

Simulated English Lesson: The Festivity of the New Year Across Different Cultures

Teaching Situation:

3rd-year linguistic high school class with a total of 20 students, including one with Down syndrome and dyslexia, one Mexican student, and one Chinese student.

Lesson Objective:

Use English to explore and understand different New Year celebrations across various cultures.

Phase 1: Pre-listening

1. Step 1: Brainstorming**

Objective: Introducing the topic of New Year celebrations and cultural diversity.

- Interaction: Whole classroom.

- Time: 20 minutes.

- **Example:**

- Teacher: "Good morning, class! Today, we are going to talk about New Year celebrations around the world. What are some New Year traditions in your family?"

- Students share their experiences in English. The teacher writes key words on the board (e.g., fireworks, special food, family gatherings).

- Teacher: "That's great! I see that many of you have different traditions. Let's see how people celebrate New Year in other countries."

Mediation Activity:

- **Cultural Sharing:** This initial discussion allows students to act as cultural mediators by sharing their own traditions, promoting cultural awareness among classmates.

2. **Step 2: Visual Introduction**

- **Objective:** Prepare students for listening by activating prior knowledge and vocabulary.

- **Interaction:** Pairs and small groups.

- **Time:** 45 minutes.

- **Example:**

- Teacher shows videos or pictures of New Year celebrations from different cultures (e.g., Chinese New Year, Día de Año Nuevo in Mexico).

- Teacher: "In pairs, discuss what you see in these videos. What are some common elements? What are some differences?"

- Students discuss in pairs and then share with the class.

- Teacher distributes worksheets with key vocabulary and cultural information about the celebrations.

Mediation Activity:

- **Visual Aids:** The use of pictures and videos helps mediate understanding for all students, including those with special educational needs, by providing visual context to support their learning.

3. **Phase 2: While-listening**

3. **Step 3: Guided Listening**

- **Objective:** Identify similarities and differences in New Year celebrations.
- **Interaction:** Pair work with worksheets.
- **Time:** 50 minutes.
- **Example:**
 - Teacher: "Now, we will listen to a conversation between a Mexican student and a Chinese student discussing their New Year celebrations."
 - Teacher plays the audio recording. Students listen and take notes.
 - Teacher: "Work with your partner to complete the worksheet. What do they eat during New Year in Mexico? And in China? What other traditions do they mention?"
 - Students work in pairs to complete the worksheet, then discuss their answers with the class.

On-line Chart

| Country. | significance | similarities | differences |
|-----------|--------------|--------------|-------------|
| Tradition | | | |

Mediation Activity:

- **Peer Discussions:** Pair work allows students to mediate understanding by discussing and clarifying information with each other, fostering collaborative learning.

4. **Step 4: Peer Sharing**

- **Objective:** Facilitate peer-to-peer learning and cultural exchange.
- **Interaction:** Group discussion.
- **Time:** 30 minutes.
- **Example:**
 - Teacher: "Now, let's hear from our classmates. [Name], can you tell us about how you celebrate New Year in Mexico?"
 - Mexican student shares their experience.
 - Teacher: "Thank you! [Name], can you share how you celebrate New Year in China?"
 - Chinese student shares their experience.
 - In small groups, students discuss what they learned and create a summary of key points, which they then present to the class.

Mediation Activity:

- **Cultural Sharing:** Students from different cultural backgrounds act as cultural mediators, sharing their personal experiences and enhancing their peers' understanding of diverse New Year traditions.

****Phase 3: Post-listening****

5. **Step 5: Collaborative Activity**

- ****Objective:**** Use new vocabulary and synthesize information in a creative task.
- ****Interaction:**** Small groups.
- ****Time:**** 25 minutes.
- ****Example:****
 - Teacher introduces new vocabulary related to cultural celebrations.
 - Teacher: "Now, let's do a fun activity! In your groups, create a collage or presentation of your favorite New Year celebration. Use the new vocabulary we learned today."
 - Students work in small groups to create their collages or presentations. They then present their work to the class, using English to describe and explain their chosen celebration.

****Mediation Activity:****

- ****Collaborative Projects:**** Creating collages or presentations helps mediate knowledge by allowing students to synthesize and present information in an engaging, understandable format.

6. **Step 6: Reflection**

- ****Objective:**** Reflect on the lesson and share insights.
- ****Interaction:**** Whole classroom.
- ****Time:**** 20 minutes.
- ****Example:****
 - Teacher: "Let's reflect on what we have learned today. What did you find most interesting about New Year celebrations around the world?"
 - Students share their thoughts and feelings about the lesson, fostering a reflective and inclusive classroom environment.
 - Teacher: "Great job, everyone! You all did an amazing job exploring different cultures and sharing your insights."

****Mediation Activity:****

- ****Reflective Sharing:**** Encouraging students to reflect and share insights helps mediate their understanding of cultural diversity and fosters an inclusive environment.
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****Final Assessment****

****Summative Assessment:****

1. ****Presentation and Collage****

- ****Criteria:****
 - Clarity and creativity of the presentation
 - Use of new vocabulary
 - Accuracy of cultural information
- ****Rubric Example:****
 - ****Excellent (5 points):**** Clear, creative, uses vocabulary accurately, and provides detailed cultural information.
 - ****Good (4 points):**** Clear and creative, uses most vocabulary accurately, provides good cultural information.
 - ****Satisfactory (3 points):**** Somewhat clear and creative, uses some vocabulary, provides basic cultural information.
 - ****Needs Improvement (2 points):**** Lacks clarity and creativity, uses little vocabulary, provides minimal cultural information.
 - ****Unsatisfactory (1 point):**** Not clear or creative, uses incorrect vocabulary, provides incorrect cultural information.

2. ****Worksheet Completion****

- ****Criteria:****
 - Accuracy in identifying similarities and differences
 - Completeness of answers
- ****Rubric Example:****
 - ****Excellent (5 points):**** All answers are accurate and complete.
 - ****Good (4 points):**** Most answers are accurate and complete.
 - ****Satisfactory (3 points):**** Some answers are accurate and complete.
 - ****Needs Improvement (2 points):**** Few answers are accurate or complete.
 - ****Unsatisfactory (1 point):**** Answers are mostly inaccurate or incomplete.

****Formative Assessment:****

1. ****Participation in Discussions****

- ****Criteria:****
 - Active participation
 - Relevance and depth of contributions
- ****Rubric Example:****
 - ****Excellent (5 points):**** Actively participates, contributions are relevant and insightful.
 - ****Good (4 points):**** Participates often, contributions are relevant.
 - ****Satisfactory (3 points):**** Participates sometimes, contributions are somewhat relevant.
 - ****Needs Improvement (2 points):**** Rarely participates, contributions are rarely relevant.
 - ****Unsatisfactory (1 point):**** Does not participate, contributions are not relevant.

2. **Reflection Sharing**

- **Criteria:**

- Thoughtfulness of reflections
- Ability to connect learning to personal experiences

- **Rubric Example:**

- **Excellent (5 points):** Reflections are thoughtful, well-connected to personal experiences.
- **Good (4 points):** Reflections are thoughtful, somewhat connected to personal experiences.
- **Satisfactory (3 points):** Reflections are basic, with minimal connection to personal experiences.
- **Needs Improvement (2 points):** Reflections lack depth and connection to personal experiences.
- **Unsatisfactory (1 point):** Reflections are superficial or absent.

Grading Grid Example:

| Activity | Excellent (5) | Good (4) | Satisfactory (3) | Needs Improvement (2) | Unsatisfactory (1) |
|------------------------------|---------------|----------|------------------|-----------------------|--------------------|
| Presentation & Collage | | | | | |
| Worksheet Completion | | | | | |
| Participation in Discussions | | | | | |
| Reflection Sharing | | | | | |
| Total Score | | | | | |

By clearly outlining these steps and including detailed assessment criteria, the lesson plan ensures that mediation activities are integrated throughout, enhancing understanding and fostering an inclusive and collaborative learning environment.