Emphasizing the importance of cultural identity of second language learners in lesson plans

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Emphasizing the importance of cultural identity of second language learners in lesson plans

A Field Project Proposal Presented to

The Faculty of the School of Education

International and Multicultural Education Department

In Partial Fulfillment

Of the Requirements for the Degree

Master of Arts in Teaching English as a Second Language

By

Sreyasi De

December 2018
Emphasizing the importance of cultural identity of second language learners in lesson plans

In Partial Fulfillment of the Requirements for the Degree

MASTER OF ARTS

In

TEACHING ENGLISH AS A SECOND LANGUAGE

by

Sreyasi De

December 2018

UNIVERSITY OF SAN FRANCISCO

Under the guidance and approval of the committee, and approval by all the members, this field project has been accepted in partial fulfillment of the requirements for the degree.

Approved:

Luz Navarrette Garcia
Instructor/Chairperson

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ABSTRACT

A sky rocketing trend of one in three United States residents is estimated to be either an immigrant or the child of an immigrant by 2065. How well immigrants and second-generation immigrants are inhabiting in United States is of great significance to the state of being happy, healthy, prosperous, and full of energy and resonance of the United States in general. While economic, political, and social aspects of immigration are frequently contemplated for policy-making, comparatively small investigations have examined the cultural identity of the immigrants. In the review of literature, topics of intercultural competence, cultural competence, and culturally responsive teaching that has been projected are a means to widen and facilitate immigrants’ integration into the United States.

These three themes assist the literature to guide the project. The first theme facilitates language learners to develop Intercultural Communicative Competence (ICC) as it is a necessity in today’s world. This also enables teachers to have sufficient experience to be competent as intercultural communicators in the first place. The second theme projects the issue of cultural competence that has an influence on teaching and learning process. With the increase of globalization, cultural competence is persistently becoming essential. The third theme is culturally responsive teaching which covers this project’s important aspect as it will highlight on how to create a culturally responsive environment for learners and value their cultural ties by creating strong ties with their ethnic community and parents. These themes connect the project together through exploration and combination of research findings. The literature helps educators through the exploration of different ways to improve and enhance the aspect of cultural identity through cross culturalism and diversification.
Finally, the project is a handbook for teachers that comprises of activities, discussions, and questions about the importance of culture and cultural identity of students. The lesson plan enables teachers break the barriers of cultural difficulties through an activity that motivates the students to share their cultural experiences.
CHAPTER I
INTRODUCTION

Statement of the Problem

According to a recent study by Zong, Bataloza, and Hallock (2018), United States was a popular migration destination since 1960. The study notes that the US population grew by 29.2 million between 1980 and 2015 and the largest number of immigrants came from countries where English is not an official language. The same study also sites that as of 2016, 26.1 million individuals aged 5 years and older were Limited English Proficient (LEP). Spanish speakers accounted 16.6 million of Limited English Proficient population followed by 1.9 million Chinese and 875,700 Vietnamese (Zong et. al., 2018). Immigrants from these countries came from different cultures. According to Brown (1994: 170), culture formulates our existence and on the other hand language is a medium of communication that enables a culture to exist and thrive. Hence, a person’s view of world, individuality, and different aspects of thinking, feeling, acting, and communicating is disturbed with a change of one culture to another. Byram (2006) claimed from individual and global viewpoint culture exhibits personal, social, and cultural identities. Therefore, problem of developing cultural identity of English language learners has always been significant and acute. Jensen, Arnett, and McKenzie (2011) claims that the influence of globalization has destroyed cultural identities. This field project explores this problem in the context of language teaching through lesson plans in the classroom.

Anthropologists Whiting and Child (1953) explained the interrelation between cultural beliefs and practices as “custom complex”. Custom complex is formed of practices as per custom, beliefs, values, sanctions, rules, motives, and satisfaction connected to it. Jensen (2003) addressed that cultural identity formation includes faith, habitual manner, and custom complexes
of one or more cultural communities. In the works of Jensen (2008) an example has been asserted that significant components of one’s cultural identity ranges to the basis of family and community liabilities, attachment to spiritual rules of behavior, or belief of self-govern and freedom. As per Erikson (1950,1968) the salient aspects of cultural identity stressed on the formation of adolescent’s identity. They were on how they make their choices on set of ideas and beliefs, love, and work to reach an autonomous and a special sense of self within the culture they live. On Eriksonian identity formation task as per Jensen, Arnett, and Mckenzie (2011), focuses on developing an individual identity inside a cultural community whereas on the other hand the process of forming cultural identity entails to whichever cultural community one belongs. Jensen, Arnett, and Mckenzie (2011) insists that cultural identity in the time of globalization relates that people not only belongs to a majority culture but is also exposed to other cultures as well.

As (Mead, 1928; Schlegel & Barry, 1991) asserted that cultural identities become more different from each other when adults and emerging adults proceed through multiple cultures. This seems to be very common in the human history but for majority cultural identity was simple comparatively. As in course of time children adopted the culture as their identity in which they were born. Whiting and Edwards (1988) claimed that in old fashioned cultures this kind of cultural identity development is still conform. According to (United Nations Development Programme, 2009), in last ten years recently in majority part of the world the process of development of cultural identity has changed immensely. With increase in the complexity of economies the extent of work-related identity paths has increased greatly. As per (Population Reference Bureau, 2008) and Hugo (2005), in human history it has been found for the first time that in 2008 more people were living in urban areas than in rural places. This migration is mainly
directed by the adults. As addressed by Jensen, Arnett, and McKenzie (2011), Berry’s (1997) model of adaptation to immigration enables to understand how globalization fosters varied cultural identities in adolescence and emerging adulthood. Berry (1997, p. 6), brought up a noticeable question while his model was being presented asking what happens to individuals when they have developed in a specific cultural context, but they attempt to live in a new cultural context. Jensen, Arnett, and McKenzie (2011), has insisted on a question with an emphasis on globalization rather than immigration - they wondered what happens in adolescence and emerging adults’ identity development in presence of multiple cultural contexts. These contexts may include their local cultures and other cultures they may come into contact with via globalization. Berry (1997) asserted the four forms of acculturation. They were as follows: 1. Assimilation: People does not want to accept their original culture and instead they welcome new culture as the foundation of a new cultural identity. This is more about finding a way for cultural identity rather than immigration among young people. Global culture is gaining more importance than local culture in this fast-increasing change in economic and social aspects. As soon as they are capable as adolescence and emerging adults, they leave for embracing the global culture. 2. Separation: It is invaluable to people for holding on to their original culture. They avoid making connections with people in the new culture. This is common among people where immigration has been automatic such as refugees from war or famine and family members who had to move along with the head of the family. This enables to people who has been affected by globalization and wanted to embrace local culture and put away the global culture. 3. Integration: According to (Phinney, 1990; Phinney & Devich - Navarro, 1997; Huynh et al., Chapter 35, this volume; Umana - Taylor, Chapter 33, this volume), it is claimed that immigrants maintain the identification with their original culture as they embrace the ways of new culture. It has been
termed as bicultural in the literature of ethnic identity. The development of global identity besides local identity enables young people to communicate with people from various places and also via media technology. As Hermans and Kempen (1998), addressed that local culture revamped by globalization changes traditional cultural practices and beliefs. These changes enhance hybrid identity rather than bicultural identity that unifies both elements of local and global culture.

4. Marginalization: Berry (1997) claimed that marginalization enables immigrants to feel neither in their culture of origin nor in the new culture they have migrated into. They feel that they have lost their connection to their culture of origin. The new culture seems to be too different for them to adapt or a feeling crops up that they are not accepted by the new culture because of physical appearance, socioeconomic status or religion. As per Berry (1997) it is called cultural distance when marginalization is in a larger level which more clearly is known as no similarity between culture of origin and new culture. Along with globalization marginalization is obvious as local culture is drastically changed by globalization. People feel that local culture is beyond noticing and soon there is disconnection as they experience that they don’t have any place in global culture either. Marginalization brings cultural distance as there is a huge gap exists between local culture and global culture.

This project gravitates to address the problem of the identity of learners that affects their motivation. It is a significant alteration around them to understand the different aspects of the social world. Motivation is their driving force of learning irrespective of their various living conditions. The different attitudes of learners because of globalization, acculturation that moves towards confusion raises the question in them whether there is a connection between cultural identity and learning and teaching. Integrating native and target cultural aspects in the lesson
plans along with responsive teaching will promote communicative competence and cultural awareness.

**Purpose of the Project**

The purpose of the project is to focus on how to align the different aspects of cultural identity of second language learners through the formation of lesson plans by teachers. As Ortiz (2000) claims, that students emerging from a specific ethnic or cultural group feels enculturation and acculturation in their new surroundings. As each culture is different so various kinds of activities and strategies are required to keep the learners interested in the lesson. So, the teachers have to plan and organize their lessons. This is possible when teachers are aware of the learner’s cultural identity by learning the features and characteristics more importantly. Understanding the learning strategies of each learner will enable teachers to teach a mixed class in a better way.

The intended audience are the adult language learners in adult school and community colleges of San Francisco Bay area. The target audience includes a broad cross section of second language learners, primarily consisting of immigrants and refugees. The project will assimilate artifacts and activities that relate to different effects of intercultural competence. The exploration will involve the abilities of understanding together different social identities and the interaction with others as complicated human beings with collective identities and one’s own individuality. As per (Kubota & Lin, 2009; Kumaravadivelu, 2008), it has been addressed that learners and teachers are individuals. They both are too involved in forming and reforming their identities in the globalized world. The complex connection between language and culture enables both learners and teachers in the language classes to have an exceptional opportunity to clearly express and understand the complexities of identity formation. The global and colonial aspects
are extra baggage carried by both second language learners and teachers. The interconnection of cultural globalization, identity formation, and English language education has been getting a deserving attention by the teachers.

The reason for choosing this project is because language learning cannot be separated from culture; so, it will be an effective tool for the teachers to form an environment in classroom where motivating the discussion of each other’s culture will reinforce student’s learning and teaching.

**Theoretical Framework**

This project is based on the theoretical framework of Sociocultural theory. This term was created by Lewis, Moje, and Enciso (2007, p. xi) for bringing more attention towards power, identity, and agency that are crucial for literacy learning and practice. As O’Connor (2001) and others claim that sociocultural research is about identity in learning. It gears towards focusing on identities these individuals shape up to the communities they belong instead of relating to conflict and tension that as well exists. Gutierrez (2003) as well states that learning happens when conflict and division takes up the spaces. Lewis & Moje (2003) and Lewis & Ketter (2004) argues that it not only emphasizes the social cultural nature of learning but at the same time concentration is needed to look at the aspects of how identity is shaped within social and cultural contexts. The kind of close attention that is required for power and agency does not hold a prominent position in sociocultural research. The different threads of sociocultural theory such as activity theory (Engestrom, 1999), distributed cognition (Rogoff,1995), situated cognition (Kirshner & Whitson, 1997), communities of practice (Lave & Wenger, 1991), and cultural psychology (Cole, 1999) all of these together share a view of human action which is reconciled
language and other systems of pattern within a specific cultural contexts. Lewis & Moje (2003) and Lewis & Ketter (2004) addresses that as the focus and commitment are more on lengthy definitions and roles of mediation, language, and culture of sociocultural theory; a question arises how these aspects emphasize individuals who are incorporated within specific contexts.

Lewis & Moje (2003) and Lewis & Ketter (2004) claims that it is their aim to produce a sociocultural theory that takes into consideration that large systems of power are shaped by individuals in specific cultural contexts. The relationships of these elements of power, identity, and agency enables the shape of learning and production of knowledge. Lewis & Moje (2003) and Lewis & Ketter (2004) raises the question that how people produce knowledge, meaning, and learn new ideas when they have interactions with one another. A perspective on learning is made which provides the proof about the role of power in micro and macro levels in order to bring up the larger issues of power lacks attention. Learning as argued by Lewis & Moje (2003) and Lewis & Ketter (2004) that acquisition, resistance, and reconceptualization of skills and knowledge have the capacities to make and remake selves, identities, and relationships. It is important to recognize that learning is found in discourse communities and as these communities perform a power struggle over cultural tools, resources, and identities then it is obvious it is shaped by power relations that are not acts of power. It is significant to understand learning and mediating learning environment. The main aspects of sociocultural theory which are power, agency, and identity building fails to form connection with larger systems of power. Grossberg (1995) stated arguably that cultural studies are not able to focus on both micro and macro processes. Lewis & Moje (2003) and Lewis & Ketter (2004) proposes critical social theories for developing sociocultural outlook that persuades to have a progressive relationship between social and individual, global and the local, and institutional and every day.
According to (Lewis, Enciso, & Moje, 2007; Rogoff, 1990; Rogoff & Wertsch, 1984; Tharp & Gallimore, 1988; Vygotsky, 1978), sociocultural theory is well known for teacher education in diversity. As per (Cochran-Smith & Zeichner, 2005; Sleeter, 2008), it is significant to create a common and shared context for learning when there are no commonalities between teachers and students in the aspects of cultural, historical, political or community experiences. It is (Dalton, 2008; Tharp, Estrada, Dalton & Yamauchi, 2000) who states that the Five Standards Instructional Model which represents sociocultural pedagogy formulated to maximize the learning of the diverse students. The model is of two parts 1.) principles of learning and 2.) an organization of a small group in the classroom. It is stated by (Saunders & Goldenberg, 1999; Tharp et al., 2000) teacher and students discuss about their similar learning needs and the diversified learning needs are taken care in the respective activity centers. However, (Teemant, Joan, & Tyra, 2011) finds that the Five Standards Instructional Model has the instructional and cultural knowledge required for diverse students in order to increase their knowledge and learning. Research investigations are continuing how teachers can improve their professional development through practices that are defined, targeted, and systematic. My project is based on this philosophical rationale.

**Significance of the Project**

The project is of significance to both teachers and learners. Knowing that there will be challenges the teachers prepare themselves that benefits them in the future through this project. Firstly, the teachers will benefit by making full use of teaching and other authentic language materials to teach and guide learners to bother about cultural issues which are stimulating enough. Secondly, they will be able to organize the lesson plan with motivational activities that be puts up together the personal experiences and the textbook cultural ideas. Thirdly, they can
combine language teaching and cultural teaching through relevant teaching methods and approaches that will improve both cultural knowledge and communicative skills. Fourthly, by learning that sharing experiences of their intercultural interactions with the learners shows respect towards them and also no hasty judgements are made on their cultural ideas and behaviors. Fifthly, immigrants coming from different backgrounds and with limited knowledge in English poses challenge to teachers in the multilingual/multicultural classroom. This requires teachers to understand the need of these learners to help them overcome communication challenges and develop cultural identity.

Students develop confidence through intercultural interactions with teachers. These constant interactions entail intercultural education and experience. As suggested by Chen (1989), Knowing the thinking pattern of the learners enable them to have an effective communication which refers to cultural awareness as an important formulation of intercultural competence.

My field project will heighten the awareness of functions of culture through effective materials and lesson plans. These sample lesson plans will act as a guiding force for teachers and positive interactions in the classroom will increase the communicative competence, cultural knowledge, skills, and awareness. It is not possible for teachers to know every culture. For this purpose, motivation encompassing materials and activities will fulfill needs of learners without gearing towards any specific cultural context.
CHAPTER II

REVIEW OF THE LITERATURE

Introduction

These three themes will assist the literature to guide the project. The first theme will facilitate language learners to develop Intercultural Communicative Competence (ICC) as it is a total necessity in today’s world. This also enables teachers to have enough experience to be competent as intercultural communicators in the first place. The second theme projects the issue of cultural competence that has an influence on teaching and learning process. How with the increase of globalization cultural competence is persistently becoming relevant. The third theme is culturally responsive teaching which will cover this project’s important aspect as it will highlight on how to create a culturally responsive environment for learners and value their cultural ties by creating strong ties with their ethnic community and parents. These themes will connect the project together through exploration and combination of research findings. The literature will help educators through the exploration of different ways to improve and enhance the aspect of cultural identity through cross culturalism and diversification.

Theme 1

Intercultural Communicative Competence (ICC)

According to Lopez-Rocha & Arevalo-Guerrero (2014), it is asserted that because of the result of the effect on foreign language teaching in the last decades Intercultural Competence (IC) has been refreshed and named as Intercultural Communicative Competence (ICC). Sandra López-Rocha (2016), addresses that the difference between IC and ICC should be understood
when some deciding factors are considered regarding the cultural content in the curriculum.

Intercultural communicative competence as claimed by (Buttjes & Byram, 1990; Kramsch, 1993; Byram, 1997, 2006, 2012; Fenner, 2001; Common European Framework of Reference for Languages, 2001; Byram, Gribkova, & Starkey 2002; Aleksandrowicz-Pędich, 2005; Risager, 2007; Ho, 2009; Komorowska & Aleksandrowicz-Pędich, 2010), is supposedly a new approach to teaching foreign language. It is a shift in paradigm from knowledge-based to a more culturally holistic. It puts focus on both awareness of inseparability of language and culture and prepares learners for cross cultural communication. As Marczak (2010, p.13), addresses that the result of English as a lingua franca is from globalization and constant movement. This has brought cultural diversity and hybridity. These days English language is not only used as a tool for communication not only by native speakers but above all by non-native speakers. Marczak (2010, p.19), states that this results the approach of intercultural communicative competence negates the notion of native speakers as role model. The pattern or the framework indicates that rather there should be a give-and take of language and cultural meanings in a foreign language classroom. As a result, the utmost purpose of intercultural communicative competence is to cultivate the awareness of cultural variety and then enable to apply this ability of awareness in the cross-cultural contexts. Hence, intercultural communicative competence looks forward that learners will move forward with their ability of communicative skills beyond the unfamiliar aspects of cultural contexts. However, intercultural communicative competence empowers learners to manifest global skills that will persuade them to engage in interactions with representatives of other cultures rather than target language cultures. Thus, the meaning of culture has to be bargained. According to Marczak (2010, p.17), intercultural teaching is different from knowledge-based approach. As per his description, intercultural teaching is
mainly experiential teaching with the emphasis on awareness and skills. It is against knowledge-based teaching that mainly focuses on acquisition of facts about target language culture. Intercultural teaching is different from knowledge-based approach in such a way that learners’ attention is turned not only towards the target language culture but also towards their own culture. Students are expected to explore cultures and find comparisons. As he claims the aftereffect of teaching is not the target language but a variety of cultures. As Marczak (2010, p.18) states intercultural teaching in alignment with constructivist approaches is a learner centered approach. It is mainly student oriented and focuses on helping learners to acquire abilities that can apply to a context that the learner may not familiar with. The aftereffect aspect of learning has heterogeneous view of culture. Marczak (2010, p.18) states in his concluding remarks that intercultural approach has an expectation from the learners that they manifest a better understanding of target culture and of his/her own without imitating the model of cultural behavior of the native speakers. His research findings claim that any kind of knowledge-based approach to teaching focuses on the goal of knowledge of facts about a given culture. But, on the other hand intercultural teaching stresses on attitudes and skills in the first place and then knowledge in the second. Byram (1997) who first introduced intercultural communicative competence unified two aspects communicative skills and intercultural abilities. His view of intercultural communicative competence is an extension of communicative language teaching. According to Byram there are six different types of communicative competence. They are linguistic competence, sociolinguistic competence, discourse competence, strategic competence, socio-cultural competence, and social competence. Linguistic competence is about ability that can produce statements and that complies with rules in the target language and as well convey meanings. Sociolinguistic competence is known as awareness of context in which the interaction
takes place and so the relationship between interlocutors and intentions that regulates the selection of language structures. Discourse competence includes the ability to build and clarify a text using suitable strategies. Strategic competence relates to ways learners manage all kinds of misapprehensions happened due to lack of suitable language proficiency. Socio-cultural competence includes the ability to be aware and identify a socio-cultural context where language is located. Competence can identify the fact and this circumstance is different for various cultures. Social competence is the last one that includes the will and skill for the interaction. However, competence is related with the levels of motivation, attitude, self-confidence, and empathy. Byram’s (1997, p.3) approach is found to be different from communicative language teaching. What makes it different is the stress on the ability to move from a central position from one’s own perspective and cultural setting so that the viewpoint of the interlocutor can be taken. The powerful aspect of communication is not only decided by effectual exchange of information but mainly by productiveness of relation with one’s interlocutor.

Byram’s (1997) describes in his intercultural competence model the different aspects of attitudes, knowledge, and skills. The speakers exhibit their measures of communication through their approach towards other cultures. Fundamentally, the purpose of intercultural approach is to promote learner’s positive attitudes which are frankness, inquisitiveness, and willingness to detach oneself from typecasting and preconceived idea. Byram (1997, p.34), adds that attitudes accept the fact of taking into account the awareness of culturally dependent beliefs and behaviors and the ability to view these features from the interlocutor’s viewpoint.

Marczak (2010, p.19) insisted that Intercultural Communicative Competence stimulates learners with awareness of cultural variety and then enhances this ability in cross cultural contexts – my field project reinforces this theme. This will expand the communicative skills way
beyond their comfort zone of cultural context. This demands learners to develop generic skills that will enable them to engage in interaction with other cultures besides target language. Byram’s (1997) efforts of bringing together communicative skills, intercultural abilities and taking into consideration attitudes, knowledge, and skills establishes relation with one’s interlocutor on one hand and get rid of stereotypes and other prejudices and improve the ability to look at one’s own cultural beliefs and behaviors from interlocutor’s viewpoint. From Kramsch (1993) viewpoint as the learners discover other cultural outlook; stages of cultural adaptation are expected from the learners to go through. From interlocutor’s cultural perspective attitudes relate to the ability to look at and examine own culture and name as “third place”. Byram (1997, p.35), states critical cultural awareness enables in growing suitable attitudes which is attached in stimulating own cultural outlook. He (1997, p.53), asserted that critical cultural awareness is virtually the same as making an inspection of the assessment of the products of learner’s own or other cultures. This kind of evaluation is based on attitudes, knowledge, and skills. Byram (1997, p.35) stated, from this viewpoint, approaches are related to knowledge; although this connection is not formed on the basis of cause and effect relationship. Nevertheless, good understanding of target language culture does not surely move ahead to positive approaches to culture. The model is differentiated between two types of knowledge - society of the target culture and one’s own culture vs. society. As per Byram (1997) there are two kinds of skills which are skills of clarifying and connected documents of the target culture and skills of uncovering and interaction that comes in the front when learner has no particular knowledge of cultural meanings, faith or ethics. Different views by Meyer & Kordes (1990), on intercultural competence states that transcultural competence goes far in the model that is a level up. According to Meyer & Kordes (1990), learners go through three stages of cultural development which are monocultural,
intercultural, and transcultural stages. At a monocultural level learners exhibit their behavior, thinking, attitudes usual of their culture. Stereotypes is an aspect on which the expectations of learners of target language culture are based. The intercultural level enables learners to be conscious of their own and target language culture. But learners do not exhibit the ability to solve problems that emerge from cross-cultural misunderstandings related to transcultural level. The final stage of cultural development takes into account the potentialities to arrange cultural meanings, resolve intercultural problems, and arbitrate between cultures.

As Hennebry (2014, p.135), addresses that it has always been contended that culture is a sidelined aspect of language. Jones (2000, p.158) has supported this view and has stated it to be compelling as the students have reverberated the idea by advocating that studying the language will enable them to know about the people and the country little bit more. López-Rocha (2016), states that the concerning question is still there that how can we help students learn about culture and expand intercultural awareness and ICC? However, it is true that teachers try their utmost to provide a cultural base for students which exhibits significant limitations. The most important problem is that unintentionally stereotypes are fortified. The language as communication is given more emphasis instead of ICC and hence the context and the meaning of the communication and message respectively is lowered to second place. Therefore, it is important to know what is meant by culture that requires a boosting in class. Hall (1976) stated in his Iceberg Theory that differentiates between surface/conscious and deep/unconscious components of culture. These components determine the actions, behavior, and the method that are used to communicate with each other. Most of the times the actions, behaviors, and methods which are regarded as invisible components of culture are accountable for culture shock and misunderstandings that leads to type castings and prejudgments. Byram (1997, p. 71) states that ICC takes responsibility in language
teaching and emphasize on the ability to communicate with people in foreign language who is coming from another country and culture.

In the document of Council of Europe’s (2001), it has been contemplated that globalization and migration has underlined the requirement to combine interculturality in the language curriculum. Plurilingual education in Europe has been talked about for advocating teaching and learning of the determined state’s languages. This document consists of the significance of advocating of intercultural communication and comprehending cultural differences. López Rocha & Arévalo-Guerrero (2014), Sinicrope, Norris & Watanabe (2007), and ACTFL (2006), argues by supporting together that the role of culture should be more appealing in the curriculum. It spotlights the need to investigate the real depiction of culture which is just opposite of superficial components. It also spotlights the need of understanding identity and admire the similarities and differences, the accountability of putting together global citizens, and the outcomes of studying US Standards for Foreign Language Learning that explains the language goals in terms of communication, cultures, connections, comparisons, and communities whose main purpose is to prepare students grow linguistic and intercultural competence. Deardorff (2006) and Furstenberg (2010) both support that the curriculum design should think of Process Model of Intercultural Competence which focuses on the growth of self-awareness, openness, and conversion. It also works as a common figure for different prototypes and methods to the development of ICC. According to López-Rocha (2016), what should be taught is briefly explained in Byram’s (1997;2008) model of ICC counting in five saviors that are knowledge, attitudes, education, skills to understand and learn. To help our students become more capable in culture knowledge and interactions; explorations of already made activities or sketching new ones enables to support the purposes that are stable with the development of ICC
skills. Along with their cooperation, CEFR can be observed and followed by assimilating culture as an element in language teaching. It is known as learner-centered as it welcomes interactivity, active participation, and cooperation among peers. Byram, Gribkova, and Starkey (2002), states that based on CEFR foreign language teachers are to advocate curiosity, exploration, and investigation to enable the students to become active participants along with the growth of intercultural competence. Evaluating materials or resources before using in the class is very important as many times it is found that it extends stereotypes instead of helping students understand different cultural practices. To expand analytical communicative skills students should be more challenged and as well as attended. Allowing students to learn about themselves and others through stereotyping will only promote deconstruction and low judgement. Students to understand first, explain the sources of intercultural conflict and how to face them teaches them how to avoid misunderstandings. In the end it is to help students become interculturally competent speakers.

Borghetti (2013), Yang & Fleming (2013), & Young & Sachdev (2011) claim that studies linked to the models and usage of the concepts of ICC have been administered to enhance the current models and also to better figure out the operational aspects of the suggested models. Borghetti (2013), stated that an effort was made to develop a new model by combining Methodological Model of Intercultural Competence (MetMIC) and Teaching Unit Model (TUM). MetMIC framework informs chains of TUMs focused on communicative objectives, with educational, curriculum and methodological levels (p. 266). She believes that this is a novel and holistic framework and the integration ties Intercultural Foreign Language Education (IFLF) back into the teaching contexts from which it originated and from which it can draw much of its future vitality (p. 266). Porto (2013, p.285) investigated cultural understanding in English as a
foreign language reading in Argentina. It was linked to the growth of intercultural competence model. Different from essential and static way of discovering foreign language learners cultural understanding and methodology that was unsuccessful into taking in consideration the social and cultural features and then narrowing down to race, ethnicity, or nationality and sometimes religion. The reading response task and visual representation task were mainly emphasized as in both of them readers were to produce new text separate from the occasional text. The six-stage conceptual model which has a basis on crucial aspect of cultural understanding. It is a free-flowing process of continuous aspect of cultural familiarity and unfamiliarity. The study also releases the essential aspect of urgency and way of thinking and behaving in cultural understanding. Additionally, the study focuses on the importance of the structured framework of image and emotion in the cultural aspect of reading. Young and Sachdev (2011), made a start by finding out the viewpoint of experienced teacher on ICC model was most importantly offered by Byram (1997). This was found in a qualitative study. The goal was to see whether teachers with more than two years of experience in teaching English in three locations of UK, US, and France admitted the use of ICC models in ESL and EFL contexts and how much ICC can be made important and for what conditions based on the present aspect of EFL. Through focus group and questionnaire some agreement and discord were found. It was found that ICC model was not a fully developed part of the curriculum and neither of the assessments and examinations. Bits of traces of ICC model was found in the common aims in US and UK. It was an interesting manner that teachers in all the three places considered ICC suitable and found a link between ICC and the features of a good language learner and teacher. However, successful EFL teachers are found to be highly accustomed with ICC. The studies have shown the assimilation and attainment to a unity which has easily led to understanding other cultures. English for example is now a world
lingua franca even if those who want to strictly follow their own culture using it as a second language.

**Theme 2**

**Cultural Competence** - A cultural foundation according to Rogoff (2003) and Segall, Dasen, Berry, & Poortinga (1999) is different experimental frameworks that entail Bronfenbrenner’s Ecological System Theory puts the being in active relation with the environment that involves culture. All degree of human ecology in Bronfenbrenner’s Ecological theory are influenced by culture and also is itself influenced by culture. Therefore, the macro system, ideology system and all other components of society has their foundation embedded in cultural values and beliefs. Pai, Adler, and Shadiow (2006), put forward that culture is group of values that is adhered to the society. It mentions about people’s behaviors, beliefs, and worldviews. In social environment every society ascribes value to conditions. However, those values are different between one group and another. Rogoff (2003) stated that comprehending different cultural practices does not require establishing which one is right. Besides it is significant to have presumptions about the world and be reflective of other cultures without deserting own culture and disrespecting another. Culture is also constantly changing although it remains firm and secure. Rogoff (2003) adds that cultural activities are likely to change from generation to generation as an effect of improving, adapting, or modifying the society. Furthermore, as cultures come in close touch with each other; new conceptions and adjustments happen within each culture. Harris & Moran (1987), refers to Sharon Ruhly that there are three levels in the concept of culture known as technical, formal, and informal. The three levels are explained through a similar example of an iceberg. The technical feature is the whole view of the
iceberg which depicts the traits of culture mastered by an individual in a particular social situation. Behaviors, appearances, and procedures are the exemplars and it is like the way a child dresses in school. The formal feature of the iceberg is that portion which is partly above and partly below sea level. Example of the formal feature is ceremonial aspects in a culture because it is a part of formal level and we are aware that it is there, but the reasoning is hidden. Example of ceremonial aspects are physical space, use of time, and religious beliefs. The informal aspect is where a part of the iceberg is totally unnoticed. It is spontaneous answers to actions that happens without being aware as symbolized in the parts given to males, females or children and adults.

As Subbiondo (2005, p.151), refers to Whorf and Sapir’s theory on the connection between culture and language because of the effect language has forming a concept of the world. Elucidation of the world is done through the fusion of languages with culture where it is spoken. The theory of Whorf and Sapir refers that culture formed the awareness and outlook of the speaker. This awareness was displayed in the language. However, language shows and forms reality. Kumaravadivelu (2008) addresses that culture includes rights and responsibilities. Culture provides individual’s behavior with logic, a prism to see through it, and assess the measurement. The individuals are prepared with a road map as direction to study the potentialities. From this time onwards, language becomes a necessary aspect of culture and also becomes a carrier of conducting the ideological system. Wink & Putney (2002, p. 42), explained that Lev Vygotsky the cognitive developmentalist followed the sociocultural approach and examined carefully the relationship between language and culture. He stated verbal thought is produced by overlapping parts, thought and speech coming together. Speaker’s world and its reality makes the words purposeful when they are there to serve as a symbol of it. Vygotsky
observed language as an instrument and psychological function. The process of learning a second language students are encouraged to form new experience and social context with the second language. A shared social world is brought into existence by speakers through social relations. Cultural competence helps in understanding the shared social world.

Diller & Moule (2005, p. 2) addresses the definition of cultural competence as the capacity of successfully teaching students who belongs to other cultures beside one’s own. It has also been referred by Cross as per Diller & Moule (2005, p. 2), that cultural competence is an accumulation of congruent behaviors, attitudes, and policies that sums up and enables the same system, agency, or professionals to work potently in cross cultural situations. However, to be culturally competent it is supremely important to ameliorate understanding and relationship across cultures. Hammer et al (2003, p. 422), states that there is another concept which is combined with cultural competence is intercultural sensitivity. It is defined as the capacity to differentiate and undergo important cultural differences. Peng (2006, p. 39), has stated the definition given by Chen and Starosta that intercultural sensitivity has the affective feature of intercultural communication. It is where the individuals vivaciously motivate themselves to grasp the meaning, value, and admit the differences among cultures. Altshuler, Sussman, & Kachur (2003, p. 388) states that intercultural sensitivity is observed as foregoer of personal attitudes or feelings to a prospering intercultural meet and a foreteller of cultural competence. Hammer et al. (2003), addresses that greater is the intercultural sensitivity the greater is the possibility for applying cultural awareness. Hammer et al. (2003), in gender measurement research in intercultural mixed studies found some mixed results. To verify the five main aspects of Intercultural Development Inventory by Bennett it was found that gender does not have a remarkable result on four of the five scales. It was found by Hammer et al. (2003) that
particularly on denial and defense measure men had a notable higher mean score than the women. But the other four scales had different outcomes. On a similar note Wright (2000), insisted on comparing two language courses to estimate the consequences of two different ways to teach the German culture. One course followed the constructivist approach where the teaching was process-oriented, and the other course was formed on direct instruction. In order to evaluate the cultural sensibility of the learners acquired while taking the two classes Kelley and Meyers (Wright) regulated the Cross-Cultural Adaptability Inventory (CCAI) on the participants. It was found by Wright (2000) that there was no noteworthy relationship between CCAI scores and gender. Rundstrom (2005) asserts in a study that she found looking for the effect of studying abroad on intercultural communication of students that women had more growth than men in the stages of acceptance, adaptation, and integration of culture. The outcome of the limitations of methodology the gender cannot be determined as a brand of a remarkable variable. Therefore, Diller and Moule (2005) states that cultural competence is specifically important for teachers because their occupation enables them to integrate knowledge and nature so that they can connect with students from other cultures more successful.

Geneva Gay (2000), addresses that problems appear when cultural differences that are fundamental occurs every day. Disagreements or disputes happens when teachers and students come from different cultures. European American instructors are mainly teacher oriented or can be said they provide direct instruction. The students are presumed to be passive. It is known as passive-receptive conversation. Unable to show the normal pattern is assessed as complicated. Sileo and Prater (1998), discusses that African American students are adapted to a highly responsive mode. This style is displayed through their active participation and discussion. European American teachers are presumed to be unaware of this matter which makes them feel
that students are disorderly. It has also been claimed by Sileo and Prater (1998), that the Pacific Islanders who treasure interpersonal harmony are often branded by the non-Pacific Islander teachers that they are inactive and are unwilling to take part in competitive activities. Pai et al (2006, p. 22), addresses that educators must be acquainted with the fact that there will be an array of worldviews in the class. The educators will have to help the learners according to the understanding and knowledge of the students belonging to different cultures. It is relevant because to deny or degrade a person’s cultural birthright is to do emotional and moral severity to the self-respect and value of the individual. Bollin (2007); Sheets & Gay (1996); Weinstein, Tomlinson Clarke, & Curran (2004), states that with training educators will be able to acquire input on the background of the students. Several techniques have been used to help teachers grow consciousness of student cultural difference and then successfully integrating those disparities in the classroom. Harris & Moran (1987, p.20), suggests that education programs with cross-cultural components have accomplished because the understanding of the culture has given perception into the scholarly behaviors of groups. It is critical to understand what factors make a human being unique, which may include their customs, traditions, values, attitudes, and many others. As a result, cultural awareness is crucial to an accomplishment of teaching to all students. Diller & Moule (2005), states that second language classroom consists of specific needs which are learning of a powerful language, keeping a respectful and considerate classroom, and formation of secure verbal habitat. As per Hammer et al (2003, p.423), a study outlined to develop a device of intercultural competence. It was found out by Hammer et al (2003, p. 423), as one undergoes through a more complex and sophisticated cultural difference one’s prospective aspect of competence in international relations grow. In a similar way Wright (2000), displayed a clean and clear consensus on how teaching the culture of second language is important. Students
are gathering knowledge to ameliorate their attitudes and attainment towards second language. The use of constructivist theories refines motivation and attitudes towards the second language. The outcomes show that students are given the opportunity to contemplate their own personal ideas about culture, and then to differentiate with the second language culture. More and more positive feedback are there regarding the second language culture.

The study (Nieto & Booth, 2010) which has been conducted in the present will go to an extent of inquiring on the link between cultural competence and second language learning. The reason for this study was to find out the impact that cultural competence has on the teaching and learning activities of both educators and learners at the university level. This study (Nieto & Booth, 2010) particularly investigated whether there is a gap in the level of intercultural sensitivity between university instructors and ESL students. Additionally, it also investigated if ESL and non-ESL educators vary in the level of intercultural sensitivity and whether gender has any kind of impacts on any of the group’s level of sensitivity. Ultimately, a study was conducted (Nieto & Booth, 2010) to find relationships between the educator’s level of intercultural sensitivity and the problems they came in contact with while instructing international students. Furthermore, Nieto & Booth (2010) also conducted a study to find out the relationship between student’s level of intercultural sensitivity and the challenges they came in contact with while following a college degree in the United States. It is predicted firstly, that because of the profession of educators who has various teaching experiences with diverse population of students will exhibit higher levels of cultural competence than students (Nieto & Booth, 2010). Secondly, ESL instructors having professional training and temperament to help different cultures seem to display a higher level of cultural competence than non-ESL instructors (Nieto & Booth, 2010). Thirdly, it was because of contradictory proof from past study gender was not presumed to be an
influencing element in cultural competence (Nieto & Booth, 2010). Ultimately, it was anticipated that language and cultural differences bring most notable problems for both educators and international students on campus. The study (Nieto & Booth, 2010) was mixed method research design consisting of both qualitative and quantitative data collection and analysis. These two methods provided some aspects of new perception, uniformity in findings, and thorough results. The quantitative findings were regulated through the surveys of intercultural sensitivity and cultural awareness. The qualitative findings were based on qualitative responses on surveys and one-on-one interviews. This study (Nieto & Booth, 2010) selected a midsized university in Midwest in United States with 21,000 students in total. As per university’s office of Institutional Research, 96.7% of the student population are citizens of United States and 3.3% are international students. Additionally, in 2007 international students from 81 countries were pursuing a degree at the university. It is because of this large scale of diversity an ESL service program in English department is offered for this population. The reading, writing, speaking, and listening classes in the ESL program are put forward to reinforce the international students and help them in the transformation to the university community. The pedagogical program was harmonized with extracurricular activities that emphasize on the cross-cultural competencies with a focal point on American culture. For the basis of this research (Nieto & Booth, 2010) a sample of current ESL students and instructors from ESL programs and non-ESL instructors from other programs were chosen. It is because of a high number of international students in the program the instructors from other departments such as math, statistics, accounting, and education were selected. 112 participants were in the study of which 77 were students and 35 were instructors. From 112 participants 62 were male and 35 were female. 27 participants were from the United States and 84 were from different country. Of the 35 instructors 13 were female
and 9 were male. 7 were in the ESL program with remaining 28 as non-ESL instructors. 27 instructors were from United States and 8 were from other countries like Cyprus, former Czechoslovakia, China, India, Mexico, Russia, and Austria. The 77 students were taking ESL classes during this study. Students represented countries such as Albania, Bangladesh, Canada, China, France, Germany, Ghana, Greece, Guyana, Hong Kong, India, Japan, Korea, Puerto Rico, Russia, Saudi Arabia, Sri Lanka, Tanzania, and Uzbekistan. The duration of their stays also varied. Only 5 students were from United States for 3 years, 13 were inhabitants for 24 months, and 29 were residents for less than a year. In the study (Nieto & Booth, 2010), all participants had the chance of taking part in one-on-one interviews. The interviews of 12 teachers of which 6 were male and 6 were female and 7 students of which 5 were male and 2 were female were audio taped and written down. As per (Chen & Starosta, 2000), states that with the completion of Intercultural Sensitivity Scale (ISS) by the participants it is found that the scale is potent in measuring cultural awareness with a Cronbach alpha reliability coefficient of .86. Although there were some limitations of this study (Nieto & Booth, 2010), as it was mainly used by the white college students in the United States, it was found to tally mainly with Intercultural Effectiveness scale and Intercultural Communication Attitude and five other associated measures of self and viewpoint. The ISS has 24 items and a 5-point Likert-type scale to reply to each item: 5 = strongly agree, 4 = agree, 3 = uncertain, 2 = disagree, and 1 = strongly disagree. Adding up all the responses together submits a cultural sensitivity score spanning from 24 as the lowest and 120 as the highest. The higher score was on the behalf of greater intercultural sensitivity. The 24 items which ISS had were divided into (a) Interaction Engagement, (b) Respect for Cultural Differences, (c) Interaction Confidence, (d) Interaction Enjoyment, (e) Interaction Attentiveness. Student Cultural Awareness Inventory (SCAI) is an added section of the survey which was
expanded by the authors for this particular project. It consisted of 12 added items which were connected to cultural sensitivity in educational backdrop. This scale recognized the problems that students faced while they pursued their degree in the United States and challenges teachers came in contact with while they taught international students in this university. Other questions associated with second language acquisition and corresponding importance of containing different teaching practices when working with International students were included to recognize attitudes and practices. In adding to the survey completion, the 19 voluntary participants were questioned for more full answers to the questions found in the survey. These interviews that included the topics were: the problems international students and teachers face while following a degree in the United States and how these challenges could be assisted with; whether it was thought that different teaching exercises were required when teaching ESL students differentiated from non-ESL students; and if international students were impacted by the contrasting school system of U.S and of their own. For the purpose of analysis demographic data, topics from the ISS, and the output from the SCAI were entered Statistical Package for the Social Science (SPSS). Frequencies and cross tabulation were used to give more information about the dispersion of the variables. Analysis of variance (ANOVA) was used for making evaluation of the total scores in ISS of not only teachers and students but also of the gender difference. It is because of the irregular distribution of the sample size of 7ESL and 28 non-ESL and whether ESL educators had a higher level of cultural competence than regular instructors. This enabled to conduct a test. Another investigation was also made to find the statistical interdependence between ISS and a question in part of the survey (SCAI).

The results found in the study (Nieto & Booth, 2010) explained that ESL instructors had more cross-cultural competence linked with the Interaction Engagement than non-ESL
instructors. This happened most probably because the professional knowledge that ESL instructors had grown furthermore because of the experience that was accumulated while working with international students. This enabled them to be more competent to connect with individuals of different cultures. However, non-ESL instructors should have an advantage from interrelationship and understanding of other cultures. This can be achieved through teacher international exchange program, growth of professional cultural diversity, and improved internationalization of curriculum. This new outlook narrowed down to the American students who earns a different viewpoint of the world. Quite a number of remarkable results were discovered. It was found in the study (Nieto & Booth, 2010) that teachers of this mid-sized Midwest university had higher intercultural sensitivity than the students. It was inspiring to find that the teachers tried to their utmost to develop their level of cultural competence. It is important in the same manner to find out that cultural competence inspires both teachers and international students. Although miscommunication may lead to confusions and conflicts between teachers and international students, but it can be sorted through better cross-cultural understanding. This study (Nieto & Booth, 2010) revealed that teachers assumed that culture and language were the main difficulties faced by them while communicating in the classroom. It is not unexpected to believe that international students with high levels of intercultural sensitivity believe that teachers should help international students to feel welcomed and understand various cultures. Then only they believed that teachers will be successful educators. The study (Nieto & Booth, 2010) showed that the highest sense of cultural awareness inspires the consciousness of the needs of the international students in the classroom.

Limitations of this study (Nieto & Booth, 2010) were found in the convenience sample. It was unavoidable to not include international students whose first language was not English in
this research in order to make use of ESL classes. For instructors the self-selection process might have created a sampling favoritism. It was the choice of the instructors to consider cross-cultural competence significant. This may have caused a partiality in the answers of the participants in the faculty. Ultimately, the sample’s gender imbalance restricted the different statistical evaluation that were done. However, despite all these restrictions this study (Nieto & Booth, 2010) was applicable to same kind of mid-sized Midwest universities in the United States.

**Theme 3**

**Culturally responsive teaching** - Culturally responsive teaching as addressed by Geneva Gay (2015), is a natural development of multicultural education. In the United States, it gives emphasis on the educational aspects of teaching ethnic and racial minority groups or groups of color like Native African, Asian, and Latino Americans, different members of two racial groups and new immigrants. Multicultural Education is more wide ranging as it provides more thoughts to educational beliefs, curriculum content, policy-making, evaluation, and teaching materials and resources in company with educational arrangement. Gay (2002, 2010b), explained culturally responsive teaching as utilizing the inheritance, experiences, and outlook of various ethnic and racial groups to teach students for desired results who belong as members. Diverse cultures begin to act as a sieve for teaching pedagogical knowledge and competency students are presumed to learn in school and also strengthen their personal, social, cultural, and civic growth. Scholars like Howard (2010), Ladson-Billings (2009), Lee (2007), Milner (2010), and Villegas and Lucas (2002), accepts the nature of this definition but asserts it quite differently. Milner (2010) suggested the definition’s nature has similarity but it is different evidently when it is put
in this way that the purpose is to teach the students from different races both within and beyond one’s own cultural and contextual experience and observations. He converted the message into a particular form. It stated that “Start where you and they are but don’t stay there”. Another important aspect of the definition of culturally responsive teaching is multicultural competencies. It is supporting students to learn more about one’s own and other cultures as a segment of their personal growth and planning for community membership, civic engagement, and social transformation. This is essential because as multiple ethnic, racial, and cultural groups live geographically in close proximity in the United States but does not know anything of each other. They also do not have much solid and a period of extensive or uninterrupted interactions. Students do not have much knowledge about their own cultures, histories, and legacies. Most of the knowledge they have about other cultures is misrepresented, stereotypical, or flawed, and obtained from mass media. It is such that culturally responsive teaching is an operation combining both epistemological and methodological aspects. It is involved with in regard to ethnic, racial, cultural, and social diversity as to what, why, how, and to whom to teach. The challenges made by culturally responsive teaching are against traditional teaching conceptions and practices, and presumptions about ethnically, racially, socially, and culturally diverse people. The questionable beliefs found among these affirm that the inheritances of the people of European antecedents and middle-class lifestyles are always regulatory and universal. These favored groups in the United States are middle-class native English-speaking Whites and on the other hand under-privileged ones are different groups of color, poverty, and non-native English speakers or use low status lingo. From the international context the groups of unfavored and marginalized student populations parallel to the ones in USA. They are inclined towards measurable and linguistic minorities, poor aboriginal peoples and immigrants. The powerful and
benefit enjoying groups in these countries form the rules and regulations to make everyone learn and behave as per their own cultural standards. According to Barber (1994) and Gay (2010b) states that it is argued by culturally responsive teaching instead. It is that none of the ethnic group should have any kind of sole power or full cultural and political control over others even if it is a numerical in a larger way. Preferably, ethnic, racial, cultural, social, and linguistic pluralism is regarded as a genuine aspect of humankind, as a primary character of the democratic ethos and as essential element of higher nature of education in both national and international conditions. As per American Association for the Accreditation of Teacher Education (AACTE) these thoughts or perceptions had been clearly included in the 1973 multicultural education policy statement. In section “No one Model American” it stated, “If cultural pluralism is so basic a quality of our culture, it must become an integral part of the educational process at all levels (p. 264). Diverse groups are helpful continuously in the development of just about all countries in the world. The diversity obviously is composed of and shaped differently in various countries but undoubtedly it exists. At the most fundamental level the existence of cultural diversity within and among nations is different by magnitude, duration, and effect. Students in schools should be imparted with knowledge of multiple culture and national inheritance of nation states and the world and also the cultures and presentations of their own racial groups. Consequently, culturally responsive teaching is a fusion of ideological, ethical, and methodological enterprise. This framework provides context to ideas of reality, representation, equality, justice, social transformation, along with educational principles of personal relevance, cultural significance, and academic agency and excellence into the specific ethnic and racial demographics of regions and neighborhoods across countries.
Many assumptions form the ideological cornerstones of culturally responsive teaching. It also gives directions for executing actions. There are four directions to give a feeling on how the supporter rationalize the necessity, validity, viability of this educational venture. In the international setting they are authorizations, confrontations, and invitations for forecasting culturally responsive teaching. Invitations are represented with some agreeable ideas about why is it that cultural diversity is important for educational brilliance for students from various ethnic, racial, cultural, socioeconomic, and linguistic setting. However, these ideas additionally display some big difficulties for detailed information about how something should be acted. It is because specific situations and possibilities of local environment and situations should take part when transforming theoretical to instructional exercises. Hence, conversations of international culturally responsive teaching require to be dual-focused. It has focus on common ideas and principles and on the other hand it has its focus on particular execution of demands of various sociocultural, political, economic, geographic, and educational places. As per Fives & Gill (2015), Gay (2010a,2010b,2015), Stipek (2002), Tyler, Stevens, & Uqdah (2009) states that one of the most significant premises of culturally responsive education is the reliance of teachers’ beliefs about ethnic, racial, and cultural diversity that decides their instructional behaviors. Most of the research specifies that faith and behaviors are unquestionably interactive. According to Oakes (2005) and Stipek (2002), faith and behaviors are identical to each other. When dealing with students of varying caliber, teachers treat students differently - students who are perceived as capable of achieving higher levels of academic achievement get challenging assignments and students who are perceived as mediocre, get assignments that are not as challenging. Students of lower caliber are asked to conform to rules while students who are perceived to be advanced, get more freedom and flexibility to think and be imaginative (Oakes, 2005; Stipek, 2002).
While teaching a student body that is culturally diverse, “cultural bias” comes into play, which is mostly demonstrated as a contempt toward marginalized experiences and people (Gay, 2015). Academic subject matter has cultural bias embedded in it and is transmitted continuously with emphasis on the culture of the mainstream student body or group (White, Caucasian, or European American) and which is generally an acceptable norm in a teaching setting (Tyler, Stevens, & Uqdah, 2009).

Beliefs biased by culture in the educational context is a widespread phenomenon, with content variation depending on the context, audience, and expression (Gay, 2015). The way teachers behave as a result of their beliefs have an impact on the general behavior of student community and the climate of the classroom (Stipek, 2010). These behaviors end up influencing and affecting their beliefs of their own academic competencies and go further to impact success. As a result, students who get demotivated, tend to put in less effort and demonstrate other kinds of behavior which are not conducive to academic success (p, 1). Student performance goes on to reflect on their ability to handle challenging materials, impacted by what their teachers believe (Gay, 2015). Classroom behavior is also impacted by beliefs of teachers - moral and ethical standards, cooperative relationships, etc. instilled by belief of teachers lead to classrooms where students are more engaged and as a result learning more effectively (Gay, 2015). Students are inspired by teacher’s beliefs to engage in productive ways, leading to superior outcomes. Beliefs among teachers that learning should intellectually stimulating process lead to students enjoying learning and engaging in a productive manner with other students as they go through the process (Gay, 2015). The opposite happens if the belief among students is negative - they will not learn much and will not enjoy learning in classrooms. Gay (2015) concludes that several authors have observed examples of these scenarios and documented these thoroughly in literature.
When teachers convey the importance of keeping relationships respectful among students in classroom through their behaviors and beliefs, it injects in students the necessity of participating in classes actively and productively, and they generally demonstrate positive behaviors such as asking clarifying questions and looking for challenges, which eventually lead to better learning and outcomes (Stipek, 2010). Opposite behaviors such as staying silent, or staying disengaged, are behaviors demonstrated when teachers do not portray positive beliefs, and outcomes are not as great among students as their learning is vastly reduced. Significant research in United States indicates that mainly White teachers have perceptions that are negative and relationships that are not so cordial with ethnic or marginalized groups, immigrants of color, students coming from lower economic standards (Gay, 2015). These situations are worsened when teachers do not have adequate preparation to teach students coming from varied racial settings (Brown, 2009; Tettegah, 1996).

The negative effect of teachers’ perceptions happens across various stages of the education process, from the early childhood to college education (Gay, 2015). Research shows that the magnitude of this effect may vary, although at times profound in certain circumstances ranging from affecting academic performance to emotional effects (Steele, 1997, 2010).

Wihbey (2014) conducted an analysis of data on racial attitudes in the United States and affirmed that although some progress has been made but still European-American teachers and individuals are not open to diversity (ethnic, racial, cultural, economic, and linguistic). Integration and acceptance is increasing, although social segregation continues to be an issue with African-Americans, he concluded.

There is inertia among Whites in changing their outlooks and behaviors (Gay, 2015). They tend to behave in a way which demonstrates that they want to maintain the current
constructs around ideological, cultural, and political superiority. They do not view diversity as something positive and tend to equate it to something deficient and end up lowering expectations when they deal with students from racially diverse backgrounds (Gay, 2015). During this process, they also tend to encourage an environment where creativity is not encouraged in classrooms, thereby negative impacting learning experiences and outcomes (Gay, 2015). They have certain preconceived notions about these students in regard to their lives outside of classrooms and this influences their general beliefs and behaviors about students coming from marginalized racial, economic, or ethnic backgrounds. Teachers also tend to demonstrate other negative behaviors such as harsher frequent disciplinary actions with students of color or poverty (Gay, 2015).

Culturally responsive teaching is opposite to some of the beliefs and behavioral trends outlined in the previous paragraph that prevails among some teachers as described in the previous paragraph (Gay, 2015). By forming these beliefs, and behaving negatively, teachers impact the potential of learning for these students and also end up demoralizing them in the process. Gay (2015) asserts that culturally responsive teaching should assume that all students have a potential to excel at the highest levels of education. Teachers and educational institutions have the obligation to treat students equally and must take steps to impart and facilitate education to enable successful outcomes to all students, irrespective of their color, racial identity, economic condition, and their country of origin. Moreover, Gay (2015) states that schools and teachers must recognize the value and strength of cultural diversity and apply various aspects of cultures, histories, contributions, and experiences from these diverse communities as assets when imparting teaching to a diverse student body.
Several researchers have demonstrated the critical importance of culture in both teaching and learning, concluding that it influences how and what students learn both inside and outside school, and how and what teachers teach their students (Bruner, 1996; Erickson, 2010; Spring, 1995). Schools have a culture but are almost always attended by a diverse student body from across the community. When school culture is dominated by the mainstream culture and is inflexible, conflicts tend to arise when a diverse student body tries to benefit from it (Gay, 2015). Unrealistic expectations are set on students, which they often find difficult to understand, let alone overcome. The notion of culturally responsive teaching does not align with these mismatches and research suggests that this is unfair on students (Erickson, 2010; Lee, 2007).

Students grow up in a certain culture and it is challenging for them to either separate from their culture and understand or adopt a completely different culture. Even if they had the capability to do so, research questions why they should do so given schools are public institutions, meant for the diverse community, and expected to teach national identity and heritage (Gay, 2015). The same research also suggests that schools should take into consideration the goodness from all cultures and shape its practices, policies, and programs in a way that it serves the broader student community, so that students don’t have to change their own cultures but can learn from other cultures in a collective and positive way which benefits the entire student body.

Gay (2015) suggests that to accommodate the diversity of the student body, per the principle of culturally responsive teaching, the programs and practices of schools must be synergistic. Schools should use techniques for teaching that are constructed using the knowledge of diverse student backgrounds, teaching specific historical, cultural, or social aspects;
additionally, schools should also teach considering the nation as a whole so that students start to develop a common and shared understanding.

As Gay (2015) states fulfilling the purposeful goals and objectives of culturally responsive education is to an extent difficult nationally but more globally. Part of the problem is because of the difficulties of population both within and among nations. Until now multicultural education and culturally responsive teaching has created intra-national attempt which they work to amend the unjust ways the minoritized groups are treated in educational institutions and societies. In United States, power and privilege are controlled by middle and upper class European-Americans or Whites. But gradually it is becoming hard to recognize the minority body in education. It is because the population of the world is greatly moving and also diversified both in and among nations. This diversification gives a new sense to facts like race, class, nationality, ethnicity, migration, immigration, mobility, and citizenship. Although both multicultural education and culturally responsive teaching began in the United States to understand mainly the differences based on race related with native populations, the global community is becoming ever more worried about how to be fairer and more partial towards the current diverse immigrant student populations. It is not that US is not struggling with immigration but the benefits that come to mind are legal, political, and linguistic. Problems connected to immigrant children in education has an inclination to fall in the disciplinary supervision of bilingual education and English as a second language preferably than multicultural education and/or culturally responsive teaching. But the divisions between these two areas become more and more hazy. It is because the educators feel the difficulties of immigrant students more than lexical. For example, some immigrant groups and natives come face to face with multiple marginalities entailing race, ethnicity, culture, language, and gender.
They are set up for operation in a particular way that depends on settings in different locations. Therefore, race and gender problems are distinguished in a subtle manner for Muslim, Christian, and nonreligious females and also young and old, rural and urban, White and non-White in United States, France, England, Nigeria, and Brazil. In the same manner linguistic difficulties are different for teachers and their students whose antecedents are originally from Asia, Europe, Africa, Middle East, and South America. It is such that even the size of the numbers and different language and cultures in definite schools form different difficulties for educators including construction of meaningful discourses and practical practices for culturally responsive teaching across the world at different levels, locally, nationally, and internationally.

Another feature of demographic imperative is that it is a powerful motivation for culturally responsive teaching as it is the amalgamation and motion of populations within the nations. Rapid Urbanization is being now experienced by some countries like China along with the huge movement of populations from rural to urban areas. On the other hand, United States has gone through this change many years ago. Vast number of people are moving continuously from city to another because of reasons like employment, leisure, and staying in different shelters. This migration of the population is required to be expressed in a very clear-cut manner in the culturally responsive teaching. How the ideology is extrapolated and for whom it is meant for in any kind of given time and settings have a very deep effect on the epitome of practice.

Culturally responsive teaching should have diversified needs as they are meant to conduct, and the students are anticipated to be the supporter. As more and more people join the flow and visit and stay so that is the reason why immigration is changing its courses and fields and more countries are becoming useful destinations. The common historical and global migration has avenues from village, farm, and factory and then also from north-west to west are moving too.
As an example, United States progressed from agrarian to industrial and then to post-industrial society, huge population movement from South to North and from rural to urban. In the present time vast population is moving from North to South and also from cities to suburbs. Although immigration and migration are global miracles, but their immenseness and layout consist of some national remarkableness. The origin of the countries observed through geographic location and the percentage of immigrants in countries and areas of the world. For example, in the United States immigrants from Asian and Pacific Island countries are originally settled in western part of the country and those from Mexico are watered down in the Southwest. Immigrants from European countries have originally moved in the eastern parts of United States and the middle eastern immigrants are living presently in the Great Lake areas. New Zealand and Australia have many immigrants lately from China, India, and Southern Pacific countries. Italy has a population of non-white immigrants who are mostly from the regions of North Africa. There is high percentage of immigrants in England from countries like Caribbean, Middle East, Africa, and Europe. Caribbean and Asian immigrants in Canada settle mostly in the metropolitan areas across the southern parts of the country. Global Commission on International Migration (2005) asserted that there are more than 200 million migrants all over the world. Immigrants are in all types of countries of which half of them are developed nations. These immigrants express their wants and wishes on these countries including their educational systems. As Disisleri Rakenligi (2005), stated that facing these difficulties need careful evaluation of the issue as long as the reality that one lives in a globally integrated world that any conclusion taken in one country for action will be considered to give positive effects that will appear in another. When this careful note is applicable to schools it explains how educators observe administering the culturally responsive teaching. It will be affected by the different number and continually changing
demographics of minority student population. Culturally responsive education has the
capabilities to make quite a few deserving donations to the social dynamics by helping students
learn how to take part positively with their own and others racial, social, cultural, experiential,
linguistic, and ancestral origins. The most important aspects consist of understanding and
showing deference in the reality and importance of ethnic and cultural diversity in the lives of
people and nations, furthering cross-cultural competence, and enhancing the multidimensional
accomplishment of students from diversified groups who has been documented to be suffered
pain and also been marginalized. The complications by immigrant populations begin when
culturally responsive teaching is dedicated to helping students cultivate competence for operating
effectively in various cultural systems that includes native groups and nations, controlling and
powerful cultures of their new nations. Until now little educational research, scholarship, and
conversation is there which explains the need for cultivating competences in different immigrant
and native minority groups and how this can be mastered. Still tension, anxieties, biases,
hostilities, and misunderstandings are present in specific ethnic and racial minority groups in
different countries and among immigrants in different parts of global community. These
disputations consist of critical and complex angles of culturally responsive teaching in both
national and international contexts. It has been indicated that bicultural mastery in association
with minority - majority cultural sequence is not any more adequate. Instead students should be
multicultural and cultivate competencies about the complicated aspects of ethnic, racial, and
cultural areas. It is because they are regularly facing and living with a huge range of diverse
peoples and experiencing them within their countries of origin, other nations and global
community. The study of minority-minority relations in both national and international
background should be continual parts of multicultural competencies to instruct students. For
example, in United States African American youth need to connect more with Latino Americans and Asian Americans and vice versa. It is essential that different specific ethnic groups inside common ethnic group required to know more about each other. Therefore, Mexicans, Cubans, Spanish, and Venezuelans are enlightening themselves about particular interpretation of Latino culture and inheritance. The achievement of intra- and intergroup multicultural competencies in instructional exercise requires to be separated to hold present demographic and mobility patterns, and historical inheritance of educational, social, and political dealings of diverse populations in different nations. This difference is essential to be consonant with culturally responsive teaching authorization of making clear cut the marked groups of students worked for and using particularly checked cultural contexts when planning instructional programs and exercises for and about ethnic, racial, and cultural diversity. This is a material change in teaching diverse students away from promulgating inaccurate generalities and claims of universalities of human beings; attempting to be neutral in instituting educational policies and practices; and looking for universal teaching practices. The Handbook of Research on Multicultural Education (Banks & Banks, 2004); Handbook of Urban Education (Milner & Lomotey, 2014); Standing Together (Klug, 2012); Achieving Equity for Latino Students (Contreras, 2011); Teaching with Vision (Sleeter & Cornbleth, 2011; Educating Asian Americans (Endo & Rong, 2013); and How to Teach Students Who Don’t Look Like You (Davis, 2012) states that attaining these goals involves evolving complicated and complete bodies of knowledge and skills that are scholarly as well as social, political, moral, personal, intra-cultural and intercultural, national and international. More explanations and practice indicated for these constituents of culturally responsive teaching are in these handbooks mentioned above. Morning (2008) suggests in her study how 141 countries determine and breaks down ethnicity in the census data. The scholar
states that in spite of different terminologies and approaches to ethnic details by censuses worldwide; it is global comparisons that has so much to offer. Problems related to ethnic details are faced specifically by growing number of countries. For example, influx of immigrants and strong anti-discrimination protections. There is a scholarly literature that discovers the effect of governmental activities such as census taking thoughts of identity and group belonging. The understanding of the official ethnic details is not plainly a scientific measurement of hard facts, but it shapes at the same time the identities it searches to capture. It gives another reason for thinking that how and why diverse nations struggle with the task. Morning (2008; p. 264), states that ethnic terminologies are formed by specific forms of social aspect with a state of many layers. The activities require a detailed data on historical, social, economic, and political forces. Morning (2008) addresses that his research clearly explains that diversity formations are political and cultural. The politics of difference are taken seriously in forming national and international educational policies, programs, and exercises about cultural diversity. Yet, these challenges do not preclude presence of shared basic concepts and concerns about difference, and as precursors of constructive cross-national educational action. While challenging, it is not impossible to achieve cross country consensus on at least some conceptions and components of culturally responsive education for diverse student populations.

addresses that there are various reasons why ethnically diverse students are not doing well in school and there are also different kinds of deserving accomplishment to develop. A detailed and organized knowledge, thought, action, added with an activated code of ethics deeply rooted in equality, justice, and empowerment requires to amend these problems. Gaining knowledge is a psycho-emotional, sociocultural, and intellectual activity. This has been found in psychological and sociological research. Security, respect, caring, relevance, knowledge of protocols, culture, context, locations, and positionalities are aspects of relations that are essential for success of education. Ayers (2004b), Gay (2010b), Hooks (1994) and, Ladson-Billings (1995, 2009), states that in United States recent tries in solving the constant achievement gap between the prevailing and minority students looks to have erased the memories of these research findings. A very special attention is given for becoming an expert in pedagogical content. Culturally responsive teaching does not stress intrinsically. It proposes that it is not adequate enough to amend the difficulties of choosing the desirable alternative of accomplishment of marginalized low performing students of color. Correct methods of handling intellectual, personal, social, cultural, political, ethical skills, outlook, and experiences at the same time enhances to be detailed and label the child as complete and whole. Au (2011), Castagno & Brayboy (2008), Gay (2010b), Lee (2007), Lipka et al (1998), McCarty( 2002), Moses & Cobb (2001), explained that teachers and multicultural competency are crucial for fulfilling the needs of these diverse students. Although these teachers have good thoughts and plan to teach but they do not possess the necessary attitudes, values, knowledge, and skills for teaching cultural diversity. With adequate training teachers can be productive cross-racially, cross-culturally, cross-ethnically, cross-soci ally, and cross-linguistically. It has been observed by several researchers that various kinds of accomplishment of students from minority and marginalized groups are possible when the
education is provided in culturally reinforced school and classroom settings. According to Banks & Banks (2004), this assists in providing a positive trust of teachers and administrators on diversity and also the culturally enlightened materials, resources, content, and techniques in teaching. In a contrasting way when students are brought into learning environments, experiences, and materials routinely disregard the ethnic group’s identity, observation of facts, and donations in society and their accomplishment in school is also affected negatively. Some of the negativities were less time and effort on learning matters, low attendance, disciplinary problems, and poor grades and test scores. As per Gay (2015), another important factor for school success which is often bypassed about teaching marginalized students is who can enter into school social and cultural capital and who cannot. The knowledge and skills of how to operate in a school setting is gained only through communications with older siblings, parents and guardians who had real experiences. These cannot be taught by teachers alone. The real experiences on how to learn effectively includes how to read test items methodically, how to readjust personal and cultural work habits to complement the routines of educational institutions, communication approaches appropriate for schools, sometimes called “academic English” and/or cultural border crossing. According to Holliday (1985), procedure, behavioral rules, and demands that signify teaching and learning are crucial as they can decide whether students are able to obtain the essence of teaching. They are the areas where remarkable levels of school failure or successes occur. Hence, culturally responsive teaching should have these different aspects of learning such as formal and informal, content and process and relational and informational. Clearly, schools have their own kind of social and cultural capital. Similarly, different ethnic, racial, and cultural groups also have their own versions. Evaluations of similarities and differences is discussed as the culturally responsive teaching is investigated.
Students from non-mainstream cultures are placed in a challenging situation when they are put in general schooling environments because of differences in cultures with their communities and home. Students face a tough choice and end up losing essential elements of culture that could have potentially benefited them. Additionally, because of these choices, they may face difficulty in either their home environments or at school depending on their choices.

These challenges are avoidable through culturally responsive teaching framework. Students need not make these tough choices while acquiring education from the schooling system. Mainstream schooling system should allow keeping the best from both worlds - culture at home and culture at school. Culturally responsive teaching framework helps students to cross cultural borders by providing ways to get the best from both cultures. Instructional processes and strategies such as reading literary works and watching movies demonstrating how others have successfully navigated these kinds of situations in the past can help students dealing with similar situations. Students find these examples easy to relate to and model after given their circumstances.

Using diverse teaching strategies, which includes methods and materials, is critical to developing individuality among students while making them understand and adopt goodness from other cultures. Learning styles differ across cultures too and research has many suggestions for designing processes to help students coming from a diverse student body, including choice of content and learning materials, choice of ways to foster engagement in classrooms, ways to provide feedback and ask questions, assessment techniques, protocols of classroom, and many others.

The idea of plurality becomes more when teaching diverse students based on multitude of dimensions including context, location, time, age of students, and other circumstances of
teaching. Additionally, the situation may vary based on the composition of the class, depending how diverse or similar the student body is. Other situations may include a specific culture requiring certain subjects or a completely different instructional strategy.

Culturally responsive teaching should be universal (for all student communities) yet different for every context or situation or student body. It should also transcend beyond teachers - for e.g. administrators, counselors, aides, athletic coaches, evaluators, transportation personnel, and all others should be behaving and interacting with students in a culturally responsive manner.

Summary

**Intercultural Communicative Competence (ICC)**

The important aspect of Intercultural Communicative Competence in my field project will bring as Marczak (2010, p.19) insisted that it stimulates learners with awareness of cultural variety and then enhances this ability in cross cultural contexts. This will expand the communicative skills way beyond their comfort zone of cultural context. This demands learners to develop generic skills that will enable them to engage in interaction with other cultures besides target language. Byram’s (1997) efforts of bringing together communicative skills, intercultural abilities and taking into consideration attitudes, knowledge, and skills establishes relation with one’s interlocutor on one hand and get rid of stereotypes and other prejudices and improve the ability to look at one’s own cultural beliefs and behaviors from interlocutor’s viewpoint.

**Cultural Competence**
This theme strengthens the project as Diller and Moule (2005, p. 2) defined it “as the ability to successfully teach students who come from different cultures other than your own”. It is an accumulation of congruent behaviors, attitudes, and policies that sums up and enables the same system, agency, or professionals to work potently in cross cultural situations. With speedy growth of globalization, cultural competence in an unwavering manner becoming significant for all professionals. Diller and Moule (2005) claims cultural competence to be important for teachers as it absolutely assimilates in an arrangement that is effective to students of other cultures.

The importance of this theme will be to tailor up the elements so that teachers increase their cultural competence by continuous contact with second language learners through surveys along with one-on-one interviews.

**Culturally Responsive Teaching**

This theme is important in my project as Osborne (1996) has indicated that giving importance to student’s native culture and creating strong ties with parents and ethnic community is one of many features. This theme strengthens the project as insisted by Gay (2000, P. 44) that culturally responsive teaching accentuates diverse students by developing their cultural integrity, individual abilities, and academic success. The four main supporting aspects are “teacher attitude and expectations, cultural communication in the classroom, culturally diverse context in the classroom, and culturally congruent instructional strategies”.

With the use of this theme the number of frequent uses of teaching practices will ameliorate this project.
CHAPTER III
THE PROJECT AND ITS DEVELOPMENT

Brief Description of the Project

This project consists of different aspects which encompasses the focus on the cultural encounters through the emphasis on teaching cultural identity via lesson plans to second language learners. The topics of this project fulfills displaying different aspects on teachers teaching adult learners, finding oneself culturally which implies on subtopics called cultural identity, intercultural communicative competence, cultural competence, and culturally responsive teaching. “Developing lesson plan” a topic in the project will emphasize evaluating student needs and goals. The lesson planning projects on cultural identity that it has the spotlight on the learning objectives of the topic “Who am I?” The project has the teaching and learning objectives for both teachers and students. The topics that covers the cultural topics focuses on cultural experiences of not only teachers but also students. The questions represent the different cultural thoughts of both American and of their own. The videos imply strong perspectives on cultural identities.

The second section of this project displays different activities that defines culture and different cultural perspectives.

This project is organized with parts that has learning and teaching materials based on approach that makes use of learner’s and teacher’s cultures. The development of cultural identity through different encounter/experience enables students and teachers to gain knowledge about both challenging and nurturing events/attitudes/behaviors.

Under first section the first part covers the topic “Teaching adult learners”. This unit comprises of different aspects of definition and reflections of culture, a specific demographic, goals and reasons for learning and teaching English. This topic initiates teachers how to uplift the
sharing and learning experiences through motivating activities. The reflections of culture and the specific demographic population encourages teacher from where and how to start the journey of teaching English and obtaining responses to understand their thoughts, feelings, and behaviors.

The second part is about “Finding oneself culturally” which comprises of resources for both students and teacher as guidance. It lets for more personal engagement and contains affective elements in both teaching and learning process. It is the guidance that motivates them to communicate in the context of their culture and of their classmates. Without thinking about the errors, right or wrong answers, participating in the discussions, seeking for the words, thinking and answering without stopping thinking are some of the ways that are included for steering the wheel towards communication.

The second part has subsets which are as follows cultural identity, intercultural communicative competencies, cultural competence, and culturally responsive teaching.

1. The cultural identity encompasses the grid on components of culture, cultural groups, and significance of culture. The pre, during, and post activities provide a wholesome picture but through different activities it stresses entirely on what it entirely means and what kind of experiences have the students gathered being a part of a group or as an individual of the cultural identity.

2. The intercultural communicative competence is defined and Byram’s model is explained before the pre-activity. The pre-activity holds the video of a specific culture of which most students have a vague preconceived information about it. The pre-activity holds the picture of compare of the known and lesser known. The activity and the post activity rolls down gently as it closely hold the two different activities but with similar kind of outcomes. These three activities share a critical awareness and connects gap to assess and
ensure a successful communication and find out the relation/difference between own and another culture.

3. The cultural competence is introduced in this project to create discussion and highlight on awareness, attitude, knowledge, and skills. The pre, during, and post activities cover the aspects of inviting the English language in the student’s native culture and then using the language to build different norms and new experiences.

4. The culturally responsive teaching topic reflects from both the angles of learning and teaching. The pre, during, and post activities contain strategy related activities that encourages and uplifts both teachers and students.

Part 3 is in the second section that covers “what activities define my culture”? This part implies on six different activities that covers relevance, motivation, and the question “what is the favorite aspect of my culture”? The favorite aspect is found in six different activities where both teachers and students will be encouraged to contribute their cultural experiences and look at language as a tool of communication.

Finally, there are list of references in the end who wants to do further reading on the activities of stressing cultural identity for second language learners. The YouTube videos, handouts, and PowerPoint presentations of different aspects of culture will help start and develop the culture-based activities.

**DEVELOPMENT OF THE PROJECT**

I chose this field project because my experiences and curiosity which arose along the way being a practitioner. I became interested to learn more about the second language learners as a preschool teacher at Bright Horizons Family Solutions (my first job as a preschool teacher). In
those classes, there were several students whose first language wasn’t English, and as second
language learners, I had firsthand experience of observing the experiences that my students went
through.

As an immigrant myself, I felt the need to understand their cultural identity at a much
deeper level and wanted to link the understanding to actual literature and research that has been
done in this particular domain. My enthusiasm to learn about their culture grew because it was
quite difficult to understand them as they performed communication bilingually. Initially, it was
a challenging experience for my students as well as myself. While I learnt along the way, and
students did too, and things worked out, I was looking for a deeper understanding of why certain
things worked, and why others didn’t. I wanted to connect these experiences to actual research
and wanted to develop on the current body of research.

During my personal work experiences, I applied certain techniques to break the ice and
let students participate without pointing to any errors or separating the right answer from wrong.
Some of those techniques were not natural to me. So, I thought, if I were able to take some of my
experience and develop some guidelines for aspiring or even current teachers, it could potentially
help both the teacher and student community to be successful in multicultural settings, with
students coming from a diverse body of social and economic settings.

In summary, choosing this topic was primarily to connect my practical experiences to
theory, with an aim to help both the student and teacher community to be successful by
producing some artifacts which bridges theory and research, and shows with examples, the
recipe for success.
The Project

The project in its entirety can be found in the Appendix
CHAPTER IV

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

As Jenkins (2004) indicated that there are ‘individual identities’ and ‘collective identities’ and he also posited that these are two different physical conditions. The latter can be regarded as cultural identity while Eliot & Eagleton (2005, p.133) defined culture as ‘all things making life live able and composing society.’ Cultural Identity can be defined as the development and essential qualities constituting experiences, talents, skills, beliefs, rituals, values, and knowledge. Beyond who they are, what their status is in their family, school, work, environment and country; with globalization the world is bring people closer together and making it a smaller place where people are getting more opportunities to interact and know each other in more ways than before. Culture as explained and defined as in all ways is a requirement to support and grow the motivation of learners. Researchers and scholars are trying to better comprehend the relationship between the learning and the social world, since they see there is an impact of this on education. However, it takes both willingness and methodical approach by teachers to combine cultural identity into learning.

Culture is a significant constituent that helped with the formation of modern human society, akin to the fabric that makes up our clothing and attires. It can be explained as of that society including every moment and relation and connection of individuals from birth to death. Kroeber and Kluckhohn (1952) defined and argued 160 definitions of culture. As it can be understood, it is not easy to define ‘culture’ because it has a variety of facets and many meanings depending on the context it is spoken in. First of all, culture is a social element, which every individual develops by being among individuals for a period of time and learning norms and
behaviors along the way. Culture is usually full of emotions. When identity is taken into consideration, according to Burr (1995) there are four concepts for identity under the word of ‘personality’ and these are individual differences, coherence, stability and the relationship of our personality to our behavior. On the other hand, ethnic or national origin, religion, race, gender, language, country, education, occupation, age, family, status are the common elements of culture. Even it is sometimes impossible to create stereotypes for the combination of the same elements, the similarity for each individual having the same culture cannot be ignored.

According to their backgrounds, needs, ages, their learning strategies, each type of learner can come across with different problems during their educational life. ‘Students from distinct ethnic or cultural groups often experience both enculturation and acculturation in their new environment’ (Ortiz, 2000). Therefore, it is important to take these types of learners’ cultural identity into consideration as one of the vital elements when considering teaching methods and approaches. Cultural Identity is an important aspect to be considered since the method of teaching might vary according to their cultural experiences and expectations that develop along the way. Every culture is different, and as a result, there is a need for understanding these differences and strategizing approaches and activities that will boost learners’ interests and lead to successful outcomes in diverse teaching environments. Most often many teachers encounter students from different cultures in their classes. Therefore, teachers have to understand these diverse and multicultural environments, and proactively plan their strategies, approaches, and plans accordingly. This can be possible by being aware of cultural identity to see the features and characteristics of each learner better and more importantly to have a deep understanding of various learning strategies of each student to be able to teach mixed classes better. Factors related to learners’ nationality, which might ease or unease their learning,
should be searched. ‘Students who are in the encounter and immersion-emersion stages provide excellent examples of how exploration in the classroom can assist in the development of ‘self’ (Ortiz, 2000).

Preserving cultural identity of students is a crucial part of a successful strategy. English-language learners should not be asked to give up their culture and take on a new culture as a prerequisite for learning a new language. Teachers need skills and knowledge to adapt their teaching methods and materials to students’ needs and to honor the cultural knowledge and beliefs learners bring with them. Students gain communicative and cultural competence by acquiring the linguistic, pragmatic, and cultural abilities necessary to interact effectively within an extensive range of cultural environments. Teachers often have limited extra time in their language classroom schedules to add components of learners’ cultures in lesson plans. This project provides examples of how to include culture in daily lesson plans which are meant to activate learners’ prior knowledge about their cultures and to stimulate reflection on the unconscious and unacknowledged aspects of culture which profoundly affect one’s attitudes, feelings, behaviors, and preferences.

Researchers (Arnette, 2002; Hermans & Dimaggio, 2007; Nsamenang, 2002), supporting Erikson’s (1950,1968) concern about the viable drawbacks of the method of identity development has addressed that revelation to multiple cultures causes identity confusion in adults and adolescents. This type of confusion causes different shapes. builds an absence of dedication in some cultures albeit traditional or new, global or local. A different term for marginalization by different researchers are decultured (Giddens,2000), de-territorialized (Kearney,1995; Tomlinson, 1999), delocalized (Thompson, 1995), and unrooted (Friedman, 2000) captivates various aspects of the confusion where adults and adolescents has the feeling of deprivation of
home and custom complex that are comprised of practice, beliefs, values, rules, motives, and satisfactions related to customs that accompanies positive attachment in local or global communities. As per (Phinney & Baldelomar, 2011), identity confusion rebounds between different culture and settings. However, some changes might be flexible and some cases ambiguous. The question if cultural identity confusion heads up to psychopathology have been recommended by researchers (Hermans & Dimaggio, 2007), that the connection between globalization and identity disturbances exists. The researchers have recorded the facts that since 1980 there has been a sudden increase in number of detections of multiple personality and identity disorders. There has been an increase in diversity of identity as in course of time the numbers of patients have gone up. The personalities of patients have changed massively ethnically, nationally, religiously and so on. To the extent to which these changes in prevalence of multiple personality disorder are valid, they start to demonstrate how awareness of various cultural identities may be internalized in pathological manners. However, the degree of globalization exposure is a cause per se of psychopathology is probably an open question, as does the question of the extent to which individuals may be particularly susceptible. Questions on problems related to cultural identity confusion whether are connected to substance use, prostitution, suicide, hostility, and aggression are addressed by researchers (Delafosse, Fouraste, & Gbobouo, 1993) and (Phinney and Navarro, 1997). They are essence of globalization, cultural identity confusion and internal and external problems. In summary, lack of will power, the chance of loss of power, and exposure to cultures that are highly divergent in their custom complexes and statuses raise the probability that cultural identity confusion will arise and develop into problems that are psychological and social in nature.
It is a matter of social justice and equity that all English-language learners in the United States, with or without legal status, be provided the most effective, inclusive, and supportive language learning environment. In 2015, more than 25.9 million people in the United States had limited English proficiency and these individuals were less educated and more likely to live in poverty (Batalova & Zong, 2016). Linguistic proficiency and pragmatic knowledge and abilities are keys that open doors to changing lives, opening opportunities in education, employment, and society for immigrants, refugees, and asylees. Honoring diverse cultures of learners can be part of teachers’ efforts to encourage the development and maintenance of their students’ emotional well-being and to bolster their self-confidence and ability to acquire language.

This field project had the overarching goal of helping teachers to use culture and interactive cultural activities to build a foundation for linguistic, pragmatic, and sociocultural skills. Many individuals arrive in the United States with little or no knowledge the English language and limited understanding of the many cultures that combine to create the society of the United States. Immigrants, refugees, and asylees are from diverse cultural and linguistic backgrounds and are asked to meet the demands of the multicultural and multilingual society of which they are now a part. The field project was designed to provide an example of how teachers can develop a heightened awareness of the roles of culture in the acquisition of language, thereby increasing their effectiveness in adapting materials and lesson plans to be more inclusive of students’ cultural knowledge, beliefs, and practices.
Recommendations

This project is designed to help teachers to understand and help students themselves through activities in lesson plans. These teachers are expected to help students learn, understand, and share experiences of their culture. Arriving from other countries into United States that percentage is undergoing a great change. Right now, United States going through a radical demographic change. The immigrant population in the US reached record levels, a high of 14.8%, at the turn of the last century. Today, more than 41.3 million people living in the US are born outside of the country, accounting for 13% of the total US population (Zong & Batalova, 2015). This proportion has doubled just since the 1960s and 1970s and is rapidly increasing (U.S. Census Bureau 2013b). By about 2030, the US Census Bureau projects that net international migration will be more than natural increases (i.e., domestic reproduction) as the primary driver of population growth in the US for the first time in United States’ history since approximately 1850 (U.S. Census Bureau 2013c). Currently, about 15% of the US population is comprised of children of immigrants, who are called as “second-generation immigrants.” In total, just over 1 in 4 US residents is currently an immigrant or the child of an immigrant; by 2065, it is projected that over 1 in 3 US residents (36%) will be an immigrant or the child of an immigrant (Lopez and Passel, 2015). How this rapidly increasing segment “second-generation immigrants” is faring is of great importance to the economic well-being and the vibrancy of the country (Panel on the Integration of Immigrants into American Society 2015). For teachers this project will guide them to focus on the inseparable connections between culture and language use as it is a significant feature of essential direction in language skills. It is also another significant goal of increasing learner’s interactional and linguistic competence.
This field project consists of different units which I recommend is informative in creating activities that focuses on culture and explains about the different research on uses of English language in multicultural society. The handbook contains activities based on units from review of literature which provide chances for raising the awareness among both students and teachers of cultures.

This project will prepare teachers better to work for and interact with individuals from other cultures; be better able to accept, listen to, and understand individuals with other points of view, values, attitudes, and behaviors; and be better able to see these interactions as enriching experiences for them and their student community, and is strongly recommended for teachers as the cultural composition of the United States continue to rapidly change, with immigrants and second language learners increasing continuously.
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APPENDIX – The Project
Teaching English to Second Language Learners through Cultural Encounters

A Handbook for Teachers

Lesson Plans and Resources

Sreyasi De
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Chapter 1

Getting Started

Besides opening a book and learning words, phrases or grammar, teaching English to second language learners involves more like a lifetime experience. Acquiring a basic understanding about a student’s life and needs, how adults learn language, and the significance of culture gives new teachers with understandings which will be essential when they begin their ESL teaching experience.

Teaching Adult Learners

Adult students learning English have a life full of experience to share, questions to ask and fears to overcome. Instruction requires to be essential to their needs and contemplate, honor and include their life encounters, visions and points of view.
Why learn English?

People look for help in understanding and learning English for a variety of reasons. They may be looking for jobs, they might be parents wanting to help their children with homework, they might be pointing their intention for a job promotion, or hoping for a college education.

All adults have four motivations of leaning: voice, entry to information, self-reliant action, and link to the future. These four motivations enable both teaching and curriculum a total guidance.

Figure 1-1: The four motivations for Learning

1. Voice
   - Expressing ideas and opinions with self-assurance that they will be heard and understood.

2. Entry to Information
   - To be able to attain access to the information so they can align themselves in the world.

3. Self-reliant action
   - To be able to resolve problems and take decisions on their own, acting independently, without having to depend on others.

4. Link to the future
   - To be able to contemplate on their past learning experiences and apply perceptions to the world as it changes.
**Appropriate Material**

Utmost learning takes place when the materials are appropriate for the speedy needs of the learner. The materials will help adult learners to learn when they are:

- Actual
- Significant
- Connected to their insight
- Has utilization to their daily lives.

**Roles of Learners**

Besides, adults play different number of roles. They are members from family, community, workers or job finders. Your students could be housebound with little touch with the English-speaking community. Family is everything for these students. Your students might be employed in which case they need support in English. Your students might be worried about becoming U.S. citizens or connecting with the English-speaking community, therefore the part played by the community member is more instantaneous for them. Understanding the roles and intention of your students will help you make settlement about what and how to teach them.

**Who Are My Students?**

The official definition of a refugee was formulated by the United Nations High Commission for Refugees (UNHCR). After the Second World War countries in Europe first had to deal with persons who were moving from one place to another.
**Immigrants**

United States law divides foreign born people in the U.S. into different groups. Some of the important groups are:

- US citizens
- Immigrants
- Refugees/Asylees
- Unauthorized migrants

Immigrants may be legal or undocumented. Those who apply to live in the U.S. through family links or work are regarded as legal immigrants. They must be self-sufficient and have no right to governmental support. Illegal or undocumented immigrants are not permitted to live in the U.S. Refugees are a notable category of immigrant who appear in the U.S. with legal refugee status. The State Department inspects the U.S. Refugee Resettlement Program and the Department of Homeland Security interviews all refugees before entering into the United States. An asylee is a person who fulfills the interpretation of refugee and is already residing in the United States or is looking for entrance at a port of entry. Asylees may apply for green card status one year after their acceptance of asylum.

**Refugees**

A refugee is a person who does not belong to his/her country of nationality and is reluctant to benefit him/herself of the protection of that country having a well-grounded terror of discrimination for reasons of:
➢ Race
➢ Religion
➢ Nationality
➢ Political Opinion
➢ Social Grouping

A refugee is NOT:

➢ An “economic refugee”
➢ A victim of natural disaster
➢ A victim of gender discrimination

In addition, refugees are matched with one of ten national refugee resettlement agencies which provide support and case management services during the refugees’ first few months in the United States. Refugees are eligible for benefits upon arrival in the United States, but the expectation is self-sufficiency as quickly as possible. Depending on the employment program and the type of cash assistance they are receiving, most refugees are employed within 4-8 months of their arrival in the U.S., regardless of English language proficiency or previous employment experience.

**Intended Audience and Use**

<table>
<thead>
<tr>
<th>Teachers</th>
<th>Guidance for teachers for teaching second language learners in U.S emphasizing the combination of cultural identity and language learning.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td>For intermediate students who are job seekers, parents, and wants to continue education.</td>
</tr>
<tr>
<td>Class Size</td>
<td>10-15 students</td>
</tr>
<tr>
<td>Class Duration</td>
<td>90 minutes once a week</td>
</tr>
</tbody>
</table>
| Lesson Focus | ● Verbal communication  
● Increasing and generating knowledge of cultural experiences. |

Page 9 of 84
Reflections about Culture

When you first meet your students, you may feel a little anxious and afraid of making a cultural mistake. The students also may have the same feeling. Any misunderstandings you encounter may originate not only from the language obstacles but from cultural differences too. The best consultation is to relax and acknowledge that these events can be an educational possibility for both you and your students. An open perspective and a little thoughtfulness of the adaptation process refugees and immigrants passes through will enable you to deal with any cultural differences that arise.

Three Levels of Culture

Culture is such an integral part of who we are that it is often difficult to see just how deep its influence goes. It is sometimes compared to the water a fish swims in, or the air we all breathe. Any culture can be viewed as an iceberg. Like icebergs, culture can be hard to navigate around as only part of it is visible above the surface. The three levels are sensory, conscious, and unconscious rules (figure 1-2).
Sensory

It constitutes the verbal language, atmosphere, clothes, music, performing arts, and food. These are the different areas that are easily seen when we reflect about a culture and forecast that these might be different from culture to culture. It is like an onion. There are many layers to be peeled which are not instantly evident.

Conscious Rules of Behavior

The children are taught these things. We can talk with students about what kind of behavior is anticipated in different situations. What are the action plans in a supermarket? How should you behave in a library? When we help students with English to get a job we could talk about on-the-job rules as well as behavior expected when interviewing for a job. Although we are conscious and these behaviors can be labelled they are still partially concealed. It is because these are involuntary and not have to reflect about them.

Unconscious Rules

Values that are reflected as good or bad, beliefs that are universally true and our behaviors are so involuntary and “natural” that we barely stop to think that others might see the world quite differently. The amount of unconscious rules consist of notions such as how time and space are viewed, attitudes towards authority, power, formality, and the future. It is the deepest degree of culture. We talk about the general rules to be on time or even early for a job interview but we never think about the reasons for.
There are huge possibilities for misinterpretation. We gravitate to incline on other people when their values and behavior do not meet our predictions. The more we are familiar with our own cultural activities the better we are able to recognize what makes a specific cross-cultural interaction discomforting. Additionally, cultural knowledge should be included in teaching wherever suitable.

**Culture Shock**

Culture shock occurs when a person goes through perplexity and uneasiness of having everything well known take up by the new. There are different features of the new culture that are uncertain, confusing, and disrespectful to the new immigrants. The “culture shock curve” is a sheet of information that shows the process of adaptation (figure 1-3). Finally, immigrants are considered successful as they obtain the ground of adjustment. Adaptation is a critical success factor - as challenges of adapting are met successfully, as one acquires alternative responses to the environment, and as inner peace is made with the conflict between cultures, one can both maintain the original cultural identity yet function in the new culture.

**Learning to Adjust**

People living in a different culture regulate through a process of combining their native culture with the new culture in the shape of bi-culturalism. This includes picking and choosing what to retain from their old system of life and what to embrace from the new culture.

**FIGURE 1-3: The Culture Shock Curve**
Changes in Circumstances

People who were educated and well-to-do in the country they came from, the loss of personal status and the experience of living in poverty in the U.S. can be distressing. While refugees from rural areas may have a shortage of experience, education, and skills required to quickly adjust to life in a fast-paced society like the U.S., those with more education and skills may experience culture shock just as intensely.
How Can I Help?

There are various ways that you can enable your student to make the adaptations and learn the language and cultural tool required to stay alive:

Assimilate your knowledge about your students’ culture

Find the books and movies that has the pictures of students’ cultures and speak to other people from the same country. Realize that while there are identifiable cultural traits within a particular country, there is much variation among individuals. It does not make other person’s behavior foreseeable when studying about another culture. It provides some light on attainable ways of apprehending the cultural background and frame of the source of information to ascertain something that they belong to.

Acknowledge the process of acculturation

Refugees and immigrants are faced with several cultural conflicts. It is solved by each person in a special way. Make biculturalism easier by empowering your students make settlements on how to live in the U.S. without providing them any definite answers. A way to do this is to plainly differentiate your students’ native culture with cultural inclination here in the U.S. It is a neutral approach which transmits respect and interest in your students' culture, while at the same time providing details to them about the new culture. Questions that are asked are like, “How do you move around seeking a job in your country? How was the job interview?” The answers are like, “in the U.S. it generally happens in ...”

Strengthen your realization of your own culture

It is amazing how greatly our personal identity overlies with our cultural identity. It is a significant way to learn about oneself when dealing with someone from another culture. It provides the contrast we need to be able to see aspects of ourselves that are normally hidden. Operate on the assumption that your students are very likely perceiving things differently than you are. Expect the unexpected.
How Is English Learnt?

It differs a great deal when you think about your own experiences and of others in learning another language. Some may have learned by grasping while visiting a country where the language was spoken and others may have taken classes and done a lot of formal study. There are several different ways to gain proficiency in the new language.

Teaching adult learners

Language theorist Stephen Krashen puts forward that there are two well defined ways that we earn input and proficiency of a new language. These inputs are called “learning” and “acquisition.” In Figure 1-4 we see some contrasts between the two terms. While learning their first language children never learn grammar rules yet expertise grammar. Even though in bits and pieces or incorrect might be at first any kinds of sounds are praiseworthy and important and furthermore it is a fact we rarely speak to them in full complete sentences. The method of acquisition is a subconscious process that matches to the procedure the children goes when they acquire their first language.

FIGURE 1- 4: Learning vs Acquisition

<table>
<thead>
<tr>
<th>Learning</th>
<th>Vs.</th>
<th>Acquisition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Related to Adults</td>
<td>Related to children</td>
<td></td>
</tr>
<tr>
<td>Studying the rules of language</td>
<td>Studying to interact in the language itself</td>
<td></td>
</tr>
<tr>
<td>Memorization</td>
<td>Emerges from needs and interests</td>
<td></td>
</tr>
<tr>
<td>Usually occurs in classroom</td>
<td>Can occur anywhere</td>
<td></td>
</tr>
<tr>
<td>It stresses on decreasing errors</td>
<td>Errors are exploratory</td>
<td></td>
</tr>
<tr>
<td>----------------------------------</td>
<td>------------------------</td>
<td></td>
</tr>
<tr>
<td>Conscious knowledge about language</td>
<td>Unconscious knowledge</td>
<td></td>
</tr>
<tr>
<td>Hesitant, translations required</td>
<td>Fluent</td>
<td></td>
</tr>
<tr>
<td>Reading and writing is followed by speaking and listening</td>
<td>Listening is followed by speaking</td>
<td></td>
</tr>
</tbody>
</table>

The provocation is to replicate the supportive features of unconscious form of learning known as acquisition in a traditional classroom environment. The sense of consciousness of difference between learning and acquisition drives the language teachers towards some plain practical interpretation.

❖ Lower stress and reflect on how errors are corrected

Students must not only listen to language based on context, but a new language should also be practiced. An ongoing correction of errors which is supported by ongoing corrections by the teacher. It is hampering and ineffective. Like children, students learn through making mistakes. It is important to lower the feelings that emerges among the adults when they make errors.

❖ Keep communication significant

Meaningful and absorbing materials enables adults to learn best. Every time invigorate communication by using significant and rational circumstances. Teach language preferably, rather than rules.

❖ Provide input that students can understand

It may not be easier for students to understand everything when you talk about the past weekend. Drawing pictures empowers students to understand the meanings given by you although they are not able to repeat it back.
**Purposes For Teachers**

To become a qualified speaker of English, learners are required to evolve both with precision and effectiveness. **Accuracy** is the ability to regenerate English pronunciation and grammar to be graspable. **Fluency** is the craft of arranging words together to get a message across. Both accuracy and fluency are required to be a qualified speaker of English and various kinds of practice activities and techniques are goals to be achieved with the help of these skills. Learners are required to understand the meaning from what they are reading and writing, to be able to read and write well in English. Teaching methods stresses on how to give students means to approach various kinds of text and information on how to utter words in English.

**VISUAL AIDS**

Visual aids are the most useful and well-rounded tools you will use in teaching.

Pictures and real objects are inclined to teach vocabulary, energize conversation and provide exercises of new language. Visuals provide color, variety and something tactile to be maneuvered.

FIGURE 1-4: Visual Aids – Retrieved from https://www.semanticscholar.org/paper/Prosodic-Exercises-for-Children-with-ASD-via-Sousa/291bb50d858d62c3c564ebeab9c13a314274fb0d/figure/3
Real Objects

Account the differences between a real, a plastic and a picture of an object. There is little confusion when the real object best teaches what is the thing is and the concept of its features. Real things also enable you to form tangents and use the material for other purposes of teaching. It is because it is physically present, and you can smell, touch, or manipulate it. To teach vocabulary real objects are used in TPR. Real objects are also used as props. If the lesson is boring or if the last minute of the sessions need to be filled up, then real objects can be used.

TIP: Let your student choose an object, or give one and say:

➢ Tell me three things about this.
➢ Make up a story about this.
➢ Tell me three things you can do with this.

Many teachers and programs gather and divide items in categories such as empty medicine bottles, food packets or a set of plastic fruit and vegetables.

Pictures

Selecting a picture is important as the learning aspect should be held in mind. The best pictures are in color with no writing. When vocabulary is taught pictures should be surely simple, clear and lucid. It is helpful when the object is exhibited in many different settings. For example, if you want to teach and practice the word shirt it can be used in different situations like, a picture of a shirt, a person wearing a shirt, a blue shirt, a plaid shirt, etc. Pictures are not only helpful to teach individual vocabulary items, it also enables students to practice by putting words together like a speech.
For example, with a set of small pictures of basic food items students could practice dialogues or do simple question and answer exercises. They can be used at different level:

Teacher: Do you like meat?
Student: Yes, I do.

Teacher: How often do you eat meat?
Student: Two or three times a month.

Teacher: What kind of meat do you eat?
Student: Usually chicken.

FIGURE 1-5: Teacher and student conversation


Pictures can also be divided and categorized and then used as props. Pictures of the set of clothing’s can be used as:

❖ Study the name of the cloth items
❖ Categorize them into seasonals and genders
❖ Use as props in the dialogue activity like “shopping for clothes”
❖ Apply in a TPR sequence (“put on the shirt”)
❖ Discuss the culturally differentiated clothings
❖ Address and check the absorption (“show me the pants”)
❖ Tell a story and then let the students organize the pictures as they listen to the words in a story

For creating invigorating conversations select pictures of high interest like; pictures depicting people in your students’ countries of birth, people conducting activities in the U.S, pictures displaying things you know your
students like, or situations they have experienced. When you want to extract language from the students; preferably do not presenting them with some specific vocabulary or structures let them find out the pictures from an assortment. Then it will be known how much it’s of interest to the students.

**Picture File**

As pictures play such an important role in teaching ESL, almost every teacher has a picture file. Pictures can be collected from magazines, catalogs, or old books that are no longer used. Cut and paste pictures on construction paper for using it more than once. National Geographic magazines are especially good because pictures of places and events that are familiar and absorbing to students are found. Picture dictionaries are found in both print and online which can be helpful and interesting. When searching for good pictures, it helps to have a list of some of the group of items and grammar aspects you’ll be teaching. Here are some group of ideas that are helpful when looking for pictures:

**Suggestions for Picture File Categories**

<table>
<thead>
<tr>
<th>Actions</th>
<th>Food</th>
<th>Places</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adjectives and contrasts</td>
<td>Family</td>
<td>Recreations</td>
</tr>
<tr>
<td>Animals</td>
<td>Geography</td>
<td>Safety</td>
</tr>
<tr>
<td>Body parts</td>
<td>Health</td>
<td>Signs</td>
</tr>
<tr>
<td>Calendar</td>
<td>Holidays</td>
<td>Telephone</td>
</tr>
<tr>
<td>Cleaning items</td>
<td>Household appliances</td>
<td>Time</td>
</tr>
</tbody>
</table>
**All About Questions**

**Questions** are a simple way to invigorate conversation and examine interpretation. The range of questions enables students to answer back quickly, become habitual to a grammatical structure or sequence of vocabulary words that has been introduced:

- Is she sitting?
- Is he walking?
- Are they cooking?
- What’s he doing?
- What’re they doing?
- What’s she doing?

**The ranking of questions**

Hold on to rank of questions as you practice the learning key points and initiate your student into conversation. Start with the simplest - yes/no - questions and move slowly your way down the rankings based on their abilities. These questions shift from the simple and substantial to the more complex and abstract or hypothetical (figure 2-1). They also can move from the general to the personal.
When you first meet your students, a question hierarchy acts as plain evaluation tool. Observe and listen to students.

What kinds of questions are answered without any difficulties? What types of questions do students find it difficult to understand? The question hierarchy empowers to communicate with students in any situation. If your students cannot understand a lower level question, try instead to go up the level and use a yes/no question (“are you going to work or home?”).
Lower-level questions

Ask the following questions using the picture below:

![Immigrants Thanksgiving](https://www.freep.com/story/life/advice/2015/11/05/carolyn-hax-adult-son-ditching-thanksgiving/75009714/)

Figure 1.6: Immigrants Thanksgiving – Picture retrieved from https://www.freep.com/story/life/advice/2015/11/05/carolyn-hax-adult-son-ditching-thanksgiving/75009714/

<table>
<thead>
<tr>
<th>Yes / No Questions</th>
<th>Either / Or Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is this the mother?</td>
<td>Are they in the bedroom or living room?</td>
</tr>
<tr>
<td>Is there food on the table?</td>
<td>Who cooked? Mom or dad?</td>
</tr>
<tr>
<td>Is there spoon on the table?</td>
<td>Does the girl have long or short hair?</td>
</tr>
<tr>
<td>Is it morning?</td>
<td>Is the mother standing or sitting?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>WH - Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>● What is on the table?</td>
</tr>
<tr>
<td>● Where are the carrots?</td>
</tr>
<tr>
<td>● How many people are sitting at the table?</td>
</tr>
</tbody>
</table>
Personal Questions

Students are ready to move on with sharing personal encounters after getting comfortable with the impersonal questions in the picture.

<table>
<thead>
<tr>
<th>PERSONAL QUESTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>● How many people are in your family?</td>
</tr>
<tr>
<td>● Who cooks and cleans in your house?</td>
</tr>
<tr>
<td>● Who works in your family?</td>
</tr>
<tr>
<td>● Where do you study?</td>
</tr>
<tr>
<td>● Do you like music on when you study?</td>
</tr>
</tbody>
</table>

These approach to questions enables students to have an effective discussion. Higher level students deal not only with descriptive questions on one picture but also with questions on several pictures that has compare and contrast aspects.

Open-ended Questions

The open-ended questions entail conversational ability. These questions might look like Wh- questions but differentiates in the standard of predictable thoughts. The plain and simple Wh-questions provides report based on facts whereas the open-ended questions deal with personal viewpoint and students are asked to go past the substantial’s.

<table>
<thead>
<tr>
<th>WH - Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Where was the mother before?</td>
</tr>
<tr>
<td>● How does she feel?</td>
</tr>
<tr>
<td>● What will be next?</td>
</tr>
</tbody>
</table>
Extensions

Once students have warmed up with hierarchy of questions, use a range of questions that take you to conversing on a topic. You or the student can make cards on questions about a topic. Students alternately take turns of picking up a question from the heap and asking the group. This method guarantees uniform participation as all students can ask and answer questions.

GRIDS

GRIDS act as a focal point on visual. They are not difficult to form and supplies an organized way to exercise vocabulary and grammar. Grids are:

❖ Responsive
❖ Operates at all levels
❖ Easy to manage
Method: Grids

Step 1 Framework

- Place pictures or words in the grid. It can be generated from the students or filled in.

Step 2 Fill in the grid

- To accumulate information for the grid ask questions

Step 3 Practice

- Let students ask questions and make expressions of views to each other.

Step 4 Group Work (Optional)

- Enable students to form their own grids as a group work to practice vocabulary or grammar.

Sample Grid

<table>
<thead>
<tr>
<th>Ada</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><img src="image" alt="Ice Cream" /></td>
<td><img src="image" alt="Coffee" /></td>
<td><img src="image" alt="Pizza" /></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Cheng</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Esperanza</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jose</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Amit</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Best Practices

Framework
Be sure that the students can understand the food items and names. Obtain the student’s names and the food items they eat and then place them on the grid as shown in the above figure.

Fill-in the Grid
Point to each square and then ask the yes/no questions to fill up the grid with information. As students answer the questions mark the box with a check mark for YES and NO.

Practice
Students practice by asking questions to each other. For different level groups students ask questions that are suitable as per their skill.

Sample Questions

<table>
<thead>
<tr>
<th>YES/NO QUESTIONS</th>
<th>EITHER/OR QUESTIONS</th>
<th>WH - QUESTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do you like pizza?</td>
<td>Does Jose like pizza or ice cream?</td>
<td>What does Esperanza like?</td>
</tr>
<tr>
<td>Does your son like pizza?</td>
<td>Who likes ice cream Cheng or Jose?</td>
<td>Who likes ice cream?</td>
</tr>
</tbody>
</table>


<table>
<thead>
<tr>
<th>GRID ACTIVITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Let students count, add, compare, contrast, evaluate, condense, generalize, or hypothesize about the information:</td>
</tr>
<tr>
<td>● What does most of your family members love?</td>
</tr>
<tr>
<td>● How many people like to eat crabs?</td>
</tr>
<tr>
<td>● Does Chinese students like coffee? What other drinks do they like?</td>
</tr>
<tr>
<td>● Do most people like pizza or hamburger?</td>
</tr>
<tr>
<td>● What kind of foods do people like the most?</td>
</tr>
<tr>
<td>Teach students on how to make relations through words and phrases:</td>
</tr>
<tr>
<td>● I like Chinese food but my husband doesn’t.</td>
</tr>
<tr>
<td>● Jose loves tea and coffee.</td>
</tr>
<tr>
<td>● Although Cheng likes hamburger, he rarely eats it.</td>
</tr>
<tr>
<td>Launch new vocabulary and structures</td>
</tr>
</tbody>
</table>
| ● **Everybody/nobody**  
  Nobody likes cold and mushy french fries. |
| ● **Negatives**  
  My daughter doesn’t like carrots. |
| ● **Conjunctions**  
  Esperanza hates pink but loves yellow. |
| ● **Third person expression**  
  He likes bread and cheese. |
| Converse the information in a nonspecific manner |
| ● How often did you cook it? |
| ● Where did you get it? |
| ● How did you find it? |
| ● Did you eat it in your country? |

**Total Physical Response (TPR)**

A popular and effectual technique to teaching language is Total Physical Response (TPR). Unlike methods which require students to verbally produce the language immediately, TPR requires students to understand and demonstrate comprehension by responding to a command with a corresponding action. TPR can be used to teach absolute beginners almost anything you can possibly demonstrate. It works best to teach vocabulary by subjects; for e.g. furniture, clothing and so on.
STRATEGY: TPR

<table>
<thead>
<tr>
<th>Step 1: Display</th>
<th>The teacher gives instructions and displays it.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Step 2: Instruction</td>
<td>The teacher gives instructions and students carry out these instructions</td>
</tr>
<tr>
<td>Step 3: Practice</td>
<td>The complicated aspects of instructions are broadened by the teacher.</td>
</tr>
</tbody>
</table>

TPR can be very easy or very complicated based on the level of the student. A beginning language learner may only move through step 2 until he or she is more comfortable with the language. At higher levels, students should be capable of giving and following step 2 and 3 commands. Have a focal point that you want to work on and then collect any props or visuals that you might require. Remember that TPR is fundamentally a listening activity. The language is in the imperative, or command, form. Imperatives enable students to go through learning process in a very non-hostile way.

Display

<table>
<thead>
<tr>
<th>Learned Earlier</th>
<th>New Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>Key</td>
<td>Pick up</td>
</tr>
<tr>
<td>Paper</td>
<td>Point out</td>
</tr>
<tr>
<td>Pen</td>
<td>Put down</td>
</tr>
</tbody>
</table>

Page 17 of 84
**TIPS:** For beginners, integrate words that students are already aware of along with the new ones. Teacher acts out and says the name of the actions while students observe and listen. Repeat the process for each action and noun combination:

| Put down the paper | ➡️ | Put down the key | ➡️ | Put down the pen |

**Instruction**

After displaying and repeating commands many times, the teacher then gives the students command. The teacher waits to see if the student follows the commands correctly. Students have to just follow the commands without speaking. Continue this step as many times as required until the students follow the commands easily.

**Practice**

If students perform with little or no confusion, increase the number of commands by inserting additional nouns or verbs to the sequence of instructions. You could, for e.g., “pick up the paper and the pen,” which increases difficulty but does not add to the burden of new vocabulary and sets students up for success.

**Addition**

For higher level students, produce commands longer and more complex:

‘Go to the door, that is next to the window. If it is closed, then open it.'
TPR could be examined as a simple interpretation that enables to see that students comprehend new vocabulary and structure.

**Give me the brown bag. Now, give me the red bag.**

TPR can be used to initiate, exercise, or assess language.

**Put the pen on the book. Put the pen under the book.**

TPR can be used as assessment of competency of literacy. Students can go after the directions of flash cards more than exploiting objects.

**Put “A” after “e”. Put “apartment” next to “kitchen”.**

By integrating two or three commands TPR can arrange student for jobs and trainings.

**Before you fill the form get a clipboard.**
## Example TPR scripts

<table>
<thead>
<tr>
<th>Language</th>
<th>Verb</th>
<th>Noun</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom Language</td>
<td>Sit down, pick up, stand up, put down, write on, open/close</td>
<td>The paper, the pen, the door, the window, the eraser, the book, the board</td>
</tr>
<tr>
<td>Food Vocabulary</td>
<td>Drink, eat, pick up, give me, put down</td>
<td>Words for common fruits, vegetables, food, drinks</td>
</tr>
<tr>
<td>Clothing Vocabulary</td>
<td>Put on, take off, fold, unbutton</td>
<td>The jacket, the shirt, the skirt, the shoes, the pants, the dress</td>
</tr>
<tr>
<td>Parts of the body</td>
<td>Touch your, open your, hold your, point to your</td>
<td>Head, mouth, eye, leg, nose, arm</td>
</tr>
<tr>
<td>Prepositions</td>
<td>➢ Put the -------- on the ---------------.</td>
<td>Any nouns that requires to be assessed. Use box that can be used to put objects into it.</td>
</tr>
<tr>
<td></td>
<td>➢ Put the ------------ under the ------------</td>
<td></td>
</tr>
<tr>
<td></td>
<td>➢ Put the -------------------- behind the ------------------</td>
<td></td>
</tr>
<tr>
<td></td>
<td>➢ Put the ---------------- between the ------------ -- and the ------------</td>
<td></td>
</tr>
<tr>
<td></td>
<td>➢ Put the ------------------ in the ---------------.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>➢ Put the ------------------ -- next to the ------------</td>
<td></td>
</tr>
</tbody>
</table>
Dialogues and Role-Plays

Dialogues and role-plays are a natural method for speaking in a situation for a particular reason when students have the requirement to converse in fixed conditions.

Dialogues

Dialogues are already written discussion that answers to an explicit motivation your students have for interaction. Your student’s interest persuades you to teach them how to communicate at the post-office, doctor’s office, or call in sick. Some of the few lines are:

Teacher: Hi, how are you?
Student: Fine, thanks.

Example dialogues that consists of multiple interactions:

Customer service: May I help with anything today?
You: I need help with the return of a toy.
Customer service: Is this an exchange or refund?
You: Excuse me?
Customer service: Do you want to change it for another or want your money back?
You: I want the money back.
Customer service: I need to see the receipt
You: Here you are.
Methods: Dialogues

Step 1: Organize the scene
Use pictures or drawings. Make sure that it is clear enough about the talk, with whom, and where

Step 2: Reproduce the dialogue
Play both roles or enlist another student to get help.

Step 3: Inspect the understanding
What did they cook? Why are they talking?

Step 4: Repeat
Reproduce the activity again if required.

Step 5: Coach the dialogue
Teach students dialogue through lines. Coach for pronunciation and accuracy.

Step 6: Exercise
Students practice in pairs and also dialogues with teacher.

TIPS → If they read well, students may request a written copy of the dialogue. Although, dialogues should be rehearsed and memorized, not read. If students want to see the written form for security, please ensure that they also practice without the script. An alternative is to write the dialogue on the board to begin with but erase whole lines and words as students’ accuracy improves over time.
Role-plays

Role-plays are essential activities that enable students to educate some of the cultural rules of exchanging information such as making eye-contact and using a tone and volume suitable to a given situation. Role-plays are broad and impromptu. Students can use any language at their disposal to meet the goal of the role-play. Students read about their role and problem on a role-card and then play it out.

Methods: Role-plays

❖ **Step 1: Layout the scene**
   Incorporate student’s immediate experiences:

   Has anyone been hurt? What happened? How do you feel? What happens in US when there is fire?

❖ **Step 2: Provide the roles**
   Give role cards to the students.

❖ **Step 3: Create construction**
   Enable time for necessary preparation.

❖ **Step 4: Carry out**
   Carry out role play. Teacher moves around and record it by taking notes.

❖ **Step 5: Analysis**
   Give reactions as per your notes on errors and communication style.

❖ **Step 6: Redo the activity**
   Redo the activity with a new partner and include feedback.
Role-plays make a good evaluation. Evaluate the students to see whether they are able to create suitable vocabulary and structures that they have practiced for communication purposes without teacher’s help.

Examples

Role cards provide directions to students in order to follow the role play:

**Example 1:**

You are in a shop. You are at the check-out paying for the clothes. You forgot your wallet at the house. You are not able to pay. How will you tell the cashier?

**Example 2:**

You are the cashier. A customer needs to pay for the clothes but does not have the wallet with him. How will the cashier handle this situation?

More materials can be added for use in the role cards:

**JOB ANNOUNCEMENT**

Position Title: School Assistant Teacher

Qualifications: 2 years of experience in elementary school

Description: The Pleasanton School District is looking for an experienced teacher for kindergarten class at Walnut Grove Elementary School. The working hours are 9am - 12pm Monday through Friday.

Salary: $35 - $45 per hour depending on experience. Good benefits.

Contact Anne at 480-956-5155
Example 3

Now look at the job announcement above. Think about the questions and then ask the person sitting at the front desk in the school office.

Example 4

You work in a company at the front office. Now, look at the FAQs of job openings in your company. Your job is to answer the questions.

COMMON TIPS FOR TEACHING

*Teaching English* implies helping your students to become a part of their new communities in the United States. Students are keen on learning English because they know that it is the key to get more integrated into their new environment.

What should teachers teach?

The stability of listening, speaking, reading, writing, and pronunciation skills leads teachers to be conscious about it. The acquisition of first language enables us to listen for quite some time before the language can be spoken with efficiency and with understanding. It is words that we grasp with our sense of hearing when we speak. Words that are meaningful we learn to read first although reading comes later on. We are able to write those words through learning as we can read already those. Even though the reading skills of the students are advanced but all those students require effective listening skills. Through coaching it will be a normal opportunity for students to exercise English orally. Higher level students will
acknowledge more time spent on literacy as they are more at ease with speaking English. More attention can be geared towards grammar as reading skills are strengthened. Mind that as adult learners of second language have an accent it will be wise to decide how much to give stress on pronunciation. Stress is emphasized on what is significant for students to comprehend.

**How should students be talked to?**

As normal speaking style is a guidance, so the manner of speaking is a replica for your students. If students have knowledge of limited English:

- Apply short sentences, make pauses repeatedly, and regulate vocabulary.
- Provide students with appropriate wait time after asking questions before it is presumed that it is not understandable.
- Speed of speaking is slow and repetition in general style of speaking.
- More pointers by adjusting to the teacher’s modification of type of question. It is like ranking of questions.

It will be harmful to students if the English is made very plain and simple. It will make students difficult to understand the hard and difficult accent. As short and precise questions and answers are common in English speech incorporate formal and conversational speech in the lessons.

**What signs/signals should teachers use?**

Be aware that signs/signals have different interpretations in different cultures. A signal can be any body movement that carries meaning: A nod for yes or no; a shrug to address you don’t understand; a facial expression that lets your student know whether she’s right or wrong; or a hand motion that designate you want your student to repeat, listen, or answer a question. Signs/signals are silent language.
They’re functional at every level because they enable the teacher to help students speak without uttering again. For example: When you want your student to answer a question, you can help by giving the lead of the first word of the answer and then signaling to the student to go on.

Go ahead and try all kinds of gestures. Signals/signs help you communicate with your students when words just aren’t enough. However, don’t get too dependent on them.

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**TIPS**

When you make a gesture and tell your student to listen, remember to eliminate your gesture after a period and simply say, “listen.” By then your student will require limited to no guidance and shouldn’t need your signal to understand.

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**Watch Video on Gestures Around the world.** The video explains about different gestures of the world and how these gestures mean similar in some countries and different in some. [https://www.youtube.com/watch?v=qCo3wSGYRbQ](https://www.youtube.com/watch?v=qCo3wSGYRbQ)
Length of video: 2 mins

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**How should errors be corrected?**

The factors on which the correction of errors depend on are:

- The extent/level of the student
- The motivation of the activity

Teachers should be less demanding and difficult on low level students. Encouraging students to free flow of communication is more significant than assuming students to have flawless pronunciation and grammar. More advanced students gears to a lot more error correction. Determine particular targets for the students like: Do they want to enhance some pronunciation, or be meticulous.
about verb tenses? Designating with a cue card or a small gesture when error is heard. This motivates students to rectify the error.

In a discussion activity, unless a student is being able to put up the meaning across the table interference for correcting the errors is not required. Arise a question for clarifications for e.g. “did you mean?” For activities involving precise procreation need instant rectifications. Provide words that have errors or point out those words which requires corrections. Enable students to correct the errors by themselves.

Define main goal

The purpose of language is not to recreate accurate grammar drills, but to interact. Your warmness, acceptance, eagerness and honest interest in your students create an atmosphere that nurtures communication and removes barriers to learning.

TIPS

➢ Remember to listen to your students.
➢ After you ask them a question, give them time to respond.
➢ Try to get students to talk as much as possible while you listen as much as possible!

How will it be known that students understand us?

Verifying your students’ understanding will help you adjust your speed. A comprehension verification doesn’t have to be tedious or a written test. Any classroom activity can check the student’s understanding, if you aren’t prompting or getting deeper into the point. For e.g., to check if your student comprehended the meaning of “tall,” show a picture with people of different heights and ask “Is she tall?” If your student answers accurately, she understands the vocabulary. Total Physical Response (discussed later in this handbook) is a recommended comprehension check, as is any practical activity in which the student can prove the newly-acquired skill by completing a task, getting or giving information.
PART 2: FINDING ONESELF CULTURALLY

Guidance for teacher

1. Initiate the concept of cultural identity through handout and discussion.
2. Distribute the CULTURAL IDENTITY CHART and analyse via PowerPoint presentation. Let one or two students read the directions out loud and provide explanation clearly to questions asked by the students.
3. Let students know that they are not limited through classification. For example: If you identify yourself belonging to any religious group then write it down; if you think you think you are not from a specific tribe write something else.
4. After providing the cultural identity table let the students work on it and work in groups or pairs comparing on their different cultural identities.
5. Give extra information on complexity of culture that includes the video on “what is my identity?”
6. Launch the handout of crossroads of identities.
7. Video on cultural identity in America will enable the students to discuss on their perspectives and reactions on American cross cultural outlook.
8. Assignment on “My Cultural Identity” which requires a descriptive format.

Points for Teachers

❖ In this part accompany students to give information and details rather than a story on cultural differences or similarities.
❖ Ask students to use one word or phrase that mostly identifies them.
❖ Emphasize on no right or wrong answer.
❖ Indicate the descriptive style of interaction.

Guidance for Students

For improving speaking skills of students, teachers steer the path

| Strategies enable students to think about these points | ➔ Do not worry about making mistakes  
➔ Do not stop talking  
➔ Plan on what you are going to say when you have to talk to another person |
|--------------------------------------------------------|--------------------------------------------------------------------------------|
| Motivate students to practice as much speaking possible | ➔ Participate in the discussions  
➔ Think and answer  
➔ Seeking for the words |
| Inspire students to be bold to find opportunities to practice as much as possible | ➔ Try to talk when in a group of native speakers  
➔ Make friends with students from other countries  
➔ Discuss with your parents in English on homework assignments  
➔ Speak to your teacher after school or make appointments to talk/discuss. |

Chapter 2

PRIOR TIPS FOR TEACHER BEFORE PRESENTING THE ACTIVITIES IN PART 2 a,b, and c

➔ Reflect on how you relate to different questions on cultural identities
➔ When you begin your class provide an introduction
➔ Generate answers from students by asking them questions
Let students know about your cultural experiences to help break the ice and enable them to share

<table>
<thead>
<tr>
<th>Sample Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do you have any eating habits/manners that are specific in your culture?</td>
</tr>
<tr>
<td>Which is your biggest festival of the year?</td>
</tr>
<tr>
<td>Who is the head of your family?</td>
</tr>
<tr>
<td>What is your mostly believed cultural or religious aspect?</td>
</tr>
<tr>
<td>What do you think about people who come from an entirely different culture?</td>
</tr>
<tr>
<td>Does the women in your family work outside?</td>
</tr>
<tr>
<td>Are children allowed to pursue their own dreams?</td>
</tr>
<tr>
<td>How much importance does clothes in your culture have? Are you allowed to wear any kind of clothes you like?</td>
</tr>
</tbody>
</table>
PART 2: FINDING ONESELF CULTURALLY

PART 2 a: PRE-ACTIVITY ON PREFACE OF CULTURAL IDENTITY

What is Cultural Identity?

- A sense of feeling or belonging to a group.
- It is part of a person's self-conception and self-perception and is related to nationality, ethnicity, religion, social class, generation, locality or any kind of social group that has its own distinct culture.
- In this way, cultural identity is both characteristic of the individual but also of the culturally identical group of members sharing the same cultural identity or upbringing.

Figure 2.1 - Picture retrieved from https://www.communicationtheory.org/wp-content/uploads/2014/09/cultural-Identity.jpg
An Example of conversational guide

Figure 2.2 – Retrieved from http://www.assignmentpoint.com/arts/sociology/cultural-identity.html

MY CULTURAL IDENTITY

- What is the meaning of your name?
- What is meant by cultural identity? What does it mean to you?
- When you think about the identity do you think yourself as a part of a group or as an individual?
- How do you identify your culture?
Tell me more about yourself in one word by looking at this chart.
PART 2 a: ACTIVITY - MY CULTURAL IDENTITY

For Teachers to use: Make copies for student handouts

Who Am I?

Directions for students: Work in groups or pairs

➔ Brainstorm a list of words and phrases when you hear or see the word “culture”.
➔ Write down which cultural groups are in your school.
➔ Brainstorm and list the significance of culture.
➔ Discuss the situations with the help of the answers in the columns.
➔ Add if any new ideas crop up.
“WHO AM I?”

<table>
<thead>
<tr>
<th>COMPONENTS OF CULTURE</th>
<th>CULTURAL GROUPS</th>
<th>SIGNIFICANCE OF CULTURE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

PART 2a: POST ACTIVITY - SYNOPSIS OF “MY CULTURAL IDENTITY”

For Teachers to use: Make copies for student handouts

Synopsis of my Cultural Identity

Directions for students: Work individually or in pairs

Write a short synopsis of five - seven sentences on your cultural identity. Share your experiences with the class.

NAME: _______________________________________

PART 2 b: PRE-ACTIVITY: A PREFACE TO INTERCULTURAL COMMUNICATIVE COMPETENCE
What is Intercultural Communicative Competence (ICC)?

- Ability to communicate effectively in various cultural contexts.
- Key attributes - motivation, self- and other knowledge, and tolerance for uncertainty.
- Can benefit you in academic, professional, personal, and civic contexts.
- Can be cultivated by fostering attitudes that motivate us, discovering knowledge that informs us, and developing skills that enable us.

Watch video on Intercultural Communication Adventure with Little Pilot. This video explains that what enables a good intercultural communication? Why are intercultural aspects important and what do you know about cross cultural awareness? With the help of diversity dashboard the pilot takes us to trot the globe and explore the answers.  
https://www.youtube.com/watch?v=PSt_op3fQck  
Length of video: 2 mins
THE FUNDAMENTAL AND UNCONTESTED BYRAM’S MODEL ON ICC

5 dimensions that form an individual interculturally competent

➔ A curious and open attitude (savoir-être) combined with a willingness to suspend judgment on others and analyse personal perspective.
➔ Knowledge (savoirs) not restricted to superficial (stereotypical) characteristics but additionally about social processes and identity forming in general, and how social interaction is manifested in a target culture.
➔ Skills of interpreting and relating (savoir comprendre) which do not include interaction but rather focus on being able to use existing knowledge.

Figure 2.3: Byram’s Model – Retrieved from https://www.immi.se/intercultural/nr35/balboni.html
➔ Skills of discovery and interaction (savoir apprendre) to bridge gaps in existing knowledge while interacting to ensure successful communication.
➔ Critical awareness (savoir s’engager) to evaluate own and other’s culture (Byram 1997).

Eskimo Culture of Alaska
This video explains about the Learn about traditional Inuit culture and the cultural practices, skills, and values in Nunavut in Northern Canada. The Inuit live in these areas and maintain many cultural traditions while also incorporating some modern technology into their culture too. Inuit keeps on having a deep respect and spiritual connection with the land and its resources.
https://www.youtube.com/watch?v=BWKfJQpZtaM&list=PLVBG5EiSSZiGUL09GUlbGTDiLnFpSE_P-
Length of video: 14 mins

PRE-ACTIVITY ON ESKIMO CULTURE- A pair or a group activity
DIRECTIONS FOR STUDENTS:

➔ Before watching the video, what do you know about the Eskimos?
➔ What do you think about their living conditions?
➔ What do you think about their cultural aspects like food, clothes, race, and religion?

Now, watch the video and discuss what are the differences before and after your findings.

Compare your preconceived data/information with the newly found ones in a piece of paper.
PART 2b: ACTIVITY - MY INTERCULTURAL COMMUNICATIVE COMPETENCE

MY INTERCULTURAL COMMUNICATIVE COMPETENCE”

For Teachers to use: Make copies for student handouts

DIRECTIONS FOR STUDENTS:
➔ *Friends* is an American sitcom. Develop a mind map of 5 things that you connect with American sitcoms.
➔ Say about 2 other American sitcoms you are familiar with.

CONVERSATION GUIDE:
➔ How much does these sitcoms represent the American life?
➔ Do you know of a sitcom that works in a different way rather than in a regular manner?
➔ How do you think American people have opinions about sitcoms? What are your views about them?
➔ What do you think American people would think of non-western series?

PART 2 b: POST ACTIVITY - DISCOVERING AND DISCUSSING IN PAIRS

DISCOVERING “MY INTERCULTURAL COMMUNICATIVE COMPETENCE”

Handout for students

DIRECTIONS FOR STUDENTS:
➔ A tourist is something very different from a native resident of a country.
➔ Write 2 paragraphs:
A. Write a paragraph explaining your thoughts on the difference between tourists and residents in America.

B. Write a paragraph explaining your thoughts on the differences and similarities between being a tourist in Western country and your native country.

DISCUSSIONS:

Handout for Students

Discuss: Before writing the mail brainstorm on where you would want to go on holiday. Which tourist attractions would you like to visit? What do you know of the culture there? Anything else you will have to think about.

PART 2 C: PRE-ACTIVITY - INTRODUCTION TO CULTURAL COMPETENCE

What is Cultural Competence?

- Is the ability to communicate essentially with people of different cultures.
- Key components of cultural competency are awareness, attitude, knowledge, and skills.
- is having an awareness of one’s own cultural identity. Containing opinions about difference, and the ability to learn and build on the different cultural and community norms of students and their families.
- It is the ability to understand intra-group differences that make each student unique, while celebrating the inter-group differences that make our country a tapestry.
Watch this video on how to develop cultural competence. This video explains the different aspects and principles of cultural competence. It discusses on principles valuing diversity, conducting cultural assessment, understanding the dynamics of differences, institutionalizing cultural knowledge, and adapting to diversity.

https://www.youtube.com/watch?v=5QbSzAOGnA

Length of video: 4 mins 40 seconds

Figure 2.4: Cultural Competency Model – Picture retrieved from
DIRECTIONS TO STUDENTS: Form a pair or a group to ask the participants to share their experiences connecting to the issues of cultural competency

➔ Where did you grow up?
➔ What other cultural groups/identities and practices did you have to face with ethnic, race, class, sexual orientation, religious, etc.? 
➔ What messages were sent to you about people who were different – messages from family, from peers, from the media, and others?
➔ How has your background experiences influenced your perceptions of other "cultures" that you encounter in your workplace?

PART 2 c: ACTIVITY ON CULTURALLY CONNECTED CONVERSATION

“My CULTURAL COMPETENCE”

For Teachers to use: Make copies for student handouts

DIRECTIONS FOR STUDENTS: GROUP ACTIVITY

➔ Think about a time when you felt different from ethnic, religious, gender, class, political, religious, or other viewpoint.
➔ Identify and share with the group to learn what others did to feel welcomed or hindered.
➔ Precisely point out the helpful and the less helpful plan of actions when you find someone different in a given situation.

CONVERSATION GUIDE

➔ As you look at the graphic below and think about the similar one that we saw think about what cultural competence means to you.
➔ How do cultural competence define you as a person?
➔ What are the components that intersect or overlap you?
PART 2c: POST-ACTIVITY - REFLECTION AND SUMMARY OF MY CULTURAL COMPETENCE

REFLECTION ON MY CULTURAL COMPETENCE

DIRECTIONS FOR STUDENTS: INDIVIDUAL OR PAIR ACTIVITY

➔ Share and explain the cultural dynamics and experiences of yours and of the American culture
➔ Circulate around the name tags. Decorate the name tags in a way that you want to define culture
➔ How do you identify yourself as culturally competent?

SUMMARY OF” MY CULTURAL COMPETENCE”

➔ Which aspects of American culture inspires you
➔ What cultural competence did you notice?
➔ What similarities and differences are there between your culture and American
WHAT IS CULTURALLY RESPONSIVE TEACHING?

✓ Culturally responsive teaching is designed to help empower children and youth by using meaningful cultural connections to convey academic and social knowledge and attitudes.

✓ Specifically, culturally responsive teaching acknowledges and infuses the culture of such students into the school curriculum and makes meaningful connections with community cultures.

✓ For effective CRT, teachers would need to expand and apply their multicultural knowledge, skills, and dispositions so that opportunities for student gains in academic achievement and a willingness to complete public school are improved.

Watch video on culturally responsive teaching & learning. This video explains different techniques used by the teacher in the classroom including call and response, action thermometer, raise your righteous hand, think pair, share, pick-a-stick, bottoms up, head-together, musical round the room, etc.

https://www.youtube.com/watch?v=_uOncGZWxDc
Duration: 8 minutes 52 seconds
THE MISCONCEPTIONS OF CULTURALLY RESPONSIVE TEACHING

Figure 2.5 – Culturally responsive teaching – Picture retrieved from -
https://crtandthebrain.com/why-we-need-a-framework-for-culturally-responsive-teaching/
Figure 2.5 – Culturally responsive teaching – Picture retrieved from –
http://zealouszsnel.com/culturally-responsive-teaching/

WHAT ARE THE ASPECTS OF CULTURALLY RESPONSIVE TEACHING?

Pre-activity on Introduction of Culturally Responsive Teaching

DIRECTIONS FOR STUDENTS: GROUP ACTIVITY

- Share common experiences without talking out loud
- Silence of the participants are crucial as well as following the directions
There is a leader who speaks out the “I” statements and everyone stands in the middle including the leader
Participants respond by using their hands showing agreements or disagreements
Questions/statements ranges from common to personal
Debrief and ask the participants what they learnt about themselves and others

MY “CULTURALLY RESPONSIVE TEACHING “

PART 2 d: ACTIVITY

For Teachers to use: Make copies for student handouts

DIRECTIONS FOR STUDENTS: PAIR OR GROUP ACTIVITY
- Pass out magazines and ask them to cut out pictures that fits the topic
- Use picture file cards to ask the groups to show each other and say which represents their culture and which one does not.
- Use pictures that are rich in color and are full of emotions

CONVERSATION GUIDE:
- As you look at the graph of culturally responsive teaching think about the key components which you want to have in those circles
- Which teaching strategies are you thinking of using in your classroom and why?
PART 2 d: POST ACTIVITY

**Reflection & Summary of Strategies of Culturally Responsive Teaching**

<table>
<thead>
<tr>
<th>Reflections</th>
<th>SUMMARY OF STRATEGIES</th>
</tr>
</thead>
</table>
| Watch the video on culturally responsive teaching in a classroom in America. This video explains different techniques used by the teacher in the classroom. [https://www.youtube.com/watch?v=_uOncGZWxDc&t=324s](https://www.youtube.com/watch?v=_uOncGZWxDc&t=324s) | ➔ Which strategy/strategies stood out for you?  
➔ What differences and similarities do you see between the culturally responsive teaching of your culture and western culture?  
➔ Do you think using colorful display charts in classroom increases the positive vibe in the classroom?  
➔ Would you welcome new strategies like gamifying lessons or encourage students to propose ideas for class projects?  
➔ What else did you like in this video? |
PART 2e: Developing Lesson Plans

Finding out student’s goals, interests, needs, and evaluating their abilities in English are the foremost task as on that basis individual lessons and curriculum are expanded. As teachers will get to know the students more some of the requirements will appear and also change with the span of time and face new conditions. Still, start to evaluate your student’s requirements. There are both formal and informal ways to figure out the student’s needs. They should have the abilities to exercise their goals and satisfy their capacities in English.

**Evaluating Student Needs and goals**

There are numerous ways to find out student’s needs and interests without taking a test or a survey. Through different informal approaches a teacher can figure out a student’s everyday activities, learning and speaking abilities, interests, and needs.

The following informal and formal evaluation methods will tell a lot about a student and also develop meaningful lessons.

**MAPPING -** It helps to give scenarios of the typical activities of the lives of the students. It gives the knowledge about their family, workplace, and community. After gaining the knowledge about the student’s life of exposure in English make a further observation by inquiring that which is the situation that is hard to understand, speak, read, or write. This information is very helpful since it gives you cues for planning and preparing instructions that directly ties to when and where your students use English.
Sample topics on mapping are:

- A normal week
- Events throughout the year
- A typical work day
- A home floor plan
- Residential area map
- A time window (past, present, and future)
- A photo of the student’s relatives
- Home chores

Diagram of a map of residential area:

Figure 2.5 – Mapping – Picture retrieved from –
DIALOGUE JOURNALS

This enables students to gain knowledge about work, family, and community. Although, there are records of student’s present language ability which leads to look at the gaps in grammar and vocabulary and also representation of ideas in writing agreement and spellings.

QUESTION HIERARCHY

Let’s look at the question hierarchy. When questions are asked which questions are hard to understand? Which is the level of hierarchy that students get stuck? Do they have the capability to ask and answer their own question to the exact point?

OBSERVATION

Observe how students tackle their tasks. Are the sceptical to talk? Do they take aid or help in translation from their classmates? Are students comfortable in holding a
pencil and writing? Do students participate in reading from the board? Do they write in their own language and how fluent are they?

EVALUATING YOUR STUDENT’S GOALS

When we have ideas of needs of the students then devising a plan is possible. By breaking each needs or goals in smaller pieces enables to plan lessons around those needs. Students seeking jobs and getting information about how to get jobs are helpful for them. But they too need to learn and practice language that will be advantageous for job search. Brainstorm the strength and knowledge required for students to deal with situation alone as goal or wants are taken.

INFORMAL EVALUATION ACTIVITIES

❖ Solve problems spontaneously with students based on what they require or has the desire to know.
❖ Provide a picture dictionary and then select at least 5 interesting pages.
❖ Form role maps with students

TIPS - Zelda is a beginner and she is in dire need to learn how to greet in different situations. From the spontaneity of producing ideas refers that a number of greetings can be introduced which the person can use in different situations.
# Brainstorming Procedure for Zelda

## AN EXAMPLE

<table>
<thead>
<tr>
<th>Goal/Place/person to visit</th>
<th>Purpose</th>
<th>Speaking and listening</th>
<th>Reading and writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctor’s office</td>
<td>Take kids when sick</td>
<td>❖ Greet and answer back</td>
<td>❖ Forms-medical history</td>
</tr>
<tr>
<td></td>
<td></td>
<td>❖ Understand and provide personal information when asked</td>
<td>❖ Read medical brochures</td>
</tr>
<tr>
<td></td>
<td></td>
<td>❖ Explain the symptoms</td>
<td>❖ Read the labels of medicines</td>
</tr>
<tr>
<td></td>
<td></td>
<td>❖ Follow instructions during medical exam</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>❖ Recognize parts of the body</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>❖ Explain the estimation of time</td>
<td></td>
</tr>
</tbody>
</table>

## PRACTICE: Fulfill the syllabus brainstorm

<table>
<thead>
<tr>
<th>Goal/Place/person to visit</th>
<th>Purpose</th>
<th>Speaking and listening</th>
<th>Reading and writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>At work</td>
<td>Get response from the supervisor</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### PLANNING THE LESSON

**Approach: Lesson Planning**

<table>
<thead>
<tr>
<th>Steps</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Select a topic to teach from the goals/needs</td>
<td>Jot down an objective</td>
<td>Spontaneously go through vocabulary, questions, and grammar that satisfies the purpose</td>
<td>Choose activities that supports the topic and language</td>
<td>Gather materials required to carry out the exercises</td>
</tr>
</tbody>
</table>

For Zelda to have the ability to greet in different situations teacher writes what student will know and will be able to do at the end of the lesson.

#### Example: Lesson plan objective

**OBJECTIVE:** Student will be able to greet doctor, teacher, neighbor, and people from his workplace.

**LANGUAGE REQUIRED:** Good morning/ afteroon/ evening. How are you doing?

**Responses**
Methods: Layout of lesson planning

<table>
<thead>
<tr>
<th>Steps</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
</tr>
<tr>
<td>Warm up</td>
</tr>
</tbody>
</table>

Warm up

A warm up is an activity that gradually starts to make students comfortable in a new environment. It may inspect some upcoming information. For example, if the objective of the lesson is to impart opinions then stimulating students with reminding, examining, and extracting vocabulary will be required in the lesson but that won’t be part of the objective. In the lesson as students impart their opinions students can also analyze vocabularies on food, movies, or other things that they are ready to share.

Analyze

Every lesson requires an analyzeation. For remembering and using it properly students are required to see, hear, and repeat language over time. Language learning is like a coil and not straight. The similar things come up repeatedly but in difficult level. The analyzeation of lessons helps the coiling process. The common learning principle starts with what they already know and then gradually develop towards new language. Analyzeation enables students to build up their confidence and also helps teachers be clear on what they are teaching.

According to the teachers analyzeation is a road map. It gives us the picture of how much the students have been able to hold on to and what should be the next step. The evaluation grids keeps record of how often the teacher is reviewing and the development the students are making. If vocabulary associated household items have been introduced in previous lesson then use the activity again in the TPR
activity. Using real objects helps to generate a game with picture cards. This helps teachers to just repeat the activity as it makes sense without spending time teaching the process. It saves time to stress on the language.

**Launch of new materials**

The first activity provides an imitation of new language for students.

- Display vocabulary in a TPR exercise
- Reproduce a contextual related dialogue
- Question and answers that are taught to be in the network

**Controlled Practice**

These activities allow students to practice a new language in a measured environment. It is a chance to emphasize on precision and provide students with the proper feedback. When intonation is vague or words are missing and not in order then just mildly point out the error but give the students the chance to correct them before you correct them. By planning numerous activities students can practice in this manner. Controlled practice activities are organized for the students to get enough opportunities to use the language but the emphasis is on the new language only. Do not think much about mistakes in things that has not been practiced much. By making activities more communicative students are able to use the language in a significant way to give or get information although they are restricted to practice one thing. Controlled practice activities include:

- Grids
- Information gaps
- Picture stories Practicing dialogues
- Games
Applied Operation

This kind of practice is more private and significant. For example, after learning about the food items in controlled practice, they will be able to engage in conversation on food likings and disliking’s, doing a roleplay politely asking about those items in a restaurant, or going on field trip to a store to buy and ask for those items. It is an opportunity for the students to put the language together.

Assess the progress

The final stage of a lesson is to evaluate on what the students have learned in this segment. If lessons are planned using this model, then evaluation is already inside this one. In applied practice activities, how students can participate displays whether they are able to use the new language in a meaningful and exact manner. Moreover, have a lesson wrap up that makes learning crystal clear for students. Teacher can:

❖ Ask students to speak about the already learned new words, phrases or structures.
❖ Perform a quick TPR activity to find out what students have remembered.
❖ Enable students to organize, categorize and document the new language so that they are ready to use it outside the classroom.
SAMPLE LESSON PLAN ON CULTURAL IDENTITY - “WHO AM I?”

Objectives:

Understand - Students will be able to understand what they constitute of in a broad context. It is their different life experiences that they consist of and as they get older they are continuously shaping themselves.

Know - students will know some fun and interesting facts about themselves and their families. It will let them know about their traditions that they take part.

Do- Students will create a book in which there will be answers to questions on who they are, who their family is, and what they want to do when they are older.

Duration of this activity: 1.5 hrs. for twice a week

Level: Intermediate level students of Evergreen State College

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 mins</td>
<td>Warm up</td>
<td>Picture file</td>
</tr>
<tr>
<td>5 mins</td>
<td>Preparation of the environment - laying the</td>
<td>● White paper</td>
</tr>
<tr>
<td></td>
<td>art materials within the reach of the student</td>
<td>● Colorful construction paper</td>
</tr>
<tr>
<td></td>
<td></td>
<td>● Ribbon</td>
</tr>
<tr>
<td></td>
<td></td>
<td>● Scissors</td>
</tr>
<tr>
<td></td>
<td></td>
<td>● Crayon, markers, color pencil, regular pencil</td>
</tr>
<tr>
<td>25 mins</td>
<td>Introduction of the lesson: Share the book in</td>
<td></td>
</tr>
<tr>
<td></td>
<td>the class on “Cultural identity- Who am I”?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Learning points of</td>
<td></td>
</tr>
<tr>
<td>Time</td>
<td>Activity</td>
<td>Materials</td>
</tr>
<tr>
<td>-------</td>
<td>---------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------</td>
</tr>
<tr>
<td></td>
<td><strong>Activity 1:</strong> Write on the board the words “Culture” and “identity”. Define and explain these words to the students. <strong>Activity 2:</strong> Discuss about the book and what does it contain. <strong>Activity 3:</strong> Question and answer session about the project. The students are encouraged to include putting their family pictures, writing a song, sharing a story, drawing pictures etc.</td>
<td></td>
</tr>
<tr>
<td>10 mins</td>
<td>Break</td>
<td></td>
</tr>
</tbody>
</table>
| 20 mins | **Learning points**  
On implementation of the lesson:  
1: Students are provided with 15 white pages and various questions at the bottom  
2: List of questions are discussed as per the query of students. The definition of terms related to culture will be provided.  
3: Students are asked to take the project home and ask their family members to take part in it. Asked to | **List of questions for the book:**  
● Which country/countries does your family come from?  
● Who is in your family?  
● Which is your most important holiday?  
● What kind of traditions does your family follow?  
● What makes you happy? |


<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Materials</th>
</tr>
</thead>
</table>
|            | spend daily for 1 hour on the questions **4:** Whenever they finish one page it will be hole punched with a ribbon | ● What hobbies do you have?  
● How old are you?  
● What are your fears?  
● What kind of activities do you enjoy doing with your family?  
● Where do you want to live when you get older?  
● What is your dream job?  
● What are your goals in your life?  
● Do you have any role model? |
| 10 mins    | **Review** - To specify that the students have achieved their objectives they will display their books in front of the entire class. An open class discussion will be conducted after all the books have been read. |                                                                 |
Section 2

PART 3: “What activities can define my culture”?

Guidance for teacher

❖ Explore admiration for culture through “Things I like about my culture”. Use cultural activities, such as food, music, sports, and festivals. Ask students to place any other social, religious, and traditional activities or games.
❖ Make discussion possible on why it is important and whether it is significant enough to value other cultures.
❖ Through some activities introduce students what are the most relevant things in your culture.
❖ Have students participate in the activities of “my most favorite cultural aspect”.
❖ Motivate students to share with the whole class their favorite cultural aspect.

Points for teachers

❖ In this section students try to convince others to appreciate what they have selected personally as their favorite aspects. No criticisms are expected from others.
❖ There are no right or wrong answers. Choices or selections are given preference.

Guidance for students

❖ Share your experiences to learn language.
❖ Use the opportunity to look at language as a tool for communication.
❖ Make language significant for learning.
**Part 3a: Activities that introduce how to convey through cultural perspectives**

### I. Dialogues

| **Objective:** Exercise listening, speaking, and conversational skills. |
| **Directions:** Here is a short simple dialogue that is engaging. |

A: Excuse me do you have any preference on food?
B: No, not much
A: Why do you ask?
B: I was going to order some Chinese food.

→ Practice and launch new learning points before dialogue has begun. Emphasize more on real life events and induce learning points.
→ Provide the dialogues before students listen. Use gesture, pictures, puppets to help mark the specification of roles.
→ Ask questions about the dialogue for finding out how much has been understood. Read the dialogue line by line and let students speak the lines (you talk about part A and let your students talk part B). You start with the first line and let them answer. Encourage them to talk and use signs/signals appropriately. Repeat this process until the students are able to answer without any problems.
→ Interchange the roles and practice a lot. Roleplay the dialogues with proper actions.
→ Take the students to field trip where the language can be used in real situations. Pair up the students and let them practice in class.

**Simple but functional ideas**

- A polite word or sign of welcome or recognition or bidding goodbye. ( “Hello. How are you?.”) (“Goodbye“.)
- Asking for direction where the street is. (“Excuse me, where is this direction?”)
- Introducing people ( “ Jose, I want you to meet ...)
- Asking question to gather information (“ Excuse me, can you tell me where is the taco shop?”)
- During buying situation (“ How much is...”)
- Regular classroom habits ( “ How do you spell...?”)
- Making appointments (“ I need to see a doctor...”)
- Reporting an emergency ( “ I need help ....”)

**Dissimilarities**

- Let your students create their own dialogues on any given situation. Have them write and play out as well.
- Ask your students write on the board. Erase the words without any conscious decisions as students say it continuously and practice. Remembering words are important for practicing. In the end there is a skeleton as students have remembered the dialogue thoroughly.
- Say or read words aloud as students write it down. It can be done reversely, and teachers write it on the board. Students can also check or point out the errors.
- Write the dialogues and then cut the papers in strips. Provide the students with lines and then ask them to match the strips as per the original dialogue.
- Students are given a copy of dialogues and some words are removed. Students are asked to fill the blanks up or they sit and listen to the dialogues played by teacher and then fills up the blanks.
II. Chalk Talk

Objective: Practice listening and comprehension.

Directions: Put a picture on the wall to let the students know what the teacher is talking about. Here is the script and the picture:


THE ACTIVITY:

“Here is my family. I have two girls who are 9 and 7 years old. My parents and
in-laws live in America as well. Both of my children love playing soccer. They don’t like to go to sleep.”

- Now, teacher gives some correct and incorrect information.
- The rest of the story is kept incomplete for the students to complete.
- Students can nod and put the answer cards up that has YES/NO written on it.
- Check comprehension by asking them questions and repeat the information that has been used before. Encourage them to ask questions about the picture.

### III. Picture Pairs

**Objective:** Practice speaking.

➔ **Directions:** It is an information gap activity. The students sit back to back so that neither of them can see the picture or the paper. The first student explains the picture to the other student. For example: There is a man standing in airport. He is holding a flower in his hand.

![Figure 2.7 – Practice Speaking – Picture retrieved from](https://www.reuters.com/article/us-usa-immigration-trump-legal/trump-
The second student draws the picture and asks some questions for clarification. For example: In which hand is the man holding flower?

After some time, the students compare pictures and finds what they missed or overlooked.

**IV. Food on the shelf**

**Objective:** Practice speaking

**Directions:** Use directional vocabulary to direct other person place different food on the shelves. For example: Put the milk on the top shelf. Put the eggplant beside the bowl of fish curry. Place the strawberries in between the guavas and dragon fruit.

Now the students practice the questions and answers. For example:

Q. Where is the milk?

A: It’s on the top shelf.
Figure 2.8 – Practice Speaking - Pictures retrieved from shutterstock.com

**V. Box of Stuff**

**Objectives:** Practice speaking.

→ **Directions:** Student selects an object. They speak for a minute or a few lines on the object chosen. The teacher can also ask a student to choose an object and let another student to ask question, obtain information, and guess what the object is.

→ The student can also create dialogues and use the objects for role play.

**What culturally interesting items can be brought to class?**

Clothes
VI. Connections

Objective: Use language for connections

➔ Directions: Show your students the pictures of different cultural categories and ask them to pair them up.

➔ Ask the students to connect or pair up from the following:
  ● Historical monuments
  ● Clothing
  ● Festivals
  ● Housings
  ● Flags
Figure 2.10 – Cultural connections – Figure retrieved from http://cossatotcommunitycollege.com/china-preschool-lesson-plans/china-preschool-lesson-plans-ethnicity-1-chinese-preschool-lesson-plans/

→ Encourage students to share their points of view and ask questions.
Resources

https://www.dhs.gov/immigration-statistics/refugees-asylees

www.unhcr.org

https://www.youtube.com/watch?v=1dFU4ktNfg

www.nea.org

https://www.youtube.com/ (several videos)

https://open.lib.umn.edu/communication/chapter/8.4-intercultural-communication-competence/


https://www.youtube.com/watch?v=xuxU51cDB_o

Figure 1.2 – Retrieved from http://www.nickmilton.com/2012/08/the-knowledge-management-iceberg_29.html

Figure 1.3 – Retrieved from https://www.communicaid.com/wp-content/uploads/2013/07/Culture-Shock.jpg