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Enseñando y Aprendiendo en Contextos Multiculturales

TRABAJO RECEPCIONAL

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

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EDUCATIONAL INTERVENTION PROPOSAL

Teaching and Learning in Multicultural Contexts

RECEPTIONAL PAPER

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

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Introduction

All languages are alive, they have culture, gastronomy, music, cosmovision, stories and history. Teaching any language cannot be based only on structure grammar, pronunciation, rules, and vocabulary. Languages are a very complex system, some of their elements can be felt only but not explained. In the case of the students and teachers the teaching and learning process must be enjoyable and motivating, but above all useful for the students in order to express their thoughts or feelings through established channels of information, also to share their culture while they are knowing a new one.

The way a second language is acquired and learned has fueled people's curiosity so they created many theories to explain this process, for example Krashen's idea of language acquisition, *i+1*, students improve when they get language input that goes beyond their current level of linguistic competence. On the other hand, Vygotsky idea of Zone of Proximal Development (ZPD) explains that the ZPD is the range that a student can perform his skills with no help but he has not mastered them yet, so he needs a little support and more practice.

Topics covered in the three modules have helped to develop and shape a teaching philosophy targeting students' and teacher's needs. From approaches to understand learning and teaching a second language, to motivate students, develop accurate material, and assessing and evaluating students' progress. Moreover, focusing the whole process on culture and interculturality skills development. Students could be able to share their culture and be proud of their own identity, but at the same time be able to understand, respect and tolerate different thoughts, ideas or culture.

As a final product a lesson plan was designed that has all elements covered through the specialization. Four activities were developed, although they were planned to be implemented in a classroom, it was changed to be online due to COVID-19. It was a big challenge to work with them using digital platforms, some of them did not own a phone or have no internet at home; moreover, a couple of them had to get a job since their tutors lost their jobs.

About the students' profile, they are between 16 and 17 years, this was their fourth English course at the High School Study Center (CEB), a federal and public school. They do not have an English book; the teacher must design the exercises and activities targeting the English program provided by the High School General Management (DGB). It was a medium size group, just 24 students, some of them Mayan speakers from rural towns. Regarding the school's equipment, they

do not have a language laboratory, all classrooms have air conditioning, but no projector; many times, the teacher must borrow a projector and bring their own speaker at the classroom.

This paper has been split up in four chapters, number one focuses on philosophy and theory; two, methodology and practice; three experience report; four, conclusions; five, bibliography and appendixes. It is important to highlight that this final job has been built during one scholar year. Finally, results will be presented in this final project about the lesson plan, a reflection on the best way of teaching practice will be provided.

Chapter 1: Philosophy and theory.

Teacher's language learning and teaching experience

His name is Edwin Ivan Pool Moo and holds a bachelor's degree from the Universidad Intercultural Maya de Quintana Roo (UIMQRoo), and a master's degree from Heller School. He studied English for four years, and something made him to change his mind and pursue a master's degree. Two years after his graduation he applied to get a scholarship, funded by CIESAS (*Centro de Investigación y Estudios Superiores en Antropología Social*) and CONACYT (*Consejo Nacional de Ciencia y Tecnología*), and he was successful in achieve it. A year after, he started the Master of Arts in Sustainable International Development program at The Heller School for Social Policy and Management at Brandeis University at Waltham, Massachusetts. From studying in an intercultural university to study abroad helped to shape his way of thinking.

While he was still at the UIMQRoo he taught English to kids in an elementary school and young adult. During the master's degree he did social service in a Non-governmental Organization called Cultural Survival. Back to Mexico from the States he got his first job at the UIMQRoo as a Teacher Assistant (TA). However, he decided to perform what he learned in the master's, so he got a job at *Pronatura Península de Yucatan* (PPY) in Campeche. There, he worked with indigenous women helping them to develop their community projects. However, his next job was at the *Centro de Bachillerato Tecnológico Agropecuario* (CBTA) as a formal English teacher. He got experience to help him to shape and design his teaching philosophy.

Beliefs as a language teacher

All persons can learn any language they want, they just need motivation and be free from frustration. Each generation has pros and cons, this new one wants things easily and with the least effort possible, if it is demanding or complicated, they get frustrated and do not want to do it. However, they have access to internet from their phones or devices, so information is just on a finger away. Teachers know that attitude plays an important role too, students should have a positive attitude toward the language in order to be motivated. Fortunately, it is possible to change their minds about learning a language.

On the other hand, working with students means shaping and developing skills of future citizens that will be able to change their lives and contribute for their development. Some of them

will hold public position. Providing high quality education that makes them to think and analyze their context will contribute for a better society. This is possible in each class, a teacher impacts on their students' way of see life and think, and many of them could be inspired by him or her.

Related to beliefs, Richards, Gallo, and Renandya (2001) say that *teacher's beliefs play a central role in the process of teacher development*. Moreover, many beliefs come from schooling time when teachers were students. Also, interaction in the classroom and with other teachers shape these beliefs. So I if get believe from these sources, my students will do it too. On the other hand, Breen et al (2001: 473) cited by Farell and Bennis (2013) highlight that teacher beliefs *influence how the teacher orchestrates the interaction between learner, teacher, and subject matter in a particular classroom context with particular resources*. However, this interaction can influence beliefs as well. There are teachers that leave a mark or marks on people's lives that cannot be erased.

Some problems these students and even the English teacher face is the environment outside the classrooms. On average they get from three to six hours of English per week, and they are not in a context where the language is used everywhere. They just learn English at school, and just a couple pay for extra courses. However, in order to get a language, it is necessary to have a full immersive context. They must listen, eat and sleep with English. Many times, they want to speak in the same way they do in Spanish. However, the teacher explains them that each language has its own characteristics and cannot be explained based in other language but its own, for example, auxiliaries to make negative or interrogative questions or sentences do not exist in Spanish. The same, English words differ from writing to pronunciation, even if there is an alphabet with the sound of each letter. The teacher motivates the students by explaining them how useful the language is and how they can use it to interact, communicate, understand or get a scholarship, and it is important because it is another way to understand different cultures. Language has to be useful and meaningful for the students.

Input and output

Input inside the classrooms, the teacher creates a rich environment that helps the students to get the language in the easiest way possible. He provides directions in L2 and get some posters on the walls. Also, all information is in English, even if the students are struggling to understand.

Outside the classroom, even if they are not aware, English surrounds them. They are playing videogames that are in English. Many clothes have English phrases on them, and many other products too. Now, they have access to internet everywhere and they are always using their Social Medias accounts, and many of them contain information in English. Moreover, here in Quintana Roo tourism is the main engine that powers our economy, so there are many tourists from different countries. It is common that employers request English and another language if it is possible when they are hiring people.

In the classroom the teacher pushes the students to use their knowledge and skills in order to perform a task, from writing vocabulary to read an article to listen to a song or just asking for permission to go to the WC. The teacher creates context where students must use their skills and develop them, in order to get speaking fluency, improve pronunciation, and develop listening or writing skills.

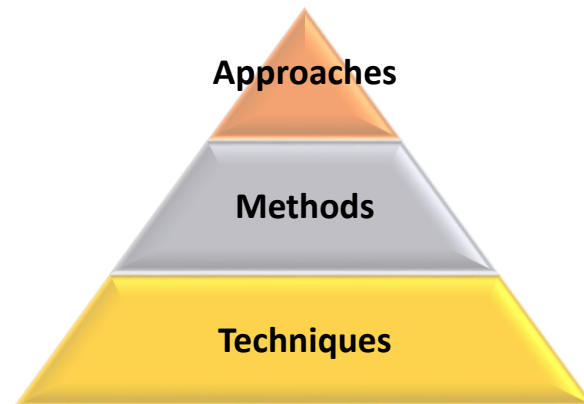
Arbitrary Nature of Language and Contrastive Analysis

Language is alive and has to be taught as a whole entity, it is impossible to teach grammar or pronunciation only. Teaching a language is complicated, for example trying to understand its arbitrary nature since it is something it changes over time and each person has a proper way to speak it. Also, in the case of English, many words are polysemic and depending on the context can have a specific meaning or people can use it to refer a different idea that it is not related on the structure itself but what he or she wants to transmit; for example, sarcasm or idioms. Teaching a language must be done naturally, just like a baby learns to speak. First the baby listens to people, after he tries to reproduce some words. In the beginning, he is not able to make complex structures and have a lot of mistakes. However, by trying every day, little by little, the baby masters the language, and makes and guesses the rules. This process can be accelerated by using strategies, approaches o methods that help students' skills to be developed faster. On the other hand, it is important to know how the language works in its context and what similarities have to the students' mother language and what are the differences. Also, it is important to make a comparison between languages. Many times, students try to translate words or sentences from Spanish to English, thinking that is the best way to do it. But each language has its own context, framework, culture and many other components that makes it different from other languages so that is not possible.

In classes the Contrastive Analysis is used since it is necessary for the students to understand rules from both languages. This only approach cannot be used alone. Yes, sometimes it is provided to them an explanation about how English and Spanish works and how Spanish.

Different languages teaching methodologies and approaches and techniques

Teaching a language goes in this way:



Approaches relates to the explanation and analysis about how learning a language takes place, how or why this happens. Methods is the implementation of certain approach, and techniques are the activities implemented in the classroom. For example, in the particular case of the students from the CEB, the communicative approach is the way to go, the method is the way it should be implemented that approach in the classroom and the techniques are the activities implemented, e.g. videos, audio, puzzle, flashcards or a dialogue. Krashen's theory *i+1* is taken into consideration in order to push the students a little to leave their comfort zone.

The Communicative and the Task Based approach and the Kolb's model

According to Oxford (1989) the ineffectiveness of the Audio-lingual Method and the Grammar Translation Method caused specialist to look for a more effective way to teach a language, consequently, the Communicative Approach was developed in Britain in the 1970s. This approach encourages students to do more pair-work and group activities, they take a big role in their own learning and the teacher help them and do not play a central role. Swan (1985) points out that thanks to the Communicative Approach teachers can give to the students a complete picture on how the language is used. Boring exercises were replacing with more engaging

activities. This has help to improve the quality of learning a language. On the other hand, the Task-based approach, regarding Littlewood (2004), there are two dimensions of task: the first dimension is the continuum from focus on forms to focus on meaning. The second is the degree of learner-involvement that a task elicits. In a task-based approach student serve not only as the main component of the methodology but also the core which a course may be organized.

According to Svinicki & Dixon (1987) Kolb's model postulated that learning involves four stages, all of them should be present to get a full learning, and these are:

1. Concrete experience: learner's personal involvement in a specific experience.
2. Reflective observation: learner's looking for meaning, he wants to know more and expand on the topic.
3. Abstract conceptualization: learners logical conclusions on the matter under study.

Teacher plays a key role in this stage,

4. Active experimentation: these conclusions lead to new concrete experiences.

Related to the Communicative Approach in the classroom it is used broadly. Moreover, this approach is complemented with the Task-based one. Regarding Kolb's model is also used in class, before a new topic is presented the teacher always provides personal experience and links it with the students' experience, for example, when the teacher teaches past simple he starts with something he did a day before and he asks his students about their activities, previously they have got a list of regular and irregular verbs and some phrasal verbs. After that, they participate and provide more information on their activities, and the teacher writes all on the whiteboard. Later, the teacher explains the structure, rules and explains all doubts, he always makes sure the topic was clear to them. Finally, he provides feedback and asks them direct questions in order to really know if they have understood or not.

Identifying roles

A teacher has different roles in the classroom, at school and outside of it. Being a teacher means to carry the title everywhere, it does not matter where he is. It has been identified the following roles in the classroom: teacher, adviser, tutor, monitor, designer, communicator, psychologist and guide. At school and outside he is a material designer, counselor, mentor, team member, and a professional, and also student, since he is always learning.

Regarding the students' roles. It has been found all the roles mentioned in the readings, a couple of very social girls, they talk a lot in class and sometimes they do not have time to finish the job. There are many students playing the dependent role, they do not want to work in groups, they are always asking either their classmates or the teacher. There are just a couple of guys playing the phantom role, and many isolated, they barely ask questions, the teacher has to ask them directly if they understand. There were many alienated students, at the CEB, they failed, and they are not anymore in the school; they had many problems, we tried to help them, but they did not want to be helped. On the other hand, half of the students are task-oriented, if someone is struggling with the topics, the teacher pairs them with one of these guys.

Teaching philosophy

Hollow and Steiner (2005; p. 49) wrote a paper called: "safe place: student perspectives on classroom environment", according to them "*a safe space allows students to feel secure enough to take risks, honestly express their views, and share and explore their knowledge, attitudes, and behaviors.*" Moreover, a safe space must be physical and psychological or emotional, where no harm of any type could affect any student. This physical and psychological space must be able to allow students to express themselves in the way they like, even if it contrasts the norms or ideas of the teacher or the other students but without harm them. *Being safe is not the same as being comfortable* (Holley & Steiner, 2004; p. 50).

Holley and Steiner (2005; p. 49) conducted a survey and gathered data from university students about the main components to create a safe physical and psychological space; four of them were identified.

1. **Instructor characteristics**, he must be open-minded, unbiased, respect or support opinions, encouraging, and motivate students to participate.
2. **Peer characteristics**, good discussion skills, honestly sharing ideas, opinions, or comments; also, being open-minded, and open to new ideas and a mutual feeling of community.
3. **Personal characteristics**, students must be open-minded or at least try; honestly sharing ideas, opinions, comments, values, and enthusiastically participation in discussion; being supportive of and respectful toward their fellows; and being prepared for class.

4. **Physical environment characteristics**, good illumination, set the seats that allows to see everyone (e.g., sitting in a circle or square), also, the exact space for the group.

They gathered more interesting information, so the paper worth reading. These data and ideas can be used to understand how a safe space must be, and how they can help to shape a teaching philosophy.

Education is such a powerful tool able to change societies. A teacher should provide a high-quality education to his or her students. He should help them to develop their skills in a foreign language in a meaningful way, and at the same time loving their culture and identity, and a feeling of community with similitudes and differences that makes it culturally rich. Teach them how to behave and express themselves with people from different countries, be open-minded, respectful, and forget stereotypes. Moreover, be critical and think on their own development and how they could help society, if they had the chance. Moreover, the teacher must set a physical or digital and psychological space where everybody could help safe and do not feel intimidate or ashamed.

All teachers must have a teaching philosophy which is shaped by experience and learning. Chism (1998) points out that *philosophy of teaching statement is the description of how one's concepts about teaching and learning and goals for students are translated into action*. Moreover, Faryadi (2016) highlights that in constructivism learning, students learn actively rather than wait passively for the teacher to spoon-feed them with information. Teaching philosophy has allowed to the teacher to understand that students could also learn through mistakes and errors, it is part of the learning process. Teaching and the process of learning should be funny, attractive and meaningful (not just a set of rules) for the students. Each student is unique and has his or her own style of learning, each one of them deserves special attention. In order to keep providing high-quality education the teacher must update herself constantly, work more on improving his way of teaching in collaboration with his fellows and students. Finally, teaching is an art and students must be engaged in the learning process, and being a teacher is a humble and honorable job and duty.

Chapter 2: Methodology and practice.

In the begging it was used the official lesson plan template form the CEB, but it was changed with the one provided in this specialization. The latter has elements that was not presented in the official one, and it was easier to fulfill with the information for the sessions. Important to mention, first the lesson plan and activities were planned to be implemented in the classroom, although it was designed during the quarantine, there was tentative day to go back to the classrooms; however, that did not happen so the lesson plan was modified and adapted to the students' context and necessities.

Through music was taught the way to express likes and dislikes in present simple. The students had learned already the structure and got enough vocabulary to perform the activities. And these exercises were implemented in the following way:

1. A reading exercise about Bob's Marley life. The aim of this exercise was to create a sense of like and dislike, stereotypes, and introduce music. Bob Marley is a well-known reggae singer, however, not many people like his music. The students would read an article in past simple, they knew the tense, and answer a couple of question related with what they read. It was sent through a WhatsApp group, feedback was provided.
2. Listening to different music genres from different countries. They would listen seven different artist that mix musical genres and they were from different countries, from Mexico to India or Nepal, and from Classical music to pop and rock. After listening to the music, they would do two more exercises, match singer with music genres and writes ways to say likes and dislikes in present simple. It was highlighted they had to be open-minded when listening the songs. This exercise introduced the students to new music genres in order to make them to express their likes and dislikes. Feedback was provided.
3. Writing and speaking activity. First, they had to listen again the list of songs provided previously, after, they had to answer some questions. Questions were divided in two categories, the first one was related to their personal information and music taste; the second one was related to the songs they listened to. Finally, they had to record their voices answering the questions. Feedback was provided.

By choosing the songs and doing the exercises it required that the students expressed their ideas, likes and dislikes, and specially their stereotypes targeting the songs and culture. It was planned to ask them to reflect on their ideas, and how people judge them just because the way they dress or the music they listen. Moreover, to share an experience when they judged somebody just because somebody was different. Additionally, culture and intercultural elements would be shared with them. Raise awareness of being different and respect were the main objectives of the exercises, first, and second, express likes and dislikes. The last part was not implemented, the expected outcomes were not achieved, once again the school calendar was changed, and classes ended a week before of the establish date. However, this will be a follow-up exercise for next semester.

On the other hand, the way it was assessed and evaluated the students' skills and performance through the following tools.

- **Exercises**, all the exercises counted to monitor them if they were struggling or if they had questions. Grammar was checked, answers, and deadline to send back each exercise to the teacher.
- **Quiz**, the last exercise (listening, answering, and speaking) was used as a quiz, this one was designed to know the students' ideas about the songs based on their music tastes. Written feedback provided was based on highlight culture differences and how interculturality helps to have a better society. It was planned to have another session where they could express themselves without asking any question directly.
- **Tutoring**, a schedule was set to help the students, in the mornings and evenings. Some of them got a job in order to help their families.

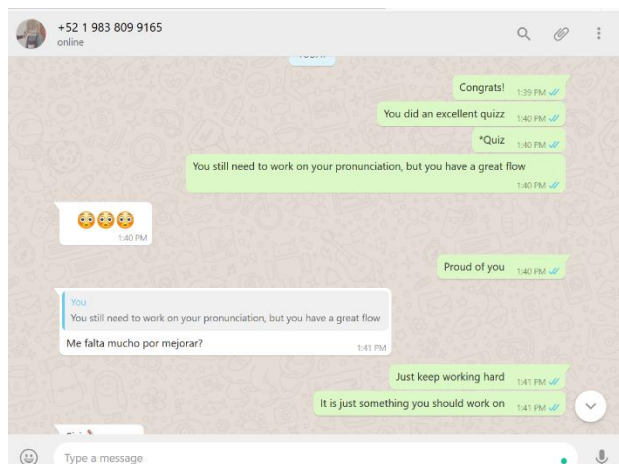


Figure 1. Providing feedback through WhatsApp

These three tools were used to assess and evaluate the students' performance. Outcomes from the exercises are not a hundred percent accurate, it has been found that some students were cheating. Related to the quiz, students must answer a couple of questions but recording their voice avoided them to cheat at all. About the tutoring sessions, they were asked directly by the teacher in order to monitor their performance and know if they were understanding the directions provided; also, to know if they were struggling with the exercises. Finally, many of them sent the exercises on time as well as the quiz, just a couple could not do it because they run out of data or had no internet; tutoring was a little complicated to evaluate, just a few of them asked the professor directly, some of them asked their partners, and some did not ask at all. Randomly the professor chose the students that were not participating actively and sent them messages and even they got calls; they claimed they did not have internet or they were working during the tutoring time, this could not be true since the professor set two tutoring schedules, in the mornings and evenings; it was found that these students were having a poor performance too in other subjects. Maybe they could not handle to work online, they needed to work in the classroom with the teachers monitoring them all time.

It is necessary to design and implement other means of assessing and evaluating students' performance online. It is the first time for the teacher and students working in this way, they were not prepared to do it plus having to think about the current situation and tutors losing their jobs, it may them to face difficulties using digital platforms and working online. Fortunately, both the students and professor got experience, next semester ways of evaluating and assessing students will be:

- **Portfolio.** The students will create a portfolio during the whole semester, and they will write their own analysis on their performance. This time a portfolio was not requested, because they felt overwhelmed with others' subject exercises. The director requested all teachers to be flexible with the students and just provide them the required exercises.
- **Google classroom.** In the begging this platform would be used by the teacher. However, students were not familiarized with the platforms and have no internet at all, even a computer. Some of them have just one computer at home, and their brothers or sisters use it too, so they must wait for their turn to use it. Taking online conferences, a teacher highlighted that online classes were making visible how

unequal our society is since not many students have access to the internet. Nevertheless, this platform will be used next semester with the students who have the required equipment, for the rest, they will be working through a WhatsApp group and e-mail.

- **Google forms.** The ones who have no internet access a Word document will be send to them. This resource allows to create quizzes or exams with time limit and easy to grade.
- **Kahoot.** The ones who have no internet access will be working through the WhastApp group. It will be requested to the students to download the Kahoot App and the teacher will be working with them during the tutoring time.

Chapter 3: experience report

Identifying students' competencies developed in online classes

Back in February 2019, the students did not want to learn new vocabulary, perform speaking or writing activities, listening was too difficult for them even when it was used material suitable to their level, according to the program. They just want to learn easy vocabulary, and no oral exam, they were frightened to speak. It was difficult in the beginning to try to change the way of teaching English, a couple of them mentioned how sad they felt for their old English teacher. Awareness was raised, and they adapt themselves of a new way of learning English.

The students from the 402 group were not prepared to learn online. They were starting to develop certain competencies when the quarantine started. They had to adapt themselves quickly to learn to use digital platforms and develop new competencies; some of them did not know how to send a picture from their phones through email. Moreover, the teacher had to develop material that they could understand easily, some videos were sent because the lack of internet to download them. I have found a big problem by teaching online, many of them cheated when having listening activities.

Finally, they started to use the tutoring time set by the teacher. Some of them were eager to learn and develop new skills, such as text editing programs, recording apps, communication resources, scanning apps and send emails attaching their exercises or photos through their phones.

They were aware how valuable is having a teacher in front of them to ask questions directly about the class and having a group to support each other. During the quarantine they learned to work by themselves just asking key questions when they really needed the teacher's support. They wanted to go back to the classrooms to see their friends and learn there. A school is a place which helps to develop many social skills as well as learning from different subjects.

Results and comparing outcomes

For three weeks the students were getting the exercises designed in this specialization. It took more time because the director requested to be flexible with them, some of them were complaining about having too many exercises. It was said that they felt overwhelmed and stressed out. Many of them were achieving the deadline set by the teacher, and their performance was positive. The exercises were sent through the WhatsApp group, so they could easily download them, and it was suggested to get a text editing app in order to use their phones like a computer. The quiz requested to send a recording voice, so they do it by using apps. All activities requested by the teacher were designed having in mind that not many of them own a computer or internet, so they could be easily edited using apps and a phone.

Some of them asked about the directions, it seemed it was not clear enough. All their doubts were clarified, and it seemed they understood after talking with the teacher. Moreover, the teacher used the WhatsApp group to ask for any doubts or problems the students could have, in this way it was not required to ask each one. This was a medium size group, but 177 students required the teacher support just at the CEB. However, it is known that a couple of them cheated on their exercises but recording their voices did not allow them to cheat. The quiz had a 30 percent of their final grades, so they were pushed to do it well.

First, all the exercises were planned to be performed in class, that is the reason that the instructions were explaining what to do but did not target direct questions related to culture or interculturality. In the classroom while the students were focusing on doing their exercises the teacher would be asking questions related to culture, music taste, what students like and dislike apart from music; the teacher would be sharing the experience of studying abroad, and meeting people from different cultures, the way to interact and avoid bias. Moreover, the students would be writing an analysis of listening to the songs the first time and after the teacher providing feedback and highlighting cultural and intercultural elements.

Outcomes were not as expected, because all exercises were performed by the students themselves at their homes and not at the classroom with the teacher in front of them. Also, some of them cheated on, and feedback could not be provided directly. These are some of the downsides of working online, the teacher cannot control students' behavior. Some possible solutions are to work in a better controlled environment, such as Google Classroom and setting deadlines for each exercise; design exercises that requires students' to think more deeply and not just choosing or write the right answer, these kind of exercises are easy of them but it is no possible to know if they do it themselves or they cheat. Moreover, the teacher could design a commitment letter and ask them to sign it, they could commit to do all activities themselves. Finally, the teacher could create small studying and supporting groups, so he could monitor them and answer questions or doubts easily.

Chapter 4: Conclusions

This is the first time studying online, it was a challenge since there was not a physical group with a teacher. However, it worked pretty well, and it was because the program was designed for students with little time to study but want to improve the way they teach. Moreover, having an online teacher who is available and easily to be in touch with, helped as well. Another big challenge, it was not expected, was the COVID-19. Being a student online is difficult but being a teacher at the same time was even more difficult. Fortunately, this specialization makes their students to develop digital skills while it provides new resources to work with the students.

The way the specialization is designed guides the student through the three modules easily. First, introducing topics related to the different methods of teaching a language, the main authors who created a comprehensive way to understand the learning and teaching process. Second, the elements that must be taken into consideration while teaching a language, from the teacher roles and the students'. Also, the way it highlights culture and interculturality to be considered each time the teacher stands in front of their students. Finally, bring all the elements together to design, develop, plan and implement a lesson plan with exercises that really help the students to develop and improve their skills, instead of just entertain them with filling-activities.

All steps guide the teacher to a goal, to improve their skills and be able to create material that helps his students to reach their potential. Also, this specialization helps the teacher to go a step forward, and implement digital platforms, now due to the quarantine these platforms are helping the students to keep learning from home or any other place with internet connection and using any digital device. Nevertheless, not many students can do that since it is required to have internet connection and phone or computer or tablet, being in the classrooms it is easier and cheaper, they just need to be on time and have a notebook and a pencil. So far, the teacher must adapt himself to the students' context and reality, and the students and tutors could help him too.

On the other hand, this specialization helped to create and write a teaching philosophy. A language is more complex, in English, students must develop four skills and another one is add "thinking", students are not robots. Also, depending on the context the language works differently. Moreover, a teacher should be focused in how students can use the language in real life, instead of what a language is, a context-based approach. Teaching must be enjoyable and meaningful, and students should be able to use it in their daily lives.

A teacher should help their students out to develop certain intercultural skills, such as intercultural competence and communication, these skills would help them to be prepared and do not let their judgment take control over their thoughts when they interact with people from a different culture. Difficult to develop but not impossible, fake information or certain TV or programs do not help, since some of them contribute to thinking about stereotypes, such as all Mexicans wear big sombreros, ride donkeys, and drink tequila, or the Asians are the culprit for the COVID-19. Having developed these skills help to see what is beneath the iceberg surface, and not just what is on the top.

Finally, this final paper presents a report on what was done for three weeks, as well as outcomes achieved, challenges faced, experience acquired, and ways to improve either performing on-line classes or being in a classroom. This information helps the teacher to improve his way of teaching, adapt himself to the “new normality”, develop news skills, while monitors and helps the students too. Lastly, it was such an honor to study online and get support to expand the teacher’s knowledge and skills. All teachers are in the same boat and must work together to help each generation to fulfill their potential.

Chapter 5: Appendixes and APA style references.

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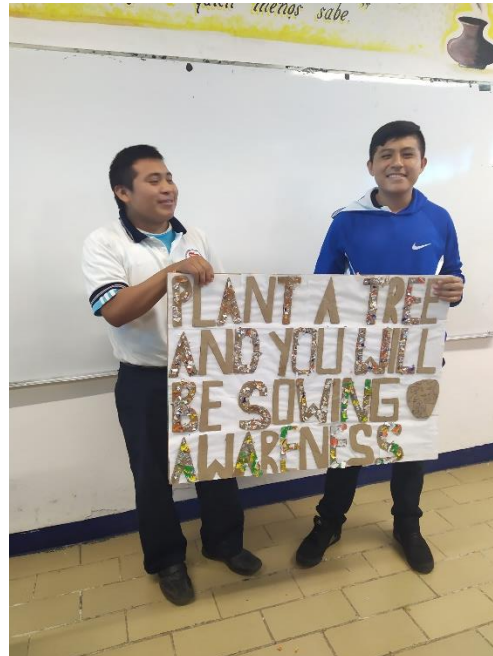
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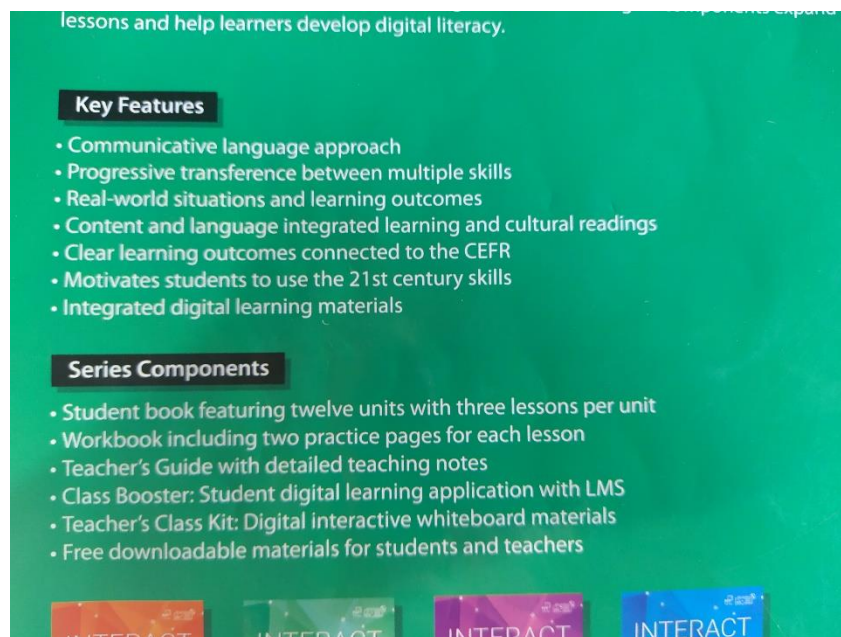
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Appendixes



Picture 1 and 2. Students from the CEB explaining their posters made with recycled materials on topics about environment awareness. Task based learning.



Picture 3. Book's back cover used to teach English at the Higher Technologic Institute of Felipe Carrillo Puerto, Q. Roo

Lesson Plan

Date and place: Felipe Carrillo Puerto, Q. Roo, 2020

1. Lesson plan identification cell	
Author	Edwin Iván Pool Moo
Education stage	Fourth semester, English IV, CEB 5-10
Lesson plan's title	Music Genres
Learning objective of the plan/competency	Students express their likes and dislikes on their own leisure activities or others, making use of the verbs in infinitive, gerund and communication skills, in an environment that favor influential environments, to express critically his ideas showing respect for others' opinion.
Communicative skill considered	Listening, reading, writing and speaking.
State of the following options	New topic
Functions	<ul style="list-style-type: none">- Express likes and dislikes on music genres-- Think about others' taste of music.
Main grammar structure	Present simple or past simple
Other grammar structures	like and dislike structures
Brief description of the plan	The music topic was chosen to introduce the structure of likes and dislikes since all students have different tastes of music. Seven songs will be shared, and rock, electronic, reggae and another genre were chosen. They will be doing exercises related to these songs. Four sessions and up to 6 hours will take to implement all the exercises.
Hours of the plan implementation	6 hrs.
Numbers of sessions	4
Content required for the lesson	Seven videos provided by the teacher.
Link of the content	
EEAILE tutor on-line	Edwin I. Pool Moo

2. Introduction to the lesson

Step of the lesson	Teacher activities	Students activities	Session number
Introduction	<p>Teacher welcomes the students and provides feedback of previous topics.</p> <p>Teacher explains the verbs used to talk about likes and dislikes. Moreover, explain the present simple and past simple tense again.</p>	Students take the class on-line or the teacher will send a video explaining the topic.	0
Development	<p>Teacher provides the exercises and the instructions. He makes sure the students know what they are going to do.</p> <p>Teacher sets the deadline for each exercise</p>	<p>Students express their thoughts.</p> <p>Students send their exercises through WhatsApp or email.</p>	Session 1-5
Conclusion	The writing exercise will be the quiz since sums up the goal of the exercises.	Students ask questions and send their exercises through WhatsApp or email.	Session 6

3. Communicative skills development

Listening and writing activity					
Step of the lesson	Teacher activities	Students activities	Materials	Session number	Evaluation
Videos introduction	<p>Teacher downloads the videos with academic purposes and share the material.</p> <p>Ask them to listen the videos, an</p>	<p>Students identify the music genres.</p> <p>Students become familiar with the videos.</p>	Students listen to the songs.	1	

	analysis will not be requested.				
Writing exercise	Teacher provides the exercise linked with the videos, instructions and answer students' questions related to this exercise or the videos.	Students do the exercise	Handout or PDF exercises	2	Writing exercise completed
Reading					
Step of the lesson	Teacher activities	Students activities	Materials	Session number	Evaluation
Reading exercise, Bob Marley's brief biography	Teacher provides the exercise, instructions and answer students' questions related to this exercise or previous ones.	Students do the exercise Students ask or write their questions using WhatsApp o email	Handout or PDF exercises	3-4	Reading exercise completed.
Speaking					
Step of the lesson	Teacher activities	Students activities	Materials	Session number	Evaluation
Answering questions in order to provide a thought or thoughts	Teacher provides the exercise, instructions and answer students' questions related to this exercise or previous ones. Session 6, teacher will request their exercises and ask	Students do the exercise and provide their thoughts orally or recording an audio. Students ask or write their questions using WhatsApp o email	Handout or PDF exercises	5-6	Reading exercise completed.

	<p>for their final thoughts of the videos.</p> <p>Finally, he provides feedback and highlights how important culture and diversity is.</p>				
--	--	--	--	--	--

4. **Intercultural component**, videos were chosen from different artists and genres in order to highlight and show diversity.
5. **Evaluation** being that this lesson is immersed in competence, based on a rubric, ...
6. **Conclusion** the conclusion will be divided in two categories: a writing exercise answering questions and based on their answers they provide a general thought.
7. **Follow-up**, after checking out the students' exercises, the teacher will provide feedback, and it will be used for the next semester since there is not more time due to COVID-19 and lack of student's digital resources.
8. **Follow-up two**, next semester the students will talk about the videos, the teacher will highlight culture and intercultural elements to raise awareness through a critical thinking exercise.

Reading activity

C.E.B. 5/10 Prof. Rafael Ramírez Castañeda

Inglés II

Past Simple Feedback

Name (s): _____ Class: _____ Date: _____

1. Reading comprehension

Robert "Bob" Nesta Marley is the greatest ever reggae singer. He spread reggae and his message of love and unity to a worldwide audience. His live performances were legendary for their passion and energy. Marley's album "Exodus" was voted by "Time" magazine as the best of the 20th Century. The BBC declared his song "One Love" as the song of the millennium.



Marley was born in 1945 in a small village in Jamaica to a writer father and black mother. The racist bullying he received as a child had an impact on his songwriting. He left school at the age of 14 to make music. He met members of his future band The Wailers at a jam session. It took several years before they became famous. The Wailers' first album "Catch a Fire" was released in 1973 and sold well. In 1975, Marley released his breakthrough song "No Woman, No Cry", still regarded as a classic today.

Marley left Jamaica for England in 1976 to record his "Exodus" and "Kaya" albums. He toured the world and performed to campaign against apartheid in South Africa to celebrate Zimbabwe's independence. He died of cancer in 1981, aged 36. He was given a state funeral in Jamaica according to the Rastafari tradition. He continues to be an important influence on today's music.

2. Answer the following questions:

1. Did you know about Bob Marley before? Explain.
2. Who was Bob Marley?
3. When was Bob Marley born?
4. Where was Bob Marley from?
5. What was his cause of death?

Name (s): Keydi Brijit Hernández Pool.

Class: 402 Date: 8/june/2020

1. Reading comprehension

Robert "Bob" Nesta Marley is the greatest ever reggae singer. He spread reggae and his message of love and unity to a worldwide audience. His live performances were legendary for their passion and energy. Marley's album "Exodus" was voted by "Time" magazine as the best of the 20th Century. The BBC declared his song "One Love" as the song of the millennium.



Marley was born in 1945 in a small village in Jamaica to a writer father and black mother. The racist bullying he received as a child had an impact on his songwriting. He left school at the age of 14 to make music. He met members of his future band The Wailers at a jam session. It took several years before they became famous. The Wailers' first album "Catch a Fire" was released in 1973 and sold well. In 1975, Marley released his breakthrough song "No Woman, No Cry", still regarded as a classic today.

Marley left Jamaica for England in 1976 to record his "Exodus" and "Kaya" albums. He toured the world and performed to campaign against apartheid in South Africa to celebrate Zimbabwe's independence. He died of cancer in 1981, aged 36. He was given a state funeral in Jamaica according to the Rastafari tradition. He continues to be an important influence on today's music.

2. Answer the following questions:







1. Did you know about Bob Marley before? Explain.
Yes, I was aware that he is a well-known singer, that his notes are reggae and he was super talented. He plays reggae songs and he is a super well-known singer.
2. Who was Bob Marley?
He was a singer of reggae classification reggae singer, he had great talent that began to take out his albums, after criticism for the type of race he followed his career, finally died from the disease of fatigue cancer.
3. When was Bob Marley born? |
In 1945 in Jamaica
4. Where was Bob Marley from?
He was born in his Jamaican town, but over time he went to England
5. What was his cause of death?
He died from the serious cancer disease, at 36 years very young by the way

Listening activity

C.E.B. 5/10 Prof. Rafael Ramirez Castañeda
Inglés II
Likes and dislikes


Name (s): _____ Class: _____ Date: _____

1. Before you start, check out the following videos.

 https://www.youtube.com/watch?v=vdfB-8eLEW8g Reggae	 https://www.youtube.com/watch?v=s9PQ7qPkuM Classical music
 https://www.youtube.com/watch?v=5nQz4MUVUcY A mix of Mexican band music and rock.	 https://www.youtube.com/watch?v=q0fryYWKXFDQ Australian pop
 https://www.youtube.com/watch?v=Sc7LQLYR8Q Rock tuxtla, a Mexican indigenous language spoken in Chiapas.	 https://www.youtube.com/watch?v=Wfz4dcaYs Panjabi music with Indian music and rap fusion.

Finally

C.E.B. 5/10 Prof. Rafael Ramirez Castañeda
Inglés II
Likes and dislikes




<https://www.youtube.com/watch?v=sk5mr8cN-E>
Electronic music, a Mexican DJ, with Sanskrit lyrics.

Do you like music?

1. Match the song with its musical genre, more than one answer is possible.

Artist - song	Music genre
1. André Rieu & Amira - O Mio Babbino Caro.	A. Electronic
2. Nunca Jamás - Demasiado Mexicano.	B. Classical music.
3. Tones and I - Dance Monkey	C. Rock
4. Vaytjel - Kux	D. Reggae
5. Panjabi MC - Jogi	E. Reggaeton
6. Mariana Bo - Mantra	F. Mexican Band music
7. Bob Marley - One Love	G. Pop
	H. Rap

2. Write whether you like or dislike, using the following phrases:

1. <u>I like</u> classical music (like).	
2. _____ hard rock music (hate).	
3. _____ dance music (prefer).	
4. _____ country music (play).	
5. _____ to play jazz (learn).	
6. _____ folk music (adore).	
7. _____ new age music (not listen).	
8. _____ opera (not like).	
9. _____ rock'n roll (like).	
10. _____ reggae (not understand).	
11. _____ rap (not like)	
12. _____ pop (love).	
13. _____ trap (sing).	
14. _____ electronic music (love).	

Note: Uriel took a photo of his exercise and he sent it by email, it was not able to provide feedback on his document. However, he got feedback through WhatsApp.

+52 1 983 106 0900
last seen today at 6:25 AM

Asi es 8:30 PM ✓
Fácil 8:30 PM ✓

2. Write whether you like or dislike, using the following phrases:

1. <u>I like</u> classical music (like).
2. <u>I hate</u> hard rock music (hate).
3. <u>I prefer</u> dance music (prefer).
4. <u>I play</u> country music (play).
5. <u>I learn</u> to play jazz (learn).
6. _____ folk music (adore).
7. _____ new age music (not listen).
8. _____ opera (not like).
9. _____ rock'n roll (like).
10. _____ reggae (not understand).
11. _____ rap (not like).


Asi prof 8:35 PM
Si 8:38 PM ✓

Type a message

C.E.B. 5/10 Prof. Rafael Ramirez Castañeda
Inglés II
Likes and dislikes

Finally

Alumno: Edwin Uriel Canal
González
2 - "B"




<https://www.youtube.com/watch?v=sk5mr8cN-E>
Electronic music, a Mexican DJ, with Sanskrit lyrics.

Do you like music? I did not like them, they are not of my genre.

1. Match the song with its musical genre, more than one answer is possible.

Artist - song	Music genre
B 1. André Rieu & Amira - O Mio Babbino Caro.	A. Electronic
F 2. Nunca Jamás - Demasiado Mexicano.	B. Classical music.
G 3. Tones and I - Dance Monkey	C. Rock
C 4. Vaytjel - Kux	D. Reggae
H 5. Panjabi MC - Jogi	E. Reggaeton
A 6. Mariana Bo - Mantra	F. Mexican Band music
D 7. Bob Marley - One Love	G. Pop
	H. Rap

2. Write whether you like or dislike, using the following phrases:







1. <u>I like</u> classical music (like).	
2. <u>I hate</u> hard rock music (hate).	
3. <u>I prefer</u> dance music (prefer).	
4. <u>I play</u> country music (play).	
5. <u>I learn</u> to play jazz (learn).	
6. <u>I adore</u> folk music (adore).	
7. <u>I do not listen</u> new age music (not listen).	
8. <u>I do not like</u> opera (not like).	
9. <u>I like</u> rock'n roll (like).	
10. <u>I do not understand</u> reggae (not understand).	
11. <u>I do not like</u> rap (not like).	
12. <u>I love</u> pop (love).	
13. <u>I sing</u> trap (sing).	
14. <u>I love</u> electronic music (love).	

Speaking activity

C.E.B. 5/10 Prof. Rafael Ramírez Castañeda
 Inglés II
 Likes and dislikes
 Quiz 30%

Name (s): _____ Class: _____ Date: _____

1. Before you start, check out the following videos again.

 <p>https://www.youtube.com/watch?v=vB-8eLEW8g Reggae</p>	 <p>https://www.youtube.com/watch?v=s9PQ7oPkhuM Classical music</p>
 <p>https://www.youtube.com/watch?v=5nQz4MVUeY A mix of Mexican band music and rock.</p>	 <p>https://www.youtube.com/watch?v=q0byYWKXF0Q Australian pop</p>
 <p>https://www.youtube.com/watch?v=Sc7LQLYR0Q Rock tsotsil, a Mexican indigenous language spoken in Chiapas.</p>	 <p>https://www.youtube.com/watch?v=Wfap4dcuYc Punjabi music with Indian music and rap fusion</p>

C.E.B. 5/10 Prof. Rafael Ramírez Castañeda
 Inglés II
 Likes and dislikes
 Quiz 30%

Finally



<https://www.youtube.com/watch?v=sk5mr8N-E>
 Electronic music, a Mexican DJ, with Sanskrit lyrics.

1. Answer the following questions first. Later, record your voice answering the questions.

First part

1. Do you like music?
2. What kind of music do you like?
3. What kind of music you dislike?
4. Who is your favorite singer or musician?

Second part

1. What do you think about the videos the teacher shared?
 - o Did you like the way the artist mixes different genres?
2. Which one you liked the most? Why?
3. Which one you disliked the most? Why?

The screenshot shows a Gmail inbox on a mobile device. The email is from 'Jesus mis chimal (via Google Drive)' and is addressed to 'para mí'. The subject is 'Quiz-Jesus Chimal-2B.wav'. The email content shows a notification from 'jmischimal@gmail.com' that they have shared a file named 'Quiz-Jesus Chimal-2B.wav'. There is a blue 'Abrir' button and a yellow bar indicating that the sender is not part of the recipient's organization. At the bottom, there is a Google Drive logo and a small audio player for the attached file.

Critical thinking exercise

The teacher will ask the students, either in the classroom or the WhatsApp group, if they have ever faced a problem because they listen to the music they like, or if they have ever judged because of the clothes they wear, if they have ever judged people for the same reason.

The teacher will highlight no matter how they felt to be judged, they would not do the same.

The teacher will explain culture and intercultural elements, what stereotypes are, how to deal and stay calm in difficult situations.

The teacher will ask them to analyze a situation where they felt threatened or judged, and what could happen if they were acted negatively or positively. They will predict possible outcomes.

Finally, the teacher will ask them to share their thoughts, and they will write a final analysis of how they want to be treated and how they should treat people that do not think, dress, follow or like different stuff.

Rubrics

Writing exercises rubric

Name:		Class:		Date:	
E: excellent, 4 points – G: good, 3 points – F: fair, 2 points – N.I.: Needs improvement, 1 point					
Content	Organization	Vocabulary	Language use	Mechanics	
<ul style="list-style-type: none"> • Substantive development of a thesis or main idea. • Adequacy and relevance of supporting detail. • Demonstration of knowledge of subject. 	<ul style="list-style-type: none"> • Fluent expression of ideas; not choppy or abrupt. • Logical sequencing • Cohesiveness. • Main points and supporting detail clearly and succinctly stated. • Ideas not confused or disconnected. 	<ul style="list-style-type: none"> • Sophisticated range with effective choice of words and idioms. • Meaning not obscured by incorrect words. • Word choice not limited by lack of vocabulary. • Appropriate word register, which is a level of formality appropriate to the topic and the audience. 	<ul style="list-style-type: none"> • Use of complex constructions. • Few errors of agreement, tense, number, word order, and function. • Correct use of articles, pronouns, and prepositions. • Meaning not obscured by grammatical errors. 	<ul style="list-style-type: none"> • Mastery of conventions of spelling, punctuation, and capitalization. • Obscured meaning by lack of appropriate punctuation and/or spelling. • Paragraphing demonstrates coherence of ideas. • Handwriting or font is legible. 	
Grade:	Grade:	Grade:	Grade:	Grade:	
Comments:					

Reading checklist

Name: _____ **Class:** _____ **Date:** _____

E - G - F - N.I.							
1	On time	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>	N/A	<input type="checkbox"/>
2	All written questions answered	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>	N/A	<input type="checkbox"/>
3	All teacher's questions answered in class	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>	N/A	<input type="checkbox"/>
4	He/she got the reading main idea	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>	N/A	<input type="checkbox"/>
5	He/she identifies the words in the text	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>	N/A	<input type="checkbox"/>
Score:							
Comments:							

Final Project



Purpose

Reflect your new acquired knowledge within your teaching practice by designing and implementing a pedagogical intervention project. which is a requirement for obtaining the Diploma as a specialist in teaching and learning English as a foreign language.

The final Project must be a compilation of all the areas of knowledge in which the specialization is conformed.

- Content curricula and underlying theories
- Didactic and methodological competences
- Different types of communication competences in English
- Attitudes and values

FINAL PROJEC ASSESSMENT	
FINAL PROJECT	Teaching and Learning in Multicultural Contexts
STUDENT'S NAME	Edwin Iván Pool Moo
FINAL PROJECT ASSESSOR	Alma Daniela Otero Sosa
Introduction	Well explained , on topic
1. Identity and teaching philosophy	Identity and teaching addressed Teaching philosophy needs improvement

1.2 Theoretical foundations	addressed Explained
1.3 Theoretical basis about language, language learning and language teaching of your model	On topic In accordance to teaching context According to circumstances
2. Lesson plan	Well-designed interactive activities Well use of technological components Well organised Addresses all the skills properly Culture permeates all the lesson plan Intercultural competences shown in the
2.1 Applications	Well carried out in accordance to the purpose of the lesson Well use of text book} Very nice use of online applications
2.2 Procedures	Carried online successfully Well command of online activities
2.3 Evidences (images, graphics, photos, etc)	Clear an in accordance to the lesson plan
A video that shows the application of your lesson plan	Clear evidence of carrying out the whole lesson plan on line Students seem to be committed and engaged
3. Design of Assessment tools	Nice Rubrics designed for the productive activities Good assessing tools Receptive skill need better assessment tools
3.1 Testing tools for activities	Good assessing tools
3.2 Rationale behind the Assessing and/or Testing tool	On topic, well explained according to the purpose of the activities. Useful to assess students productive skills

3.3 Evidences of having worked the assessment and/or testing tools (images, photos, diagrams, graphics, etc)	Well Presented
4.1 Report and analysis	analysis based on her teaching practice Nice experience reported Main purposes achieved
5. Conclusions	presented
6. Appendices	presented
Instruments of learning assessment (rubrics, tests and others)	presented
Evidences of materials and resources for learning (readings, audios, audiovisuals, interactive materials, etc.) and the video	presented
7. References APA style	Well use of APA style
Formal Cover page in Spanish for Posgrado Committee	Missing some requirements
Second cover in English. Showing your identity in accordance to the title of your Project	Missing
Format and writing style	As required