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**APRENDIZAJE SIGNIFICATIVO A TRAVEZ DE LA  
INTEGRACION DE HABILIDADES LINGUISTICAS EN UNA  
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ESPECIALIZACIÓN EN ENSEÑANZA Y APRENDIZAJE DE INGLÉS COMO LENGUA  
EXTRANJERA, MODALIDAD EN LÍNEA**

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

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## I. Introduction

Foreign Language teaching involves more than teaching students the four skills: Speaking, Writing, Listening, and Reading. It also entails being able to interact with others. As seen in Module 3 lesson 1, students can know the language and be linguistically competent yet struggle to get what they want to say across. Though they have grammatical competence, they might lack some social skills. Usually, teachers give the students speaking activities to help develop their communicative competence but sometimes those activities are very controlled. They are just asking the student to use the language in a restrictive way, repeating exact words from the lesson or doing presentations where they aren't interacting with other people. Hymes (1971) saw the importance of students being able to interact in an appropriate way using social clues such as addressing people with different levels of formality according to the situation they find themselves in. Communicative competence involves more than repeating everything. It also requires noticing nonverbal communication (gestures, facial expressions, posture) and knowing how to act accordingly in the target language within the target culture. Students might still find themselves at a loss when they travel, or when they try to speak to other second language speakers of the target languages, because the two groups come from different cultures, and they might not understand some nonverbal communication or lack the knowledge of what is expected since they are using the target language as the lingua franca (Spencer-Oatey & Franklin, 2009) to be able to interact among them. Teachers can prepare their students to be able to interact in a globalized world where they can practice, their target languages from the comfort of their home thanks to the internet (Graddoll, 2006) They do this through instruction in Intercultural Competence. For this reason, teachers need to make sure they include units or exercises developing intercultural competence in the curriculum (Moeller & Nugent, 2014). Teachers need to include exercises that will help students learn more about other cultures not only the target language. This type of instruction offers students more possibilities to interact with people from different cultures specially nowadays that there is a diversity of culture and beliefs inside every country. Students are more likely now to interact within a multicultural environment where people are more connected because of migration and immigrations as well as the internet (Graddoll, 2006). To approach these communities, students need to gain Intercultural competence so they can be respectful towards speakers of the target language as well as other learners of that target language, that come from different cultures and backgrounds.

This paper will cover different aspects of teaching all based on a class of English for Specific purposes (ESP) focusing on Nursing students at the University of Chihuahua. Students take English A1 to B1 (CEFR, 2001) during their first 4 semesters, and they have two semesters of English for Nursing. According to Gatehouse one of the key Issues that ESP classes raise is content language acquisition versus general language acquisition (2001). Most course books that are provided by schools have integrated language skills, but some ESP books focus mainly on vocabulary because students have already gone through the process of learning English, they are just learning specific words required for their occupation. The characteristic of an ESP book is to incorporate their profession with language skills they need to learn as ESL students. Sometimes this makes the lessons very repetitive.

## Chapter 1: Philosophy and Theory

### 1.01 Teaching identity and Philosophy

It is not enough for teachers to know the content of their fields, theories of teaching, knowledge of teaching and communications skills they also need to know thyself (Supasiraprapa, & De Costa, 2017). Teachers need to be aware of their own identity, the way they are presenting themselves, to give a successful class. Because of this, teaching philosophy can be personal as well as public. A clear teaching philosophy will help them clarify goals, guide their behavior as teachers, and organize evaluations (Goodyear & Allchin, 1998). A Teaching Philosophy helps the teacher reflect on what she is doing, enables her to receive feedback from other colleagues, and helps her to establish the goals of the school from administrative decision-making in Public. Meanwhile, it will help the teacher personally to document beliefs, values, and approaches. A good teacher is continually reviewing her teaching philosophy and adapting it to her identity to demonstrate a deep commitment to teaching. The teaching philosophy also leads her to grow professionally and personally (Goodyear & Allchin, 1998).

As teachers, individuals embody different roles for the school and the students. They may be switching their role through the course of a lesson plan according to the activities. In the same way, students embody different roles in school and in their lives and that forms part of their own identity. Inside the classroom they are language learners, but they have many other roles in their lives that will affect their motivation to learn and understand. Being language learners gives them the opportunity to add more layers to their identity. Since they use their native

language to communicate and live in the culture, by acquiring a second language they widen their social circle and possibilities, becoming able to communicate with speakers of other cultures. The job of the teacher is to be aware of the roles that their students perceive for themselves so they can be helped to find their motivations that will lead them succeed in the class. Another reason why teachers need to be aware of other cultures is to be able to provide a friendly environment where their beliefs and culture are respected. This will help the teacher develop a clear view of how the students see themselves in the world. Norton (2010) argues the importance of identity in an English classroom because the students must invest in their learning. They are more than just English Speakers or English Learners; they are participants in imagined communities projecting imagined identities. That part of our students might not be immediately accessible to the teacher, but it is still important for the students. The degree to which the program reinforces the students' identity will affect their level of investment in the classroom. For instance, if the teacher is not aware of the student's identity, the students might become discouraged with an assignment. If they have to do a free topic presentation at the beginning of the semester and they talk about pregnancy, the teacher might ask the student to change the topic since the topic might be considered beyond the student's level of English that is planned for later in the semester. Assuming that it is not a topic that is relevant yet fails to take into consideration the identity of the student who may be a mother or work in a pediatric ward in the hospital. In the identity of the student, she is already familiar with that topic and knows a lot about it in her first language. She would not be able to understand why the teacher thinks it will be complicated. In contrast with another student that might not know anything about pregnancy since it is a class, they take in seventh semester, this student could be considered an expert. Both students can be from the same class, but they are part of different imaginary communities because of their age, social status, background, occupation among other things. Teachers need to be aware of the identity of the students to make sure they don't discourage them when they talk about topics they are interested in and that will motivate them to learn related vocabulary. In this example, it will be easy for the student that is already an expert on that topic in her native language to lose interest if the teacher fails to acknowledge her identity as a mother or a pediatric nursing aid. The teacher is discouraging the student instead of motivating her to learn in English. This and similar examples are common at the beginning levels since students generally do not have yet enough vocabulary to express themselves. But most of the time they are not interested in the vocabulary that comes in the textbook. Teachers might discourage students thinking that they are not able to produce an assignment about a

topic that it seems to be complicated. The teacher needs to be aware that a specific student may be an expert on that topic in her native language. Norton's (2010) study concluded:

“As English teachers, we need to take seriously the findings, which suggest that if learners have a sense of ownership of meaning-making, they can engage actively in a wide range of literacy practices; however, if there is little ownership over meaning-making, learning becomes meaningless and ritualized.” (p. 10)

In other words, teachers need to involve their students in their learning process by allowing them to construct their own meanings and to direct their own meaning-making toward areas of interest to them. This will help them to invest in the class. The teacher needs to be aware of how the students see themselves and why they will consider their identity. In a class of English for Specific Purposes: Nursing, the teacher has the advantage that she is aware of a large part of the student's identity, being nursing students and future health care professionals, but each individual student within a class will have his own set of experiences determining his areas of expertise and setting him apart from his classmates. Awareness of individual backgrounds and beliefs facilitates the process of creating content relevant to the needs of the individual. Incorporating discussion or presentations where students have the liberty to talk about themselves so the teacher can become aware of their imagined communities, their cultural practices, and beliefs can help to strengthen student commitment to the language learning process. English teachers have an advantage since they can help students develop their intercultural competence by incorporating the students and teacher's identity into the lesson plan bringing more cultural awareness. Continuing with the previous example on the Unit of Obstetrics: pregnancy and childbirth, since the class is for college students the teacher at least knows some of these communities that they identify with: nursing students, college students, English students. But in some cases, they also belong to other imagined communities that will motivate them to learn specific vocabulary. Other imagined communities the teacher needs to be aware of are age differences among all the students, majority of female or male students, whether they are parents, or whether they already work in a health care environment. As Norton (2010) mentions, teachers need to be aware of the students to be able to motivate them and help them accomplish meaning-making during the lesson.

The different roles students have in their lives are part of their identity just as the different roles teachers play in society. The roles that the teacher plays inside a classroom become part of

their teaching philosophy, since they are part of how the teachers portray themselves to the students. Teachers need to be aware of the imagined communities that the students belong to be able to develop learning comprehension. The roles based on second language teaching principals according to Renandya, (2012) are: motivator, needs analyst, material developer, organizer of learning activities, monitor of student learning and provider of language input. It is always important to take the role of a need analyst. Richards and Lockhart (1996) mention that it is important to assess students' needs. Teaching to those needs motivates students to become more involved in their learning process. Teachers need to be able to take all the roles listed by Renandya when necessary while they are teaching their classes so they create a safe environment where students have guidance and are monitored according to the material adequate for their level. A successful teacher also incorporates and promotes intercultural competence and multiculturalism giving the students more power to succeed outside the classroom. Teachers also need to make critical use of their course books and teaching methodology (Renandya, 2012). The role of a teacher goes beyond just presenting new information and providing grades. The role of a teacher is hard to be define since teachers are constantly changing according to the activities they are doing. Zare-ee, & Ghasedi (2014) mention how teacher professional identity is influenced by many factors and conditions inside and outside the classroom. Among the factors that help define teachers inside the classroom are how successful they think they are, and how successful the students think teachers are. Teachers can also take the role of learners. For instance, in the case of a teacher being a Certified C2 English speaker teaching a class of English for specific purposes, she might lack cultural occupational knowledge related to her students. In this case the teacher might feel incompetent since she knows less about the topic than the students, but she has the knowledge of the vocabulary and how to use it semantically correctly. The teacher can have both roles as learner and teacher since she provides the tools to communicate that vocabulary in English while she learns from the students about certain nursing aspects. Part of the identity of the teacher is admitting that students might know more than them about certain topics and they need to be able to take the role of learners to motivate them with topics that interest the students. Encouraging students to draw upon their previous experiences and knowledge, helps to validate them as professionals and to reinforce their identities, not letting the lack of knowledge of the teacher to interfere with their learning. Doing this the teacher is able to teach with an example, showing that is possible to be successful in one area of their lives while they are still learning in different areas. Bringing this teaching philosophy into practice helps the



students become more comfortable when making mistakes because they see the teacher also makes mistakes, working as equals to a common goal: obtaining learning comprehension. Students can be discouraged with learning English, because they are obligatory classes, because they feel like they will never use them and are not necessary in their lives. But teaching with an example helps the students see that they always need to continue learning and English can help them in their professional area giving them more opportunities in the future.

All aspects of the identity of the teacher or students play a role inside the classroom. Factors outside the classroom that can affect the performance the teacher gives can be related to their personal lives (Zare-ee, & Ghasedi, 2014). Some negative things that can influence the teacher can be family problems or workload among other things, that might not give the teacher the time to research and investigate to give a better class. But the teacher's personal life can also work as a positive influence among the students. For instance, if the teacher has background knowledge of the degree they are studying or if they take the time to take courses related to the interests the students have, even though students might be more advanced they will still feel motivated because someone took the time to try to understand them and teach them things that will be useful in their professional life. If the teacher is able to relate to the topics, they are studying or even topics that they care about in their personal life the students will get more involved with their learning and motivated. The teacher than can take the role of a model since she is trying to relate to them through their professional career or as a friend, part of the job of being a teacher is to be empathetic and listen to the students. Teachers need to understand that the students' well-being is important for them to reach meaningful learning. In exploring these questions, teachers also show interest in the imaginary communities of the students. They try to understand where they come from and why they act the way they do (Norton, 2010).

Teaching philosophy involves more than identity and teaching theories and practice it also depends on the institution (Goodyear & Allchin, 1998) and what they expect of the teacher as well of the personality of each teacher. Teachers are always looking for new ways of getting through the students, trying to get them to participate more or be more interested in the class. That's where the personality of the teacher takes a big role in the assignments. Teachers will try to incorporate the activities they enjoy the most or thought were more meaningful when they were learners. They will take advantage of the experience of what worked best in other classes or when they were students. By being empathetic of their students and their learning abilities teachers can get across to more students.

The goal of the class is to convey meaning and for students to be comfortable enough with the vocabulary they acquire until they perfect the way they deliver through practice. The exercises are focus on communicative competence that way student can focus on conveying meaning. As hands-on learners sometimes, it is necessary for them to experiment with things before they understand why they are wrong. The information needs to be acquired to be able to produce it later.

### 1.01.1 Technology in the classroom

Identity also involves taking advantage of all the tools that are accessible because of technology, but not depending on them. Since not all communities have access to the internet in every institution, teachers need to be able to provide a meaningful lesson even if they have technical problems. In this sense the role of a teacher is someone that creates content that they can use with technology and resources that will attract the attention of the students, but at the same time some that can teach the same class when they have technical problems, so they also become improvisors to the students. But all of this must be planned and structured in the lesson plan. The teacher needs to predict different outcomes and options to be able to follow the plan as wells as to be willing to skip certain parts of the lesson according to what it is working with the students.

Classes nowadays are based in digital resources they are not only tools to make classes more exciting and to keep students motivated, but they are also in some cases the main channels of communications between the teacher and the students. Digital skills are a part of language learning. The options are so broad that sometimes teachers can get overwhelmed and may prefer to stick with what they know. But it is important to continue changing just as it is necessary to evolve with language theories and approaches and adapt to each class. Also the teacher's teaching philosophy needs to evolve with experience and new technological advances since teachers also need to continue looking for digital resources. There are apps or websites that can helps teachers make their task easier, such as sheets to take the role; website to create content like Canva, Genially H5p among others; or apps that will make classes more interactive and will provide them with more authentic material, like YouTube video and Kahoot. For instance, there is a website from the British Council (<https://learnenglish.britishcouncil.org/es/skills>) that offers exercises where student can practice at their level and they have specific activities for each skill: reading, speaking, writing,

and listening. This will be considered extra tools to aid the teacher, but they need to be technologically competent since teachers also need to use pages like Moodle and Classroom to provide the material and exercises done by the teacher as well as zoom and meet to have video conferences with the students when it's not possible to go to the school facilities. Digital resources come in handy when teachers are looking for authentic material for specific purposes. It gives them the opportunity to find a video or activities already made or the possibility of creating their own through their website using the tools provided. Even though teachers place importance on different aspects of language for each lesson plan at the end they incorporate all the language skills including digital skills providing students with the tools they need to be able to communicate in the target language.

## 1.02 Theory Underlying your teaching practice and identity

Teachers are a combination of roles and factors that interfere to benefit the way they teach the class. In the same way they are combination of learning theories. Teachers need to be aware that the same approach or theory will not always work with different classes, sometimes not even with the same class. That's why they need to look at different theories and approaches and incorporate the ones that will work best for them and the students. Looking at different definitions about learning, teachers can incorporate what works with each class to be able to create lessons plans that would engage students at the same time produce learning comprehension. Pritchard argues: "Learning is a process of interaction between what is known and what is to be learnt" (Pritchard, 2017, p.104)

### 1.02.1 Learning Theories in the Classroom

Krashen (1982) "formal knowledge of a language, or explicit learning" (p.14) Krashen sees learning as when learners look at a language in a conscious way and they try to learn the rules of it. When they can understand and talk about grammar, they are learning a language since they are not using the language like people usually do. This is since it is a conscious and intentional process. This could be compared to following a book, where students see language and focus on each content individually although they integrated them in the lesson at the end, they build up to it. By focusing on grammar or listening or any section of the book they are doing explicit learning in a conscious way while subconsciously they are also practicing other language skills.

Constructivism: views knowledge, concepts, skills, and attitudes as the four areas that compose learning as a result of mental construction. (Pritchard, A. 2017, p.17) Students learned when they add new information to their current structure of knowledge, understanding and skills. In a class of English for Specific Purpose students are adding more information to the knowledge of English they already have. Complementing it with Situational learning and authentic activity where the most important thing for a learner to be able to understand is the context. If the context is not familiar to the learner, they would struggle to understand the input. (Pritchard, A. 2017, p.26) Since the students are familiarize with nursing concepts and procedures it is easier for them to understand the input since the topic is interesting and relevant to them.

### 1.02.1.1 Stephen Krashen's Hypothesis

Krashen (1982) explains how monitoring can be a combination of acquiring and learning in his Monitor Hypothesis. First the student need to learn a degree of knowledge subconsciously so that he can monitor by learning about the grammatical rules. While monitoring their production they are developing conscious learning (p. 18). Students are not capable of monitoring their performance all the time because that would make them less fluent, and it would be hard for them to establish a conversation at a normal pace. There are three limitations mentioned about monitoring. The conditions that need to be present for it to happen are: time, to think and use rules effectively; focus on form, to be conscious of what we said and how we say it by focusing on correct speech; knowing the rules, to be able to self-correct through grammatical knowledge (p.19). In classes of English for specific purposes, this hypothesis can be put into practice. Students had learned grammar rules in a conscious way, and they have been monitored. When they get to the specific classes, the classes are focused on nursing while grammar is done in a subconscious way. Students start to develop conscious learning since they link their previous knowledge of grammar, and they incorporate it with the vocabulary and meaning.

Studying English in School as a requirement limits the possibilities for the teacher to create an environment where the student could be acquiring the language instead of learning it. There are still aspects that can be taken from the acquisition hypothesis that can be adapted to the classes. For instance, Krashen's (1982) Input Hypothesis tries to answer how students acquire language (p.22). Krashen argues that, to move to the next level of acquisition, students need to understand the meaning. It does not matter if students do not understand the form, as they

can infer information from the context. So, once they understand the meaning it is possible to learn the form and move to the next stage. Over time the learner acquires fluency once they are comfortable with the form they used. The learner listens during their silent period when they absorb all the input they can; then, when they feel comfortable, they produce the language they acquired. (p. 27) If the learner does not have the opportunity to have a silent period, they will fall back on the rules of their first language. (p.28) For this hypothesis to work, teachers need to expose their students to linguistic input that is at their level of knowledge or just a little beyond it. Having this comprehensive input, they can produce from their current linguistic development and attempt a level beyond that, where errors are common. (p.28) Using authentic material, it is possible to present learners with semantic input that is at their level in their first language while including linguistic factors that they have previously learned. They can take a silent period to connect the knowledge to obtain meaningful learning.

A constant in a teacher's life is the Affective Filter Hypothesis proposed by Krashen (1982). There are many things that can interfere with the students learning and affect the way they acquire a language. Krashen suggests affective variables that get in the way of their learning. They can be placed in three different categories: motivation, self-confidence, and anxiety (p. 30). Self-confidence is a significant issue in a language classroom, since students are performing in a foreign language that they are not familiar with. If students do not feel confident enough, this affects their performance even though they may be great students (Krashen, 1982, p.29-21). This goes hand in hand with anxiety: students might feel overwhelmed and struggle to participate or demonstrate their knowledge because of their insecurities, even if they have proved to be capable of understanding. When put on the spot their anxiety could interfere with their performance. Every class must be carefully planned and have different activities knowing that some students might not be able to achieve some things. Each class is different and for students to obtain learning comprehension and meaningful learning they need to be involved and motivated. That is why the teacher needs to take up the role of needs analysis and find different ways to motivate the students as well as to provide an environment where they feel comfortable participating and engaging in the class.

### 1.02.1.2 Vygotsky's Zone of Proximal Development

Teachers need to have structure and follow teaching approaches and methods. Many times, institutions don't have the resources to help the teacher, so the teacher needs to become

creative and provide her own material. Lesson plans are a good way to organize the classes to make sure they are giving the students significant meaning. Teachers can incorporate the zone of proximity in an indirect way. Creating a link between English teacher and student (Shabani et al. 2010,p.240) in a communicative process. Vygotsky defined the Zone of Proximal Development as “the distance between the actual development level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with a more capable peer” (p. 86). The teacher can use the Zone of proximal development to motivate their students, since they are always going already beyond their knowledge. Creating a portfolio from the beginning of the semester can help students see how often they are able to complete a task. Their advance is confirmed by looking at how they have improved and gotten better.

The Zone of Proximal Development is described as the space between where the learner is in their development and where they should be to perform the task. It is through guidance that students can perform at the upper reaches of this space. The level of the potential development is determined by the student’s ability to successfully complete the task. The ideal situation is one in which the guidance of the teacher is available to the learner as he navigates the task. But in big classes, the same process can be structured through collaborative learning. Placing students with different degrees of knowledge together benefits both parties. Classroom activities should typically aim at a level of difficulty just beyond the student’s independent ability to negotiate. If teachers keep students practicing the same thing, they become bored. That’s why, through tasks, it is important to get to the zone of proximal development, so the students are challenged in class.

An example of this is when teachers give their students an exercise to learn more vocabulary about parts of the body. They can use scaffolding in the sense that they point to a picture or themselves. Scaffolding can be useful at the beginning levels to make sure students understand what they are saying and what they need to do. We can assume that in the zone of proximal development the students can learn up to their potential as long as they are correctly guided. The main thing is that students need to understand the guidance. For example, teachers can start by pointing, then just mentioning the body parts without the need to point. Teachers could have a collaborative activity where students mention different parts of the body that supposedly hurt to their classmates while the other students act as the nurse.

That way they can help each other learn the vocabulary for parts of the body and make sure they understand it.

### 1.02.1.3 Analysis and observation processes

**Input:** according to Gass & Mackey (2014) is the way students can form linguistic hypotheses. Since input is everything, the learner is exposed to reading, listening or visual language. In other words, the language being learned in a communicative competence. (p.182) For instance in a classroom, the teacher provides material to the students. Outside the classroom they could be watching a tv show about hospitals thus receiving input, including more vocabulary related to their major. Input is all around us but often the student fails to register it until it is explicitly brought to her attention in the classroom. Once the student becomes aware of input, the process of intake is facilitated.

**Intake:** is what they are learning from all the information they are being exposed to. Even instructions can be ignored if they are not presented in the correct way. Shabani, et al (2010), explain how with the zone of proximal development of Vygotsky teachers need to scaffold the instructions. That way they make sure the students' grasp as much as they can. Teachers can do this by rephrasing the instructions or asking for clarification until they make sure the students understand what is expected of them. The rephrasing and clarifying are part of input but they become effective when they lead to intake. Intake facilitates the next phase which is interaction.

**Interaction:** When learners participate in conversation that's what is called interaction. Gass & Mackey (2014), stress the importance of learners' interaction since it is the way they are able to notice if their utterances are correct. (p.183) Teachers can give feedback when the students produce a negative utterance. After providing feedback they can provide input to help the learner negotiate and correct their utterance. In the classroom teachers do this by asking them to establish short conversations related to the lesson where they can negotiate when they do not remember a word and help each other.

**Output:** Gass & Mackey (2014) mention that when students produce language it is their way of demonstrating their knowledge. (p.185) Because students are exposed to a lot of input, it's sometimes hard for them to catch every little detail, so they infer the meaning through context. When the students produce, teachers are able to see how much of that input they were able to grasp. This way students get to analyze their own language and notice that certain things do not sound correct, or they are missing something, so they notice the gaps in their interlanguage.

They become more aware of the language they are using when they are producing, which gives them an opportunity to reflect on it and try hypotheses about language. For instance, if they are researching for a project or a presentation, they can investigate how the words are pronounced or which is the correct way of saying something if they reflect on what they are creating.

Teachers try to implement these four processes in their class but sometimes, there are not enough activities that allow teachers to use them all at the same time, or teachers are not conscious that they should put more emphasis on them. An activity that can be implemented is to give the students a text with new vocabulary (that way the teacher is providing them with enough input to acquire new vocabulary.) It could be a different case study for every pair of students that has the parts of the body they are familiar with as well as symptoms describing an illness, so they can infer the meaning of the words they don't know through context. Then the teacher can check what vocabulary they would be able to grasp by giving them an exercise of finding words that describe symptoms or placing words in different categories, like place in a chart: symptoms, illnesses, signs, medication, professions, so they can categorize the vocabulary and another exercise where they match the word with definitions or synonyms (to learn how much intake they achieved). This can be followed by an interaction exercise where they can discuss with their classmates what other symptoms are related to that illness. They can negotiate with the knowledge they have about health and build up their vocabulary helping each other while they talk about the case study. Finally, (to implement output) ask the students to produce and demonstrate their learning by summarizing and presenting their case study to their classmates and explaining the vocabulary they saw in it.

#### 1.02.1.4 Motivation

Motivations can be very diverse in the same classroom students might have different motivations for studying a second language. But there are things that teachers might be able to change so they can make their students more motivated. For instance, motivations can be influenced from outside the individual and inside the individual. Skehan (1991) places materials and teaching within the learning context and outside the individual while expectations and success inside the individual within their learning context (p.281). We need to create material that would influence the motivations of the students to encourage them to learn. Learning about the students, teachers can incorporate relevant authentic material so they are motivated that they are learning useful things for their major.



The most common Motivation that it can be observed in an English class is Resultative Motivation. When a new semester starts many students are not excited about an obligatory English class, but when they see they finally understood something or that it is easy for them to do the exercise they start to be more involved. But just as good results give them motivation to continue doing their exercises also bad results make them want to quit that class. Students who do well work harder since they get good grades. Even if they are not interested in the topic, they like succeeding in the class. That's why it is important to give students feedback and help them see they are progressing in their learning.

Integrative motivation is defined by Belmechri & Hummel (1998) as a combination of integrative orientation which is to have a positive disposition toward L2 speakers and a desire to interact with them as well as become part of the group; plus having interest in foreign language as well as a good attitude towards L2 (p. 221). A small group of students share integrative motivation, they are the students that want to be nurses abroad. Most of the students do not care about English classes or believe they will need them in their profession. But the ones that have family members in other countries or have the desire to work abroad are the ones that are really motivated in an integrative way. Usually, the students that have Integrative motivation also have Instinctive motivation since their goal is to live abroad. They go beyond what is asked and research about things that will help them personally and professionally. They can also have instinctive motivation when they are interested in a topic, they do the research out of curiosity since it is something that they are motivated to learn.

According to Belmechri & Hummel (1998) Instrumental motivations has left many contextual problems in different studies. The way Gardner's (1985) describes it, it overlaps with integrative motivation (p.222). However, Instrumental motivation can be observed as the desire of the students to get better pay or a better job by knowing L2. Among nursing students, it can be observed how they became instrumentally motivated because the University is offering them the option of doing their professional practices in the United States as well of Germany. Since the university started to have programs where the students could go and work in another country, the students have been more interested in the classes. However, they still do not like the first levels of English and they become more involved when they start with English for specific purposes. They are required to know English even if they go to Germany and the ones that get accepted in the German Exchange program are required to know English and German.

After analyzing the different theories and hypothesis and trying them inside the classroom, it shows that in most classes observed, the zone of proximal development is the one followed and the most developed. As Vygotsky argues, if teachers do not provide students with a little bit of challenge students tend to get bored. Also, sometimes students don't understand indications, and scaffolding is a good way to explain better for the next assignments or looking for different way to simplify the task. Then, advancing with degrees of difficulty in each task, teachers can add to their students.

### 1.02.1. 5 Intercultural Communicative Competence

Ken Goodman who developed the concepts of whole-language learning believes that reading is a central factor in our ability to understand not only the language but the community in which we live. "...as we learn the language of our community, we also learn how the community views the world." (Goodman, 2005) As he argues, reading is going to be the way they understand the culture, since they can read about specific things and that way, they can also see why English has evolved to become what it is today. He is placing emphasis on reading since it's the students' connection to the past and it is the way they know our culture.

Through communicative competence, teachers can help their students interact with their classmates and be social in English. According to Canale and Swain (1980) communicative competence encompasses: grammatical competences, including lexical items, syntax, morphology rules, semantics, and phonology; sociolinguistic competences, made of sociocultural and discourse; and strategic competence, verbal, and nonverbal communication strategies helping the students establish communicative interaction with other speakers of the target language (Aguila, 2008, p.64). But not only through role play activities or specific activities that help them in only certain situations. To make a difference to the students and help them go beyond classroom instruction, we need to include Intercultural competence. Through intercultural competence, students can negotiate interactions in an L2 environment. As a basis, they need to understand the culture and why they are using or acting in a specific way. Teaching students about other cultures helps avoid ethnocentrism as well as giving them a motivation to be curious and research the reasons why other people do things in a certain way. One common problem English teacher have is that students feel like English is just a required class and they don't see themselves in a situation where they will need to know the language. While adding intercultural communicative competences, students are able to see

why even within the same country it is important to learn about other cultures, because of globalization even if they are not planning to live abroad people that are not from their culture might end up as their patients in the hospital they work at.

For instance, students from nursing need to be aware of different cultures and beliefs to be able to take care of their patients. They can acquire communicative competence where they are able to interact with patients in the target language and explain what procedures they are doing at the moment. But if they lack intercultural competence, they might not understand why their Mennonite patients are not willing to take vaccines. They might think that they are not expressing themselves correctly in the target language, but the reality will be that the more conservative Mennonites won't allow nurses to give them vaccines. But as teachers we shouldn't tell our students that they need to be aware of Mennonites that don't like modern medicine, since this can be categorized as stereotypes (Martin, & Nakayama, 2010). Since not all Mennonites will oppose a vaccine. We learn about different cultures, and we categorize them with different stereotypes which can be negative and positive. We can't rely on stereotypes since that will lead us to overgeneralize and not take the time to assess everyone. If we look at the definition of culture given by Martin, & Nakayama (2010) we understand why, since a culture is shared, we expect all the Mennonites to act the same way or have the same beliefs about vaccines specially since it is also learned and we learn everything from previous generations. In the case of the Mennonites, they are a closed group that tend not to associate with other cultures so since culture is contextual their environment and history has not changed as much through the years and being as close-knit as they are, they have been learning their culture in an unconscious way making it hard for them to experiment with other cultures. But the reason why it cannot be assumed they are the same is because culture is also dynamic, and it's changing thanks to the internet and other contextual factors. Culture changes through the generations and the different things each individual is exposed to. So even in a close-knit community we can find different traditions and beliefs among different families and age groups.

The reasons the students need to understand the culture in the case of healthcare workers is that they need to be aware that the patient might be refusing because of their cultural beliefs or customs and not because of some preconceived idea that they still don't know enough of the target language to communicate. The teacher's role is to guide them to research about the target culture and how other cultures react towards different medical procedures so they know what they might encounter, and they are prepared to deal with different situations.

Communicative competence gives our students what they need to communicate, and intercultural competence helps them to interact in an appropriate way.

Another way Intercultural competence can be explored in a classroom is through the model by *Byram, Gribkova, & Starkey, (2002)*. As in the previous example teachers should not tell their students what to expect since their preconceived idea might come from an ethnocentric point of view or an idea that the teacher learned from tv or a specific negative experience (Martin, & Nakayama,2010). That is the case of stereotypes. Following the model of intercultural competence (*Byram, Gribkova, & Starkey, 2002*) takes the pressure off the teacher to know everything about a target culture. These can be demonstrated with the lesson plan and the five characteristics of the model which are: Intercultural attitudes, Knowledge of social groups, skills of interpreting and relating, skills of discovery and interaction and critical cultural awareness. It is important to create a lesson plan related to the class but also the different cultures because to teach a foreign language it is necessary to emphasis cultural input so students can gain intercultural communication (Zhu, 2010).

Intercultural attitudes help the students to be motivated to learn more through curiosity. In this way, students are involved in their learning process, actively researching and looking into their own culture and others. For instance, there are many alternative treatments that come from different cultures, students might be skeptical about some and talk about them without actually trying them out. If they mention those things to a person that comes from the culture that practice them, they might feel offended and threaten because of the way they communicate about their culture. It's also important that the students are aware of their own culture so they can understand other cultures as well.

Knowledge of social groups can be experienced in a classroom since by interacting with their classmates they become aware of their own beliefs and traditions. In that sense students are learning from diverse social groups even inside their own culture which give them more openness to accept that there are many ways of doing things and they are all considered correct. Each perspective is logical and compelling when seen as part of the culture that produced it.

Skills of interpreting and relating give students the possibility of understanding other cultures from their own observation and experience since they can experience how different people behave and interpret them. As nurses they need to be able to be decentering (Byram, 1997)

their elderly patients so they understand they need to provide care in a different way than they will for a child or younger adult. By putting themselves in the shoes of an elderly patient they might understand their attitude towards certain procedures because culture can be very diverse in two individuals that are from different generations. Culture is dynamic and changes according to contextual factors (Martin, & Nakayama, 2010).

Skills of discovery and interaction should be accompanied by the other characteristics of the model. This skill is acquired over time by observing and putting into practice the information learned. As nurses, students they know they can't assume that the patient knows about the procedure or a specific medicine because of their age. They know they need to explain procedures in detail and ask before what the patient is comfortable with. They also need to beware of natural medicine that they might be consuming that can interfere with the treatment they will be getting. Also, when talking to the family of the patients they need to use the information they learned with skills of interpreting and relating to be able to have a successful conversation and apply the skills of discovery and interaction. With the experience they have they need to continue assessing each situation and ask questions to see how each patient interacts with their family and what they are willing to share with them.

Critical cultural awareness needs to be part of the curriculums. Students cannot react in a negative way by letting their beliefs get in the way. Nursing students should not criticize patients for what they choose to do even if goes against their own culture, and each individual has a decision over her own body and what treatments she would like to try and which ones she is not willing to put her body through. Every culture also has its own grieving process, and each one is entitled to embrace it according to his own beliefs and not to the desire of the nurse taking care of them.

The role of a teacher is to make the learners aware of the different things they might encounter and to guide them towards accepting other points of view by putting themselves in the shoes of others (Byram, Nichols, and Stevens, 2001). This can be done through role play and promoting debates of what they will do in certain situations by contemplating their background and the culture of others. This is through the combination of linguistic competence, knowledge of the rules of the target language to be able to produce and interpret spoken and written language; Sociolinguistic communicative competence, being able to understand through negotiation or meaning that is taken for granted; and intercultural competences; ability to

understand other cultures as well as their own to be able to interact in an appropriate way (Spencer-Oatey, & Franklin, 2009). Avoid making predictions so they can keep an open mind to understand others and where they are coming from (Gudykunst, & Kim, 1984).

## Chapter 2: Methodology and Practice

As nursing students, my apprentices need to be aware of different traditions. This lesson plan helps students become aware of different practices being done in their own cultures as well as in other cultures. Discussion can also lead to consideration of similarities and differences, as well as suggesting possible strengths or weaknesses of alternate medical practices. It is important they understand their patients and the reasons why those patients might sometimes have more faith in alternative treatments than in modern medicine. They need to be able to develop interpretation and related skills since more elderly patients tend to medicate themselves or believe certain natural products are more effective when dealing with their health. (*Byram, Gribkova, & Starkey, 2002*). (The problem of self-medication became especially notable during the covid pandemic that is still affecting the world. Health professionals need to be prepared to understand the reasoning of doubtful patients and to reassure them about the prescribed treatments.) Students need to develop knowledge of certain groups to be aware that the treatment provided to a baby will be different from the one they are going to provide to a geriatric patient (*Grice, 2007*).

Through the book and the research, students will be able to understand other cultures, seeing what alternative medicine is practiced in different countries. Since a lot of that medicine comes from Asian cultures. This research also helps them see how, within the same country, the beliefs are divided according to the age and economic status of patients.

The teacher takes the role of agent in charge (*Kelly; Grenfell, Gallagher-Brett; Jones; Richards, & Hilmansson-Dunn, 2002*) so the student can work toward competence in intercultural communication. The teacher facilitates some knowledge for the students to help them activate their own funds of knowledge on the topic. The teacher seeks the students' opinions on the subject and asks them to keep an open mind as well as being respectful of their classmates and other cultures.

Students will be able to demonstrate the development of their intercultural competence by providing their opinion in the discussion forum. The purpose of the lesson is for them to gain

more vocabulary that they are going to be able to use in their professional lives as well as to develop intercultural communication skills that will help them demonstrate empathy towards others.

## 2.01 Lesson Plan.

|   |  |
|---|--|
| Teacher                                     | Emma Angeline Malgesini Escobedo   |
| Education Stage                             | 5 <sup>th</sup> semester of the Nursing degree   |
| Title of your lesson plan                   | Alternative Treatment/ Medicine  |
| Learning objective of the plan / Competency | Students will be able to talk about their personal experience and give reasons why we should or should not follow some alternative medicine. Students can integrate the four skills as well as intercultural communications by bring their own traditions to the topic.  |
| Communicative skills considered             | Reading / Writing / Speaking / Listening / Intercultural   |
| Main Grammar structure                      | Giving Reasons   |
| Brief description of the plan               | Students are expected to activate previous knowledge and incorporate their beliefs in these lesson plan. The topic will help them gain intercultural competence relevant to their line of work.  |
| Hours of the plan implementation            | 6 hours in class and at home   |
| Number of sessions                          | 3  |
| Contents required for the lesson            | Students book, Pictures, Computer, Projector, video, internet  |
| Link of the Content                         | Videos:<br>The Power of the placebo effect by Emma Bryce.<br><a href="https://www.youtube.com/watch?v=z03FQGIGqo0">https://www.youtube.com/watch?v=z03FQGIGqo0</a><br>Is marijuana bad for your brain? By Anees Bahji<br><a href="https://ed.ted.com/lessons/is-marijuana-bad-for-your-brain-anees-bahji#review">https://ed.ted.com/lessons/is-marijuana-bad-for-your-brain-anees-bahji#review</a> |
| EEAILE Tutor                                | Rosa María Castillo del Carmen   |

The objective was to help the students become familiarized with the topic enough for them to communicate on their own about alternative medicine. At the beginning module 3 of the class, students were asked a series of questions to answer in a forum discussion related to the different units that they will be seeing. The question related to this lesson plan was: Do you believe in or practice any alternative treatment? In that way, the questions of the forum integrated all the units, some students answered that they did not believe in, or they did not use any alternative medicines. Since the exercise was presented like a warmup activity before they saw the topics, it demonstrated that some students couldn't draw on the knowledge effectively for communicative purposes (Read, 2000). That was proven by the three types of vocabulary that they need to take into consideration when creating a lesson (Beck & McKeown, 2002). The First type of vocabulary is unknown which could be some of the terms of the treatments. In some cases they have not been exposed to those procedures, so they are not familiarized with the concepts in the lesson. The second term is acquainted, this lesson falls into this category in some degree. As mentioned before, when they were asked about alternative medicine without any context students didn't think they knew any or had tried any. But when they looked at the book or the examples on the presentation once Unit 15 was started, they recognized that they actually had used alternative medicine and are familiarized with it. So, they were able to recognize the terms once they gave some attention to the word integrating previous knowledge relating it to the new concepts. The third term is established which the students were able to do after the reading. First, they denied knowing alternative medicine since they did not understand what it entitles and after they realized what treatments fall into that category, they had established the vocabulary and they were able to recognize and talk about them once the discussion took place or while they were being presented.

The communicative skills considered are: reading, because students need to read about the topic on their own from the book plus research more about so they can get familiarized with the topic; writing, since the students need to write what they researched about and answer the exercises; listening, since they are expected to watch a video to be able to form their own opinion about the topic; speaking, which is the way they will be presenting their final project to demonstrate understanding of the lesson; Intercultural communication can be developed through the whole process, since they need to research what people do in their culture as well as others.



Students from fifth semester are expected to have a B1 (CEFR, 2001) level in English although it is not the reality of all the students. Because of this, the class of English for specific purposes is intended for students to practice the language they previously acquired through the other classes. That's why English is not taught in an explicit and conscious way (Murdick, 1996). It is done to improve the communicative competence of the students. Since the purpose is for them to be able to communicate in the health care field the grammar focus should be made in reference to the context and purpose, they have so they can be understood (Timmis, 2005). That's the reason grammar is not seen in an explicit way, for instance how a sentence is formed? Although the examples are given and there are grammar explanations that can help them with that. So, the questions used to create the lesson plan are: when/why is it used? And what does it mean? (Module 3, lesson 8).

Most of the evaluation provided is formative assessment since the topics were presented so students have the information to work on their own then on the next class, they show their advance or the teacher answers questions they have about the assignments. Many of the questions that are received are about how they are progressing and the way they are working. This is formative assessment since suggestions are made and the students are being guided so they can produce a final project. Summative assessment is done through the quizzes that are created in their class page (Moodle) as well as the evaluation of the final project, where it is used to evaluate their enthusiasm, organization, and clarity while talking about the topic. As in the example on formative activities seen in lesson 8, that students discuss a topic after investigating it, is related to the lesson plan since that's what they do when they investigate about different types of alternative medicine then talk about them.

| Steps of the lesson   | Teacher's Activities   | Students' activities   |
|---|--|--|
| <p>Warm up<br/>(Appendix 2- Pictures)</p> <p>This activity helps the students practice their speaking and listening skills.<br/>Activity previous knowledge</p> | <p>The teacher shows two pictures follow by questions to discuss in groups to activated they previous knowledge.<br/>Introduces new vocabulary<br/><br/>Small group Discussion</p> | <p><b>Task 1</b><br/>Look at the picture and discuss each alternative treatment.<br/>What do you know about them?<br/>Have you tried any?<br/>What are they use for?</p> |

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|--|---|---|
| and gain intercultural competence.   | Role: Involver  | Are they more common in certain countries?<br>Are they more common with an age group?   |
| <p>Presentation of the topic</p> <p>Listening Skills</p> <p>Integrate the previous unit (medication) with the current unit (alternative treatments). Just as drugs have actions and interactions creating additive effects, antagonistic effects and synergistic effects alternative medicine can have the same consequences and they need to be aware of what their patients are doing.</p> | <p>The teacher presents alternative treatments and home remedies.</p> <p>It introduces the important of being aware of different cultures and their medical practice.</p> <p>Role: informer</p> | <p><b>Task 2</b></p> <p>Students need to pay attention and interact when the teacher asked them about specific treatments and what it's their experience with them.</p> |

Introduction to the lesson and warm up activities are used for students to become familiarized with the topic and to relate the vocabulary with the previous knowledge they have. since the vocabulary is acquainted (Read, 2000). Students were expected to read the unit about alternative medicine and become familiarized with the topic to be able to have a discussion on zoom or send their opinion in a video. Tasks 1 and 2 are considered input (Gass & Mackey,2014). It is a way of exposing the students to information hoping they will intake some of it. The students Micro and macro skills were evaluated through this. For instance, some questions were given to the students to answer with their own experience. The most advanced students were able to convey links and connections between the questions to be able to have a main idea and give examples supporting their idea, giving information according to their experience, which is a characteristic of macro-skills among other aspects that also apply to them (Brown, 2004). On the other hand, some of the students that struggle more with the

language answered question by question treating them like different topics. In a way they were using aspects of micro-skills producing chunks of language to convey their meaning but not connecting ideas, as well as expressing meaning with different grammatical forms.

The warmup activities from the lesson plan are considered part of the 'emic' and 'ethic approach since it looks first at the culture of the students, activating their background to discuss alternative medicine and treatments in their culture, being able to communicate their own cultural perspective in the emic approach. Then the students learned and studied about the other cultures and behaviors mentioned in the readings and in the videos of the authentic material. They have the opportunity to examine different cultures and compare them with the etic cultural-general approach. During these activities the teacher takes the role of an Ethnographer and Researcher since she is motivating them through curiosity for them to link their previous knowledge to the new knowledge that is being provided.

| Steps of the lesson  | Teacher's Activities  | Students' activities   |
|--|---|--|
| <p>Activities from the Book</p> <p>Vocabulary: Types of therapy</p> <p>Skills: Writing / Speaking / Reading</p> <p>Individual and Group activity</p> | <p>Role: Monitor / involver</p> <p>The teacher asks the student to answer the exercise from the book then checks the answers all together orally.</p> <p>Teacher asks them to research about natural remedies, superfoods, and alternative medicine.</p> <p>Which ones are more common in their culture?</p> <p>Which of those have they use and for what?</p> <p>The teacher gives certain scenarios for students to explain what they do in each case and what alternatives</p> | <p><b>Task 3</b></p> <p>Students answer exercise 1 page 104.</p> <p><b>Task 4</b></p> <p>Students turn in an assignment of their research of the most common remedies, superfoods and alternate treatments use in their culture.</p> <p><b>Task 5</b></p> <p>Group activity: Discussion of what traditions students practice in certain circumstances.</p> |

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|   | <p>they use instead of medicine. Like in case of a stomachache- earache – hiccups.</p> <p>e.g., When I have an earache, I soak garlic in olive oil and put it in my ear before going to bed.</p>                            |  |
| <p>Activities from the Book<br/>Reading Comprehension</p>   | <p>Add the two questions from the book from page 105 exercise 1. To expand the previous discussions.</p> <p>Teacher asks them to read Wild treatments in page 105. Then answer exercise 2 and 3 from the same page.</p>     | <p><b>Task 6</b><br/>Group activity: Students talk about natural medicines that animals use and what things also work for humans.</p> <p>Students read the text</p>  |
| <p>Presentation of a topic<br/><br/>Listening Focus<br/>(Video transcript, appendix 3)<br/><br/>Grammar Focus</p> | <p>The teacher presents the video: The Power of the placebo effect by Emma Bryce.</p> <p>As an Informer the teacher talks about the placebo effect incorporating vocabulary and grammar.</p> <p>Grammar: Giving Reasons</p> | <p><b>Task 7</b><br/>Listening for the main idea. Students are prompt to talk about their own experience or what they have seen in the hospital.</p> <p><b>Task 8</b> Students answer the grammar exercises from the book. (Ex. 1 and 2, Page 106)</p> |
| <p>Writing and Reading</p>  | <p>The teacher as Ethnographer and Researcher.</p>  | <p><b>Task 9</b><br/>Students elaborate a research project to link the present knowledge with the</p>  |

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|   | Project Medicinal Plants (p. 107)  | new knowledge. Once they have the information, they will write advice on how to use the plants, when and for what.  |
| Reading and speaking  | The teacher will give an alternative treatment to each student.  | <b>Task 10</b><br>First the students will research about the treatment.<br>They will make a presentation on it and presented for their classmates.  |
| Evaluation  | To check the understanding of the new vocabulary students will do the exercise on page 108 body bits.  | <b>Task 11</b><br>Students will answer the exercise about mind and body as a summary of what it was seeing in these unit.   |
| Listening Skill: Watch the video<br><br>Is marijuana bad for your brain? By Anees Bahji<br><br>Reading Skills: Research about Marijuana and create a conceptual map with the main ideas.<br><br>Writing Skills: Write a paper providing their results and | The teacher as<br>Ethnographer and<br>Researcher<br>The teacher asks students to watch the video. Then research about the benefits and side effects of marijuana. Research about which countries have legalize marijuana and why and which countries only use it as medicinal. | <b>Task 12</b><br>Students should listen for cultural interest and main idea.<br><br>Students should look for the main points and use them as the foundation of their research.<br><b>Task 13</b><br>Students write a paper about their research providing their opinion on it giving advice if |

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|---|---|---|
| <p>their opinion offering advice about the subject.</p> <p>Speaking skills: Debate</p> <p>Intercultural communication skills: by building up this assignment students can be empathic to other points of view as well as learned about how marijuana is seen in other countries and religions outside of their own.</p> | <p>Teacher asks them to provide a writing assignment with the information.</p> <p>The teacher assigns the role of in favor or against according to the assignments previously check and takes the roles of a moderator in a debate.</p> <p>As a conclusion the teacher ask them to compare what they learn from the research to their own culture and previous knowledge.</p> | <p>they think it should be legalized and why. And if they think is good or bad to our health.</p> <p>Students are expected to provide the information they research to convince their classmates about their opinion.</p> <p>Students are provided with the information to understand other cultures as well as perspectives and points of view to gain intercultural competence.</p> |
| <p>Evaluation</p>   | <p>The teach asks them to provide a conclusion as precise as possible after their research and listening to their classmates. Making a comparison of what they believed before and how they mind has change after the lesson.</p>   | <p><b>Task 14</b></p> <p>Students need to enter the discussion group and provide their opinion to evaluate their learning comprehension.</p>  |

This part of the lesson plan is focused on communicative skills development. The exercises that are part of the book (tasks 3 – 6 -8- 11 and 14), students did on their own and the questions were given to them in Moodle in a quiz format, so they had a self-assessment. Because of this, the assessment done can be consider CALL (Computer-Assisted Language Learning). This is helpful for the students since they have instant feedback of their

understanding of the new vocabulary. The exercises created are in different forms like cloze questions, true and false as well as multiple choice. The whole class is based on CALL since classes are online. As Lee (2000) mentions Communicative CALL should be in teaching implicit grammar so students can generate original utterances. CALL allows students to still practice without the spotlight giving the opportunity to shy students to be motivated and not be worried about their classmates hearing them. As well as helping the teacher during evaluation time since there is a record of the exercise they did through Moodle in their self-quizzes where they can obtain a summative evaluation. Lee (2000) also talks about the advantages of using CALL during the class. Since the students are exposed to a range of information, communicative and publishing tools that are available for our students to do independent learning at their own pace.

Through part one and two of the video that students had turned in, they had to demonstrate what they knew about the topic and what is common among members of their culture. Because the topic of alternative medicine can create a wide diversity among students it is an excellent example of intercultural communication. During the zoom session, students that came from small towns were talking about home remedies that their relatives always use or talking about things that most people from the city did not know about. Although most of the students are from the northern part of Mexico, they were still surprised with some of the traditions that each family carries on. On one occasion they were talking about herbal teas to produce abortion and students had different herbs according to the area they grew up in. At the end some of the students were so skeptical of what their classmates were saying that they were interested in researching a little more because they believed that some comments were more like urban legends. This brought the conversation back to the first video that I asked them to watch at home: **The Power of the placebo effect** by Emma Bryce. Students started saying that many alternative treatments do not have any effect, we just credited them for things that happened in our lives. The importance of this discussion was the students were able to learn about different treatments and get intercultural competence as well as critical thinking because they analyze what their classmates were saying and reached conclusions about what they wanted to believe and what not. Meanwhile, I was able to assess in an informal way whether they were understanding each other while they were having a discussion.

The exercise and readings are from the book rearranged on Moodle, since the main Idea was from it and then there was more information presented about it. The authentic material that was

included to have Intercultural communicative competence were the videos from Ted Animated. Ted animated or TED-Ed are videos created specifically for educational purposes explaining in a simple way. The reason the second Video: Is marijuana bad for your brain? by Anees Bahji was included, is because it causes controversy among the students which will prompt them to comment and want to give their opinions. This topic allowed the students to develop some intercultural competence, since every country has different laws about the use of Marijuana. Choosing a topic that they are familiar with but that they also must research more about gives the teacher the opportunity to evaluate them in their language knowledge. As Brown (2004) suggests that speaking should never be isolated, it gives the students the opportunity related to what they are going to talk about connecting the activity with listening and reading. It elicited students talk about something that they know because it is general knowledge, and they are prompted to take a side and to say how they feel about it. Because of those two reasons assessing for specific language is important to assess speaking in the component's language knowledge and strategic competence. While assessing the videos from the students the focus was on grammatical knowledge (vocabulary, morphology, and syntax), textual knowledge (cohesion) and sociolinguistic knowledge (idiomatic expressions, cultural references). For instance, during the zoom call one student said MaryJane when talking about the video, which show that she was familiarize with slang use for marijuana. While the strategic competence was established with the videos done by the teacher providing an example for them to be able to create their own. Not only did they get an idea on how to make their video, but it was also used to guide them to know what was going to be assessed, what the goal for the project was, how to plan their project dividing it in the 3 sections where they needed to cover different things and how to control and organize the way they were delivering their language knowledge (Douglas, 2000).

Through the lesson plan, the teacher also becomes an agent of change since the unit is trying to facilitate student learning by helping them to understand their own culture and to compare them with different cultures (Kelly; Grenfell, Gallagher-Brett; Jones; Richards, & Hilmansson-Dunn, 2002). Since the school and the teacher are tools to facilitate social transformation, the lesson plan allows the students to use the experiential learning approach, since the topic is related to what they have been doing in their clinicals. They have already read and listened to material about specific things, but they also have experienced different processes of taking care of patients as well as dynamic processes since they experience people from different



economic and social backgrounds. During these activities the teacher takes the role of a mediator since she needs to enrich the activity by providing the authentic material that is giving students intercultural competences.

## 2.02 Designing of necessary tools to assess/test the progress of students.

Through the different assignments and discussions, the teacher gives oral feedback when working with the students. For the assignments students need to turn in, the teacher provides a grade based on the rubric for the assignment.

The Speaking Exercises were assessed during zoom sessions or videos. Because of the number of students allowed to be in class and in the hospital. Their schedule doesn't allow them to connect at the same time. This also helped to motivate the shy students that didn't want to participate in front of others by uploading the video just for the teacher.

The evaluation done it is based on the rubric presented in Lesson 7, module 3 by Kuhlman (2008).

| Criteria      | 5 points   | 3 points   | 1 point  |
|---------------|--|--|--|
| Pronunciation | Student is easy to understand                        | Students makes few errors but can be understand                      | Student is very difficult to understand          |
| Fluency       | Student can effectively communicate                  | Students has some problems communicating different context           | Student communicates through chunks of language  |
| Word Choice   | Student uses appropriate words to express meaning    | Students use words related to the topic but not in the right context | Students use unrelated words like false cognates |
| Usage         | Student uses minor errors in structure of a sentence | Students makes mistakes like tenses                                  | Students makes a lot of errors in grammar        |

|                |   |   |  |
|----------------|---|---|--|
|                |   | but it's still understandable.  | and structure that it's difficult to understand                            |
| Ideas/ meaning | Students can convey the meaning with few errors | Students can convey the meaning, but the vocabulary is limited and repetitive | Students is not able to complete a sentence without interference of the L1 |

The activities are designed to focus on individual skills and to integrate them in the final project. Meanwhile, a lot of the work has been done individually on their own time, since they do not have face to face classes. Because of this a video was created explaining what they needed to do. The video helps as an example as what is expected of the students and a role mode of what they can do; it can also help them elicit speech. O'Malley, & Valdez Pierce (1996) suggest that there are many easy ways to promote participation without the need of a lot of preparation. The pictures were added to activate previous knowledge. They fall into this category about eliciting speech in students. The videos done by the teacher, not only work as examples of pronunciation, but as an example on how to answer the questions so they have an idea of how to respond or what type of information is expected of them. The two videos by TED- Animated are included as authentic material for the students to be exposed to a different speaker talking about topics that they had to become familiar with as nurses. The zoom meeting can be considered as interviews since instead of them presenting it was them answering the teacher questions while the teacher assessed the students' understanding of the topic. As mentioned on lesson 7 presentations are also considered speech eliciting strategies (O'Malley, J. & Valdez Pierce, 1996). Evaluating the students within a holistic rubric.

Because of the nature of the class, the focus was on informal and formal assessment. There were some things, suggested and evaluated during the sessions but needing to have a final product to be able to evaluate them. So as mentioned by McKay, (2006) sometimes teachers only do informal assessment to guide their students to learn more, but formal assessment is needed to have proof of their knowledge for administrative purposes.

## 2.03 Evidence (graphics, photos, images)

Unit 15 Quiz Alternative Medicine

Unit 15

https://virtual7.uach.mx/mod/quiz/attempt.php?attempt=187923

**Puede previsualizar este examen, pero si este fuera un intento real, Usted estaría bloqueado debido a que :**

Este examen no está disponible actualmente

**Pregunta 1** Sin responder aún Puntaje de 16.00 Señalar con bandera la pregunta Editar pregunta

Complete the descriptions with the words below, and match each description to a therapy.

Putting heated cups on the skin to suck bad \_\_\_\_\_ from the body.

The use of hot and cold water and underwater exercise to \_\_\_\_\_ the immune system.

Massaging hands and feet to unlock energy \_\_\_\_\_.

Inserting needles into \_\_\_\_\_ on the body to control the energy called qi.

Using sound to help patients control pain and improve physical and mental \_\_\_\_\_.

Using prayer to ask a god or spirit to \_\_\_\_\_ the patient.

Using Chinese knowledge of \_\_\_\_\_ to balance yin and yang.

Laying of the \_\_\_\_\_'s hands on the patient to bring energy into the body.

reiki acupuncture music therapy cupping hydrotherapy  
 faith healing reflexology traditional Chinese medicine  
 pressure points heal herbs energy functioning channels stimulate therapist

Unit 15

https://virtual7.uach.mx/mod/quiz/attempt.php?attempt=187923

**Puede previsualizar este examen, pero si este fuera un intento real, Usted estaría bloqueado debido a que :**

Este examen no está disponible actualmente

**Pregunta 2** Sin responder aún Puntaje de 6.00 Señalar con bandera la pregunta Editar pregunta

A lot of knowledge which we call 'alternative medicine' has come from watching animals, because not every pharmacist is a human being - animals treat themselves with medicines too. You may have seen a dog or a cat eat grass, for example. They do this because it makes them sick, and clears their stomachs of worms.

In Tanzania, leaves from a tree which local Wu Tongue people call 'the bitter leaf tree', are eaten by chimpanzees. Both the 'Wu Tongue' and the chimpanzees know that the leaves can cure stomach aches and relieve tiredness.

Bears know about the medicinal properties of the root of a plant called Ligusticum. They chew its root, and apply the juice to wounds as an antiseptic. Ligusticum is used by Navajo Indians too. A folk story says they were told about the plant by bears.

When African elephants are going to give birth, they will walk many kilometres to eat the leaves from a certain tree that will help labour. The leaves are used by Kenyan women for the same thing.

Clay is eaten by many animals, from cows to rhinoceroses, because it breaks down poisons in the stomach. It is also the main ingredient of kaolin, which is used in treatments for stomach illnesses in humans.

When some birds build their nests, they choose aromatic plants that will keep their babies healthy. The plants chosen by the birds are also used by herbalists for skin problems such as ulcers, sores, and scabs.

Because bacteria are becoming resistant to antibiotics, it is becoming more and more important to find alternatives, and zoopharmacology - a word from Greek meaning 'animal knowledge of medicine' - may give us important new information about very old ways of dealing with illness.

Match the natural medicine to the condition it treats.

Aromatic Plants: \_\_\_\_\_  
 Clay: \_\_\_\_\_  
 Grass: \_\_\_\_\_  
 Leaves: stomach problems: \_\_\_\_\_  
 Roots: \_\_\_\_\_

labor stomach problems skin conditions wounds tiredness worms

Unit 15

https://virtual7.uach.mx/mod/quiz/attempt.php?attempt=187923&page=2

**Navegación dentro del examen**

1 2 3 4 5

Terminar intento ...

Nueva vista previa

**Navegación**

Página Principal (home)

- Tablero
- Páginas del sitio
- Mis cursos
  - Sle1 - malgesini escobedo emma angeline-381620
    - Participantes
    - Insignias
    - Competencias
    - Calificaciones
    - Home Page
    - Module 1
    - Module 2
    - Module 3
      - Module 3
      - Unit 11
      - Unit 12
      - Unit 13
      - Unit 14
      - Unit 15
      - Tell me about your experiences
  - Sle2 - malgesini escobedo emma angeline-381622
  - Sle3 - malgesini escobedo emma angeline-381624
  - Sle1 - malgesini escobedo

**Qigong**  
I-interviewer, A-Amber, P-Professor Silver

I Can you cure illness without medicine or surgery? Energy healers say yes. Energy healers say they can heal without touching the patient. In the studio, to tell us about energy healing, is Amber Chesterman, who is a qigong healer.

A Hello

I Also with us is Professor Julius Silver who is sceptical about qigong

P Hello

I But to start us off, Amber. Can you tell us about qigong healing?

A Qigong is holistic. It sees illness as a problem of mind, spirit, and body, so the whole person is treated, not just the illness.

I Right And qi is important, isn't it? What exactly is qi?

A Qi is energy. Qi is part of everything that exists. Illness, you see, is caused by an imbalance of qi, and a qigong healer restores energy balance so that healing can happen.

I And you heal from a distance, don't you? Over the telephone?

A That's correct. I practice external qi healing. I speak to my patients by telephone.

I And you unlock their qi?

A Put simply, yes.

I Thank you, Professor Silver - you don't believe in qi, do you?

P No. I have found no evidence for qi, no.

I And yet energy healing does work, don't you agree?

P It does work, sometimes, yes.

I So how do you explain it?

P We find a lot of evidence for a placebo effect. Belief is seventy percent of any treatment. In other words, my hands can't heal you, but if you believe I have healing hands, then I can heal you by moving my hands over you.

I So, what's really going on here?

P Well, we do know that being completely relaxed helps us recover more quickly.

I So, you are saying that all I need is to relax and believe that you have the power to heal me?

P Exactly. My explanation is not as interesting as Amber's, but we live in the twenty-first century and ...

1 Qi causes illness.

2 Qi is a treatment.

3 A holistic treatment deals with the patient's mind, not the body.

4 Qigong corrects the body's energy balance.

5 External qigong healers pass their hands over the patient's body.

6 Professor Silver is sceptical about qigong.

7 Professor Silver believes in the placebo effect.

8 Professor Silver thinks that belief is the most important part of treatment.

Unit 15

https://virtual7.uach.mx/mod/quiz/attempt.php?attempt=187923&page=3

**Navegación dentro del examen**

1 2 3 4 5

Terminar intento ...

Nueva vista previa

**Navegación**

Página Principal (home)

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      - Unit 13
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      - Unit 15
      - Tell me about your experiences
    - Sle2 - malgesini escobedo emma angeline-381622
    - Sle3 - malgesini escobedo emma angeline-381624
    - Sle1 - malgesini escobedo

**Campus Virtual**

EMMA ANGELINE MALGESINI ESCOBEDO

virtual7 Español (México) (es\_mx)

Página Principal (home) > Mis cursos > Sle1 - malgesini escobedo emma angeline-381620 > Module 3 > Unit 15 > Vista previa

**Puede previsualizar este examen, pero si este fuera un intento real, Usted estaría bloqueado debido a que :**

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**Pregunta 4** Sin responder aún Puntaje de 7.00 Señalar con bandera la pregunta Editar pregunta

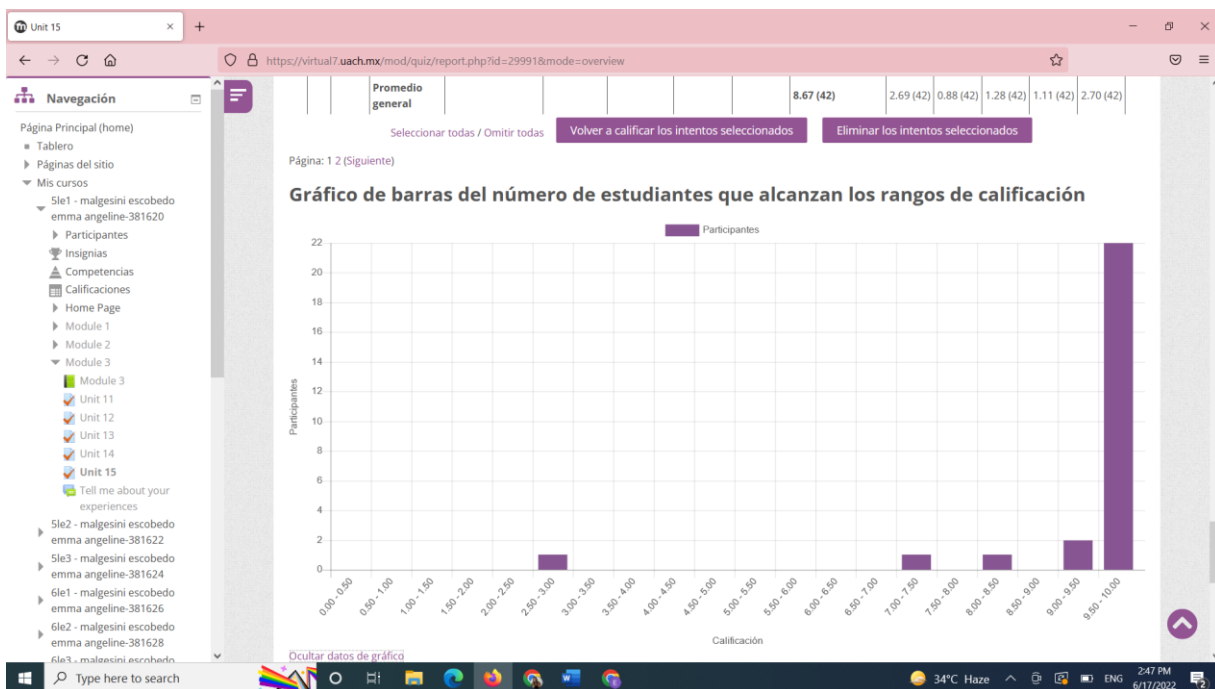
Match the beginnings and the endings of the sentences.

|                              |   |
|------------------------------|---|
| Acupuncture unblocks qi      | <input type="text"/>  |
| They use massage             | <input type="text"/>  |
| We need a lot of information | <input type="text"/>  |
| Homeopathy works on animals, | <input type="text"/>  |
| I gave up smoking            | so that it can flow around the body for swellings.  |
| Use an ice pack              | that's why I feel so good now for relaxing the body and mind.                             |
| You are ill                  | to make a diagnosis so it cannot be a placebo because your yin and yang are not balanced. |

Página anterior

Página siguiente





## 2.04 Analysis and tools to assess students

The points and the criteria are the same as the one seen from Kuhlman (2008). The meaning of each point was changed to make it easier to assess. Since the goal is to create intercultural communicative competence, in some instances the words use in their first language are correct. During the presentation in Zoom, students needed a lot more of encouragement and help with the vocabulary. Most of them produced chunks of language instead of coherent sentences. In contrast with the videos that students were prepared to present, and in which they were a lot more fluent. A problem encountered with zoom is that even though it was specified that all the students had to speak about all the questions, the students that had better English were talking the whole time. And the shy students weren't trying to steal the spotlight. Because of this, it was hard to follow a rubric and give them a fair grade. The sessions were recorded (three total) The grades were given according to the utterances they produced after watching the videos. It was hard to grade them while they were speaking because they needed to be monitored and it was necessary to encourage them to speak. In many instances the answer was provided by the teacher to give them an example. Not until that activated were they able to access previous knowledge that would permit them to be able to participate. Another criteria that was graded that was not included in the rubric was length. In the case of the videos, students were able to talk about it for around 3 to 5 minutes which was the required time. The videos that lasted

longer in cases where they were struggling with the language and trying to choose the words they wanted to use or answering each question and not treating them like a single topic that could be summarized. But some people would just focus on one or two aspects and wouldn't address other points that they needed to cover. Because of this, the rubric was modified to incorporate with 5 points if they cover all the information, 3 points if they did half of them and 1 point if they only did one part. In the case of the meeting in zoom, this was more evident because not all students wanted to participated even though they were being asked directly. While in some cases, students who spoke were struggling with one word, and then switched to Spanish for the rest of the time. In the video, the examples used are from the students that are more advanced in English. That way it was easier to use the rubric as it was intended, instead of some of the modifications that had to be added when the students that were not participating as much but still had to be graded.

## 2.05 Video

The way the video is edited shows the instructions given by the teacher and then a demonstration of the students. Since it's impossible to add all the responses given by the students in 10 minutes, the video is composed of the teacher presenting, three students that sent their video project and parts of the zoom calls. The videos chosen were among the ones that that were easier to understand and in which it was clear the students were following the instructions. Because of the nature of the class many of the activities are done on their own time through Moodle. There is evidence on the website of the students that completed all the tasks but there is only evidence of the final project in the video. The purpose of the video was to integrate all the important aspects of the lesson plan at the end. Video:

[https://drive.google.com/file/d/1bYdGzo9uXNvpitJd9GgYwIlnZSRD\\_yR/view?usp=sharing](https://drive.google.com/file/d/1bYdGzo9uXNvpitJd9GgYwIlnZSRD_yR/view?usp=sharing)

## Chapter 3: Experience Report

Task 1 was intended to be a discussion in a face-to-face class, but it was not possible to go back to the school facility. Instead of a speaking activity it became a forum. Also some of the questions were expected to be answered during the final video project. Because of this, the expected outcome was not possible. The videos they sent answered questions from task 1. Some students answered question by question and other talked in general about the topic. It was easy to see which students understood more because they were able to present the topic



and talk about it, while others only answered questions without linking them. During the zoom call it worked a little more like it was planned, since the students were not at first sure how to answer the question until an example was provided or a student that was willing to answer the discussion started talking. Although on some occasions it was easy to see that they had a lot of interference from their first language, since the main purpose was to activate previous language, in general the activity work fine, but it never really became a fluent discussion.

Task 2 was just presented by the teacher through video accompanied by an instruction asking them to read from the class page. Since the role of the teacher was to be an informer, she was able to deliver the information. She just did not have control over whether all the students watched the video or followed the instructions correctly. Task 3 was an exercise presented in a quiz format that students answer on their own they had two opportunities to do it before they got the highest grade. Tasks 4 and 5 were part of part 1 of the video students turn in as a final project. Task 6 was related to a reading and the discussion was not done, students read and answer a quiz on Moodle. As well as Tasks 7 and 8 were done on their own since they are part of the book activities and the authentic video, and they can be answered with quizzes. Task 9 was their preparation for their video since the activity is for them to research about alternative treatment this was part 2 of their video presentation, task 10 was not included at all, since it was a little repetitive. Students were able to talk about different plants and what they use the herbs for during their video, but it was not done like it was expected in the lesson plan. Exercise 11 is important because it brings together all the vocabulary seen in the unit from the book integrating it with body parts, this was also done by themselves in Moodle. Finally, tasks 12 and 13 were part to of their video presentation. During the zoom call it was really interesting to see how many of them knew different illnesses for which they would recommend the use of Marijuana. The discussion was fluent, and people wanted to give the reasons why they thought taking Marijuana could be a good idea. Also, how it was hard for many of them to actually answer that question since most of them had mixed feelings about marijuana. They knew it was good for some things but at the same time they believed it should be accessible for everybody. Because of the nature of the topic that encompassed the final project students were able to incorporate the grammar focus of reason why, that way they were able to give advice as well as stablish their opinion. Task 14 was done at the beginning instead of the end and it was part of a forum discussion, where students talk about the last 5 units from the book. At the end there were good projects provided by the students, but many activities had to be modified



or it was not possible to take full advantage of them because of the nature of the class that is online without face-to-face explanations. Since the students do not have a schedule for English classes and they are not forced to connect to the video calls only the people that had doubts or wanted to be the ones in the zoom session while everything else was done through Moodle.

## Chapter 4: Conclusion

Teachers sometimes need to place emphasis on a language skill but in reality, they look at language as a whole using different techniques including both bottom-up or top-down approaches (Newton, & Nation 2020, p.40). This is necessary to ensure students are grasping all the input that they are receiving, but at the end of the lesson they integrate all the language components and see it as whole. Even if the final project is a video, for students to be able to demonstrate their knowledge through a speaking project they must use all language skills, including technological skills, to produce a logical end project. To be able to assess students and ensure they are achieving learning comprehension, it is sometimes necessary to create activities that focus on single language skills. Teachers break apart language into its basic four language skills: speaking, listening, writing, and reading. They then try to incorporate digital skills and intercultural communicative competence. These activities are opportunities to make sure students are dominating each skill so they can achieve the goal of becoming fluent English speakers capable of using language in an appropriate and comprehensible, easy to follow way. (Richards, 1990).

Just as Hymes (1971) saw the importance of social clues and how to read the surroundings in the complex processes of social interaction; we can see why the videos sent by the students contrasted with the zoom calls. With the videos the students had the opportunity to practice and send the best version of their presentations, while in the zoom call they needed to interact spontaneously with their classmates as well as with the teacher. They needed to pay attention to social clues and be respectful of the other people on the call. These additional limitations change the performance they make.

Krashen's (1982) Monitor Hypothesis talks about the students having time to reflect and then producing what their intended speech acts. This is not fully possible in a daily class since they may not develop fluent output because there is not enough time to complete the reflective process. But by having a video as a final project, students have the opportunity to take their

time, plan what they intend to say and then produce a video. They could remake the video if they noticed mistakes. Students can be practicing Krashen's monitor hypothesis during the process of creating a video since they have the background knowledge and the time to think and use rules in an effective way; they were able to look at the form. In this case, they may review the reasons why they do something and present the topic using the different options to give reasons why after they look at their recording and correct themselves when they feel that they made mistakes.

The class that it was recorded in zoom sessions was scheduled for students who didn't feel confident enough to make a video on their own. However, some students that were more fluent also participated and it was possible to use some scaffolding as proposed in Vygotsky's Zone of Proximal Development. Since the information was a little beyond their English knowledge, students that struggled more were being helped by students that were more fluent in English.

In the project the final product of the students is intended to assess their speaking abilities, but for them to be able to successfully produce the video, they needed to integrate all the skills. It is impossible to separate the skills. The only thing we can do is to place more emphasis on one or another to be able to assess it or to ensure students are achieving meaningful learning. An important aspect for students is motivation. To be able to gain meaningful learning, students need to be interested and motivated. That helps to explain why teaching philosophy is changing constantly according to the needs of each group as well as the goals for each class.

For a class to be successful it is important that the teacher knows her identity as well as her teaching philosophy because she can go back and see what worked for her as a student and implement those things in her classes. But because students learn in different ways, she also needs to provide a variety of approaches to ensure that all students will find something they can use. She needs to remember also that not everything will work the same with different groups. It is important for teachers to take the role of listeners to help them understand students and see what they respond to better.

Teachers always need to work with what is available and adapt their resources the best way they can to still provide opportunities for meaningful learning to the students. Even though this lesson was intended to be face-to-face and at the end it was not possible, it is always important to try to make the best of it. As with language theories, approaches and hypotheses that need to be constantly changing and adapting to the new circumstances of the world, the same

happens to teachers that need to be constantly updating their teaching philosophy according to the group, the school, and the lives they have at the moment. Sometimes teachers might become discouraged because of the inconvenience or because a lesson plan did not work as expected, but those are just learning moments for teachers that permit them to continue updating their perspective on their teaching philosophies. Throughout this paper, we see the importance of grasping from all the sources available. For instance, the teacher must take out of each approach, theory and hypothesis what works best for the teacher in the specific circumstances in which she finds herself. The teacher must also take into consideration his own experiences as a student so he can put himself into the shoes of the students to look for the things that will motivate them the most to help them achieve learning comprehension. The teacher must try to give the students as much input as possible since they will only intake some of it. Multiple input may allow each student to get something from each lesson. Even though it is important to integrate all the components of language, teachers need to remember to put special emphasis on what the students need more help with as well as to always try to prepare them to be able to communicate outside the classroom. For a student to be successful in the target language they do not only need the four language skills: listening, reading, speaking, and writing they also need to have digital skills and be interculturally competent.

## Chapter 5: Appendixes and APA Style References

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## 5.2 Appendixes

Class Book: [https://drive.google.com/file/d/100\\_h1ruZbaDtwgEIWfa3U1ZbSCq\\_4Sb-/view?usp=sharing](https://drive.google.com/file/d/100_h1ruZbaDtwgEIWfa3U1ZbSCq_4Sb-/view?usp=sharing)

Video 1: The Power of the placebo effect by Emma Bryce.

<https://www.youtube.com/watch?v=z03FQGIgGo0>

Video 2: Is marijuana bad for your brain? Ted-Ed ? By Anees Bahji

[https://www.youtube.com/watch?v=Nlcr1jd\\_Tok](https://www.youtube.com/watch?v=Nlcr1jd_Tok)

Video of the Class:

<https://drive.google.com/file/d/1Dxijem6bHJ6wT4QH0dBd8mWv8Pp8bNss/view?usp=sharing>