



**UNIVERSIDAD PEDAGÓGICA NACIONAL**

**UNIDAD AJUSCO**

**PROPUESTA DE INTERVENCIÓN EDUCATIVA**

**“CUSTOMS AND MANNERS FROM AROUND THE WORLD”**

**TRABAJO RECEPCIONAL**

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

**PRESENTA:**

**CARMEN ADRIANA ACUÑA PÉREZ**

**ASESOR: GABRIELA RUIZ DE LA ROSA**

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UNIVERSIDAD PEDAGÓGICA NACIONAL  
UNIDAD AJUSCO

# CUSTOMS AND MANNERS FROM AROUND THE WORLD

RECEPTIONAL WORK TO GET THE DIPLOMA OF:  
SPECIALIZATION IN ENGLISH LANGUAGE LEARNING AND  
TEACHING (EEAILE)

**TUTOR: GABRIELA RUIZ DE LA ROSA**

Written by: Carmen Adriana Acuña Pérez

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# INTRODUCTION

The purpose of the project, as part of the Specialization in English Language Learning Teaching named: "Customs and manners from around the world" is to show the importance of learning similarities and differences between different cultures and countries from various cultural contexts in order to improve the student's intercultural communication ability.

This paper explains how the theories of Krashen's Hypothesis play an important role on the writer's teaching view and pertains the relationship between the learner's exposition and acquisition of the language.

Therefore, Is the reason of learning a foreign language only to speak and communicate?

Communication is important but knowing how to communicate with people who have different cultural identities is fundamental. Creating self-awareness and openness to new values and beliefs in our students is the first step to becoming interculturally competent.

Consequently, and based in all we have studied along these past months; this essay encloses the author's teaching philosophy as well as teaching methods and beliefs which are believed are needed for a successful language teaching environment.

These beliefs include the importance of using comprehensible input, the use of task-based activities to facilitate language learning, understanding the role of the teacher and integrating culture in the classroom.

Moreover, beliefs do have an influence on the way we work. Theories, experiences, beliefs, values will constitute our educational philosophy, whether we are aware of them or not.

## 1.1 TEACHING IDENTITY AND PHILOSOPHY

“Everything you believe in is reflected in your own teaching” (Phrabu,1987)

Teaching ESL has provided outstanding opportunities for my personal and professional growth. I believe that it is important to be consciously aware of the theory behind what I teach as well as the way that I teach. Teaching is the ability to share knowledge with the learners. And as a teacher, I have the responsibility to continue learning, expand my horizons and aim for greater achievements. In my experience, anyone can learn a language given enough time and practice, therefore, and I'm always willing to be creative and find ways and unusual learning styles to help all students benefit from my lessons. My goal is to expose English learners to more of the world and prepare them for intercultural communication. I teach using a variety of techniques because every class is different and has unique needs.

Personally, social constructivism encourages me to become facilitator of learning and knowledge; coming through social interaction and language use. A theorist backing up my teaching philosophy is Stephen Krashen. Using Krashen's ideas about Comprehensible Input and the Affective filter Hypothesis has helped my classroom develop better learning and create a comfortable environment.

Therefore, and keeping all the previous points in mind, I integrate four basic elements into my classroom:

- 1) The teacher's role is to act as a guide on the student's journey of linguistic discovery. My goal is to provide a safety net in which to land when they make errors during their learning path.
- 2) Task-based and communicative activities are important to develop the student's language acquisition. The objectives of the lesson may differ but the main focus always remains the same - to provide a set of appropriate language skills ready to be implemented in a real-life context. I set communicative activities or design them myself to ensure that every new language form or function is easily transferred from the classroom to the outside world, based in my own experiences.
- 3) Collaborative learning and self-assessment are important strategies to follow. My teaching philosophy embraces collaborative learning in which students challenge

themselves and each other; using an informal assessment and feedback. In order to successfully expose students to critically think outside their comfort zones, I truly believe that collaboration is key in founding an environment based on care and respect.

4) Technology must be incorporated to facilitate the learning process.

As an ESL teacher I am always interested in technological innovations because I search for new ways to facilitate the learning process. Technology is the means in which today's students learn about the world in which they live. For this reason, the use of technological tools in the classroom, from the simple: music, cinema, Internet news; to the more complex: Blogging, Digital Storytelling, E-portfolios, gaming, etc. not only aid in learning the second language and/or culture, but also are increasingly pleasing to the students who use these means of communication daily.

I aim to create a relaxed classroom atmosphere while having a positive attitude, being patient and open minded; by sharing my knowledge of the world and helping students being cultural aware I unconsciously create an intrinsic motivation.

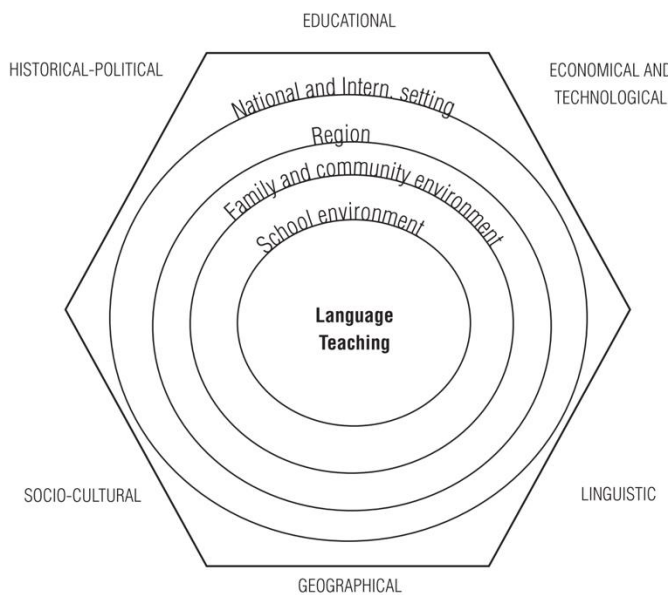
In my classroom, the student is an active participant in the language, the main goal is to achieve an efficient communication.

I strive to develop the full potential of my students in the language learning context. Through a complex and ever-changing interaction between my personal philosophy of teaching and the theories behind my philosophy, I hope that I can foster effective communication skills in my students. In the process, I also hope to continually broaden my cultural awareness while I progress as an instructor.

## 1.2 THEORETICAL FOUNDATIONS

Language has played an important role in our history. Since ancient times, Humans have tried to convey feelings and have tried to communicate somehow. History recalls first human communication 30,000 years ago with iconic representations like cave paintings. Noam Chomsky (1967) a proponent of discontinuity theory, argued that a single chance mutation occurred in one individual in the order of 100,000 years ago. Others like Michael Tomasello (2005), considers language as learned socially, developing from the cognitively controlled aspects of primate communication, these being mostly gestural as opposed to vocal. According to Melitz (2018) English is currently considered the Lingua Franca of the world.

Stern, HH (1987:274) explains how the social factors are connected with language teaching. We can see on the diagram below these social factors.



(Taken from: Stern, H.H. (1987) An adaptation of Mackey's and Spolsky's diagrams combined as an inventory of contextual factors in Language teaching)

It is important to consider, besides the social factors, the characteristics of the individuals or learners of the language (beliefs, affective states, previous experiences, ability to learn). The teacher plays an important role in this process of teaching as well as the material used for teaching. A teacher is regarded as the primary source of language and language learning.

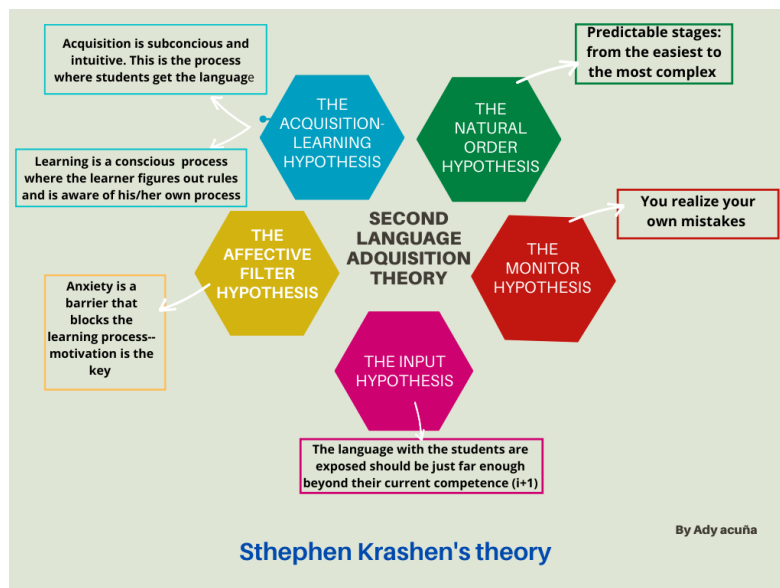
Learning a Second Language is important. Every sentence we use has the purpose of enabling second language learners to move beyond vocabulary and grammar to the

functional aspect of communication. Being able to communicate with each other form bonds, teamwork, and it is what separates humans from other animal species.

As we have learned, the main core of the language consists on the phonological system (sounds), semantic system (meaning of words) and the syntactic system (grammar rules). But for Dell Hymes (1977) “knowing a language is not only the rules of grammatical usage but also the rules of communicative use”. How we use it and in which context, background and place makes a great difference.

*“Second language learning is a conscious process where the learning of another language other than the First Language (L1) takes place”*

Perhaps no-one has looked at this question more closely than the linguistic Stephen Krashen (1982) who has introduced some of the most influential concepts of the study of second language acquisition.



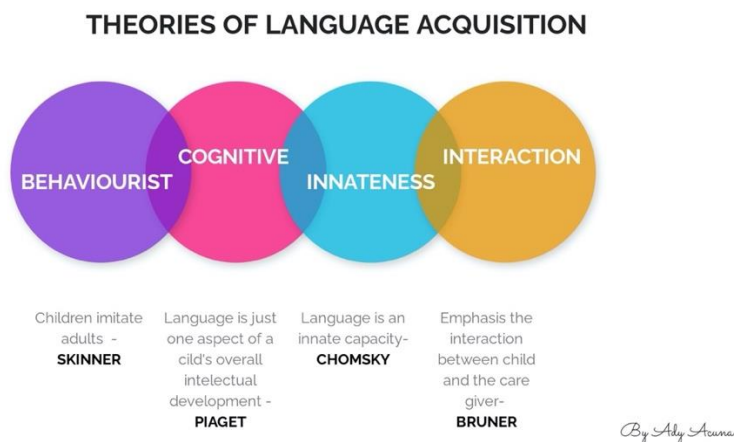
There are four basic language skills necessary for communication: Reading, Writing, Reading and Speaking. Listening is the major means of learning and the foundation of learning other language skills. Speaking is the production of the sounds of a language as we have seen through this chapter, forming utterances for communication. Reading is a complex act of



thinking about the symbols we see and involving a mental process to translate them into words. Writing is as complex as the others, it is the process to describe a person, place or thing in such a way that a picture is formed in the reader's mind.

## 1.2.1 THEORIES OF LANGUAGE ACQUISITION

One of the earliest scientific explanations of language acquisition was provided by SKINNER (1957) with the Behaviorism- view the process of language acquisition as a building process that results from interaction with the environment. Humans acquire spoken language as a result of behavioral conditioning.



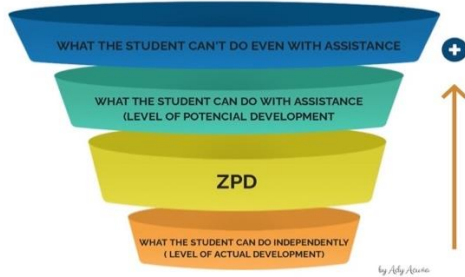
The zone of proximal development (ZPD) refers to the difference between what a learner can do without help and what he or she can achieve with guidance and encouragement from a skilled partner. The teacher doesn't have to be the center of attention; having students work in a collaborative manner, helps to improve the learning strategies and frees the instructor to monitor the rest of the students. In my classroom this theory is used when students work in pairs, groups or present projects where they have the opportunity to share ideas and make an effort to express them through language. Simultaneous work is also beneficial

Scaffolding, is also a paramount element in my own teaching. In particular, scaffolded instruction through the use of online technology optimizes student learning by providing a supportive environment while facilitating student independence.

It is an excellent way to provide comprehensible input that is "not just interesting but compelling", to reiterate Krashen (2011). Thus, when designing course material, I aim to

incorporate new social learning technologies such as podcasts, blogs, voice threads among others into the curriculum so as to allow learners to communicate with a variety of students simultaneously and allow students to shape content collaboratively.

### ZONE OF PROXIMAL DEVELOPMENT (ZPD)



As I wrap my mind around the complexities of the theories of learning for ESL, I believe blended learning models can also be beneficial for students. I have worked with the *Station Rotation Model*, which has given excellent results in the classroom and was allowed me to have a better interaction with my students.

The station rotation model does what the name suggests. There are a series of stations—or learning activities—and students rotate through them. Given current restrictions on movement and supply sharing in classrooms, students will not physically move but rather progress through a series of learning activities—a) teacher-led station, b) online station, and c) offline station—in the same physical location.

Benefits of the station rotation model:

- Create smaller learning communities within the larger class.
- Spend time working directly with small groups of students.
- Differentiate learning (e.g., instruction, scaffolds, practice, assignments).

## 2.1 A PRACTICAL AND USEFUL LESSON PLAN

### "Customs and manners from around the world"

This project is set in a face-to-face classroom, working in 10 sessions with a mixed group (5 girls one boy) of students in a private English Language Center. The teenagers are 11-12 years

old and have an A2 level according to the CEFR standard (Common European Framework of Reference for Languages). In the classroom we have access to technology (Wi-Fi, TV).

The reason I decided to take on this project was the expressed desire of my students to visit other countries; every time we encounter ourselves talking about travelling, they always mentioned some country they would like to visit; Scaffolding allows the learner to “become more like experts in their thinking” (Krajick et al., 1998, p. 5),

Based in my own teaching experience - and being myself an English language Learner (ELL)- I realized that giving my students a deeper insight of the country they were interested in, was all a part of what we call culture, and that it was crucial to develop an understanding of cross-cultural elements outside the classroom.

The lesson is based on a Task-based approach. Following Stephen Krashen’s theory of Second Language Acquisition using interaction in the target language. To introduce the topic, I set an activity called “the toothpick”.

It is an activity that helps students understand that awareness of differences is integral to developing skills and that on its own, it is not enough to be effective in intercultural relationships. It is important to learn and respect other countries believes and manners.

This activity was done as using an Experimental approach, In the field of second-language acquisition (SLA), the experiential approach encourages learners to develop the target language skills through the experience of working together on a specific task.

Once introduced the first activity, we continued with the reading skill, creating a Semantic map to check verb vocabulary. The purpose of creating a map is to visually display the meaning-based connections between a word or phrase and a set of related words or concepts. Students at that point brought their own information about the country they chose and started summarizing and highlighting information referent only to customs and manners form the country in question. Reading strategies: Summarizing, Scanning and Skimming to find the information.

Summarizing teaches students how to discern the most important ideas in a text, how to ignore irrelevant information, and how to integrate the central ideas in a meaningful way.

Once they had the relevant information, they moved on the following skill: Listening. The students watched a video which contained information needed to complete their chart and, this way, begin creating their blog. In the listening, they used the strategies: Listening for specific information, bottom up and top-down processing.

After gathering all the information needed, students proceeded to create their blog.

Blogging is an excellent way for learners to communicate with one another in a socially based context through technology (Lamonica, 2010, p. 5); the students have the opportunity to work individually as well as collaboratively.

Furthermore, blogging provides an alternative for practicing writing in a more relaxed environment and can be used to motivate learners to view writing as means of expressing meaning and feelings not merely as a requirement for language classes.

Finally, they presented their blog. Communicative language teaching and collaborative learning served best in this activity. Reporting their findings helped with fluency and made it easy to talk about their country.

Having done these activities made students more active in the learning process and at the same time made their learning more meaningful and fun for them.



## TEACHING SEQUENCE TEMPLATE



1. LESSON PLAN IDENTIFICATION CELL	
Author	Carmen Adriana Acuña Pérez
Educational stage	A2
Title of your Lesson plan	Customs and manners from around the world.
Learning Objective of the plan	To develop vocabulary and speaking skills while raising consciousness about differences and similarities in customs and traditions around the world.
Communicative skill considered	Speaking, Reading, Writing, Listening.
Functions	<ul style="list-style-type: none"> <li>• Gathering information</li> <li>• Comparing and Contrasting manners and costumes.</li> <li>• Blogging</li> <li>• Listening for specific information</li> <li>• listening for GIST</li> <li>• Scanning</li> </ul>
Main Grammar structure	Simple Present, Commands in affirmative and negative, Obligation (have to)

	<ul style="list-style-type: none"> <li>○ Students will research and will talk about differences and similarities with manners around the world.</li> <li>○ After researching their topic, students will scan for specific information to present in their blogs (aimed at improving <i>scanning and developing vocabulary</i>)</li> <li>○ Students will watch a video to complement their research. (aimed at improving <i>listening abilities</i>)</li> <li>○ Learn <i>specific verbs and vocabulary related to manners</i></li> <li>○ <i>Write the information gathered in a blog, adding the necessary elements to complement it (aimed at improving writing skills, grammar)</i></li> <li>○ Finally, record students talking about their findings and the information they gathered from the country they chose (aimed at <i>improving students' speaking skills</i>)</li> <li>○ Use technology in a collaborative project (aimed at improving <i>students' digital competency</i>)</li> </ul>
Hours of the plan implementation	10 hours aprox
Number of sessions	4 sessions of 150 min each.
Contents required for the lesson	Computer, wi-fi access, TV, worksheets, audio, links.
<p>Link of the content:</p> <p>Other links:</p>	<p><a href="https://drive.google.com/drive/folders/1uwdt3rbL9UU9213H9ypOB-fIQHvqlh-9?usp=sharing">https://drive.google.com/drive/folders/1uwdt3rbL9UU9213H9ypOB-fIQHvqlh-9?usp=sharing</a></p> <p>1. <a href="https://en.islcollective.com/video-lessons/manners-around-world?code=BCKf5gZOK1">https://en.islcollective.com/video-lessons/manners-around-world?code=BCKf5gZOK1</a></p> <p>2. <a href="http://www.ediplomat.com/np/cultural_etiquette/ce_br.htm">http://www.ediplomat.com/np/cultural_etiquette/ce_br.htm</a></p> <p>3. <a href="http://everything-everywhere.com">http://everything-everywhere.com</a>  <a href="https://wearesololiving.com/travel-bloggers-writing-about-specific-countries/">https://wearesololiving.com/travel-bloggers-writing-about-specific-countries/</a>  <a href="https://www.americantravelblogger.com">https://www.americantravelblogger.com</a></p> <p>4. <a href="https://www.blogger.com/">https://www.blogger.com/</a></p>

## 2. INTRODUCTION TO THE LESSON

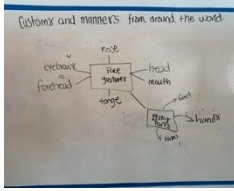
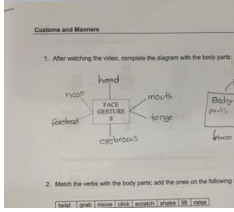
Step of the lesson	Teacher activities	Students activities	Session number
ACTIVATION/ LEAD IN	<p>1. Teacher will show pictures <b>(appendix 1)</b> to the students and will ask them to describe them</p> <ul style="list-style-type: none"> <li>• <b><u>Toothpick activity.</u></b> The teacher will hand out some slips of paper containing information on how people behave in some parts of the world <b>(appendix 2)</b>. Explain that they might be receiving a toothpick and later will find out why.</li> </ul>	<p>1. SS will talk about the picture and get an idea of what the topic will be.</p> <p>2. All of the students will intermingle and will talk to each other while behaving as it is written in their slips.</p> <p>3. SS share their findings and report how the different situations made them feel.</p>	01
ACTIVITY	<ul style="list-style-type: none"> <li>• <b><u>Reflection:</u></b> <i>What did it feel like to give someone a toothpick?</i> <ul style="list-style-type: none"> <li>• <i>What about when you received one?</i></li> <li>• <i>Was it easy or difficult to discover what someone else's nonverbal rules were?</i></li> </ul> </li> <li>• Teacher explains the meaning of the toothpick and Ask SS: What did you learn</li> </ul>	<p>4. SS will come up with different concepts about their activity, reaching to the point of:</p> <ul style="list-style-type: none"> <li>• Learning the nonverbal "norms" in a new culture can help to prevent misunderstanding and personal embarrassment.</li> <li>• Many communication "norms" are taken for</li> </ul>	

CONCLUSION/ WRAP UP	<p>during this experience? Or what do you think the take-away is (what's the point)?</p> <ul style="list-style-type: none"> <li>Teacher ask ss to think about a country they would be interested in to find information about their manners, gestures and culture.</li> </ul>	<p>granted by the people within a culture.</p> <ul style="list-style-type: none"> <li>It is important to be observant and to ask appropriate cross-cultural questions to enhance understanding.</li> <li>Silence may be a part of a communication style. Learning to allow for silence can enhance overall communication effectiveness.</li> <li>SS for homework decide their country.</li> </ul>	
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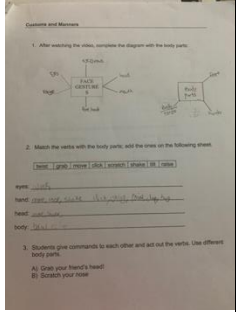
**OBJECTIVE:** Culture goes deep, and is often unseen (Beyond Culture, Edward T. Hall 1976). Some cultures are very explicit and “say what they mean”, while others expect the listeners to understand what they are saying. When learning a new culture, we must be open, flexible, and observant; It is ok to ask if you don’t understand what’s happening around you. **(Appendix 3)**

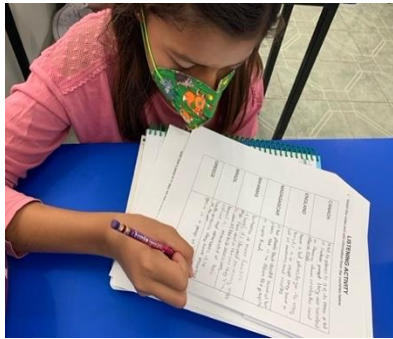
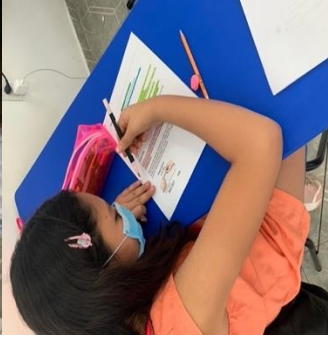
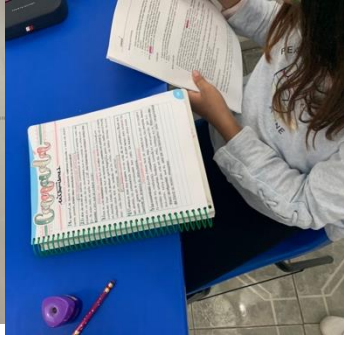
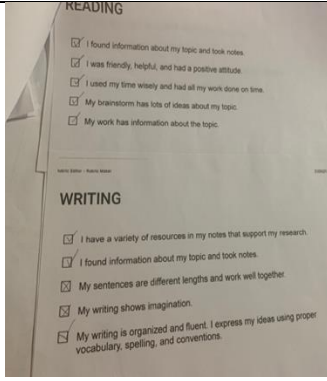
### 3. COMMUNICATIVE SKILLS DEVELOPMENT

READING				
Step of the lesson	Teacher activities	Student activities	Material	Session number
Introduction activity	1. Teacher introduces topic by showing a video about Gestures and manners.	1. Brainstorming: SS do a word map with body parts used to express emotions.	<a href="https://en.iscollactive.com/video-lessons/manners-around-">https://en.iscollactive.com/video-lessons/manners-around-</a>	02/03

<p>Vocabulary Introduction</p>	<p>2. Teacher brainstorms vocabulary related to the topic.</p>	<p>2. Students create a semantic word map with body parts used to express emotions (<b>appendix 4</b>)</p>	<p><a href="http://world?code=BCKf5gZOK1">world?code=BCKf5gZOK1</a></p>	
<p>Information processing activity</p>	<p>3. Teacher plays the video again and ask students to be aware of the verbs from the video.</p> <p>4. Teacher ask ss to read the verbs aloud and explains meaning of verbs by mimicking them.</p> <p>5. Teacher sets a TPR (Total Physical Response) activity for students to learn the verbs.</p>	<p>We use semantic maps to build a relationship between concepts and ideas; it is an easy way to store information in our brains</p> <p>4. Students match the verbs with the body parts used to express gestures (<b>Appendix 5</b>)</p> <p>5.SS roleplay different gestures; learn and compare them with the ones form their own culture.</p>	<p>Vocabulary sheet <b>appendix 4</b></p>   <p>Vocabulary sheet <b>Appendix 5</b></p>	<p>04</p>
<p>1<sup>st</sup> practice READING</p>	<p>1. Teacher gives students information sheets with the facts and</p>	<p>1.Students scan quickly the text and underline unknown words form</p>		



	<p>information from the country they had previously chosen.</p> <p>2. Monitor ss while reading and check student's comprehension of text.</p> <p>3. Ss underline and highlight important information from the reading to fill their blogs with (scanning and skimming)</p> <p>4. Students share their final chart, giving some sentences about their countries' information.</p>	<p>text; check meaning among SS.</p> <p>Students read a second time, understanding the paragraphs.</p> <p>3. Students talk among themselves and give information from their text.</p> <p>4. Students highlight using different colors the information from their reading and classify it in the following categories:</p> <p>a) language b) location c) customs d) manners e) traditions f) don't....</p>	 <p><b>Appendix 6</b></p> <p><a href="http://www.ediplomat.com/np/cultural_etiquette/ce_br.htm">http://www.ediplomat.com/np/cultural_etiquette/ce_br.htm</a></p> <p><b>APPENDIX 7</b></p>	<p>05</p>
<p>Scanning is a great follow-up activity after skimming, enhancing the student's comprehension of the reading even further. The goal behind scanning is to give students the ability to deconstruct the material and take a closer look, picking up the specific details and combining them with the general information they discovered while skimming</p>				
<p><b>ASSESSMENT:</b> informal and formative; student's Self-assessment (<a href="#">appendix 9</a>), Teacher: rubric</p>				



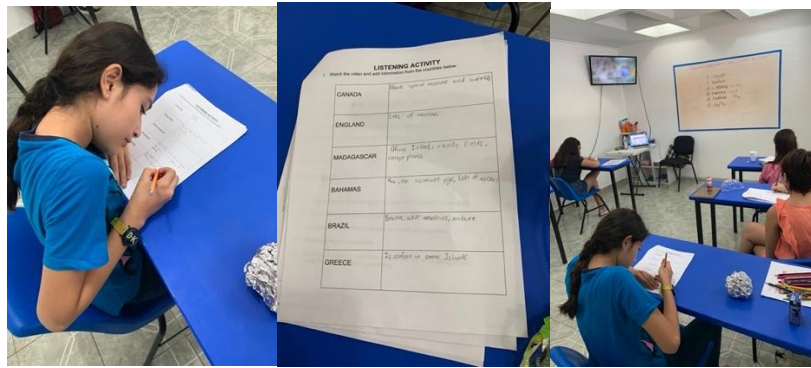
### LISTENING

Step of the lesson	Teacher activities	Student activities	Material	Session number
Pre-Listening Task  Top-down Pre-listening activity and 1 <sup>st</sup> listening.	<ol style="list-style-type: none"> <li>1. Teacher will present a video with the student's chosen country</li> <li>2. Teacher plays the video a first time for student's to get a general idea.</li> <li>3. Teacher sets activity: Students will fill a chart with some additional information to share with their classmates about</li> </ol>	<ol style="list-style-type: none"> <li>1. Students will brainstorm ideas about what they expect to see in the video.</li> <li>2. SS add information to their chart after listening.</li> <li>3. Share information among students and gather</li> </ol>	Video link: <a href="https://drive.google.com/file/d/1KuEc7LrDUOxL5vbiLOLabNBzSG3SXGW0/view?usp=sharing">https://drive.google.com/file/d/1KuEc7LrDUOxL5vbiLOLabNBzSG3SXGW0/view?usp=sharing</a>	06

Grammar Focus	<p>the countries in the video.</p> <p>4. Students will listen 2 times to fill their chart.</p> <p>5. Students listen once more for specific information: Simple present sentences.</p>	<p>additional information to add in their blog.</p> <p>4. Students write on their worksheets sentences in Simple present.</p>	Worksheet, Video  <b>APPENDIX 8</b>	
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ASSESSMENT: Extensive listening and selective listening. Learner centered assessment.

Rubric/check list ([Appendix 11](#))



WRITING				
Step of the lesson	Teacher activities	Student activities	Material	Session number
2 <sup>nd</sup> Practice or social interaction	1. Teacher will give a presentation about: What is a blog? Using a dynamic tool called Quizziz. The students will read the information on their devices while listening to the	1. Students will check the blog examples and will start brainstorming ideas on their notebooks on how they want to present their blog	Audio, Computer links. <a href="https://quizziz.com/admin/quizz/5ffc8b0e9">https://quizziz.com/admin/quizz/5ffc8b0e9</a>	07 and 08

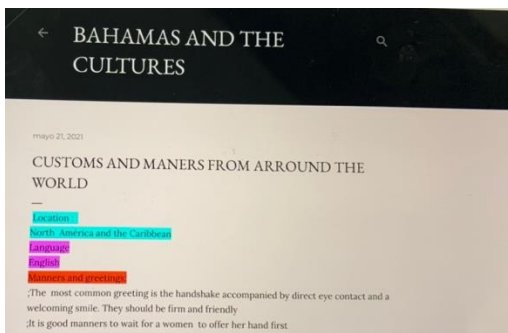
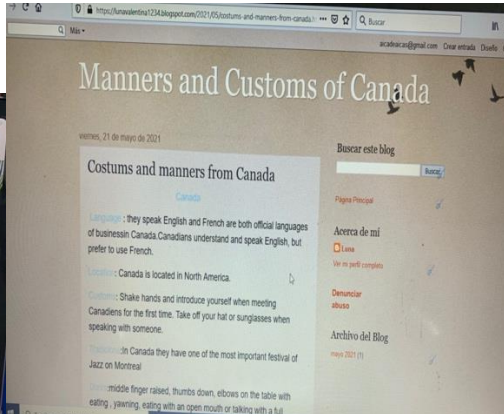
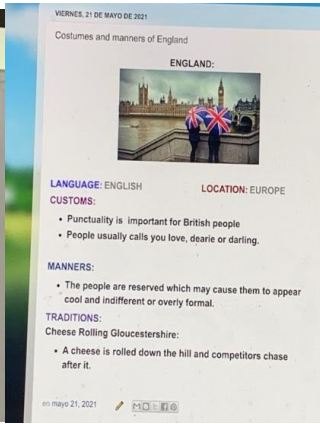
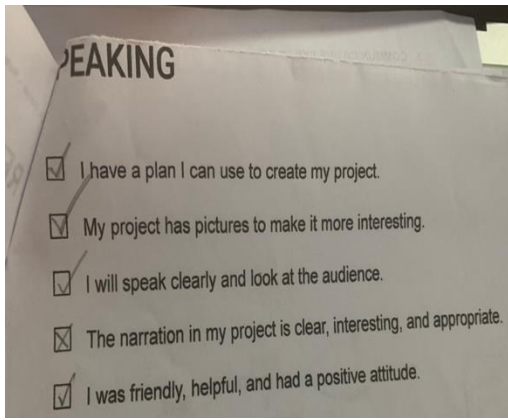
	<p>teacher's explanation simultaneously. At the end of the presentation, the students will answer a self-evaluation quiz.</p> <p>2. Teacher helps students to create an online blog (www.blogger.com)</p> <p>3. Based in their findings from their investigation and from the listening, students will start writing a blog.</p> <p>4. Teacher will monitor and help with the sentence structure and organizing student's ideas.</p>	<p>2. Students will organize information, place pictures and add facts as they work along.</p> <p>3. When students finish writing a blog entrance, they will self-assess their own paragraph.</p>	<p><a href="#">8b6a8001efad147</a></p> <p><a href="https://www.blogger.com/">https://www.blogger.com/</a></p> <p><a href="http://everything-everywhere.com">http://everything-everywhere.com</a></p> <p><a href="https://wearesololiving.com/travel-bloggers-writing-about-specific-countries/">https://wearesololiving.com/travel-bloggers-writing-about-specific-countries/</a></p> <p><a href="https://happytrowander.com">https://happytrowander.com</a></p>	
<p><b>ASSESSMENT:</b> Teacher evaluates students from activities, focusing on ability to negotiate the meaning on tasks, completeness through observing students' performances. Students are also given the rubrics for self-assessment. Informal/Summative assessment (<a href="#">APPENDIX 10</a>)</p>				

SPEAKING				
Step of the lesson	Teacher activities	Student activities	Material	Session number
2 <sup>nd</sup> Practice or social interaction	1. With the information ready, written and organized, the students will record a video	1. Students read the information, check each		09/10

	<p>with their information, and will attach it in their blogs.</p> <p>2. With the help of the teacher, the students present the information through a screen so all their classmates can see their design and while they are being recorded.</p>	<p>other's pronunciation and information.</p>	<p>Audio, Computer, camera.</p>	
--	---	---	---------------------------------	--

Blogging is an excellent way for learners to communicate with one another in a socially based context through technology (Lamonica, 2010, p. 5); the students have the opportunity to work individually as well as collaboratively. Furthermore, blogging provide an alternative for practicing writing in a more relaxed environment and can be used to motivate learners to view writing as means of expressing meaning and feelings not merely as a requirement for language classes.

**ASSESSMENT: RUBRIC, CHECK LIST [\(APPENDIX 12\)](#)**



**SUMMARY:** Writing for a purpose, enables students to express and reflect on their own performance which leads into a fluent development of the language. Although this activity is not only aimed to writing skills, we can conclude that is a very integrative form to promote all skills with a specific purpose. Quoting Felix (2003) and Thorne & Payne (2005) “creative guidance from the instructor and collaboratively chosen activities are needed to integrate online writing in the school syllabus”

**INTERCULTURAL COMPONENT:** Raising cultural awareness in the classroom helps students to be more open-minded towards new experiences and new cultures. Although blogging can be perceived as a tool for writing, in this project, cultural approach is used for students to present the information gathered during several lessons and be able to have a broader look and openness to a critical cultural awareness. Student blogging provides opportunity for sharing, reflection and ownership as well as integrating current technology into L2 teaching education.

**EVALUATION:** Most of the activities are self-assessment. Most of the activities are based on learner-centered assessment, a type of alternative assessment where no exams are necessary. Students work on a project, they are being assessed on the go, with a positive feedback and a reinforcement of activities if needed.

**FOLLOW UP ACTIVITIES:** After the students finish building up their blog, this will be used in upcoming activities to continue developing their writing skills.

## **2.2 OUTCOMES OF THE LESSONS.**

- Introductory activity: Students understood the concept of manner and were aware of the different intercultural ways of communicating.
- Reading: The semantic map was a great idea because they were able to visualize easily the verbs with the corresponding body part. They practiced the speaking skill giving commands in a fun game and they even gave a big extra using “to”. Students struggled a bit with Scanning and Skimming; they need to reinforce on Summarizing.

- Listening: Even though students found the information needed to fill their charts, they got distracted while watching the video. In consequence, it led to a several audio repetitions.
- Writing: Creating a blog was really exciting for them, hence, at times they lost concentration and started using their L1. They had so many questions and were really eager. Connectivity was also an issue. When writing, there were spelling mistakes and had to be corrected.
- Speaking: The speaking section was easier for them; after having the information written and after having investigated and worked on the project, the fluency was reflected.
- In the classroom we could sense the students' affective filter seemed to be low because students felt comfortable and were willing to learn. This can be inferred due to the high levels of motivation students showed in the class by means of participation, enthusiasm to learn either doing group or individual work.

## 2.3 ACTIVITY RESULT

The students worked collaboratively. When they began working on the project, they realized as they moved forward, that it was getting harder and harder to:

- a) Use the English language to express exactly what they wanted to do,
- b) Create the blog in the way they had in their minds (inserting images and commands wasn't easy at all)
- c) Typing all the information they had, with no mistakes and in a specific amount of time.
- d) Being creative; as they were advancing in their blogs, frustration became more and more notorious.

As an outcome for the activity, I believe that my students can communicate effectively and can understand the main differences among cultures; they can deal with most situations likely to arise when travelling in an area where English is spoken. In writing they can produce simple connected texts.

The assessment was done integrating all skills and not just individually; testing integrated skills reflects how students use English in real situation and in the moment. Giving positive feedback at the end of each activity and peer feedback were an important part of this project.



ACTIVITY	HOW THE ACTIVITIES WENT	SUGGESTED SOLUTIONS
<b>WARM UP</b>	Students had trouble understanding the instructions, and were uncertain on how to develop the activity	Give simpler instructions, not being very repetitive and type cue cards with a simpler language; lower my speaking pace and lower my LOE
<b>READING</b>	Students work on the verb list, had some problems with the pronunciation. Students classified the information into categories easily.	Although we did some repetition drills, students had to integrate some verbs into their vocabulary. Students need to work on summarizing, they highlighted complete paragraphs.
<b>LISTENING</b>	They watched the video, but it was too long to watch several times and they get distracted with the images; lose focus on the audio.	Bring shorter videos, play the images once for general idea, then only reproduce the audio without images.
<b>WRITING</b>	Students developed their blogs, some had trouble with commands like inserting or working on their own.	More time is needed for this activity; it wasn't enough. Divide students would be a better idea to keep their attention and work all together step by step while creating a page.
<b>SPEAKING</b>	Oral presentation, did not rehearse, were spontaneous	They performed nicely; probably for future references, a more planned exposition with parent would be according.

## 2.4 VIDEO EVIDENCE

<https://drive.google.com/drive/folders/1uwdt3rbL9UU9213H9ypOB-fIQHvqlh-9?usp=sharing>

## 2.5 ASSESSMENT TOOLS

“...When the cook tastes the soup, that’s formative assessment. When the guest tastes the soup, that’s summative” *Robert E. Stake, professor Emeritus of Education at the University of Illinois*  
In our education system, Summative assessment has more value than Formative, yet, both are important to establish the development, strengths and weaknesses of each student and both provide insights and actions for educators.

Hence, my grading approach in the classroom is Formative; it lowers the stress in the classroom and promotes language use through the Affective filter hypothesis (Krashen, 1987)

English language learners can be assessed in both receptive skills (including listening and reading) and productive skills (including speaking and writing)

To create the rubrics, I used two online tools:

[www.rubricmaker](http://www.rubricmaker)

irubric: <https://www.rcampus.com/indexrubric.cfm>

Using these tools makes my grading easy and well defined; it also helps students to understand clearly how will they be graded and what to look for in their own assessment.

SKILL	ASSESSMENT	TASK	EVALUATION
Vocabulary	Informal, Formative Assessment	Role play, semantic word map	Self-assessment/reflection
Reading	Informal, Formative Assessment	Note taking,	Checklist Rubric
Writing	Informal, Formative Assessment, process-oriented approach.	Summarizing	Checklist Rubric Feedback
Speaking	Subjective assessment-Summative	Oral presentation	Checklist Rubric Feedback

	Extensive oral production		
Listening	Formative Assessment, informal. Extensive	Grammatical category (simple present sentences) worksheet	Checklist Rubric

Subjective assessment: Through this assessment tool, the students will be tested by oral presentations where the teacher considers to compensate the quality of the students' work through performance instruments (rubrics, checklists, observation sheets, etc.) to assign them a worthy grade.

Receptive skills: Reading and Listening-- Assessment tasks in selective listening could ask students, like in this case, to select a grammatical category- Simple Present sentences or certain facts and events

Productive: Writing and Speaking

Extensive oral production tasks include speeches, oral presentations, and story-telling, during which the opportunity for oral interaction from listeners is either highly limited (perhaps to nonverbal responses) or ruled out altogether.

WRITING: It is a process-oriented approach; it its focused more on the process of how the students develop ideas and formulate them into effective writing works and less in the grammar per say. Students are given chances to experience the process of writing, trying to organize and express their ideas clearly.

It is important to mention that I follow The Common European Framework of Reference for Languages (CEFR) to keep track of my student's language ability. At the moment, the level of my students is between an A1 level and an A2 level, therefore, I use the following two scales:

**a) Global scale - Table 1 (CEFR 3.3): Common Reference levels ([Appendix 13](#))**

The global representation makes it easier to communicate the student's ability to non-specialist users and provides teachers and curriculum planners with orientation points. It reflects what the student CAN actually do in five language **skills**: Spoken Interaction, Spoken Production, Listening, Reading and Writing.

**b) Qualitative aspects of spoken language use - Table 3 (CEFR 3.3): Common Reference levels. ([Appendix 14](#))** The chart in this table is designed to assess spoken performances. It is an overview of different qualitative aspects of language use.

The students are given feedback during the whole process and on each stage, this is done to help them improve in the specific area. The feedback is informal and positive feed-forward, - how can the student improve in the future. The students also give each other's feedback (peer feedback). At the end of the project (blog) the teacher gives students a Summative feedback, emphasizing specific parts of their work and how can it be improved in general.

### **3.1 EXPERIENCE REPORT**

At the beginning of the lesson plan, while setting the activation activity, the students found a bit hard to understand the instructions and didn't know how to begin or develop the activity; therefore, I explained several times and instead of helping them, while watching the video I observed I spent too much time giving instructions and being very repetitive. At the end, they understood and did the activity. It wasn't as it was set, but it was the desired outcome, which was to be aware of other cultures and respect their manners.

We began setting the second activity which was the reading. By then, they had a clear idea of the topic and we worked on vocabulary. The semantic map was a great idea because they were able to visualize easily the verbs with the corresponding body part. They practiced the speaking skill giving commands in a fun game and they even gave a bit extra using "to" (wave to Abi)

When moving into the reading comprehension, vocabulary was not a problem, the summarizing and classifying the information was a bit problematic. I realized the students didn't know how to summarize properly and they highlighted the complete paragraph. Even more, they had some

trouble classifying the information in some categories -not with language or location, but customs, manners and traditions- I realized that I need to integrate how to summarize into my classroom, I don't regularly do it because it is something I assumed they did in regular Spanish class.

The next activity on our planning was Listening. It was set on this stage so students could visualize throughout a video the country they had chosen and had a more vivid picture in their heads of the country's people and customs.

It took a long time for me to put together the video including all the countries, search for the specific information to add to it and to edit it. The idea was that while students watch and listen to the information, they were simultaneously filling the chart, adding ideas for their blog and finding additional info to complement their classmate's work. They were given the indication to search in the listening for sentences in Simple present. They found images very distracting and had a hard time focusing only on the audio.

Writing was focused on inserting the information gathered into the blog. Creating a blog was exciting for them, they had high expectations; while working on it they were over excited and lost focus on the activity: in consequence, they started speaking in Spanish. They didn't pay attention to the instructions and all students had different questions at the same time. We encounter some problems of connectivity, which reduced our projected time. When typing the sentences some students had few mistakes and errors. They finally completed a small part of the blog, not as they had in mind because adding images and content wasn't as easy as they had expected and for me it took quite longer than I had planned.

When they gave their Oral presentation, they didn't have time to rehearse; therefore, for some students it was easy, you could see their fluency and how the information gathered flowed. For some, they had to read the information and those are the students I need to focused more on. Throughout the project, when doing the speaking activities, they were corrected in an informal way; they confused singular and plural and forget the "s" in simple present; used HAVE instead of HAS (sing/plural). One common mistake even for me was the word Custom: pronunciation and written, confuse it with costume.

Finally, after going thought out all the project, I believe the students enjoyed the activity and the whole process behind it. I would definitely repeat a similar activity now integrating all the knowledge acquired from this experience in order to improve my teaching methods.

## 4. CONCLUSION

When I began designing the activity, in my mind was shaping nicely and that's what I wanted to reflect in my planning. As I was typing and creating the activities, there was a point where I lost myself with so many options and activities and suddenly, I realized I needed to focus my attention in a simpler topic. I believe this is exactly what happened with my students. Initially, they had the idea in their minds of creating a colorful blog, filled with images, and information. When they began working on it, they realized that it was getting harder and harder to:

- e) Use the English language to express what they wanted to do
- f) Create the blog in the way they had in their minds (inserting images and commands wasn't easy at all)
- g) Typing all the information they had, with no mistakes and in a specific amount of time.
- h) Being creative; as they were advancing, frustration became more and more notorious.

It was a great idea to test integrated skills and not one by one; testing integrated skills reflects how students use English in real situation.

Writing is an important skill in language learning and it is also one that has to be improved. I realized that I focus more on the Speaking rather than writing. My teaching philosophy has always been about producing the language, and it will continue being so, just I need to give time to adequate in my program more writing using a Guided writing technique.

Reading is not just about reading aloud and having a good intonation. Skimming and Scanning are a fundamental part as well; finding activities outside the planned curriculum is a good idea to broaden student's view of culture and the world.

Over all, my conclusion from this work is that, Stephen Krashen and his five hypotheses – the Acquisition-Learning hypothesis, the Monitor hypothesis, the Natural Order hypothesis, the Input hypothesis, and the Affective Filter hypothesis – play a significant role in second language acquisition.

In order to understand how second language learners acquire language acquisition, we must understand Krashen's theories. As English Language Teachers It is important to remember that, according to Krashen, language acquisition is much more important than language learning and according to Chomsky's Universal Grammar Language acquisition is innate and follows a logical order and sequence.

As a result of working on this paper, I realized that comprehensible input needs to be included in order to support language acquisition as well as always going beyond our comfort zone. I plan to

use various strategies in my classroom in order to present comprehensible input and support my second language students in the best way possible by adapting to their needs and implementing Krashen's theories into my curriculum.

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Domicilio:	Vicente Guerrero No. 78, Colonia el huerto, Tula de Allende, Hidalgo
Teléfono:	7731279779
Correo electrónico:	200926069@g.upn.mx

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## APPENDIX 1



## APPENDIX 2

### Nonverbal “Norms” for “Appropriate” Communication Cards (print, cut, and paste)

You find direct eye contact offensive. When you speak, you try not to look people directly in the eye. If someone looks you in the eye, give him or her a toothpick.

You like to know that people are listening when you speak and you expect that people show they are listening by nodding their heads and making eye contact. You nod your head and look right at the person when others speak. If listeners are not nodding their heads or making eye contact with you, give them each a toothpick.

You find people standing close to you very offensive. Stand at quite a distance from people and give them each a toothpick if they come too close.

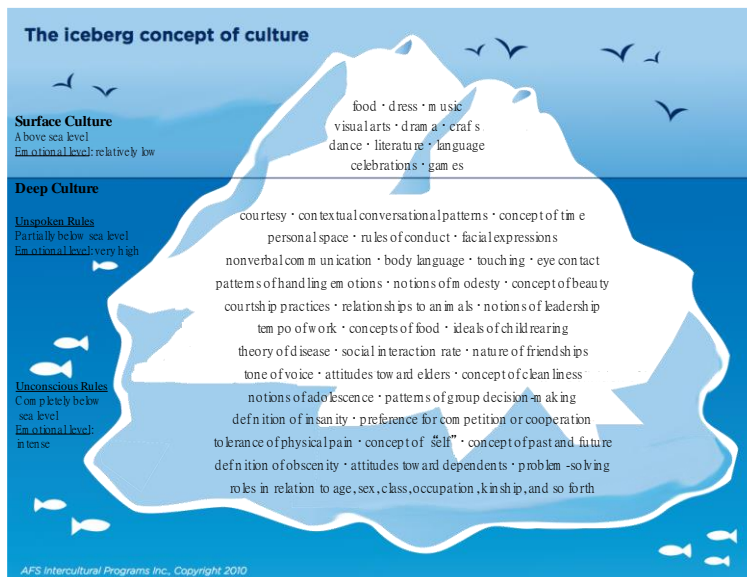
When listening you stand with your arms folded firmly in front of you so that nothing can “intrude” on your attention. If your conversation partner is very close or not folding the arms, give them a toothpick

You like when people get their ideas out quickly in conversations and you are easily distracted by vocalized fillers such as “um,” “ah,” and “er.” If people do not speak quickly enough or if they use vocalized fillers, give them each a toothpick.

When speaking, you pause frequently and you do not like to be interrupted until you finish speaking. You do not interrupt others when they speak. If people interrupt you and do not give you enough time to pause, give them each a toothpick.

Smiling and standing close to a person (even touching them on the arm) as you speak is your way to know you are really listening to what they say. If someone doesn't smile back at you or moves away as you move closer, give him or her a toothpick.

### APPENDIX 3

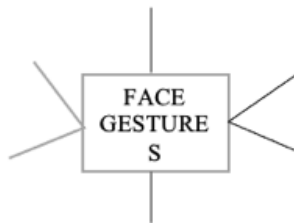


## APPENDIX 4

### Customs and Manners

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1. After watching the video, complete the diagram with the body parts:



2. Match the verbs with the body parts; add the ones on the following sheet.

twist	grab	move	click	scratch	shake	tilt	raise
-------	------	------	-------	---------	-------	------	-------

eyes: \_\_\_\_\_

hand: \_\_\_\_\_

head: \_\_\_\_\_

body: \_\_\_\_\_

3. Students give commands to each other and act out the verbs. Use different body parts.
  - A) Grab your friend's head!
  - B) Scratch your nose

## APPENDIX 5

1

### Gesture verbs

Match the verbs with the pictures below.

bow

clap

hug

nod

point

shrug

wave

wink



1. \_\_\_\_\_



2. \_\_\_\_\_



3. \_\_\_\_\_



4. \_\_\_\_\_



5. \_\_\_\_\_



6. \_\_\_\_\_



7. \_\_\_\_\_



8. \_\_\_\_\_

Which gesture verb can you use to express each of the spoken sentences below.

1. "Nice to meet you."

5. "I don't know the answer."

2. "I want that one."

6. "Goodbye."

3. "I'm only joking."

7. "Well done!"

4. "It's great to see you again!"

8. "Yes."

Are these gestures used in the same way in your country?

**APPENDIX 6**

## ENGLAND:

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### Meeting and Greeting

- The British are reserved, which may cause them to appear cool and indifferent or overly formal. |
- Shake hands with everyone present. Shake hands again when leaving.
- Handshakes are light -- not firm.
- Women should extend their hand to men first.

### Body Language

- Hugging, kissing and touching is usually reserved for family members and very close friends.
- The British like a certain amount of personal space. Do not stand too close to another person or put your arm around someone's shoulder.
- Staring is considered rude.

### IN GENERAL:

- In Great Britain, punctuality is important for business meetings. Be on time.
- Don't be insulted if someone calls you love, dearie, or darling. These are commonly used and not considered rude.
- Crossing your legs at the ankles, not at the knees, is proper.
- In Scotland, kilts are worn by men at formal occasions (i.e., black tie, weddings, etc.). Don't make jokes about or ask a Scot what he wears under his kilt.

### Traditions:

#### 1) Morris dancing

Picture a group of men or women, dressed in old-fashioned clothes, with bells jingling on their legs, holding sticks or handkerchiefs, and dancing rhythmically to simple, traditional music played on a fiddle or accordion, and you get the idea.

#### 2) Cheese Rolling, Gloucestershire

. A cheese is rolled down the hill, and competitors chase after it, trying to keep up with it and, theoretically, catch it. This inevitably leads to competitors tumbling over each other and sustaining injuries of one sort or another.

3) Guy Fawkes Night. Celebrated on the 5th of November each year, Guy Fawkes Night is also known as Bonfire Night, and it commemorates the night in 1605 when Guy Fawkes and his co-conspirators planned to blow up the House of Lords.



### Meeting and Greeting

- Shake hands and introduce yourself when meeting Canadians for the first time. Always shake hands firmly when meeting or departing. Eye contact is important.
- When a woman enters or leaves a room, it is polite for men to rise.
- In Quebec, kissing both cheeks in the French manner is quite common.
- An older French Canadian man may kiss the hand of a woman. Accept this gesture graciously. A foreign man shouldn't kiss the hand of a French Canadian woman, who would be quite shocked.

### Language

- English and French are both official languages of business in Canada. However, virtually all international business is conducted in English.
- Most French Canadians speak and understand English, but prefer to use French.

### Body Language

- Take off your hat or sunglasses when speaking with someone.
- Some gestures have different meanings in Quebec. For example, "thumbs down" is considered offensive in Quebec, as is slapping an open palm over a closed fist. Like the rest of their countrymen and women, French-Canadians use the "thumbs up" sign to mean "okay." The "okay" sign made with the index finger and thumb means "zero" in Quebec.
- In Quebec, sit straight with your legs crossed at the knee, or with your knees together. Don't sit with your legs apart, or with your feet propped up on tables or chairs.
- It's considered bad form by many in Quebec to talk with your hands in your pockets.
- Sneeze or blow your nose as quietly as possible using a handkerchief or tissue. If possible, leave the room.
- Do not yawn or scratch in public.
- Toothpicks, nail clippers, and combs are never used in public.
- Do not point at people
- Do not confuse Canada with the US

### Toronto Film Festival

Every September, thousands of local and international actors, journalists, directors, and the general public flock to Toronto for one of the biggest film festivals in the world. Over a period of 11 days, the best in cinema is screened for the first time,

## GREECE

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The official language is Greek

### Meeting and Greeting

- Shake hands with everyone present--men, women and children--at a business or social meeting. Shake hands again when leaving.
- Good friends are most likely to embrace and kiss.
- Kiss each other on both cheeks. Others might slap or pat one another's arm or back a few times.
- Maintain direct eye contact when introduced to someone for the first time.
- The common verbal greeting in Greece is "Yassas" (Hello) or the more informal "Yiasoo".
- Do not cross your legs in front of those who have a higher status to you or in a formal situation.

### Body Language

- Greeks are very demonstrative and affectionate.
- Nodding your head "yes" is not polite; say "yes" instead.
- "Yes" is signified by a slight downward nod of the head; "no" is a slight upward nod of the head.
- The "O.K." sign is a rude gesture; "thumbs up" means O.K.

**Traditional weddings** that start with dressing the bride and bouncing a baby boy on the nuptial bed; the bride escorted to the church by musicians

The **Carnival** is called "Apokries". The festival consists of two weeks of the feast, beginning from the Sunday of Meat Fare and ends with the first day of the Lent. Everyone is costumed and parties take place in the streets and bars, throwing colored confetti to each other.

**The smashing of plates** was one of the most famous Greek traditions and when someone was having a blast and wanted to express his joy and appreciation for the music played, smashing some plates was in order.

This tradition was banned in 1969 due to the possibility of accidents. The plates were replaced by throwing flowers at the feet of the singer. Some famous singers are actually covered by flowers from the audience while singing.

### Evil Eye (Mati)

Perhaps the most notorious superstition that Greece shares with Turkey (as well as other places) is the belief that the evil eye is a curse (malasma) cast by an envious or jealous person. To protect yourself against it, Greeks believe you must wear a charm. This is what the famous blue pieces of glass with an eye painted on are for.

## BAHAMAS

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**LOCATION:** North America & The Caribbean  
**GOVERNMENT:** Constitutional Parliamentary Democracy  
**OFFICIAL LANGUAGE:** English (official), Creole (among Haitian immigrants).

### MANNERS AND GREETINGS:

- The most common greeting is the handshake, accompanied by direct eye contact and a welcoming smile. They should be firm and friendly.
- It is good manners to wait for a woman to offer her hand first.
- It's common for strangers to wish each other 'good morning/afternoon'; 'please' and 'thank you' is also expected.
- Bahamians are not very punctual and might look quite slow because of constant hot weather,
- It is considered polite to finish everything on your plate so you do not appear wasteful. If you cannot, you may leave a small bit of food on your plate.

Bahamians drive on the left side of the road with the steering wheel on the left side of the vehicle

### TRADITIONS

Junkanoo is a national Bahamian festival with West African roots. It takes place twice each year: once the day after Christmas and once on New Year's Day. The Junkanoo festival involves elaborate costumes, parades with large floats and traditional music

Although the vast majority of Bahamian people are Christians, minority religions in the islands are extremely diverse and include Obeah, a belief system unique to the Bahamas and closely related to voodoo. Obeah is illegal, but it is still practiced, particularly on the Family Islands;

## MADAGASCAR

Madagascar is a unique territory where Africa and Oceania  
On the whole, there are more than 20 different ethnic groups on Madagascar most of whom are Malagasy. Their appearances resemble Arabs, Africans, Vietnamese, Japanese and other nationalities. Also, don't be surprised to meet immigrants from China, UAE, France, India and Pakistan.

Madagascar citizens speak Malagasy language while service sector workers usually speak French and English.

### TRADITIONS:

1) Taking up your spoon only after your elder.

In Malagasy society, respecting one's elders is a traditional custom that is still rigidly practised mainly in rural areas. Once a meal is served, no one is allowed to pick up their cutlery before the elder does. This person may be a father, a grandmother or a grandfather. Once they have lifted their spoon and started to eat, the rest of the family can start to eat as well.

2) Respecting the power of a blessing

Before an exam or before leaving to travel for a long time, it's important for a Malagasy person to receive blessings from older family members. This is known as "Ny Iso-drano zava-mahery", which literally means "blessings are powerful". The Malagasy believe that the blessings from the family – represented mostly by parents and grandparents – will help them to be successful in everything they do and will keep curses away from them.

3) Since locals believe that the souls of the deceased can transmigrate into animals, they highly respect them and forbid any sort of harming the animals.

### MANNERS AND GREETINGS

- For meetings between men and women – A handshake is the most common form of greeting. Handshakes are with right hand while the left hand holds the right arm below the elbow.
- It is common for women to touch arms, shoulders, elbows, etc., when talking with other women and same for conversations between men and men.
- It is okay to give eye contact but not for a prolonged period of time
- It is common to point with the index finger but keep it bent, pointing towards oneself.
- Pointing without bending the index finger is considered rude

## BRAZIL

### Meeting and Greeting

- Take time to greet and say good-bye to each person present.
- Women kiss twice -- once on each cheek -- if they are married. Single women add a third kiss.

### Body Language

- Physical contact is part of simple communication. Touching arms, elbows and backs is very common and acceptable. Brazilians also stand extremely close to one another. Do not back away.
- The "O.K." sign is considered very rude and vulgar; the "thumbs up" gesture is used for approval.
- Wiping your hands together means "it doesn't matter."
- Clicking the tongue and shaking the head indicates disagreement or disapproval.

### OTHERS

- Soccer (football), family, Brazil's beautiful beaches and the country's rapid growth are all appropriate conversation topics. Politics, poverty, religion, Argentina (considered a rival) and the deforestation of Brazil are not.
- Brazilians are expressive and passionate conversationalists. Be prepared to be interrupted.

For example, let's take a look at this "okay" gesture in which one makes a circle with his index finger and thumb while the other fingers are raised slightly.



## APPENDIX 7

### READING INSTRUCTIONS:

Read the information and classify it in the following categories:

1. LANGUAGE:
2. LOCATION:
3. CUSTOMS:
4. MANNERS:
5. TRADITIONS:
6. FUN FACTS:
7. DON'TS:

### READING:

USE THE INFO FROM YOUR RESEARCH

[http://www.ediplomat.com/np/cultural\\_etiquette/ce\\_gb.htm](http://www.ediplomat.com/np/cultural_etiquette/ce_gb.htm)

## APPENDIX 8

### LISTENING ACTIVITY

Watch the video and add information from the countries below.

CANADA	
ENGLAND	
MADAGASCAR	
BAHAMAS	
BRAZIL	
GREECE	

## APPENDIX 9

### READING

- I found information about my topic and took notes.
- I was friendly, helpful, and had a positive attitude.
- I used my time wisely and had all my work done on time.
- My brainstorm has lots of ideas about my topic.
- My work has information about the topic.

## READING

	Great work!	Almost there	Starting to get it	Try again
<b>Research</b> Overview Found information and took notes 4 points	Found three or more sources of information. Notes were neat and had many details.	Found two sources of information. Took many notes.	Found one source of information. Took a few notes.	Needed help to find information about topic. Took a few notes.
<b>Behavior</b> Overview Friendly, helpful, positive 4 points	Followed all directions. Took part in all activities. Was helpful to others and shared many ideas. Tried new things.	Followed most directions. Took part in all activities. Was helpful to others. Said many nice things to other students.	Did not follow all directions. Took part in most activities. Was helpful to others. Said some negative things about others.	Did not follow directions. Said negative things about other people and the project. Was not helpful.
<b>Organization</b> Time Management Student uses time well to complete assignments on time 4 points	Used time well. Work was turned in on time or before it was due.	Used time well. Most work was done on time.	Did not use time well. Some work was not done on time.	Did not use time well. Little or no work was done on time.
<b>Planning</b> Brainstorming Ideas about the topic 4 points	Brainstorm had more than ten ideas and showed links between ideas.	Brainstorm had more than ten ideas.	Brainstorm had less than ten ideas.	Brainstorm had fewer than four ideas.
<b>Content</b> Overview Information about the topic 4 points	Had many details about the topic. All details were correct.	Had many details about the topic. A few details were not correct.	Had few details about the topic. Some information was not correct.	Work was not about the topic.

## APPENDIX 10

### WRITING

- I have a variety of resources in my notes that support my research.
- I found information about my topic and took notes.
- My sentences are different lengths and work well together.
- My writing shows imagination.
- My writing is organized and fluent. I express my ideas using proper vocabulary, spelling, and conventions.

## WRITING

	Great work!	Almost there	Starting to get it	Try again
<b>Planning</b> Research and Notes Quality and quantity  4 points	Used six or more reliable sources of information. Notes are clear, organized, and complete.	Used four or five sources of information. No more than one source of information was not reliable. Notes were organized and complete.	Used two or three sources of information. Some of the sources were not reliable. Notes were not complete.	Used only one source of information, or did not use a reliable source. Notes were not clear or missing.
<b>Research</b> Overview Found information and took notes  4 points	Found three or more sources of information. Notes were neat and had many details.	Found two sources of information. Took many notes.	Found one source of information. Took a few notes.	Needed help to find information about topic. Took a few notes.
<b>Writing</b> Sentence Fluency Length, variety, and flow  4 points	Most sentences were different lengths. Writing had a natural rhythm and flow.	Many sentences were different lengths. Most sentences flowed from one to another.	Many sentences were the same length. Some sentences flowed from one to another.	Most sentences were the same length. There was no flow from one sentence to another.
<b>Writing</b> Creativity and Originality Writing is creative  4 points	Writing had many creative details that made the reader want to learn more.	Writing had three or more examples of creative ideas.	Writing had one to two creative details.	Writing was not creative and did not show imagination.
<b>Writing</b> Overview Ideas, organization, spelling, and word choice  4 points	The order of ideas made sense. Many interesting details about the main idea. Used adjectives to describe ideas. Made few spelling or grammar errors.	Most ideas were in order. Many details about the main idea. Used a few adjectives to describe ideas. Made less than 10 spelling or grammar errors.	Some ideas were not in order. There were few details about the main idea. Made 10 or more spelling or grammar errors.	Order of ideas did not make sense. Had no details about the main idea. Made many spelling and grammar errors.

## APPENDIX 11

Listening skills				
	Area of concern 1 pts	Needs work 2 pts	Good 3 pts	Very good 4 pts
Ability to focus.	<p><b>Area of concern</b></p> <p>The student was not able to concentrate on the listening task and was easily distracted and inattentive.</p>	<p><b>Needs work</b></p> <p>The student found it difficult to concentrate on the listening task, but was able to attend occasionally.</p>	<p><b>Good</b></p> <p>The student was mostly attentive and usually able to listen with good concentration.</p>	<p><b>Very good</b></p> <p>The student was able to concentrate fully and listen very attentively throughout the assessment.</p>
General understanding.	<p><b>Area of concern</b></p> <p>Student did not understand enough vocabulary or information to answer the questions.</p>	<p><b>Needs work</b></p> <p>While the student did not understand a lot of the vocabulary and information, he/she was able to complete some of the questions.</p>	<p><b>Good</b></p> <p>The student showed a good general understanding of the vocabulary and information, with most questions completed.</p>	<p><b>Very good</b></p> <p>The student showed a very good general understanding of all vocabulary and information, completing all the questions.</p>
Listening for details.	<p><b>Area of concern</b></p> <p>Student was unable to grasp specific details when listening, and did not include them in the answers.</p>	<p><b>Needs work</b></p> <p>Although the student showed a limited ability to listen for details, specific information was occasionally included.</p>	<p><b>Good</b></p> <p>The student was able to include most specific information and details in his/her answers.</p>	<p><b>Very good</b></p> <p>The student included all the specific information and details in his/her answers.</p>
Accuracy of answers.	<p><b>Area of concern</b></p> <p>The student's answers were mostly left out or unrelated to the information given.</p>	<p><b>Needs work</b></p> <p>The student included a small amount of information, however, a lot was left out or was not accurate.</p>	<p><b>Good</b></p> <p>Answers were mostly accurate and related to the information given, with a only a few errors.</p>	<p><b>Very good</b></p> <p>The content was always accurate and related to the information given.</p>

## APPENDIX 12

### SPEAKING

- I have a plan I can use to create my project.
- My project has pictures to make it more interesting.
- I will speak clearly and look at the audience.
- The narration in my project is clear, interesting, and appropriate.
- I was friendly, helpful, and had a positive attitude.

Name \_\_\_\_\_

Points Earned  
\_\_\_\_ / 36

## Oral Presentation Rubric

	3	2	1
Organization	Information is presented in a logical, interesting order which the audience can easily follow.	Information is presented in order which the audience can follow.	Information is presented in an order which the audience has a hard time following.
Subject Knowledge	Knowledge of the topic is clearly demonstrated and questions can be answered with explanations.	Knowledge of the topic is demonstrated and most questions can be answered.	Knowledge of the topic is NOT demonstrated and questions cannot be answered.
Graphics	Visual aid writing is neat, legible and accurate with large graphics that the audience can easily see.	Visual aid writing is legible and accurate with graphics that the audience can see.	Visual aid writing is not neat or legible with graphics that the audience has difficulty seeing.
Mechanics	Presentation has NO misspelled words or grammatical errors.	Presentation has one or two misspelled words or grammatical errors.	Presentation has several misspelled words or grammatical errors.
Eye Contact	The student maintains eye contact with the audience, seldom referring to notes.	The student has some eye contact with the audience, often referring to notes.	The student reads to the audience, seldom looking at them.
Voice	Student uses a clear voice with correct pronunciation of words and the audience can hear all of the presentation.	Student uses a voice with correct pronunciation of words and the audience can hear most of the presentation.	Student uses a quiet voice and/or mispronounces words and/or the audience cannot hear most of the presentation.

Comments: \_\_\_\_\_

### APPENDIX 13

#### Global scale - Table 1 (CEFR 3.3): Common Reference levels

A simple 'global' representation will make it easier to communicate the system to non-specialist users and will provide teachers and curriculum planners with orientation points.



<b>BASIC USER</b>	A2	Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.
	A1	Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

## APPENDIX 14

**Qualitative aspects of spoken language use - Table 3 (CEFR 3.3): Common Reference levels.** The chart in this table was designed to assess spoken performances. It focuses on different qualitative aspects of language use.

A2	Uses basic sentence patterns with memorised phrases, groups of a few words and formulae in order to communicate limited information in simple everyday situations.	Uses some simple structures correctly, but still systematically makes basic mistakes.	Can make him/herself understood in very short utterances, even though pauses, false starts and reformulation are very evident.	Can answer questions and respond to simple statements. Can indicate when he/she is following but is rarely able to understand enough to keep conversation going of his/her own accord.	Can link groups of words with simple connectors like "and", "but" and "because".
A1	Has a very basic repertoire of words and simple phrases related to personal details and particular concrete situations.	Shows only limited control of a few simple grammatical structures and sentence patterns in a memorised repertoire.	Can manage very short, isolated, mainly pre-packaged utterances, with much pausing to search for expressions, to articulate less familiar words, and to repair communication.	Can ask and answer questions about personal details. Can interact in a simple way but communication is totally dependent on repetition, rephrasing and repair.	Can link words or groups of words with very basic linear connectors like "and" "then".

## APPENDIX 15

**DEMONSTRATING:  
A SELF EVALUATION CHECKLIST<sup>1</sup>**

*Record by means of a tick in the appropriate column the comments which come closest to your opinion.*

<i>How well did I ...?</i>	well	satisfactorily	not very well
make sure that students had the necessary materials, instructions, equipment, etc.			
get the practical underway promptly			
try to ensure that all the set tasks or experiments were completed in the time available			
keep track of progress across the whole class			
handle students' questions and queries			
provide help when students encountered difficulties			
respond to students as individuals			
help sustain students' interest			
bring things to a close and indicate preparation task(s)			

*Figure 3*