*

Emiliano

Last name (apellido) \*

Sánchez Osuna

No se pueden editar las respuestas

## "AMERICA" 2nd grade

Read and answer the questions.

**\*Obligatorio**

Correo \*

melii120291@gmail.com

Name (nombre) \*

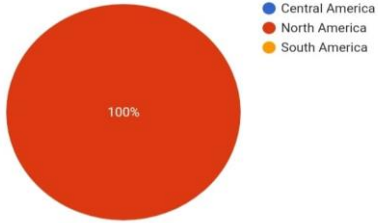
José Ismael

Last name (apellido) \*

Manzano Velázquez

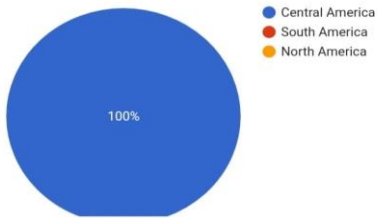
What is the name of the region?

2 respuestas



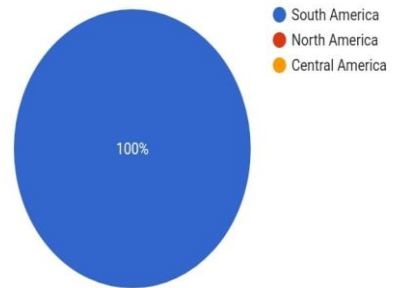
What is the name of the region?

2 respuestas



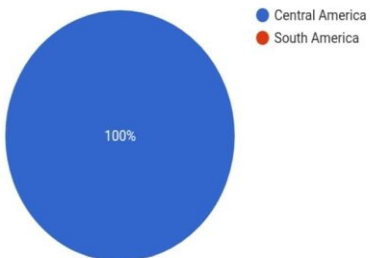
What is the name of the region?

2 respuestas



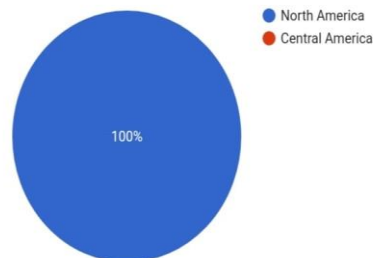
Alejandra lives in Guatemala. She lives in \_\_\_\_\_.

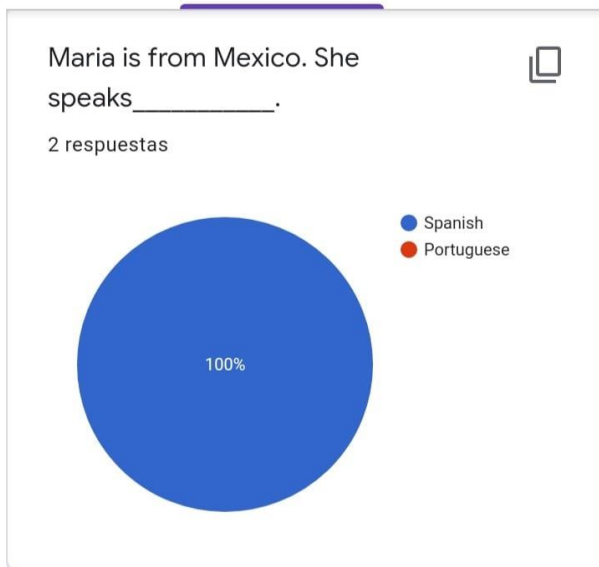
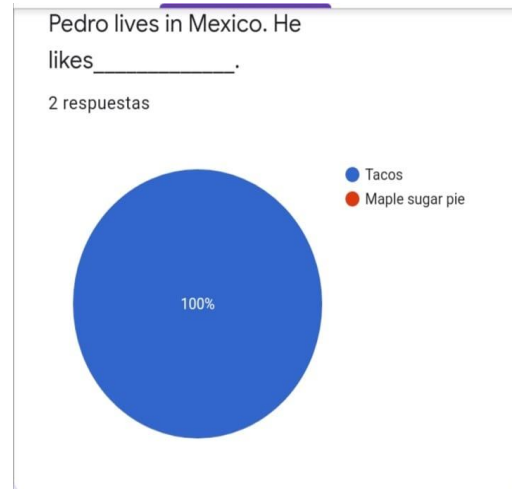
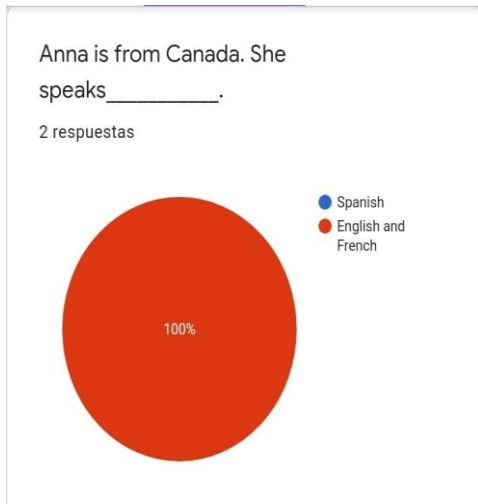
2 respuestas



Kevin lives in the U.S.A. He lives in \_\_\_\_\_.

2 respuestas





As a reflection from planning to assessing, it was necessary to make some changes to the lesson plan after applying it. The puzzle activity took more than 10 minutes to solve, and for this reason there was an adjustment in the lesson plan.

The Google form was a good testing instrument for second grade students, because it was attractive and something new for them. They are not used to complete Google forms at any time. It was a good source to work with technology not only for my students but also for their mothers.

In general, since the planning of the lesson to the assessment, the results obtained were good, because even though it was implemented only with two students, the results were great.

## CHAPTER 4

### CONCLUSIONS

This final project showed a very clear perspective of how interculturality works on elementary school students.

Our students are close to different cultures around the world because of the textbooks, videos, internet and relatives, in my case, many of my students have relatives in the United States. It is important to teach interculturality in the EFL classroom in order to open cultural awareness on the young learners. Cross cultural awareness must be teaching with the support of different resources, materials and of course with the use of technology.

Clearly, if EFL learners are to become successful intercultural communicators, it is essential to provide them with a thorough and systematic intercultural training, and not only of the culture of the main English-speaking countries. EFL students will benefit by gaining solid knowledge of the different world cultures, and they must also develop the ability to compare their native culture to other cultures, to evaluate critically and interpret the results of such comparisons, and to apply this knowledge successfully in both verbal and non-verbal communication, for both transactional and interactional purposes. (Chlopek, 2008) (17)

In order to engaged our students in the process of becoming intercultural communicators, teachers must teach interculturality in a nice and motivating class environment as well as it is important to compare cultures around the world with students' native culture.

This project, projects how interculturality worked in children, taking into account, different points of views.

17) Chlopek, Z. (2008). *American English*. P.12 Retrieved from [https://americanenglish.state.gov/files/ae/resource\\_files/08-46-4-c.pdf](https://americanenglish.state.gov/files/ae/resource_files/08-46-4-c.pdf)

In conclusion, to make a lesson plan successful, the teacher attitude plays an important role in the development of any activity, if you are enthusiastic, motivator and always show a positive attitude<sub>RMCdC4]</sub> to your students, your class will have a nice environment even though at online classes. As a result of that, your students will feel confident and will show learning on any topic or skill to be work in class.

As a last reflection, cross cultural awareness gives students the opportunity to travel around the world through textbooks or videos as well as they know other nationalities, countries and cultures different from their own and of course it helps them to develop their communicative competences in the English language.



## CHAPTER 5

### REFERENCES

- Brown, H. (2007). *Teaching Writing. Teaching by Principles: An Interactive Approach to Language Pedagogy*. White Plains: Pearson-Longman.
- Byram , M. (1997). *Teaching and assessing intercultural communicative competence*. Clevedon: *Multilingual Matters Ltd*.
- Chlopek, Z. (2008). *American English*.
- Grabowsky, J. (1996). *Writing and Speaking: Common Grounds and Differences toward a Regulation Theory of Written Language Production*. In Weigle, S. C., *Assessing Writing*. Cambridge University Press.
- Humphrey, D. (1993). *Culture as a noun, Culture as a verb, National culture or Individual culture, Which Approach?*
- Kelly, M., Grenfell, M., Gallagher-Brett, A., Jones, D., Richards, L., & Hilmarsson-Dunn, A. (2002). *The training of teachers of a foreign language: developments in Europe. A report to the European comissions directorate general for education and culture*. Yarmouth, Intercultural Press.
- Krieger, D. (2005). *Teaching ESL versus EFL: Principles and practices*. *English Teaching Forum* 43.
- O'Malley and Valdez Pierce's, & Kuhlman, N. (2008). *An Introduction to Language Assessment in the K-12 Classroom*. *ELT Advantage modules*.
- Ordoñez Suárez, H., & Turner, E. (2015). *Teaching English to Young Learners*. Melbourne, FL USA: Latin American Educational Services, Inc.
- Ross, J. (s.f.). *Dessigning Lessons for EFL Listening Comprehension Classes*. *English Teaching Forum*. (Vol. 45 number 3).
- SEP. (2017). *Aprendizajes Clave para la Educación Integral. Lengua Extranjera.Inglés. Educación Básica* (primera ed.). Ciudad de México.
- Spolsky, B. (1995). *Measured words. The Development of Objective Language Testing*. Oxford: Oxford University Press.

**DECLARACIÓN DE AUTENTICIDAD DE TESIS O TRABAJO RECEPCIONAL  
PARA LA OBTENCIÓN DE GRADO ACADÉMICO ANTE LA UNIVERSIDAD PEDAGÓGICA NACIONAL**

Declaración de Originalidad  
de Tesis o Trabajo Recepcional de Posgrado

**C. RECTOR(A)  
DE LA UNIVERSIDAD PEDAGÓGICA NACIONAL**  
PRESENTE:

Me dirijo a usted en mi carácter de autor(a) original del documento descrito al calce, mismo que presento como parte de los requisitos académicos establecidos para obtener el diploma o grado académico que me corresponde, de conformidad con el Reglamento General de Estudios de Posgrado, los Acuerdos del Consejo de Posgrado y las disposiciones del Instructivo de Operación del programa académico de posgrado en que he estado inscrito(a).

En apego al inciso d del Artículo 42, del Reglamento General para Estudios de Posgrado de la Universidad Pedagógica Nacional, que establece que la Coordinación de Posgrado —por acuerdo del Consejo de Posgrado— será competente para aplicar la sanción de baja definitiva en el caso de que el estudiante: “Presente como propios trabajos académicos que no son de su autoría entre ellos artículos, revistas, ensayos, libros, tesis profesionales o de grado, así como cualquier otro sin consentimiento expreso de su autor”, suscribo esta declaración con la finalidad de manifestar a usted —y a quien corresponda— que he redactado mi documento de tesis o trabajo recepcional de manera original en todas y cada una de sus partes.

El documento en cuestión es un trabajo original, en español, no publicado ni presentado a esta ni a otra institución como tesis o trabajo recepcional previamente. Es producto original de mi autoría exclusiva y no contiene citas ni transcripciones ni ilustraciones diversas sacadas de cualquier tesis, obra, artículo, memoria, etcétera (en versión digital o impresa), sin haber mencionado en mi documento de forma clara y exacta su origen o autor, tanto en el cuerpo del texto, figuras, cuadros, tablas u otros que tengan derechos de autor. Asimismo, manifiesto que no he cedido los derechos patrimoniales ni he otorgado autorización a otra persona física o moral que se considere con derechos sobre el trabajo en cuestión.

En caso de existir alguna impugnación con el contenido o la autoría de mi trabajo recepcional o tesis, toda responsabilidad será exclusivamente mía. En este sentido, soy consciente de que el hecho de no respetar los derechos de autor y cometer plagio, son objeto de sanciones universitarias y legales de acuerdo con la normativa vigente.

**Datos de identificación de quien suscribe y del documento en cuestión.**

Título del trabajo recepcional o tesis:	Desarrollo de la conciencia intercultural en estudiantes de segundo grado de una escuela primaria pública a través de datos del continente americano.		
Tipo:	<input checked="" type="checkbox"/> Trabajo recepcional	<input type="checkbox"/> Tesis	
Presentado para obtener el grado de:	<input checked="" type="checkbox"/> Especialidad	<input type="checkbox"/> Maestría	<input type="checkbox"/> Doctorado
Programa de posgrado:	EEAILE	Tutor(a), Asesor(a) o Director(a):	Rosa María Castillo del Carmen
Nombre completo del(la) autor(a):	<b>Nathalie Concepción Zamudio López</b>		
Matrícula:	200926049		
Domicilio:	Calle Francisco I. Madero #506 centro. Villa Unión, Mazatlán, Sinaloa.		
Teléfono:	6691136830		
Correo electrónico:	200926049@g.upn.mx		

Atentamente,  
Ciudad de México a 30 de junio de 2021.

**Nathalie Concepción Zamudio López**   
Nombre completo y firma del(la) autor(a) de la tesis o trabajo recepcional

CCP Tutor(a), Director(a) o Asesor(a) de la tesis o trabajo recepcional: Rosa María Castillo del Carmen  
Coordinación de Posgrado UPN  
Expediente en el Programa Educativo.

UPN/Coordinación de Posgrado