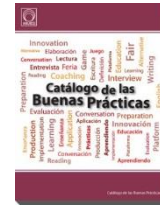




Catálogo de las Buenas Prácticas



Diversidad cultural por medio del inglés

Mtra. María Guadalupe Ureña Rodríguez, Universidad de Guadalajara

Mtra. Maryanne Kildare, New York, USA

maria.urena@cusur.udg.mx

Resumen

El curso Diversidad cultural por medio del inglés une a alumnos con diferentes perspectivas, experiencias geofísicas y culturales. Se enfoca en proyectos de trabajo colaborativo entre estudiantes y profesores por medio del uso de la tecnología y el idioma inglés como estrategia al fomento a la internacionalización en casa. Como resultado de esta interacción, se espera que el aprendiz avance en su competencia comunicativa en inglés y conocimiento intercultural.

Palabras clave: Diversidad cultural, tecnología, colaboración, competencia comunicativa, internacionalización en casa.

Abstract

The course *Cultural diversity through English* bonds students with different perspectives, cultural and geophysical experiences. It is focused in collaborative projects among students and professors through the use of technology and English as a strategy for the development of internationalization at home. As a result of this interaction, it is intended for the student to improve in his communicative competency in English and its intercultural knowledge.

Key words: Cultural diversity, technology, collaboration, communicative competency, internationalization at home.

Características generales de la buena práctica

Está diseñada para un tipo de curso optativo de modalidad semipresencial o mixta, el objetivo que persigue tiene un propósito específico y el nivel de dominio de la lengua requerido al inicio del curso es B1 de acuerdo con el Marco Común Europeo de Referencia para las Lenguas (MCER).

Contexto

1. **Nombre del curso:** Diversidad cultural por medio del Inglés
2. **Tipo de curso:** Optativo
3. **Modalidad del curso:** semi-presencial o mixto
4. **Objetivo persigue el curso:** propósitos específicos
5. **Duración en horas:** 40-60hrs
6. **Distribución del tiempo:** 32 horas de trabajo en clase, 10 horas de trabajo en línea
7. **Nivel de dominio de la lengua al inicio del curso:** B1 del MCER

Contexto de la práctica

Número promedio de alumnos: 11 a 20

Habilidad(es) comunicativa(s), académicas o digitales a las que responde su BP: competencia cultural.

Necesidades, dificultades y/o particularidades académicas que lo llevaron a decidir que era conveniente implementar la intervención didáctica: Nuestra institución cuenta con un programa de idiomas para el aprendizaje del inglés como lengua extranjera, este programa no es de carácter obligatorio pues es de apoyo para que los alumnos alcancen un nivel B1, requisito que viene en sus planes de estudio como perfil de egreso. Gran parte de las clases cuentan con gran variedad de ejercicios para que practiquen el idioma en el aula, sin embargo carecen de oportunidades de contextos reales donde puedan utilizar el inglés para adquirir la competencia cultural, la cual les facilitará enfrentarse a las demandas de este mundo globalizado.

Factores afectivos que incidieron en el diseño/implementación de la BP: motivación, auto-concepto y autoestima, actitudes y creencias, estilos de aprendizaje y sensibilidad a la diversidad.

Objetivos:

- Enlazar alumnos con diferentes perspectivas experiencias geofísicas y culturales.
- Desarrollar proyectos de trabajo colaborativo entre estudiantes y profesores.
- Fortalecer, en los estudiantes, la competencia comunicativa en inglés y conocimiento intercultural.

Descripción de la BP

Nivel en que se puede emplear:

Se recomienda que los alumnos tengan un B1, la misma práctica les permitirá afianzar su nivel y aumentarlo al buscar formas de negociar el significado.

Preparación requerida para llevarla a cabo:

Nuestro Centro Universitario tiene un programa de apoyo para el aprendizaje del inglés como lengua extranjera y también es un centro educativo multidisciplinario, lo cual permite que, alumnos estudiando diferentes carreras puedan compartir experiencias y llevar a cabo actividades pensadas desde diferentes perspectivas. Se buscaron e invitaron alumnos con un nivel B1 interesados en beneficiarse de la experiencia de una colaboración internacional. El curso *Cultural diversity through English* no proviene de una materia de asignatura que otorga créditos como requisito de titulación, sino más bien, fue un curso creado especialmente para el Centro de Aprendizaje Global con la finalidad de fomentar el interés hacia la internacionalización en casa, los estudiantes se comprometieron a cursar, terminar y compartir esta experiencia.

Recursos o materiales

Para llevar a cabo ésta práctica se necesita un aula para las sesiones presenciales y computadora, laptop o de escritorio, cámara y micrófono, e internet confiable para las sesiones de colaboración internacional.

Número ideal de participantes: mínimo 10 y máximo 20 alumnos.

Tiempo requerido

3 meses con dos sesiones por semana de 2 horas.

Procedimiento

Para guiar los temas se diseñó un programa de estudios con los contenidos especialmente seleccionados para apoyar al alumno con la competencia cultural y se utilizó el inglés como medio de instrucción. El programa consiste en juntar estudiantes de inglés como segundo idioma de una universidad de Estados Unidos y alumnos de inglés como lengua extranjera de la propia institución. Para llevar a cabo este curso, fue necesario que la Coordinación General de Cooperación e Internacionalización de la Universidad de Guadalajara estableciera un convenio para el trabajo colaborativo entre nuestra Institución y *SUNY COIL Center. The Center for Collaborative Online International Learning* fue el mediador entre *Nassau Community College* y *el Centro Universitario del Sur*, centro regional de la Universidad de Guadalajara.

Descripción de programa

Alumnos conversan con alumnos de otros países que también están en el proceso del aprendizaje del inglés. Demuestran sensibilidad y respeto hacia otras culturas, etnias, y religiones, reflejado por su contribución de expresión de lenguaje y negociación del significado por medio de actividades interactivas en inglés. Los estudiantes colaboran utilizando diferentes herramientas tal como, Skype y correo electrónico para alcanzar los objetivos de aprendizaje. Para cada sesión, trabajan juntos y comparten tareas semanales.

Contenido del programa

Cada clase cubre diferentes aspectos de aprendizaje intercultural, prepara a los alumnos para las sesiones y actividades colaborativas que se llevarán con base a una previa calendarización con un compañero del extranjero.

A continuación se describen los temas por clase y los momentos en los que se sugiere llevar a cabo la sesión colaborativa.

Session Topic

Session 1	<i>Discovering myself</i>
Session 2	<i>Where do I fit in?</i>
Session 3	<i>Who am I in the classroom?</i>
Session 4	<i>Qualities that pertain to people as individuals and as members</i>
Session 5	<i>Diversity</i>
Session 6	<i>Inclusion</i>
Session 7	<i>People with disabilities</i>
Session 8	<i>Learning about people of different backgrounds, cultures and experiences</i>
Session 9	<i>Mexicans around the world</i>
Session 10	<i>Cultural limitations, are there any?</i>
Session 11	<i>My hometown</i>
Session 12	<i>Etiquette</i>
Session 13	<i>Who are you?</i>
Session 14	<i>Who are you? Sesión 1 de colaboración; fijar horario</i>
Session 15	<i>Hometown Sesión 2 de colaboración; fijar horario</i>
Session 16	<i>Etiquette Sesión 3 de colaboración: fijar horario</i>
Session 17	<i>Food</i>
Session 18	<i>Food Sesión 4 de colaboración; fijar horario</i>
Session 19	<i>Experience findings</i>
Session 20	<i>International Celebration; group activity Sesión 5 de colaboración</i>
Session 21	<i>Feedback session</i>

Las sesiones de colaboración pueden variar en día y en cantidad dependiendo del profesor de la otra universidad y su calendario de trabajo.

Las actividades de colaboración, que a continuación se describen fueron diseñadas por su servidora y por la profesora con quien se llevó a cabo la buena práctica, *Maryanne Kildare de SUNY Nassau Community College*.

Se comparte esquema temático como muestra del tipo de actividades que se pueden diseñar.

Outline

Stage Session Task/Activity

A. Ice Breaker. Session 1. Through the use of the Microsoft Office students will create a poster with four pictures that describe themselves and will share their poster with their partner. Each partner will look for similarities and differences among them.

B. Comparison and analysis. Session 2, 3, 4, 5. Students will look at different aspects of culture through the analysis of students' hometown, etiquette and food.

C. Collaboration. Session 1, 2, 3, 4, 5. Students will collaborate using various tools such as Skype and e-mail in order to reach their learning objectives. For each session students will work together and share weekly tasks such as making PowerPoint presentations, poster on Microsoft Word, presentations to the class, script writing and making videos.

Pre-Ice breaker

NY teacher and her group and MX teacher and her group get together through Skype. The session will include welcoming and poster activities among teachers.

Prep

Ask to send their poster two days before and have them ready to share in the next class on Monday.

Week 1: Ice breaker

Meeting on Skype Se tenía una diferencia de 1 hora entre Nueva York y Cd. Guzmán lo cual facilitaba la interacción entre ambos grupos. Se recomienda negociar los encuentros de colaboración entre ambas universidades; la interacción instantánea entre los alumnos sitúa al alumno en un contexto real y de oportunidad de negociación.

Ice breaker

Through the use of the Microsoft word, students will create a poster where they will share four pictures that describe who they are. They will be paired up in advance and they will share their posters with their partner through e-mail.

Comparison and analysis

Students will compare and analyze their posters and look for similarities and differences and will create a Venn Diagram that show their findings.

Collaboration

Both classes will meet in a Skype forum and students will share the information on the poster they created. Students will complete a chart with the name of his/her partner and write as many things as they can about their partner. Teacher must encourage students to ask follow up questions. Finally, students will be asked to write 4-5 sentences (a paragraph) about the partner they will be working with.

Week 2: Hometown

Chat through messenger Skype

Objective

Students will be able to share and describe their hometown to their partner as well as answer questions about it.

Activity

Describing my hometown

Students will make a 6 slide Power Point presentation (7 pictures) about their hometown and will send their file to their COIL partner. Through Skype students will talk about each slide and both students will have the opportunity to ask and answer questions about each slide.

They will have to inform about:

- General facts: country's name, city or town, population and location on world map two slides
- What makes it so special: traditions and customs two slides
- Two interesting facts two slides

Evaluation

Students will present their partner's hometown 6 slide Power Point presentation to their class and share what they have learned.

Es importante mencionar que la actividad de evaluación es con el propósito de que los alumnos compartan los conocimientos adquiridos a través de la actividad de colaboración que tuvieron con su compañero de otro país. Los alumnos presentan, la clase junto con el profesor escucha, toma nota y pregunta; todo llevado a cabo en la lengua objetivo.

Week 3: Etiquette

Pair work sessions on Skype.

Objective

Students will learn about another classmates' country's etiquette.

Activity

Students will be given a country to learn about and share with the class.

Individually they will research for 2 rules for each etiquette category on: Greetings and dining or classroom and dating/wedding etiquette.

They will then get together on Skype and share their findings. Together they will write a script for a one minute video informing about the etiquette rules of their researched country.

Evaluation

Each pair must create a 1 minute video on rules to consider when visiting the country. Each partner will record a 30 second recording about their etiquette category. Students will upload their videos on Google drive.

Through Movie Maker, a video will be made out of all the 17 1 minute videos to share with the class.

Week 4: Food

Pair work session on Skype.

Objective

Students will be able to talk about a typical food from their region or country.

Activity

As individual classes each teacher will help her students create a series of questions that will facilitate gathering information for the recipe project.

Through Skype, students will discuss ingredients, meals and ways of preparing different dishes in their country. They will compare and contrast the information and look for ways of integrating both cultures into one meal.

Evaluation

Each group will create a recipe and list the ingredients and steps to making it. They will give it a name and write a paragraph that describes where the dish comes from and why it is so special.

By the end of the activity, recipes will be uploaded on Google Drive for the Cultural Diversity Recipe Book to be printed and distributed and to each student.

Week 5: International Celebration

The two groups will have an online party through Skype where students celebrate and bring in prepared meals taken from their recipe book. They will play a trivia game about what they have learned about each other, their cultures and their findings from the collaboration project. The questions will be gathered by the teachers thru out the course will be used for the trivia game.

Cierre y o evaluación del curso

Los alumnos deben desarrollar 2 diarios electrónicos. El primer diario consiste en escribir una entrada después de cada sesión de clase presencial. Cada entrada consiste en 3 párrafos incluyendo introducción y conclusión. Ya que es un diario de experiencia y reflexión, se recomienda hacerlo en el idioma en que se sientan más cómodos y sin ninguna estructura en específico, esto para darle más libertad al alumno de plasmar sus ideas, opiniones y emociones sin límites. El segundo diario es un diario de video. Cada entrada es una grabación hecha después de la actividad de colaboración con su compañero internacional. La grabación es de 1 a 2 minutos. Los diarios se utilizan para análisis y para realizar un ensayo de 5 párrafos sobre interculturalidad.

El curso se evalúa con los siguientes porcentajes:

40% Diario escrito

40% Diario de video

20% *Cross-cultural essay*

Efectos en los estudiantes

Los alumnos expresaron que esta experiencia los ayudó a crecer, no solamente como hablantes del idioma inglés, sino como parte de la comunidad del mundo. Mejoraron sus estrategias relacionadas a la negociación del significado. Mencionan que identificaron diferencias culturales que los hacen ricos como mexicanos; aprenden de sí mismos al momento de compartir, aprendieron a ser sensibles al escuchar a otras personas y tolerantes para comprender los diferentes puntos de vista, señalan que fueron capaces de adaptarse a nuevos acentos y maneras de expresarse, resaltan que las diferencias se encuentran en todas partes, ser sensible ante estas diferencias puede ayudar con personas de aquí así como de cualquier otro lugar.

Fundamentos teóricos y metodológicos

“El aprendizaje despierta una variedad de procesos de desarrollo que son capaces de operar sólo cuando el niño interactúa con otras personas y en colaboración con sus compañeros” (Vygotsky, 1978, p.135).

“Las diferencias son inherentes a los seres humanos, siendo una muy principal la diferencia que emana de la procedencia cultural, sustento dinámico y cambiante desde el cual el sujeto construye su identidad propia. La respuesta de la educación a la diversidad implica asegurar el derecho a la identidad propia, respetando a cada uno como es, con sus características biológicas, sociales, culturales y de personalidad, que permiten precisamente la individuación de un sujeto en la sociedad” (UNESCO, 2008, p.13)

Materiales y recursos

- Internet
- Computadora
- Cámara
- Micrófono
- Materiales de uso común en el aula

Características de su Buena Práctica

El trabajo colaborativo se llevó a cabo tanto en las sesiones presenciales así como en las virtuales, lo anterior permitió que los alumnos fueran descubriendo aspectos personales y de otros, que como resultado apoya el desarrollo de la competencia cultural.

Considero que es una buena práctica ya que permite que los alumnos utilicen el inglés en un contexto real. Este curso les permite aprender sobre otras culturas y valorar la suya. A su vez, les muestra los beneficios del trabajo colaborativo y la diversidad cultural, aspectos importantes a considerar en este mundo globalizado y al egresar de la universidad.

Cada sesión contenía actividades de análisis personal y colectivo. Aprendí que mi voz es el conjunto de ideas fusionadas por medio de la interacción con mis estudiantes, reconocí las fortalezas de los alumnos, tanto en la lengua como académicas para convertirlas en oportunidades de aprendizaje. El trabajo colaborativo se promueve en ellos, y debe ser demostrado por el profesor. Durante el diseño de las actividades de colaboración con la profesora de Nueva York, experimenté al escuchar y comprender su contexto educativo para buscar la forma de conjuntarla con la mía.

Para llevar a cabo este curso, fue necesario que la Coordinación General de Cooperación e Internacionalización de la Universidad de Guadalajara estableciera un convenio para el trabajo colaborativo entre nuestra Institución y *SUNY COIL Center. The Center for Collaborative Online International Learning* fue el mediador entre *Nassau Community College* y la Universidad de Guadalajara.

Es importante señalar que aunque *SUNY COIL Center* facilitó el encuentro entre nuestras instituciones, el departamento de idiomas de cualquier institución puede solicitar realizar trabajo conjunto con otras instituciones por medio de correos electrónicos y reuniones en Skype. Los congresos internacionales de idiomas también sirven para conocer a futuros compañeros de colaboración.

El curso *Cultural diversity through english* fue diseñado y llevado a cabo por su servidora, así como la profesora Maryanne Kildare (Maryanne.Kildare@ncc.edu) tenía su propio curso de inglés correspondiente a su institución. Ambas creamos las actividades de colaboración en un encuentro presencial en la ciudad de Nueva York; estas actividades se incorporaron a ambos cursos.

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Anexos Evidencias o materiales de apoyo

Authentic pieces of evidence of Cultural Diversity through English student

Cross cultural essay

Alumna: Valeria Granados

It is always important for me to do something in order to develop my English skills. Being part of a tandem project is an experience that leaves in me priceless knowledge, it helps me to improve my English in a very significant way. By meeting people from different parts of the world and interacting with them in diverse ways

such as by platforms like skype and other online networks we were able to learn not only about language but also about different cultures and our own.

This experience was a project in which we had the chance to meet a person with a very different culture by being assigned to a partner from a different country, so we could learn how to interact with people from around the world and be conscious about our differences and how that makes us special and diverse. From this point we were able to obtain learning from different topics that were assigned to us previously, attached with some activities to do before and during every session. These activities opened a door to the talk every session and though they were simple, also gave us the opportunity to share and receive.

Having a partner from a country I've never heard before was interesting but also difficult. Since I barely knew something about her country, Sri Lanka, I didn't know what to expect. Her accent was different for sure but her level of English helped a lot for the communication. Also, I thought that we could have some troubles dealing with the cultural barriers but since the very first session I realized that she was very open minded so we were able to discuss every topic without embarrassing or uncomfortable moments.

On the other hand, meeting my Mexican partners was a very good experience too. As the presential sessions went by, I realized how different we are even when we are from the same country. Speaking with people from other cities, states and careers made me see things different and also appreciate diversity in my own country and people around me. It is always a pleasure when people share their experiences and the way they see the world.

For sure, I made new friends during this project and also I discovered new things about myself, my country and my culture. This knowledge is surely building my identity as a person and as Mexican. That is why I love joining this kind of projects, they help us not only to reach new goals when it comes to learning a foreign language but also to create and discover ourselves.

Diary Entry

Alumna: Valeria Granados

September 7th

Today we had the very first session in the new tandem project. I love joining these courses because I know that because of them I been approaching new goals of my english skills. However, since the beginning I realized this one would be very different, starting from the number of partners I'm having now (they are so many).

We started by greeting each other without telling our names but saying a characteristic that describes us. For me that is a little hard because I don't really like to talk about my qualities, though it was kind of fun to meet everyone for the first time by listening a good thing about them. The other activity that I loved was the one

where we had to describe ourselves by using cards with random pictures, I think it's very interesting how we can relate to anything.

I'm so excited to go on with this project, learning from each other and of course I can not wait to know where is my partner from and start talking to he/she.

September 21st

This session made me think a lot, I was overwhelmed to think about people I admire and why I do it. Of course in the first place I thought about my mom, like most of us did during the activity but actually I did not think realized before how important are the people I put on the paper until I had to pick someone. So also it was awkward for me to share what I wrote to my partner, but it's weird how good I feel sharing with them considering that we know each other for such a little time.

September 23rd

I really love this topic, I always loved how people are different but they complement each other. I enjoyed talking with all my partners about the things that makes us different even when we are so similar and we share contexts. By standing up and talking about our differences made my idea that it's possible to grow and work together as a group to be stronger.

It was also fun to make the poster about diversity and walk around the classroom to see what the other teams did and how they perceive diversity because we all have different ideas and that complemented each other.

September 28th

Today we talked about inclusion, which is a very interesting topic, I never realized before how this is a big deal and society and how it affects us in an emotional and psychological way. We learned that when we don't want to interact to someone, even if we do not treat them badly, we are excluding him/her.

We did some activities to learn about this topic, included some draws which I enjoyed though I am not a good drawer. Also we read some poems and made our own. I felt so awkward with this last activity, I am into literature but not really into poetry.

However, it is so fun to work with Jasmine and Andrea, they make me feel like I know them from a long time ago, I just feel so comfortable with them and also it is so easy to work as a team because we can listen to every point of view and share ours respectfully.

September 30th

Today's session was very interesting, we talked about people with disabilities and this topic really touched me. It made me think how hard is for some people to do simple things. Also I realized that we only see physical disabilities as the ones that counts but the truth is that there are many others like the mental ones. Seeing how

difficult it is for a dyslexic to read makes me sad, I can't imagine how hard must it be not knowing that you have a problem and need help and everyone keeps telling you are not smart enough.

On the other hand, today we had the chance to know the country and the name of the partner we are going to talk with. My partner's name is Nisha and she is from Sri Lanka. I have never heard about that country before and I feel both so excited and nervous. I can't wait to have our first session.

October 7th

I enjoyed today's class like no other, I love my country and I feel so proud to be a Mexican and to have a very rich culture. Making the list of facts about Mexico was so fun but reading what my partners wrote was the best, there were some funny facts, other were very interesting but realizing how we all know different things about it, that was what made the class rich. Then, reading the facts that a foreign person wrote about Mexico was so funny because I saw how weird we are but also how other people perceive us.

Finally, reading about important Mexican people was the best part. I had a chat with Sam about Frida Kahlo's ideology and I loved how even when we had not the same thoughts, by giving each other our arguments, we were able to end in a common idea.

October 14th

Today's session was very interesting, I realized how we are never aware about cultural differences. When we talk or think about traveling we only think about language barriers but we never think of how difficult it is to interact properly with a person from a different culture, with different traditions, points of view, education and stuff.

Now I feel concerned about talking to my partner, she is from a very different place which culture and language I don't know. I know now that I have a huge responsibility when talking to her, I don't wanna say anything she considers offensive but also I am very curious to learn about her.

October 21st

In today's session we been told that we had to look for etiquette rules from a country that it is not neither ours nor our partner's. To hear this news makes me both sad and enthusiastic. I wish I could listen Nisha's customs but also I wanna know how people act in other countries.

For the activity we have to make a video, it scares me because I'm not good at these kind of technology stuff. But to practice we sat in couples and tried to practice the writing of a script describing Mexican etiquette rules. I wish I could tell her about it, but I'm happy we have the chance to speak of a different subject.

After that we had a group Skype session with the group from New York, we had the chance to say hello to our partners and seeing them for the first time. That was very exciting,

November 11st

Today's session was very interesting and I'm sure one of my favorites. My partners shared the slide from their partner from another country. I learned about other people's hometowns and some crazy things about the different cultures they had the chance to know.

Also it was very interesting to listen to their experiences while talking to their partners.