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PROPUESTA DE INTERVENCIÓN EDUCATIVA

**CONCIENCIA CULTURAL E INCLUSIÓN
INTEGRADAS EN LAS PRÁCTICAS DE
ENSEÑANZA DEL INGLÉS**

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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México, DF. a 22 de junio de 2020



UNIVERSIDAD PEDAGÓGICA NACIONAL

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

Cultural Awareness and Inclusion Embedded In English Teaching Practices



PRESENTED BY: ANA PAULINA SUÁREZ CERVANTES

TUTOR: ALMA DANIELA OTERO SOSA

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Introduction

“True wisdom comes to each of us when we realize how little we understand about life, ourselves, and the world around us”.

Socrates

Teaching and learning a second language is a complex process which entails putting into practice many skills both as teachers and especially as students, this is the reason why it is so important to have teachers that are well trained, with formal education like the one provided by the EEAIL program, and most importantly, to be able to use all of these information to better educate our students.

The Specialization provided by Universidad Pedagógica Nacional, is one of the very few tools provided in Mexico to train teachers from the whole country, providing not only information about how to become better teachers, but also to help the members of each group realize all of the different settings, institutions and professionals that form the classes.

Throughout this year-long instruction program, we have been able to review firstly the most important theories, methodologies, approaches, and techniques involved in second language teaching and learning, thus allowing teachers to have a better understanding on how to reach our students by having a fuller set of information at hand that in turn will help us choose the ones that will adapt better to what we want to teach.

To be able to develop a teaching philosophy, is an important task that every teacher should do, regardless of the years of experience he or she may have, the teaching philosophy helps us develop an ethics and realize what are the values and technical information a teacher has and to follow it, renew it and develop it frequently so that we can become better teachers.

Another important aspect learned through this specialization was to learn how to better plan and apply that lesson plan to a class, it made us reflect upon all of the aspects that are involved into teaching a single class, it is my belief that the base of any good class is planning, for this is what can help the teacher anticipate to any possible problems and structure a lesson, keeping the pace and the right amount of information and practice in every class.

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Analyzing the lessons, one has taught, is also an important factor to be able to improve each lesson plan so that the next time we have to teach the same topic, we can take into consideration this information, reshape, and rethink the activities.

Last, but not least, this program has also brought to mind the importance of peer observation and discussion in the form of metacognition, which in turn helps us improve the community of teaching, make it stronger and put it into the benefit of our students.

Through this paper the author will make an attempt to synthesize all of the knowledge I have acquired in the EEALILE program.

I. Philosophy and theory

1.01 Teaching philosophy:

I believe that a good teacher, first, has a powerful faith in the future. I know I may never see the fruits of my labors as teacher, although I have been fortunate to see some. I love to be able to hire some of the now teachers I have taught through the years, it is amazing to see how they care about me, it makes me realize how as a teacher one touches the life's of others, and I understand that my calling is to plant and nurture seeds that will grow and shape tomorrow.

The good teacher knows and understands students, how they develop and learn. I know that students actively construct and transform their own knowledge based on past experiences and prior learning. I know that students do not all learn in the same way or at the same rate. I believe it is my responsibility as a teacher to be an effective diagnostician of students' interests, abilities, and prior knowledge, truly see the students that are in front of you every hour of the day. I must then plan learning experiences that will both challenge and allow every student to think and grow.

I believe a good teacher must also understand motivation and the effects of peer interactions on learning. I want all my students to achieve at high levels, so I avoid sorting them and setting them up to compete with each other. I know most learning happens through social interaction; therefore, I understand that cultural awareness is important, that a good teacher should help students become citizens of the world, and to do so, I structure learning so that students work together to productively collaborate and cooperate with each other the vast majority of class time, in an environment of mutual respect.

The good teacher must know her subject, in this case the English language, and how to help students learn it. I know the good teacher must have a deep appreciation of how knowledge is created in the discipline, how it is organized and how it is linked to other disciplines. I use my knowledge of English as a path to expose my students to different cultures, as well as to modes of critical thinking, encourage them to analyze, apply, synthesize, and evaluate all they see, read, and hear. I love the subject I teach, and try, every day to make it come alive for my students.

A good teacher cannot begin or continue to inspire learning without being a learner. We, as teachers must constantly learn what is new in the discipline. In fact, a good teacher often helps to create new knowledge. To live this belief, I must continuously examine my teaching methods and find new ones. To remain connected to my students, their lives and the schools in which they will practice their professions, I must be a student of society and the constantly changing worlds in which students live. I eagerly and willingly learn from my students as they learn with me.

I believe a teacher is the most powerful of role model. I am ever aware of the awesome obligation I have to “walk my talk” with my students and teachers, hence I take the same training courses as they do. If I ask them to live their values and beliefs, I must do the same. I expect the best – of myself and others – and, therefore, I usually get the best. I try to treat all people with dignity and respect, and I expect my students to do so also.

Despite writing a teaching philosophy, I really prefer to think about learning and helping others learn as opposed to teaching. I believe many of us have come to accept a working definition that teaching means giving information, which I believe is only the beginning of teaching and certainly only a small part of learning. When one gives information, it is so easy to equate learning with the memorization of that information. Memorization is not always learning because learning requires thinking, creating, and most importantly living. I am beginning to understand that the teacher’s greatest gift to the learner is helping the learner be motivated to think, and then to want to learn more.

I believe in the power of questions and questioning strategies to cause thinking. I constantly try to ask questions for which there are no “right” answers. I constantly work to become a better “questioner” for the effective use of questions is the most powerful strategy a teacher has to help students learn.

Finally, I believe a teacher lives to serve. A teacher is dedicated to learning, to his or her discipline, to his or her students, and to making the future the best possible place for all of us to live. These are the challenges I accepted when I chose to be a teacher, and I remain committed to them.

1.02 Theories:

According to the socio-linguistic theory, the act of communication is seen not as basically an exchange of linguistic messages, but rather as a social phenomenon in which the use of language plays a part. In the field of the ethnography of communication, which Stern (1983:220) defines as “the study of the individual’s communicative activity in its social setting.” language is a sub-ordinate, yet integrated part of social and situational systems, which are actually behavior patterns.

Halliday argues the existence of a semantic network which is the linguistic realization of patterns of behavior. He postulates that “the more we are able to relate the options in grammatical system to meaning potential in social contexts and behavioral settings, the more insight we shall gain into the nature of the language system” (1978:44). In his functional account of language use, Halliday has criticized Chomsky’s linguistic, theory of competence. He says “Linguistics ... is concerned ... with the description of speech acts or texts, since only through the study of language in use are all the functions of language, and therefore all components of meaning, brought into focus” (1970:145). This view complements Hymes’s opinion of communicative competence, and we can only understand language if we view it as an instrument or as a communicative tool. To which Widdowson (1979:50) adds that “once we accept the need to teach language as communication, we can obviously no longer think of language in terms only of sentences.” This statement provides the justification for the emphasis on discourse in CLT. (Cited at Essays, UK, 2018)

Another important topic to be considered is lesson planning; as stated by Jeremy Harmer (1988) a lesson plan gives the lesson a framework, and that although it is true that teachers, may have to divert from it from time to time, it is the evidence that a teacher has thought ahead, not only about the lesson, but also about the students and the overall context.

Harmer (1988), also states that “For students, evidence of a plan shows them that the teacher has devoted time to thinking about the class. It strongly suggests a level of professionalism and a commitment to the kind of preparation they might reasonably expect. Lack of a plan may suggest the opposite of these teacher attributes.” (Harmer:121), thus, it is believed that a good teacher must always take the time and put effort into thoroughly planning each class.

It is a well-known fact that there are different language teaching methodologies, which any language teacher must study and practice, in order to explain the most influential ones, through history table 1, of own creation was made to correlate and state its different principles:

1.02.01 Approaches and methods

APPROACH/METHOD	DATE	AUTHORS	PRINCIPLES
Grammar Translation Method	1840s to 1940s	Seidenstücker, Plötz, Ollendorf, and Meidinger	Mental discipline and intellectual development resulting from foreign language study, through reading literature, the first thing is to approach the language through the analysis of its grammar rules, applying them on the translation of sentences and text in the target language. Reading and writing are the main focuses, little to no attention paid to speaking and listening. Accuracy is emphasized.
The Direct Method	1860s	Gouin, Sauveur	Also referred to as the Natural Method, uses intensive oral interaction in the target language. Using only the target language in class, oral communication skills were graded in a progression based on question and answer exchanges, grammas is taught inductively, vocabulary is taught through demonstration, objects

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			and pictures, abstract vocabulary by association of ideas. Correct pronunciation and grammar are emphasized.
Audiolingual Method	1950s	Fries	It states that language learning is like other forms of learning, therefore it can be formally organized. It stresses the mechanistic aspects of language learning. It is primarily an oral approach to language. Little provision for grammatical explanations. The target language is used as means of instruction. Based on teacher's modeling, repetition, correction, adaptation, drilling , these activities may be followed by reading and writing practice.
Situational Language Teaching	1950s to 1960s	Pittman	It includes the Structural-Situational and Oral approaches. It states that language teaching begins with the spoken language, thus materials were presented orally first and then in its written form, the target language is used in the classroom. New language points are introduced in a situational manner. Grammatical items are graded teaching simple forms first and complex ones' latter. Reading and writing are

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			introduced once a sufficient lexical and grammatical basis is established.
Total Physical Response	1970s and 1980s	Asher	Built around coordination of speech and action, through physical activity. Based on commands to which students react physically, involves game-like movements that reduce stress and create a positive mood, which facilitates learning. By setting a foundation in listening comprehension, speech evolves naturally and effortlessly.
The Silent Way	1960s	Gattegno	It is based on the idea that teacher's should be as silent as possible during class, but students should be encouraged to produce as much language as possible.
Community Language Learning	1970s	Curran	Language is first presented in the native language and then presented a second time on the target language. Teacher acts as a counselor and the student as a client.
Suggestopedia	1980s	Lozanov	It is aimed to deliver advanced conversational proficiency quickly. Learning activities include imitation, question and answer, and role-play. It must be

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			taught in groups, and it is set in a comfortable environment.
Communicative Language Teaching	1960s to 2000s	Halliday	It starts from the Theory of Language as Communication, and Hymes's view of communicative competence. It refers to a diverse set of principles that reflect a communicative view of language and language learning. These are based on seven basic functions that language performs: 1) the instrumental function; 2) the regulatory function; 3) the interactional function 4) the personal function; 5) the heuristic function; 6) the imaginative function; and 7) the representational function. It is an approach that has been evolving through many years, being enriched by many authors in different situations. It is the most commonly used approach in the world.
The Natural Approach	1970s	Krashen	There is a focus on comprehension and meaningful communication as well as the provision of comprehensible input providing the necessary conditions for successful language acquisition. This has

			led to a new rationale for the integration and adaptation of techniques drawn from a wide variety of existing sources (Richards, Rodgers, 190)
Content-Based Instruction	1980s	Brinton, Snow and Wesche	Teaching is organized around the content or information that the students acquire, rather than around a linguistic, or other types of syllabus.
Task-Based Language Teaching	1990s	Prabhu, Willis	It refers to an approach based on the use of tasks as the core unit of planning and instruction in language teaching. It is based upon activities that involve real communication in which language is used for carrying meaningful tasks that promote learning, language that is meaningful to the learner supports the learning process.

Table 1: own creation

Throughout history, there have been several different approaches to foreign language learning and teaching, but as it has been seen, some of the most commonly used approaches, are the following:

1.02.02 Communicative approach

Richards and Rodgers state that in contrast to the amount that has been written in Communicative Language Teaching literature about communicative dimensions of language, little has been written about learning theory. Neither Brumfit and Johnson (1979) nor Littlewood (1981), for example, offers any discussion of learning theory. Elements of an underlying learning theory can be discerned in some CLT practices, however. One such element might be described as the communication principle: Activities that involve real communication promote learning. A second element is the task principle: Activities in which language is used for carrying out meaningful tasks promote learning (Johnson 1982). A third element is the meaningfulness principle: Language that is meaningful to the learner supports the learning process. Learning activities are consequently selected according to how well they engage the learner in meaningful and authentic language use (rather than merely mechanical practice of language patterns). These principles, we suggest, can be inferred from CLT practices (e.g., Littlewood 1981; Johnson 1982). They address the conditions needed to promote second language learning, rather than the processes of language acquisition. (Richards, Rodgers: 161)

Littlewood (1981) distinguishes between “functional communication activities” and “social interaction activities” as major activity types in Communicative Language Teaching. Functional communication activities include such tasks as learners comparing sets of pictures and noting similarities and differences; working out a likely sequence of events in a set of pictures; discovering missing features in a map or picture; one learner communicating behind a screen to another learner and giving instructions on how to draw a picture or shape, or how to complete a map; following directions; and solving problems from shared clues. Social interaction activities include conversation and discussion sessions, dialogues and role plays, simulations, skits, improvisations, and debates. (Richards, Rodgers: 166)

All of the elements described above can be exemplified in activities that we do frequently, such as pair work to communicate, setting contexts that will introduce the students to a specific situation which objective is to introduce them and have them practice a given function of speech, all of the problem-solving activities that are set on textbooks area other examples. Now if we were to look at a greater dimension we also take into account the vocabulary practices, like singing Christmas Carols, or having activities that promote debate

like the Model of United Nations, or what we call The International Fair, where students have a stand which represents a given country and need to socialize it to their peers and teachers alike.

1.02.03 Tasked-based language learning

Task-based language teaching is an approach to teaching a foreign language which developed from communicative language teaching approaches (Ellis, 2003). This approach is considered to be a humanistic one as it focuses on the learners' needs (Ellis, 2003). The emphasis is placed on interacting in the target language because this is seen as the precondition for learning to communicate in a second language (Nunan, 2004). Additionally, the target language use should be a natural or naturalistic one. Therefore, authentic texts are used in order to ensure that the language used inside the classroom is connected with the language used outside the classroom (Nunan, 2004). Another important aspect is the learners' personal experiences which should be strongly linked to classroom learning (Nunan, 2005).

Nunan has summarized seven principles which have to be followed in the frame of task-based language teaching: "Scaffolding", "Task dependency", "Recycling", "Active learning", "Integration", "Reproduction to creation" and "Reflection" (Nunan, 2005).

- a) The first principle, scaffolding, claims that the chosen lessons and materials have to ensure that learning can take place. Thus, the learners have to be provided the language they need in order to complete the task.
- b) Second, task dependency states that each task has to be connected with the one before as this sequence has to tell a "pedagogical story" (Nunan, 2005).
- c) The third principle corresponds to the students' recycling of language by which language learning is optimally facilitated. By means of such a recycling, the learners can experience how the target language items function in closely related contexts and in completely different ones.

d) The fourth principle, active learning, focuses on the premise “learning by doing”. As language learning is best guaranteed if the target language is actively used, the teacher should play a more passive role as far as possible

e) Fifth, task-based language teaching has to ensure that linguistic form, communicative function and semantic meaning are integrated into the learning process. Thereby, the learners are able to recognize the relationship between function and form and meaning.

f) The sixth principle, reproduction to creation, demands that creative language use develops from reproduction of language models. That means, the students first reproduce the language provided by the teacher, a tape or a text and as a next step, they are capable of using similar language items more creatively.

g) The last principle, mentions the reflective element, namely that “learners should be given opportunities to reflect on what they have learned and how well they are doing.”

1.02.04 Kolb’s experiential learning cycle

Experiential education describes a didactic model which is based on the assumption that only a direct and practical examination of the learning content allows for an effective and meaningful learning. In this concept the learner takes the center stage. David Kolb’s ‘Experiential Learning Cycle’ is a concept within this approach which describes the ideal relation between experience and future action. According to this model learning is a circular process with the subsequent elements: concrete experience, reflective observation, abstract conceptualization and active experimentation, a graphic representation is shown on image 1. David Kolb published his learning styles model in 1984 from which he developed his learning style inventory.

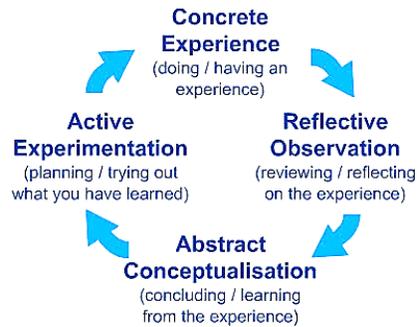


Image 1: Four-step Kolb's model. Source: McLeod (2017)

1. Concrete Experience - a new experience or situation is encountered, or a reinterpretation of existing experience.

2. Reflective Observation of the New Experience - of particular importance are any inconsistencies between experience and understanding.

3. Abstract Conceptualization reflection gives rise to a new idea, or a modification of an existing abstract concept (the person has learned from their experience).

4. Active Experimentation - the learner applies their idea(s) to the world around them to see what happens.

1.02.05 Multicultural education

According to The National Association for Multicultural Education (2020), multicultural education is a philosophical concept built on the ideals of freedom, justice, equality, equity, and human dignity as acknowledged in various documents, such as the U.S. Declaration of Independence, constitutions of South Africa and the United States, and the Universal Declaration of Human Rights adopted by the United Nations. It affirms our need to prepare students for their responsibilities in an interdependent world. It recognizes the role schools can play in developing the attitudes and values necessary for a democratic society. It values cultural differences and affirms the pluralism that students, their communities, and teachers reflect. It challenges all forms of discrimination in schools and society through the promotion

of democratic principles of social justice.

The same association continues explaining that multicultural education is a process that permeates all aspects of school practices, policies and organization as a means to ensure the highest levels of academic achievement for all students. It helps students develop a positive self-concept by providing knowledge about the histories, cultures, and contributions of diverse groups. It prepares all students to work actively toward structural equality in organizations and institutions by providing the knowledge, dispositions, and skills for the redistribution of power and income among diverse groups. Thus, school curriculum must directly address issues of racism, sexism, classism, linguicism, ableism, ageism, heterosexism, religious intolerance, and xenophobia.

They also state that multicultural education advocates the belief that students and their life histories and experiences should be placed at the center of the teaching and learning process and that pedagogy should occur in a context that is familiar to students and that addresses multiple ways of thinking. In addition, teachers and students must critically analyze oppression and power relations in their communities, society and the world.

They consider that recognizing that equality and equity are not the same thing, multicultural education attempts to offer all students an equitable educational opportunity, while at the same time, encouraging students to critique society in the interest of social justice.

1.02.06 Multicultural education and inclusion

Lopez (1989) explains that multicultural education is founded on the principle that a curriculum focusing on the students' cultural heritage both facilitates the process of valuing one's own culture and increases cross-cultural understanding and tolerance. It is also stated that, through multicultural education, individuals can be informed of the cultural diversity that exists in their country and of the relationship this diversity has to the rest of their country and to the world.

It is also stated that multicultural education centers on the belief that the inclusion of students' genders, home languages, and cultures into the school curriculum can foster positive

self-concepts, furthermore, it provides a verification for the students of the importance of their sex, home language, and culture, and thus assists in confirming personal identity.

As stated in Lopez (1989), "Where sex equity is concerned, proponents of multicultural education embrace the belief that gender, like ethnicity, race, language, or religion. Teaching materials and methods must be sex-fair and non-stereotypical with regard to women's roles and contributions to society, and equal time must be given to discussions of women's accomplishments and their impact on various cultures throughout history. This positive treatment of women and girls, advocates maintain, will enhance the female student's self-image and esteem, while at the same time facilitating the process of cross-gender understanding and meaningful, humanistic, nonsexist interaction between boys and girls."

It is also believed that, this educational philosophy holds that multicultural education ought to be for all people and therefore ought to permeate the entire curriculum (Garcia in Lopez 1982). In support of this notion, Saunders (in Lopez, 1989) stated that multicultural education should take place across the curriculum. In the same way all teachers must see themselves as having a positive role in relation to multicultural education. Not only should teachers' attitudes be non-discriminatory, all syllabuses should respond to the diversity of societies. (Garcia in Lopez 1982, p. 88)

It is also stated that, the specific goals of multicultural education are (1) to provide equal educational opportunity for linguistic and ethnic minorities and for women; (2) to help boys and girls develop a positive self-concept; (3) to encourage valuing one's own culture and gender, as well as to facilitate cross-gender/cultural understanding and tolerance; (4) to preserve culture and to extend cultural pluralism, and (5) to assist in the development of individuals equipped to participate in a multicultural world.

1.02.07 Content based instruction

In an article, written by Cenoz (2015), entitled: Content-based instruction and content and language integrated learning: the same or different?, he cites the definition given by Brinton, Snow, and Wesche (1989, p. vii) saying that they "...define CBI as, 'the concurrent study of language and subject matter, with the form and sequence of language presentation dictated by content material'. Even though there are older examples of CBI, its origins are usually associated with Canadian immersion programs, which is the best-known example of CBI. CBI includes different types of immersion but also other programs. Stoller (2008, p. 59) considers that CBI is 'an umbrella term' for approaches that combine language and content-learning aims even if there are differences in the emphasis placed on language and content. As Genesee and Lindholm-Leary (2013) point out, there are alternative forms of CBI depending on the educational level, the organization of the curriculum and the relative emphasis on language or content. CBI can take place at all educational levels: preschool, primary, secondary or higher education levels. Regarding its role in the curriculum, it can refer to total immersion (approximately 90% of the school time in the second language) or it can just refer to content-based themes in language classes. Met (1998) provided 'a continuum of content and language integration' that ranges from the most content-driven end, which is total immersion followed by partial immersion to the most language-driven end, which are language classes with frequent use of content and theme-based courses. In all cases, the aims of the program combine the learning of curricular content and language learning..."

1.02.08 Content and language integrated learning

Cenoz (2015), also cites the definition provided by Coyle, Hood, and Marsh (2010, p. 1): '... a dual-focused educational approach in which an additional language is used for the learning and teaching of both content and language'. The term CLIL was launched in Europe in the 1990s and is often associated with teaching through the medium of English (Dalton-Puffer, Nikula, & Smit, 2010). However, the definition of CLIL refers to 'an additional' language and not only to English and this could be any language other than the first language, including foreign, second or minority languages (see Eurydice, 2006; Marsh, 2002).

He also states that CLIL can take place at different educational levels in preschool, primary school, secondary school and higher education. Regarding its role in the curriculum, it can refer to teaching one or more subjects through the medium of the L2 and it can also refer to just content-based themes in language programs.

II. Methodology and practice

2.01 Lesson plan



DE LA SALLE BAJÍO UNIVERSITY

HIGH SCHOOL
DIDACTIC SEQUENCE (ON LINE)

English Level: B1-B2		Semester: JJ 2020	Number of students: 10
Teacher: Ana Paulina Suárez Cervantes	Group: High School Teachers & Coordinators	Implementation period: 3 rd Partial	Total of programmed hours for activities: 4

General Objective of the lesson(s): By the end of the four sessions, students will be able to integrate the concept of culture, cultural awareness, and inclusion into their set of values, by getting to know different opinions and each other's cultural background, thus viewing themselves differently.

Session:	Academic content:	Activity:	Resources:	Evidence/Evaluation:
1	<p>Main Skill: READING</p> <p>Cross Curricular Activity: Social Sciences</p> <p>Grammar structure: Mixed structures (Mainly present simple active and passive sentences)</p> <p>Sub-Skills: Speaking, writing</p>	<p>Stage 1 (introduction to the class): The teacher will introduce the general topic of the lesson and ask about the different definitions of culture that the group has.</p> <p>Stage 2 (Pre-reading): Working with the student's beliefs, the teacher will ask the students to scan through the text and see if the definitions included in it were shared by the group.</p> <p>Stage 3 (Reading): Students will be asked to read the text in detail and find unknown vocabulary, which will be discussed among the group, teacher will give definitions if necessary.</p> <p>Stage 4 (Post-reading): Students will answer the comprehension questions, share their answers with the class, and send the hand-out to the teacher to be graded.</p>	<p>Reading hand-out:</p> <p>Reading: K12Reader, "What is culture?" (2012). Retrieved from: https://www.k12reader.com/worksheet/what-is-culture/view/</p>	<p>Comprehension questions:</p> <ol style="list-style-type: none"> 1) Tell about a tradition your family shares. 2) Have you ever had a friend whose family had different beliefs than your own? If so, what was your reaction to the difference? 3) What would your art transmits someone about your culture?

				<p>4) Do you speak more than one language? What is the value of learning an additional language?</p> <p>5) How can we help prevent wars between cultures?</p>
<p>Session: 2</p>	<p>Academic content:</p> <p>Main Skill: SPEAKNG</p> <p>Cross Curricular Activity: Social Sciences</p> <p>Function: Sharing opinions, show understanding and acceptance of others, taking notes.</p> <p>Sub-Skills: Listening</p>	<p>Activity:</p> <p>Stage 1 (Listening): Students will watch three videos about feminism, sex inequality regarding pay, and accepting others (the first one is the presentation of the initiative he-for-she, Emma Watson on the UN, the second one a German experiment with unequal pay with children, and the third one a short Ted Talk about inclusion and religion). Student's will be asked to take notes on their impressions of the contents on the videos to be discussed as a whole class.</p> <p>Stage 2 (Speaking): The teacher will present her cultural background so that the students will have a better understanding of her actions and beliefs, done through a genogram. Students will be encouraged to ask questions about</p>	<p>Resources:</p> <p>Videos:</p> <p>Learn English Emma Watson "Gender equality is your issue too!" (with BIG subtitles), (2019), Retrieved from: https://www.youtube.com/watch?v=I9FPp3YzjB4</p> <p>Finansförbundet on Equal pay What do these kids understand that your boss doesn't</p>	<p>Evidence/Evaluation:</p> <p>Students Oral discussion about video's topics, (recorded).</p>

		<p>teacher's genogram and her cultural background.</p> <p>Stage 3 (Speaking): Students will be asked to make a short video (2-3 minutes long) about their cultural background to be evaluated.</p> <p>Stage 4 (Instructions) Teacher will set the activity and show the rubric on which they will be graded.</p>	<p>(2019), Retrieved from: https://www.youtube.com/watch?v=7n3Sov7Zctk</p> <p>Diversity and Inclusion: Lessons In Friendship and Love Maryam Elassar TEDxAmanaAcademy, (2015), Retrieved from: https://www.youtube.com/watch?v=mzu3ira61k8</p> <p>Speaking rubric:</p> <p>Scribd.com video presentation rubric, Loaded by api-230188209, (2013), Retrieved from: https://es.scribd.com/doc/150924744/video-presentation-rubric</p>	
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Session: 3	Main Skill: SPEAKING & LISTENING Cross Curricular Activity: Social Sciences Function: Giving a short presentation. Understanding meaning from song's lyrics. Sub-Skills: Speaking	Activity: Stage 1 (Speaking): Students will share their videos with the class and then the teacher will promote an inclusive discussion about accepting others and introduce the listening activity) Stage 2 (Pre-Listening): Students will be introduced to another side of acceptance; the teacher will present a set of six questions and will ask students to take notes while watching a video. Stage 3 (Listening): Students will watch a video of the song "Real Men" by Joe Jackson with lyrics so that they can focus on the gist of the song and take notes answering the questions presented to them, teacher will also ask students to write the answers to the first five questions on the chat, while listening. Stage 3 (Post-Listening): As a whole class teacher will read some of the answers that the students post on the chat, then the teacher will tell students that the original video was recorded in 1982, and promote a discussion regarding the fifth question. After this the teacher will present the original video an encourage students to notice the differences between their postings before and after watching	Resources: Student's videos Joe Jackson, Real Men with lyrics, (1982), Retrieved from: https://www.youtube.com/watch?v=VtYPZ0crl- Joe Jackson, Real Men, (1982), Retrieved from: https://www.youtube.com/watch?v=BA65lg1HWt4	Evidence/Evaluation: Student's responses to these questions: 1) Answers to the following questions: 2) What do you feel about the lyrics? 3) What do they tell you about inclusion? 4) What do they tell you about culture? 5) Is this a new and trendy topic? 6) How does the video made you feel?

		the video and then have students post their answers to the sixth question.		
Session: 4	<p>Main Skill: WRITING</p> <p>Cross Curricular Activity: Social Sciences</p> <p>Function: Researching a topic, writing a piece of authentic text.</p> <p>Grammar: Present simple, active, and passive, general nouns and technical terms as needed.</p>	<p>Activity:</p> <p>Stage 1 (Speaking): Students will be asked to write an information report using the following title: “The importance of accepting others”, as a whole class we will discuss the title and its implications.</p> <p>Stage 2 (Explanation): The teacher will explain, by a graphic organizer what an Information Report is and what are the main parts to be expected in the task, promoting at the same time students to ask questions about the organization of their text as well as the different approaches they can take when writing, promoting a brain-storm.</p> <p>Stage 3 (Explanation): Teacher will introduce the rubric with which the students will be graded, and set the date in which they will be expected to hand in their work.</p> <p>Stage 4 (Metacognition): Teacher will thank the students for their attendance and ask them about what they learnt, either on the topics or on the way the lesson was prepared and presented.</p>	<p>Resources:</p> <p>Information Report Graphic Organizer, Edublogs.com (N.D.), Retrieved from: https://mveps.edublogs.org/information-report/</p> <p>High-school writing assessment rubric, Universidad De La Salle Bajío, (2019), Language Center.</p>	<p>Evidence/Evaluation:</p> <p>Information reports written by the students.</p>

		Stage 5: Teacher will send feedback on their writing assessments, and present them with their overall grades.		
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2.01.01 Detailed Description

This lesson is based on different theories and approaches to language teaching. Firstly, multicultural education specifically focused on gender inclusion, secondly, content-based learning, thirdly, content and language integrated learning, then, the recommendations provided by the Common European Framework of Languages, and finally, communicative language learning.

Throughout this lesson plan, all four skills will be practiced although the guiding principle is oral expression for it was designed so that all of the activities are to be carried out by promoting discussion of the different topics.

The lesson is to be applied to a group of 10 teachers and coordinators from the Language Center of Universidad De La Salle Bajío, and since it is to be worked through Microsoft Teams, the teacher will be able to invite teachers and coordinators from all four campi; Juan Alonso de Torres (León, Guanajuato), Americas (León, Guanajuato), San Francisco del Rincon (Guanajuato), and Salamanca (Guanajuato), the students are placed between levels B2+ and C1 according to the Common European Framework, which was another reason why it will be carried out using speaking as the connecting thread.

It is set to be carried out between four to five sessions, all done virtually, something that will also allow the teacher to include authentic materials in the form of videos and other assessment tools, specifically regarding reading comprehension. All other assessment tools were created by the teacher and the writing comprehension grid has been used at the University for some time.

As stated on the lesson plan, the first session will be focused on reading comprehension and the instrument was chosen so that it will also serve as an introduction to the general topic of Culture and Cultural Awareness, applying all three stages of the activity, that is to say; pre-reading, reading, and post-reading, and assessment, the expected outcomes will be to introduce the students to the concept of culture, thus raising cultural awareness.

The second session will be based on speaking, thus having the students carry out the class by showing their cultural background and discussing where they come from, it is important to highlight that although we come from different background, we all share the same culture, thus exalting their patriotic spirits. As for assessment a holistic rubric taken from Scribd in the hope

of it to have been validated, to obtain qualitative information of the student's performance and proficiency, giving the teacher the opportunity to observe all of the student's reactions and domain of the English Language.

The third session will be based on listening comprehension through a song, with lyrics that will be analyzed, carrying out all three stages; pre-listening, listening, and post-listening, the assessment will be carried out by answering some questions and understanding will be assessed through oral expression by deeply discussing the issues represented in the lyrics of the song.

The fourth session will develop writing composition, here the teacher will introduce the specific type of writing students will be asked to perform, explicitly an information report, the assessment will be done by using a rubric, developed for the Language Center, a tool which has been validated, adapted and reused over a long period of time.

2.02 Assessment

Regarding assessment, first it is needed to define some terms:

2.02.01 Assessment

Reynolds, et al (2010), cited in Akib stated "that assessment is a systematic process to gather information that can be used to draw conclusions about objects or processes". Mohd. Najib (2011), cited by Akib, explained that the assessment is a systematic procedure that involves the collection, analysis, and translation of evidence that the student has reached as far as teaching purposes occurs. The term "assessment for learning", as cited in the article intitled; The Validity and Reliability of Assessment for Learning (AfL), begins with the term formative assessment that includes an assessment for learning has been observed by Black & Wiliam (2006) and Newton (2007) from writing Scriven (1967) first distinguishes the difference between formative and summative assessment purposes, the work of Bloom, Hasting and Madaus (1971) and the work of Sadler (1989), which highlights the importance of formative set criteria to inform students about learning. Assessment for learning also includes the feedback designed to provide immediate, relevant, and useful information to students and

the formative feedback aims to provide information communicated to the students to support the modification of thought or behavior to improving learning (Shute, 2008).

2.02.02 Reliability

Najib (1999, 2011), cited in Akib, explains that the reliability refers “to the consistency of test results. If a person has a certain skill level, she or he is able to demonstrate the same level when retested, the skill level is reliable. Reliability can be determined by the test-retest, split half, equivalent for parallel, Kuder Richardson, inter-examiner, and inter-observer methods (Najib, 1999; Najib, 2011; Creswell, 2012; Fraenkel and Wallen, 2009).

2.02.03 Validity

Include types of measures and procedures of measurement, including formal tests, observation techniques, interview protocols, questionnaires, self-report affective measures, projective devices, and so on (Najib, 1999; Najib, 2011; Goodwin, 2002). The term validity includes two aspects, what is to be measured and how consistently it is measured (Ebel and Frisbie, 1991).

2.02.04 Holistic Rubric

In this type of rubric typically, a teacher provides a series of letter grades or a range of numbers (1-4 or 1-6, for example) and then assigns expectations for each of those scores. When grading, the teacher matches the student work in its entirety to a single description on the scale. This is useful for grading multiple essays, but it does not leave room for detailed feedback on student work.

2.02.05 Assessing Evaluation Tools

Oral Expression Rubric:

Video Presentation Rubric				
	Beginning 1-5 Points	Developing 6-10 Points	Accomplished 11-15 Points	Distinguished 16-20 Points
Content & Organization – Is your project organized and documented?	Not organized. Difficult to follow. Poor quality shows poor effort.	Portions may be poorly documented and/or organized. Hard to follow the progressions of the story. Explanation shows some effort.	Fairly well documented and organized. Format is easy to follow. Good explanation shows good effort.	Program shows a continuous progression of ideas and tells a complete, easily followed story. Well documented and organized. Excellent, well thought out explanation shows superior effort.
Usefulness – Does your video stay focused on an informative topic? Does it promote the use of technology to inform the audience about the topic?	Project's usefulness is in question. Does not inform; does not stay focused on the topic.	Project demonstrated development of computer technology; has problems staying focused on topic.	Project is focused and informative; promotes the use of computer technology to create the video to deliver information.	Project is focused and very informative; promotes the use of computer technology to create the video and makes others want to use the same type of format in delivering information to an audience.
Creativity & Elements of Design – Is your video interesting? Did your choice of elements such as film clips,	Use of elements detracts from video. Too many or too gaudy graphics; transitions, too many clips, backgrounds	Minimal use of design elements. No transitions. Sound is lacking or inappropriate or scratchy. Some	Good use of graphics and/or other design elements. Some transitions are inappropriately placed. Sound quality is OK. Video	Excellent sense of design. Effective camera techniques used for the video and pictures. Video and pictures are in focus and of good quality. Smooth transitions are

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pictures, backgrounds, and transitions enhance the project?	and/or sounds detract from content. Pictures or video clips may be out of focus or "shaky".	pictures or video clips may be out of focus or "shaky".	clips or pictures are clear and in focus.	appropriate and aid in delivery of the presentation.
Mechanics – Did you check your grammar and usage? Have you correctly documented sources and obeyed copyright rules?	Includes five or more grammatical errors, misspellings, punctuation errors; sources are not documented.	Includes 3 – 4 grammatical errors, misspellings, punctuation errors; some sources are documented but not correctly.	Includes 2 – 3 grammatical errors, misspellings, punctuation errors; sources are documented and correctly and copyright law has been followed.	Grammar, spelling, punctuation, capitalization are correct; sources are documented correctly and copyright law has been followed.
Oral Presentations Skills – Did you respond to the questions by the students and instructor with ease?	Great difficulty communicating ideas. Poor voice projection; no eye contact; no introduction; mispronounced words; stopped or had long pauses; confused.	Some difficulty communicating ideas. Poor voice projections; some eye contact; no introduction; mispronounced a few words; long pauses; somewhat confused.	Fairly fluid delivery. Communicates ideas with proper voice projection; perhaps one mispronounced word; made eye contact; introduced self and project. Respond to questions.	Well-rehearsed. Voice, eye contact and pacing hold interest and attentions of audience; introduced self and project. Responded easily to questions.

Scribd.com video presentation rubric (2013)

Writing composition rubric:

	0.4	3.5	2.5	1.5	0.5	0
Use of grammar	NO errors	Few errors	Some errors	Many errors	Very poor	Out of topic, wrote very Little or nothing
Expresses an idea	Very clearly	Clearly	Fairly clear	Not very clear	Not clear at all	
Use of vocabulary		Very Rich	Rich	Regular	Poor	
Vocab. Spelling		No errors	Few errors	Some errors	Many errors	
						GRADE:

Writing composition rubric: Universidad De La Salle Bajío, Language Center

2.03 Evidence

2.03.01 Reading comprehension instrument



What is Culture?

Our **culture** is the system we use to build our **identity**

All living creatures are part of a culture. Even animals have a culture! So what is culture? It's the way we behave in a group. It begins with each individual family. Within our families we do things to build relationships with each other. This can include routines for doing things. It also includes traditions. Traditions are activities that are repeated on a regular basis.

Culture is not limited to individual family groups. The real strength of culture is in larger community groups. These larger groups are called **societies**. Every society makes rules for itself.

It decides how people should act in different situations. Some of these rules are written

down. Some are just things that are automatically expected of all members of that society. Often, cultures can be identified by what the people believe.

Cultures are also known by what they choose to include in their art. Sometimes a society forms around people who speak the same language. Cultures may also be known for their customs, including the foods they make and the things they do.

Our cultures help us understand who we are and what we believe. There are very strong emotions connecting us to our own society. Two different cultures may disagree on something, especially if they both feel strongly about it. When that happens, war is a common result.

People are learning better ways to communicate with each other. The more we learn, the more we appreciate the differences in cultures.

Answer the following questions based on the reading passage. Don't forget to go back to the passage whenever necessary to find or confirm your answers.

- 6) Tell about a tradition your family shares.
- 7) Have you ever had a friend whose family had different beliefs than your own? If so, what was your reaction to the difference?
- 8) What would your art tell someone about your culture?
- 9) Do you speak more than one language? What is the value of learning an additional language?
- 10) How can we help prevent wars between cultures?

Taken from: Reading: K12Reader; What is culture? (2012).

2.03.02 Writing composition instructions



Information Report

When do I use it?

To present information about an object, animal, person or place

Classification
Introduce your topic.
Tell what the object or animal is, who the person is, or where the place is.

Description
Use paragraphs with topic sentences to organise the different bundles of information.
Object—size, shape and features, dynamics, where it is used or found
Person—characteristics, where he/she lives, what he/she does, achievements
Animal—appearance, behaviour, habitat, breeding
Place—size, facts, features

Conclusion
(Optional) You may want to make a personal comment about the subject of the report.

Use:

Timeless Present Tense

- Vultures circle their prey ...
- ... is a popular holiday destination

General Nouns

- ski resort
- rock musician
- mountain goat

Technical Terms

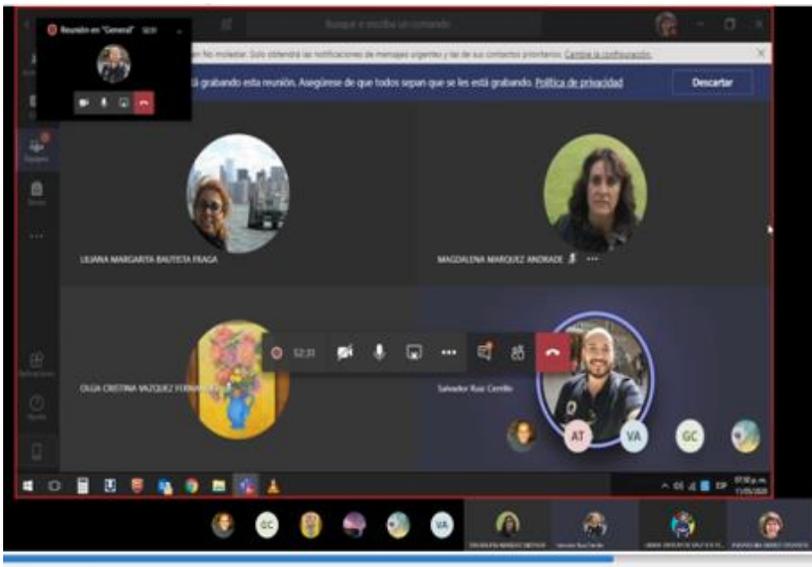
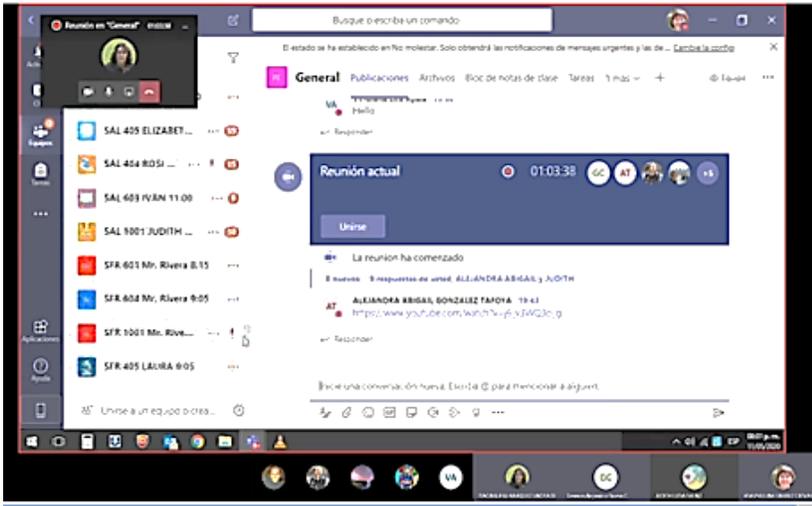
- Dolphins are mammals ...
- ... is an orthopaedic surgeon
- ... is situated on the San Andreas fault line

Relational Processes

- Jupiter is the largest planet in our solar system
- Unlike rabbits, the young foxes are born fully haired

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2.03.02 Images of class format



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The screenshot shows a Zoom meeting in progress. The main content is a slide titled "My Cultural Background" featuring a tree diagram. The tree has a central trunk and branches, with red boxes containing names and locations. The names and locations are: Juana/Spain, Peter/England, Hortencia/Spain, Francisco/Spain, Yucatan/Mayan, Yucatan/Mayan, Luis/Yucatan, Mexico, Antonia/Yucatan, Mexico, Carolina/Cuba, Adela/Cuba, Francisco/Cuba, Ruth/Yucatán, Mexico, Ramona/Yucatan, Mexico, Manuel/Yucatán, Mexico, Roberto/Yucatan, Mexico, Amador/Spain, Amador/CDMX, Mexico, Amador/CDMX, Mexico, Maria/Oaxaca, Mexico, Carmen/Oaxaca, Mexico, Maria/Oaxaca, Mexico, Pedro/Oaxaca, Mexico, Paulina/CDMX, Mexico, Maria/Spain, Spain, Spain, Spain, Spain, Spain, Mexico, Mexico, Mexico, Mexico, Mexico. The Zoom interface at the bottom shows a toolbar with icons for chat, mute, video, and other controls. The meeting title "FULL CLASS" is visible in the top left corner.

The screenshot shows a Zoom meeting in progress. The main content is a YouTube video player. The video title is "Men—I would like to take this opportunity to extend your formal invitation." The video is from the channel "FULL CLASS" and was uploaded on 29 April 2020. The video player shows a woman's face in the background. The Zoom interface at the bottom shows a toolbar with icons for chat, mute, video, and other controls. The meeting title "FULL CLASS" is visible in the top left corner.

The importance of accepting others

Pay attention to the lyrics of “Real Men” by Joe Jackson

- What do you feel about the lyrics?
- What do they tell you about inclusion?
- What do they tell you about culture?
- Is this a new and trendy topic?
- How does the video made you feel?



2.04 Change of oral expression rubric

While the aforementioned lesson plan was carried out, the teacher realized that the rubric that she had picked from the Internet (which is represented above) did not accurately measure the expected outcomes.

It is for this reason that the decision was made to instead create a rubric that could measure the expected outcomes.

2.04.01 Results of the Lesson Plan:

The lesson plan was applied in session 5 of approximately 2 hours each, the group was composed of 10 members, all adults; 7 teachers and 3 coordinators from the High School Language Center of Universidad De La Salle Bajío, it was done through a Group in Microsoft Teams, and each session was recorded in order to obtain the necessary evidence.

Each of the classes targeted one main skill, although in all of them, students were required to discuss the different topics within the lesson plan.

All of the activities set in the lesson plan were carried out as stated, the only variation was the Oral Expression Rubric that was changed for an improved one, designed by the teacher.

Since the level of mastery of the participants is high (B2 to C1), the discussions were well handled by them, and the teacher instead of having to encourage discussion, had to actually stop them to be able to move on with the lesson.

All of the tasks were about "Culture and Inclusion". All of the materials were carefully chosen so that the different sessions were properly linked and had an easy flow between them, students carried out all of the activities required.

Since the composition of the group was made up by teachers, metacognition, not only about what was being taught, but also about how it was being taught took place, hopefully enriching the teachers' classes with their own students.

All of the resources of the class were shared with the teachers so that they can freely use them in their own classes, in doing so, the teacher's intention was to include multiculturalism within their teaching process.

To sum up, it must be said that every step of this lesson plan proved to be challenging, although enjoyable. The teacher usually did an inverted process where, before she even started writing the lesson plan, especially in the cases, such as this one, where she did not

have a syllabus to follow, she thought of the context the teacher wanted to use, then looked for authentic materials that were suitable for the topic and the skill that she wanted to practice, then the teacher reflected upon the methodologies that she considered would fit the ideas that she had and wrote an outline, which took form of a checklist. After this process, when the teacher started writing the lesson plan, she changed or adapted any of the materials that she already had in mind, so that the whole lesson was coherent. This way, by the time the teacher actually started filling in the format, everything fell into place faster. In the case of this particular lesson plan this process took several days to consolidate all of the information the teacher needed, she had to edit it a couple of times, before the class started and then she had to change times between lessons when the author actually started teaching.

Due to the singular composition of the group, because they were all adults involved in teaching second language acquisition, with different amount of years of experience, the teacher decided not to get into grammatical topics, but once the class started, she noticed that they were self-correcting, which made me think of Kirshner's Theories.

Because of the times of social separation, the tutor had to teach the lesson via Microsoft Teams, where all of the participants connected and agreed upon the schedule where the classes would take place, nevertheless, it took longer than what it had been agreed upon, because the teachers had many enrichening experiences and ideas that they all were eager to share.

During the first activity, which was a reading exercise and was originally planned for one fifty-minute lesson, the actual implementation took only half an hour, so the teacher decided to move on to the next part of the lesson, which was "sharing my cultural background" she did this with the aid of a family tree, and as she went along explaining her ancestor's origins, she introduced the topic of multiculturalism and a bit of history to be able to contextualize the reasons behind she is the way she is and why for her family geography does not mean distance, the students reacted in different ways, the ones who knew her better just said that they now understood why the teacher was such an adventurer, while the ones that did not know me that well and saw her more as an authority figure, mentioned that they had never thought how a person's background affected the behaviors of more than one generation. Here the teacher set the video task which idea was to have them share their cultural background with the rest of the group by making a video that they were to share on the second session. The teacher did specify that they had creative license to present it the way they wanted, as a narrative and did a little brainstorm activity for them to share their ideas.

During the second session the whole class was based upon the student's oral presentations, all of them had designed their videos in different ways, some were based on their ancestors, while others were designed as a narrative, the images of some of these videos will be presented below. The discussion was very rich and the teacher asked a few questions like "Can you see any similarities with my or someone's background?" which provoked a very rich exchange of ideas and so the session was finished by realizing that although every

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member of the class had some specific family trades, we were also united by our Mexican heritage.

At this point it was considered that the rubric for oral expression had to be changed for it to fit in a better way what the teacher wanted to assess, thus creating the following rubric:

	.25	.20	.15	.10
	Exceptional	Satisfactory	Developing	Unsatisfactory
Organization & Performance	Organization is coherent, unified, and effective in support of the video's purpose and consistently demonstrates effective and appropriate transitions between ideas. Pronunciation, fluency, and accuracy are performed exceptionally.	Organization is coherent and unified in support of the video's purpose and usually demonstrates effective and appropriate transitions between ideas. Pronunciation, fluency, and accuracy are performed satisfactorily.	Organization is coherent in support of the video's purpose but is ineffective at times and may demonstrate abrupt or weak transitions between ideas. Pronunciation, fluency, and accuracy can be better developed, showing weak performance in these aspects.	Organization is confused and fragmented. It does not support the video's purpose and demonstrates a lack of structure or coherence that negatively affects readability. Pronunciation is weak, fluency is interfered by too many distractors, and accuracy is poor.

Oral Expression Rubric: Suárez:2020 unpublished

On the following lesson, which took two lessons, the class worked on a listening exercise, with a song and what drew the teacher's attention the most was that since the class was formed by different age groups, the younger (which were around 7) not only had not heard of the singer, nor the song, but after the first listening they stated that they would not choose that type of song to hear on their daily lives, yet after analyzing the lyrics and what they meant at the time the song was featured, they changed their mind and again the discussion and the things that the students had to say was very rich in contents therefore practicing the language.

Finally, on the last lesson that was practiced was writing, here was the only lesson where the teacher actually explained the format of the kind of essay she wanted them to write, they all listened carefully to the explanation and then they had some technical questions in terms of how they were going to deliver their essays. The group finally agreed to open a space in the same platform for them to deliver it.

What the teacher found most difficult in her task as a teacher was assessing, because the whole lesson was so enriching in content that she kept forgetting to actually give a grade, in any case she did review all of their tasks and made some suggestions, but did not assign a grade per se.

When reflecting upon this teaching practice, the teacher believes that the hardest part for her, that is to say her greatest area of opportunity is evaluation, not so much in terms of constructing the evaluations, but in terms of actually sticking to the rubrics she has created, this is what she has to work most hardly on.

2.04.02 Evidence of assessments

In this section, only the graded information will be shown, since the instruments are depicted above, the feedback provided by the teacher is shown in the document as given to the students.

2.04.03 Reading comprehension

Germán Alejandro Novoa Crespo (Juan Alonso de Torres)

Answer the following questions based on the reading passage. Do not forget to go back to the passage whenever necessary to find or confirm your answers.

11) Tell about a tradition your family shares.

In special holidays like “día de muertos” all my family get together to cook the special dish “fiambre” prepared with a mixture of fruit and meat, simply delicious. Also we divide a complete variety of step when eating, since the appetizer that could be fruit, “moronga”, Cecina, then we go through the main course which is very complete. There is a special table for the beverages so you can serve yourself. No doubt, coffee time comes afterwards where always you may try a dessert and so on. By no means, the food it can't be served neither disposable dishes nor cups.

Comentado [APSC1]: Germán: Add a comma after also

Comentado [APSC2]: from

12) Have you ever had a friend whose family had different beliefs than your own? If so, what was your reaction to the difference?

Definitely we've been there! By the way it wasn't a friend of mine it was within my own family, my cousin. He did believe different things about religion and liked to argue about it in reunions for that reason we had to accept it. We just chilled and let him talk, so he realized we were not interested about what he said at all. That was how we showed respect.

13) What would your art tell someone about your culture?

Well as I am really into auditive stuff, I would immediately say something about music that is made in my town or country. Also about gastronomy and places to visit. I really feel attached into my background, ancestors, and biodiversity.

Comentado [APSC3]: add a comma after also

14) Do you speak more than one language? What is the value of learning an additional language?

I do, but not in practice. Definitely, having the possibility to speak a language enrich the way you think and talk. I have a strong feeling about learning a language and more if it is a branch of romance language.

15) How can we help prevent wars between cultures?

Culturalism is for me the best way to not to judge others and on the other hand respect because if we emerge from knowing others we avoid criticizing

Comentado [APSC4]: add a comma after others

Comentado [APSC5]: criticism

Answer the following questions based on the reading passage. Don't forget to go back to the passage whenever necessary to find or confirm your answers.

1) Tell about a tradition your family shares.

I think Christmas eve is the bigger tradition we have, Mom's cook homemade food and is always the same menu, gift trade, and a Christmas tree.

Lately, my daughter and I, are creating our own traditions, for the past four years, we have a bunch of events to celebrate the beginning of holidays. We go to Plaza Mayor for the huge Christmas tree light up, later that week we decorate our house, we also assist to Seasonal Nutcracker ballet and all the Christmas lights festivals that we have around the city. We both love it.

In my opinion, traditions are dynamic, and we can adapt, change, or create according to what we believe in.

2) Have you ever had a friend whose family had different beliefs than your own? If so, what was your reaction to the difference?

I have many friends with different beliefs, I always been into, cultural diversity and love to learn about different traditions, behaviors, and any cultural expressions different from mine.

I know many Indian friends, which their marriage was pre-arranged by their parents.

Or, my Indonesian girlfriend who was not welcome at home, because she was not a virgin anymore.

I even had a roommate from Sudafrica, and she told me that being raped is an everyday practice, especially if you have a different sexual orientation, being beat on the street because you are a "woman" is a normal practice. I think I heard from her about female genital mutilation for the first time. She was a very good person and we spent hours talking about our cultures and the differences between them.

3) What would your art tell someone about your culture?

Well, lately Frida Khalo is more recognized than before, but I always admired her, her art, and even more her courage to live.

So, I do believe that Mexican art, will tell the world, we are strong, brave, and full of color. In this country, diversity is allowed. People onboard use to said: Mexicans are “Sangre Caliente” people....

4) Do you speak more than one language? What is the value of learning an additional language?

Beside Spanish?

I love languages, I will love to speak more than one properly, however, I’m a shameless person and I had spoken Italian to the Italians, French to the French and even Portuguese when is necessary.

So, the need to communicate is a great motivation to learn, speak, and use a new language.

You will never learn a language if you are not willing to learn the culture, the essence of the country.

5) How can we help prevent wars between cultures?

The war between cultures can be prevented with tolerance and empathy with each other.

However, do we really want to prevent wars between the culture?

Comentado [APSC6]: cultures

Globalization, for example, has force nations to behave in the same way, and even do, brings lots of benefits to the country, the reality is that a huge part of the culture is missing with this change.

Comentado [APSC7]: forced

Comentado [APSC8]: though

Countries that are not so strong in an economic way, have to live as stronger wishes, and that is not fair. In my opinion, countries should have their own development rhythm, and there is no need for us to behave, act, listen, think, and use the same.

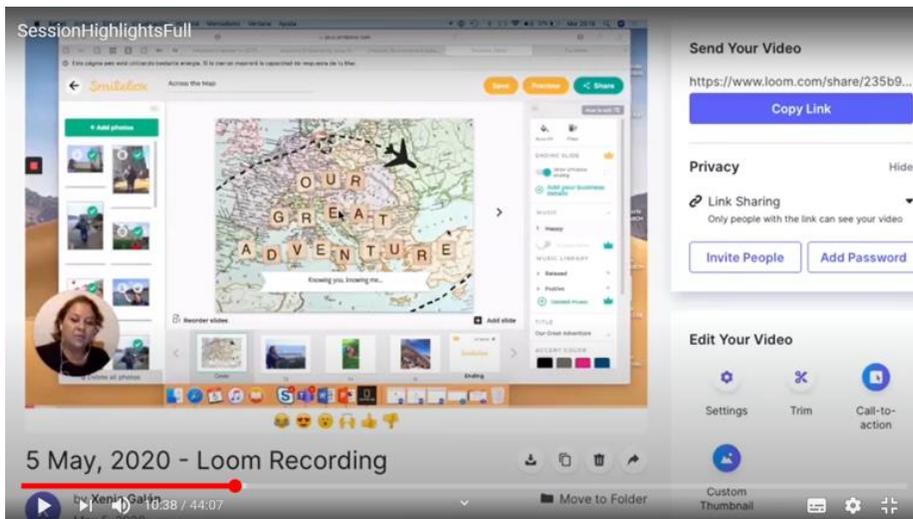
I read in an article, that Japanese **kid's** are being educated to be “citizens of the world” and not Japanese, the article stated that due to globalization new generations need have knowledge of the world as one, this particular culture is quiet enclose and according to the article, they were trying to fit in any other culture without a problem. However, they were losing identity as individuals and the practice has been questioned.

Comentado [APSC9]: children

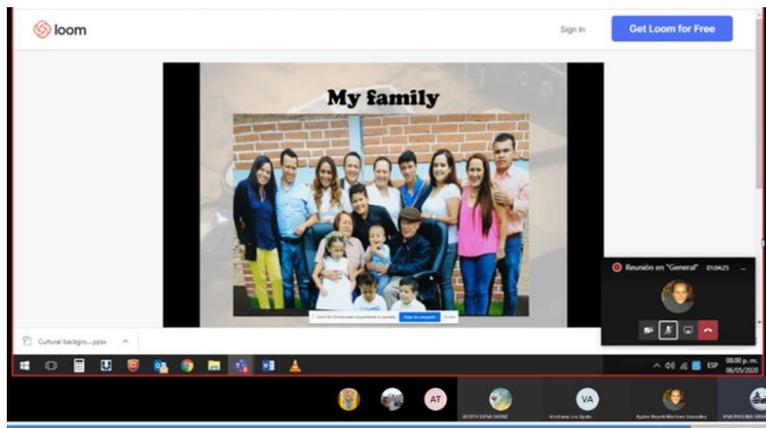
I do believe, there are many kinds of wars, and fighting for your identity and your country's right to be different is a valid one.

2.04.04 Oral Expression Videos

Xenia Galán



Aydee Martínez



2.04.05 Listening Comprehension

The importance of accepting others
Pay attention to the lyrics of “Real Men” by Joe Jackson

- What do you feel about the lyrics?
- What do they tell you about inclusion?
- What do they tell you about culture?
- Is this a new and trendy topic?
- How does the video made you feel?

CULTURAL AWARENESS AND INCLUSION EMBEDDED IN ENGLISH TEACHING PRACTICES



2.04.06 Writing composition

The importance of accepting others. Olga Cristina Vázquez Fernández

“Learn to love with all you heart and accept the unlovable side of others. For anyone can love a rose, but it takes a great heart to include the thorns.”

Comentado [APSC10]: Reference... anonymus?

It's pretty common to wish that others were different than they are— either because we want them to be more like us or any other reason. And, it is all right if you try to influence them in what you consider beneficial ways. Problems come up when we become judgmental, intolerant, harassing, or when we simply pressure them to change instead of just accepting other people's differences.

Diversity is a good thing and it makes the world a much more fascinating place. Mixing with those that are different from us can lead us to learn more about the world and ourselves in the process, which helps us grow both intellectually and spiritually. Accepting both similarities and differences in others opens doors to several different opportunities. We can learn new things and make better decisions, which may help us and our career by improving self-confidence among other benefits. Other people perceive our openness and accessibility, which can take us to new friendships, exciting opportunities, or simply make us more interesting because of our broad worldview.

Comentado [APSC11]: Carrees

Differences are commonly a source of conflict, but they can become a blessing. Each partner's unique perspective helps eliminate blind spots for the other; their particular skills can complement weaknesses of the other.

Sometimes what is behind fear is insecurity about how to interact with others. None of us like to look stupid or awkward. To avoid this discomfort, we subconsciously create a negative image about the other person so we can justify ourselves. Another source of fear comes from the wrong belief that other's viewpoints might make our own opinions worthless, truth is those who are different from us have their own experiences and beliefs, but that does not discredit us. Accepting other people's differences does not always mean agreement. It means to continue to think about things my way, without feeling any need to change anyone's mind.

If we could be more tolerant with people different to us, our world would be a much more understanding and peaceful place. The first step is to treat everyone with the same respect that we would expect for ourselves. Rather than fearing our differences, we must embrace them, avoid judging based on first impressions. Our lives improve when we respect each other, even if we do not agree with other's ideas. Accepting other's differences may require a lot of work, but it is worthy. When you practice accepting others, it will become a habit, and when you make it a habit, you will become a more positive, happy person.

Comentado [APSC12]: Relative pronoun (which/that)

THE IMPORTANCE OF ACCEPTING OTHERS By: Liliana M. Bautista Fraga.

I think that the importance of accepting others relies on the concept of empathy, because this is the answer for bullying prevention.

It is said that life would be very boring if differences didn't exist, but these differences can be for the best if we learn to deal with them. Here is where empathy becomes essential. Empathy will allow us not to judge people that are different from us or even extravagant. We do not know why people can differ from us, but there may be some reasons. Everybody has the right to live with dignity and to be happy, to love someone and to be loved.

There is a story of a gay who used to work as a man hore, every body was afraid of him, teenagers used to bother him a lot, that character was used to scare little kids and make them obey adults, one day this person was humiliated and killed, and that day the people living in the same neighborhood regretted having been rude with him, because at the end they discovered that the man was the same as an abandoned dog, brave but at the same time loyal with people around him, and because he was always happy to help others.

Comentado [APSC13]: whore

Comentado [APSC14]: one word

So, it does not matter how different a person is, we should try to learn something from that person and show empathy, we never know what he or she has in his/her heart.

As it can be shown by the evidence presented above, most of the assessment tools were useful, with the exception of the oral expression rubric, which was corrected. Despite the fact

that the materials worked out, it was thought by the teacher that the level of the reading exercise could have been longer and deeper, although the answers were rich and the discussion that took place after the reading went deeper into the topic, thus the teacher did not feel it was miss-chosen because she was able to bring it to a higher level by encouraging the discussion of the questions within the instrument.

As of the speaking exercise, the rubric was changed to be able to assess, nevertheless the way the videos were presented, and the comments made by the students enriched the activity.

The listening comprehension part was the richest in terms of the topics of discussion raised by the group, students closed the gaps among ages and underlying cultural differences, as well as braking stereotypes related to gender.

Finally, the writing composition depicted all of the information that the students had gathered on all the previous lessons, which made it a success, not only by giving the students an opportunity to develop their writing skills, the contents were deeply embedded into cultural awareness and the issue of inclusion, specifically in terms of gender.

2.03 Class video

2.03.01 Link to the video, uploaded on YouTube

<https://youtu.be/hl2k6rUJW8A>

III Experience Report

When applying the aforementioned activities it is necessary to underline that the general objective of the lesson plan: **[By the end of the four sessions, students will be able to integrate the concept of culture, cultural awareness, and inclusion into their set of values, by getting to know different opinions and each other's cultural background, thus viewing themselves differently]** was successfully achieved for the students had a different discourse between the first and the last session with regards to their concept of culture, cultural awareness, and inclusion, thus reshaping their sense of values by listening to their classmates.

In terms of the implementation of each session of the lesson plan, the overall results were excellent, for the teacher was able to adapt to real class situations and pace of each session, as well as leading the discussion topics so that the lessons were coherent and had an easy flow among them, as it can be seen on the video.

In terms of the **academic content** of each lesson hereon it will be reflected and analyzed:

3.01 Session 1

3.01.01 Academic content of session 1:

Main Skill: READING Cross Curricular Activity: Social Sciences. Grammar structure: Mixed structures (Mainly present simple active and passive sentences). Sub-Skills: Speaking, writing.

Main Skill: SPEAKING Cross Curricular Activity: Social Sciences. Function: Sharing opinions, show understanding and acceptance of others, taking notes. Sub-Skills: Listening.

Before reflecting upon the activities, the teacher has to clarify that sessions 1 & 2 as depicted on the lesson plan were actually applied on one session, for she missed the pace of the class due to the proficiency of the students.

The teacher started by introducing the topic by eliciting the concept of culture, thus introducing the reading comprehension text, which was done first as a whole group, and then the assignment was set for students to answer the questions individually.

After introducing the concept of culture, the teacher moved on to introduce the concept of inclusion and gender differences, this was done by showing the students three different videos that dealt with different aspects of the same issue (Appendix 1), the first video was a speech delivered by Emma Watson to the UN, which was entitled: "Equality is your issue too!", the second video raised the issue of unequal pay between men and women around the world, depicting an experiment done with children and how they react upon this issue. The third video was a TedTalk that depicted a Muslim child talking about acceptance of others.

The students were asked to take notes on the things that drew their attention from the videos and then the teacher asked to share these points of interest so that an exchange of ideas could be discussed, this activity was done orally and the results exceeded the expected outcomes for the students not only showed an interest in the topic, but were able to discuss the different opinions and get to a common opinion.

By taking advantage of the topic presented on the last video, the teacher presented her family tree to introduce the different cultural backgrounds, this was done to introduce the idea of cultural awareness, it was surprising to the teacher of the fact that although all of the participants had known the teacher for at least five years, no one knew her cultural background, another interesting matter was that by showing this, they understood some aspects of the teacher's personality and the way she faces any task presented to her.

After this and to close up the lesson the oral expression task was assigned and explained to the students so that they could prepare their videos where they would share their cultural backgrounds to the rest of the class. At this point, the first rubric was introduced, but when we started looking into the rubric, the teacher realized that it did not fulfill the expected outcomes, therefore an adjustment was made by creating another, more suitable rubric, and shared with the students before the following class.

Overall the teacher believes that the first activity was performed and applied successfully for the students seemed interested, not only in the topic, but also eager to participate in the

discussions raised during the class, allowing the teacher to lower her participation, thus allowing the students to express freely.

An important thing that the teacher noticed during this activity is that the students were self-correcting their spoken English through the interaction, which made the teacher go back to one of the important theories presented in the Specialty, helping the teacher notice how these theories are depicted in a real class environment.

3.01.02 Academic content of session 2:

Because of what was explained earlier the second session was devoted in its entirety to the students, giving them an opportunity to share their videos with the rest of the class, a fact of which the teacher took advantage of by encouraging an animated exchange of opinions between the students and the teacher.

Regarding the expected outcome, again the teacher's expectations were exceeded by the students, for they not only presented excellent videos, but were able to convey their feelings and open to get to know their classmates under a different perspective, as it is shown in the video of the class.

It is also important to highlight that the students seemed to have fun listening to unknown facts about their classmates cultural background and most importantly, that they were willing and able to accept and embrace this new found knowledge, therefore uniting the group, which in return made them more cooperative in the following activities, for a bridge of understanding and inclusion was built during this session.

3.01.03 Academic content of session 3:

Main Skill: SPEAKING & LISTENING. Cross Curricular Activity: Social Sciences. Function: Giving a short presentation. Understanding meaning from song's lyrics. Sub-Skills: Speaking.

During this lesson, a song was presented through a couple of videos (Appendix 1). Here the main objective was to reflect upon the fact that teachers can choose a song to raise awareness on a specific issue, and not only to present vocabulary or grammar topics.

The students had very different reactions in each of the stages of the lesson; during the pre-listening activity they were asked if they knew the author-singer that was going to be presented and if they had heard the song before. At first glance, none of the students recognized the author, neither the song.

The teacher introduced the following questions before playing the first video, which included the lyrics and then moved on to do the first listening:

- What do you feel about the lyrics?
- What do they tell you about inclusion?
- What do they tell you about culture?
- Is this a new and trendy topic?
- How does the video made you feel?

The first comments after listening the song for the first time were that some students had never heard or seen the singer, and that it would not be their choice of music to hear, then one of the older teachers remembered the song, but most importantly she remembered the context in which it was released, thus instructing all of her classmates on the sociocultural issues of the song, while the younger students listened carefully and suddenly changed their mind about the song.

After this, the song was played for the second time and the teacher elicited the answers to the first four questions, encouraging the students to have a productive discussion on the topic of inclusion.

The third time the teacher showed the original video of the song and asked to answer the third questions, this time around a whole other set of issues were raised and discussed among the group, so much so that the teacher was forced to limit the student's contributions because of the animated conversation that was made by the students.

If looking at the overall expected results, this time around the expectations raised up the bar in terms of the oral practice and specially on the exchange of information about the chosen topic, it is believed by the teacher that this was definitely the richest session in terms of experiencing the topic of inclusion, specifically gender inclusion.

During this lesson another matter was also reflected upon; since all of the participants were teachers, it was also discussed some variants in which to present songs through the multicultural approach, and many good ideas were brought to the table, the teacher thinks that this stage served two goals, instruction and metacognition.

3.01.04 Academic content of session 4:

Main Skill: WRITING, Cross Curricular Activity: Social Sciences. Function: Researching a topic, writing a piece of authentic text. Grammar: Present simple, active, and passive, general nouns and technical terms as needed.

This was the most structured class for within this class the teacher actually introduced and explained what an information report is and how the teacher wanted the information to be presented.

The title of the report was: **"The importance of accepting others"** by setting up the title the teacher planned to help the students focus on the topic that had been worked all through the three previous lessons, thus rapping up the topic and helping them internalize all of the information that they received during the lessons.

This time around, the expected results were higher than the results the teacher was able to recover for not all of the members of the group handed-in their compositions. But the ones that were reviewed conveyed the expected results within their compositions.

To sum up, the teacher thinks that the sessions were implemented successfully and that the outcomes were enriching for all of the participants, especially when it comes to multiculturalism and the teacher's underlying objective of both practicing the approach and also showing the teachers that they can also go a step further within the lessons to adopt this approach as an underlying technique for all their lessons.

IV Conclusions

The main reason for me to enroll in this program was to “lead by example” and have as many teachers from Universidad De La Salle Bajío follow and accompany me in this venture, little did I know that I was going to learn and re-learn so much, not only about concepts, but also about what I have become as a teacher and a teacher trainer through the 25 years of experience I now have.

This has only reaffirm my believe that we are always able to learn new things, to improve ourselves and to become a better person and a better professional, I will not deny that it has been a difficult and demanding process, for I have had to reshape my schedules to be able to achieve all of the Specialization’s demands, on the other hand, this program has been so enriching, being able to raise my curiosity and always try to read more and therefore learn and apply these learnings if not with students, with the teachers that are under my leadership.

Furthermore, the concepts and methodologies we have learned have called my attention so much so that I am applying them as guidelines to better teach our high school students at all four Language Centers from the University.

During this Specialization I was also able to be more active in my observation techniques, to listen to and really see our students, as well as our teachers. This is a very important factor for me since I am in a position where I can actually make things shift and change, hopefully for the better.

Being able to analyze the activities in a more profound manner, is important so that we are able to reflect on what was done and find the areas of opportunity that are only seen through a critical eye.

Finally, I believe that reporting the information you find from your reflection is a crucial matter in order to make better decisions specially when making changes from an administrative point of view.

Link to Appendix 1

<https://drive.google.com/drive/folders/1V7qNToWMHLpVKqga76vlkyBWIMMJi4iN?usp=sharing>

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Lesson's Materials:

Reading:

- Reading: K12Reader, What is culture? (2012). Retrieved from: <https://www.k12reader.com/worksheet/what-is-culture/view/>

Videos:

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- Finansförbundet on Equal pay What do these kids understand that your boss doesn't (2019), Retrieved from: <https://www.youtube.com/watch?v=7n3Sov7Zctk>
- Diversity and Inclusion: Lessons In Friendship and Love | Maryam Elassar | TEDxAmanaAcademy, (2015), Retrieved from: <https://www.youtube.com/watch?v=mzu3ira61k8>

Speaking rubric:

- Scribd.com video presentation rubric, Loaded by [api-230188209](#), (2013), Retrieved from: <https://es.scribd.com/doc/150924744/video-presentation-rubric>

Song:

- Joe Jackson, Real Men (lyrics), (2018), Retrieved from: <https://www.youtube.com/watch?v=VtYPZ0cr-Rs>
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Writing rubric:

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