



## **UNIVERSIDAD PEDAGÓGICA NACIONAL**

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**PROPUESTA DE INTERVENCIÓN EDUCATIVA**

**Interculturality in Additional Language Acquisition in  
Technical High School Students at CBTIS #38.**

**TRABAJO RECEPCIONAL**

**QUE PARA OBTENER EL DIPLOMA DE  
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**

**FINAL PROJECT**

**Interculturality in Additional Language Acquisition in  
Technical High School Students at CBTIS #38.**

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## **Introduction.**

There is linguistic diversity in Mexican context, consequently for some students learning English language is not a “second language”; hence the term second language is used to refer to another language different to the native one. For study purposes we call second language to any additional language. When is learning a second language the main aim is developing communicative skills to express ideas and thoughts, and understand information from different sources in a target language. Traditionally, in educative programs for second language teaching in Mexico those abilities are divided in four main groups: reading, writing, listening and speaking. Different elements must be considered to develop communicative skills in order to avoid frustrating experiences that discourage students. Teachers must apply diverse teaching-learning methodologies according to different learning styles, as well as cognitive and metacognitive strategies to aim of achieving successful target language comprehension.

There are several theories of how learners acquire a second language, these studies help to understand the second language acquisition process because they are not only focused in linguistic aspects but also in socio emotional features. Through time, the approaches have been evolve from focus into a language as a product to centre in a language acquisition as a human characteristic in context with social particularities. Second Language Acquisition studies are centred on the second language learner´s cognitive capacities, their motivations and aptitudes as well the role of a first language and the social interaction. For years the second language acquisition competencies were centred on linguistic abilities, nowadays the intercultural aspects become a main axis of acquiring a target language. Language learning is not only about "communicate" as it, other features of human communication must be considered, for instance interactional and social aspects. Lesson plans for English classrooms must include three main competencies: linguistic, communicative and intercultural, in order to bring students

opportunities to becoming a competent users of target language. Every English teacher with a theoretical background is able to create own methods and techniques that perfectly fit in his or her own particular context; as a result student's needs are fulfil in a holistic form, that allows them to advance faster in their learning process.

The current generation 2022-2025 at CBTIS #38 coursed their preparation in Middle School during the pandemic lockdown derived from Covid-19 sanitary emergency, and began the high school during post pandemic transition measures such as hybrid education (distance and face to face learning), thus the full English subject contents were synthesized, and as a consequence students did not develop completely basic skills in a second language acquisition such as reading, writing, speaking and listening. The lack of these abilities is noticeable in their classroom perform, therefore this generation of students struggle with serious reading comprehension and writing problems, both skills are linked as central abilities in any cognitive process, and in the particular case of a second language acquisition is not an exception.

From this generation it was taken a group of 40 students to design a lesson plan in order to solve their lacks, at least partially, in their second language acquisition process. As a result, this work documents in three moments the process of these students. Firstly, from the teacher perspective in diagnose, and design a lesson plan according to students 'needs. Secondly, the implementing phase presents the perspective from students, and it is relevant to notice how they experience the lessons and activities along the sessions for this lesson plan. Finally, the summation of all the experiences, the reflection on the gathered data, and the teaching breakdowns in order to detect improvement areas, and attend them accordingly.

## **Chapter 1 Philosophy and Theory.**

This chapter describes my teacher profile, my experiences as a second language learner, as well as language teacher. Here are described the main influences in order to develop a personal teaching philosophy. Furthermore, the teaching context is dissected in this chapter to illustrate in detail where this projects of educational intervention was applied. For instance the students profile, the available infrastructure, as well the main problems of the group of students face in their second language acquisition. In a second moment, there is a general review of a main second language acquisition theories, and the theories that were the basis to develop this project are highlighted. The Monitor Model proposed by Krashen, the Vygotsky´ Sociocultural Theory of Mind, and Adam and Collins´ Schema Theory approached in this document were foundation to design an integral educational intervention project to fulfil students´ specific needs.

### **Teaching Identity.**

My first approach to English language was in elementary school, I mostly memorized vocabulary and some grammar, and the teachers asked for write and illustrate: concepts, words, and structures. Later, in middle school I knew some English but I was not particularly interested on it. At high school I choose studying Italian language because I was interested on learn a different language than English; I was motivate and I began to study extra time by my own. When I finished my degree in Visual Arts I realized that at that time, the program did not have any language course while other bachelor degrees contemplated accredit English language as part of study programs. Therefore I applied at Ministry of Foreign Affairs (Secretaría de Relaciones Exteriores) for a scholarship to study English language at University of Belize.

The Regional Language Centre (RLC) at University of Belize (UB) is a language center that offers English and Spanish courses, students come from different countries which the Belize government has educational agreements. In my generation there were students from China,



Taiwan, Colombia, Venezuela and Cuba. My English level was low because I had not practiced it in a long time, thus I began to study in the beginners group where most of students were from Taiwan and China. After a month and a half, I asked to change level because as I have been practicing on daily bases, and I started to improve my English level. The program was English as a Second Language (ESL), it was divided in five main study areas: Listening, Speaking, Writing, Reading and Grammar, and every subject was taught by a different teacher, all of them native English speakers. The whole experience changed deeply my life in many ways; worth mentioning being immersed in an English language context was a considerable advantage, because it encouraged me to improve and learn new words not only at school, but on streets in a daily bases. Experiencing English language as a Lingua Franca to interact with people who did not speak Spanish was also an advantage for practicing. Noteworthy, after a year when I finished the course and I came back to Mexico, my English level was intermediate, but mainly I was confident to use my English learning and it maintain me self-motivate to continue studying (by my own) to improve even more.

Before teaching, I was working as art curator assistant in a museum that belongs to a private university. The building is an early XX century house built by the Jaliscian architect Luis Barragán who is recognized all around the world, and it is in excellent state of preservation, therefore national and international visitors come along the year, that is why I guided visitors and implement educative programs for this propose. Thus, I explored a non-formal educative approach since museums perspective. In 2018, I began to prepare myself to get certificate in English language because I only had the University of Belize diploma, therefore I started to study again, this time by my own. Thereupon, in February 2019 I began to teach English part time at High school at Centro de Bachillerato Tecnológico Industrial y de Servicios (CBTIS) #38 “Josefa Ortiz de Domínguez”. At the beginning I had six English II groups (second semester) with 50

students each one, at that time I did not know how to work with that amount of students; most of my colleagues are older than me, and they had many years of experience but they welcomed me, and suggested me strategies or simply, they shared their anecdotes, that was so important to me because they taught me that to become a teacher you must enjoy to share with others and dumping ego.

### **Teaching Philosophy.**

My teaching philosophy is student-centred according to the Common European Framework of Reference for Languages (Modern Languages Division, 2006) the students learn the use of English language in different contexts, for this propose I apply the Larsen Freeman's model of use: form and meaning, thus to make an action-based approach to the target language developing competences for social interaction (Larsen-Freeman, 1986). I rather design my own teaching material in order to be me as teacher who addressed the class accordingly to students' needs at that moment instead of use a textbook, even if I have to spend more time on preparing the courses. From my perspective textbooks reinforced stereotypes, they are saturate of contents that rarely delve in a topic, and they do not coincide to students and their school contexts. If a teacher decides to use a textbook during a course she or he is compel to finish it because it is an onerous expense for families, and no matter if students require spend more time in a topic during a class or even advance faster. To me, the best part of teaching is to learn, learn from students, and learn from colleagues. I do not assume that as a teacher I know, and as students they do not know, on contrary they help me to continue studying and improving my teaching methodology. My role as a teacher is to be companion and guide for my students, I observe and listen to them, and for instance I adapt the class to their needs. I am available for

them educationally and personally, so I always treat them respectfully because is the form that I gain their respect too.

First, I thought the lack of teaching preparation, lack of pedagogic and didactic forms were disadvantages for me for because I was not formed as an English teacher, but after time I understood that you do not only need to be formed as an English teacher, you must also have desire and passion to improve yourself every day, and get involved in all the whole teaching process. The Especialidad en Enseñanza y Aprendizaje del Inglés como Lengua Extranjera (EEAILE) changed my personal perspective regarding to learning-teaching process, and teaching languages. Nowadays, I am able to diagnose my students accurately, and design courses and teaching materials based on theoretical principles according to learners needs. As a language teacher now I can identify and explain some phenomena that I have been observing in my teaching experience, furthermore continue my formal preparation is now in my professional objectives in order to benefit students that for sure I will continue to guidance in their learning process from now with an accurate teaching methodology. Since my first semester teaching, I was motivated to search appropriate forms to teach, but mostly I listened to my students. Now, I could say my students teach me on a daily bases how to be an English teacher, they challenged me continuously to seek for different forms to teach.

The EEAILE transmuted my perception of language teachers as mediators in teaching-learning processes, especially in intercultural abilities as a result of their experiences and sensitiveness to others. Nowadays, cannot be denied the influence of cultures around the world owing to technology and internet influence that have been a window to different realities. For that reason, language students must be capable to observe critically and objectively social expressions from different cultures, and become respectful human been. Second language acquisition, is no longer a cognitive process is also a cultural process that enriches to students to transform their

thought. A second language student must have access to reliable intercultural information, free from stereotypes and prejudice thus they improve their interactional skills to be able to develop in daily life situations.

### **Teaching Context.**

The Centro de Bachillerato Tecnológico Industrial y de Servicios (CBTIS) #38 “Josefa Ortiz de Domínguez” is a public educational institution located in Javier Vargas #5330, Paseos del Sol, 45070, Zapopan, Jalisco, within the Guadalajara Metropolitan Area. It belongs to Dirección General de Educación Tecnológica Industrial (DGETI) and Subsecretaría de Educación Media Superior (SEMS). This public school attends in two shifts from 7 to 14 hours and from 14 to 21 hours to a highly marginalized school population according to the indicators of the Consejo Nacional de Evaluación de la Política de Desarrollo Social (CONEVAL, 2021), with an average age between 15 and 18 years old. There are teaching four technical careers: Clinical Laboratory Technician, Chemical Laboratory Technician, Automotive Maintenance Technician and Electronics Technician.

The study program includes five English courses from first to fifth semester; there are three class-hours (50 minutes) per week from first to fourth semester divided in two sessions of 50 and 100 minutes respectively, and for 5° semester there are five class-hours per week. There are around 50 students per group, especially at first and second semester, and the rest of the groups are about 40 to 45 students. An English teacher can work with the same groups for more than one semester or can be removed to another group. Teachers have academic meetings in three moments along the semester: a planning meeting before the semester begins in order to discuss their expectations and review possible textbooks; the second meeting is a monitoring meeting after the first period to deliberate about achievements and difficulties on teaching

process; and finally, at the end of the semester the closure meeting is for make a balance respect teachers and students work, and learning achievement indicators.

In Mexico, public school classrooms are diverse, groups are numerous, and social and economic gap are present in different aspects. As a result of the economic gap among the school population in a group at CBTIS #38 can coexist students with an A1 or A2 level of English and others with a B2 level, although in theory they all have the same academic trajectory, but some students come from private middle schools or they have taken additional English courses, therefore, the English teachers at CBTIS #38 have to find a balance to teach the whole group at one time. There is an English Laboratory that counts with different furniture than the rest of the classrooms, in that laboratory there are tablets and a small smart television; the internet signal in the school has not an acceptable quality, it is unstable and intermittent, and for this reason it is difficult using electronic devices that require internet connection. In general, the English Laboratory is used by students from third semester and forth as a normal classroom, because these groups have less amount of students. The administration assigns the English Laboratory to a teacher (almost always the same person), so the rest of the teachers work in a regular classroom. A regular classroom consists in a room plenty of natural light, with chairs for students, a desk and a chair for teachers, a white board, and two ceiling fans. There are not multimedia devices such as a projector o an audio system, or even curtains, these must be requested every time by teachers at Computer Laboratory.

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such as reading, writing, speaking and listening. The lack of these abilities is noticeable in their classroom perform, therefore this generation of students struggle with serious reading comprehension and writing problems, both skills are linked as central abilities in any cognitive process, and in the particular case of a second language acquisition is not an exception.

### **Theories of Second Language Acquisition.**

There are four main schools of thought that influence the second language acquisition research. Behaviourism that comes from Psychology tradition, but it is also applied to linguistic field. From Behaviourism perspective learning is a result of receiving positive or negative reinforcement, therefore learning is a reiterative process of stimulus and response. Behaviourists proposes that language acquisition is a process of habit formation that involves external stimulus, response, and suitable reinforcement about the function that learners develop.

Structuralism comes from linguistic research field, and it rejects to creative generation of language from this perspective each part of a language can be analyzed with reference to a larger structure. Thus Phonology studies the sound system of a language, Syntax analyzes the grammar, word order, and question formation; and Morphology focuses on smaller units of meaning or function called morphemes. Generative linguistics is a cognitive base theory that observes the principles of language performance, and the interlanguage in order to understand how a learner can transfer knowledge from the first language into a second one, and studying the deep structures based on universal grammar. Sociocultural Theory investigates the role of social and cognitive factors on language development, scilicet languages are learned for interactions between social and cognitive circumstances, and it is based on the Russian psychologist Lev Vygotsky work (Macaro, 2003).

### **Process of Learning and Acquiring a Second Language.**

The Contrastive Analysis Hypothesis makes a systematic comparisons between first and second languages to predict learner's errors, as a result teaching practices are based on this, but it does not consider that learners do not learn by imitation. The students are able to produce language forms that they have never been exposed before. The cross-linguistic influences emphasize on the previous knowledge of first language and its repercussions in a target language acquisition. Stephen Krashen purposes that learning a second language is to organize and process information into a cognitive level, therefore acquisition language is an implicit process. Krashen designed the Monitor Model that has three main theories: The Learning Dichotomy, The Monitor Hypothesis, and The Natural Order Hypothesis. The Learning Dichotomy divides the learning process in two complementary elements, first the learning as a conscious and intentional process, and second the acquisition as a subconscious and incidental process (Krashen, 1982). The Monitor Hypothesis grasps the learners' use their language knowledge to test and verify grammatically the language that they produce, but the learners must be aware of this internal monitor otherwise it does not function all the time. The monitor functions when the learners focus on the form of a target language, consequently they need to pay attention, in this case the form is more important than the meaning by itself. The second factor to use the internal monitor is that learners must know previously the grammatical rule or form, and finally learners need time to think and verify those rules (Krashen, 1982). The third theory inner the Krashen's Monitor Model, refers to The Natural Order Hypothesis. This hypothesis points that learners acquire morphemes or minimum units of meaning, and structures in specific and predictable order, as the same process that they acquire their first language, from going simple to complex structures. Additionally Krashen suggests language is gained by exposure to comprehensive input in written and spoken forms; therefore  $i$  represents the learner current level, and  $+1$  is the level just beyond

that, thus  $i+1$  expresses the level of exposure needed for learners to improve. Something below that level it is considered undemanding, and above this level it is unduly complicated (Krashen, 1982). However this Input Hypothesis is criticized because there is no form to measure or specify the quantity that  $+1$  represents.

Krashen identifies other factors in learning including motivation, attitude, confidence and anxiety; all of these factors contribute to the called Affective Filter that directly affects the learner's performance. When learners have a high Affective Filter the language process is less effective, therefore a low Affective Filter allows a better learning. Hence language teachers must develop teaching activities and learning environments that contribute to decrease students' Affective Filter, in order to obtain significant results (Krashen, 1982). The Linguistic Input Hypothesis focuses on the spoken and written forms to which students are exposed to, however not all input becomes an intake process. Intake process refers to what students successfully internalized when they learn.

Another important facet in second language learning is the social interaction, Long argued that learners develop a second language by interacting, thus in the interaction process there are interactional modifications. The three main interactional modifications are: Confirmation checks, reformulations, and recast; all of these assist to prevent or even to fix breakdowns in communication. Those breakdowns are caused by lack of language skills of one or both interlocutors. Confirmation checks are used by learners to ensure they have the correct information, reformulations are changes in the original sentence to communicate the same meaning in a different form, and recast are the implicit correction by learners (Long, 1983). The namely Foreign Talk is a modified input in different linguistic categories, and consists of simplifying the terms used, clearer pronunciation, slower speech, repetition, between other features in order to prevent breakdown communication.



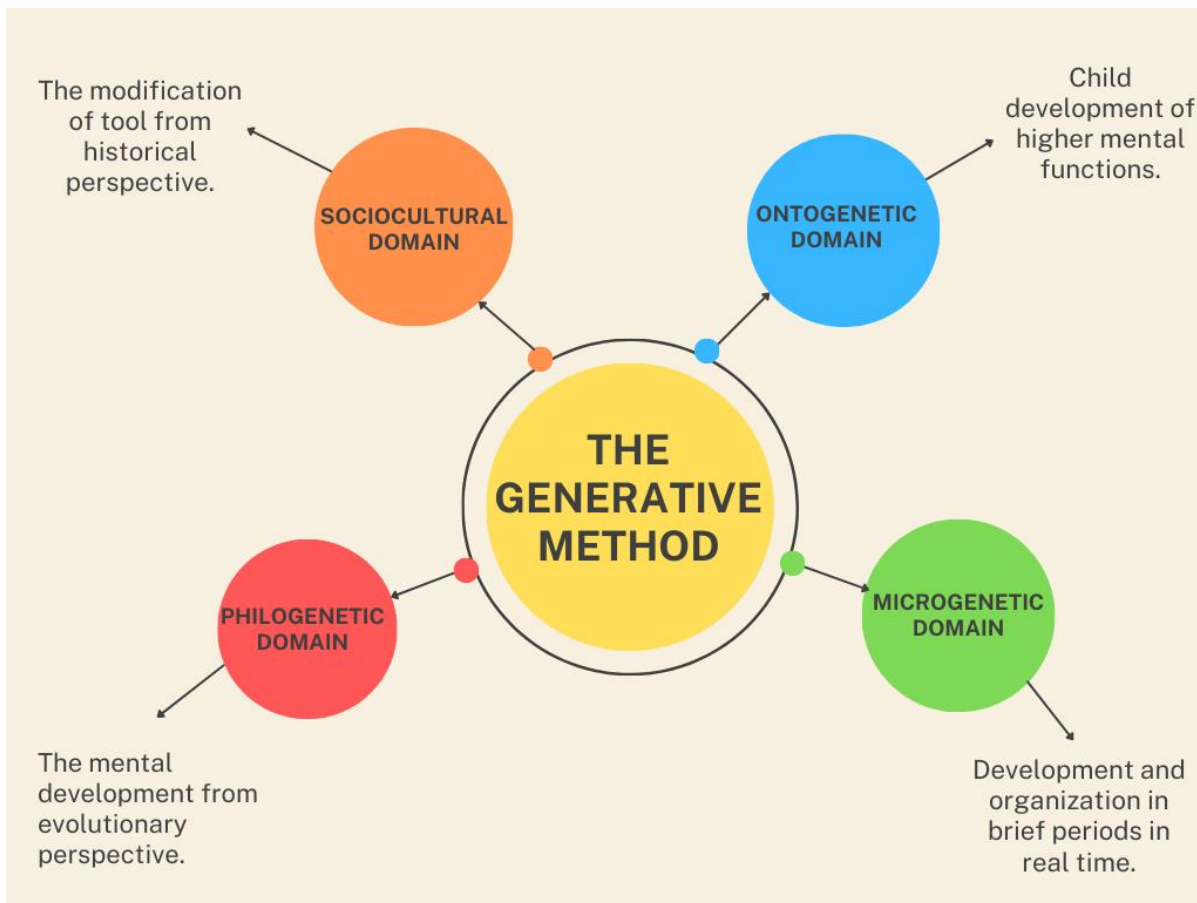
The Output Hypothesis is centred on what students know and are able to practice, Swain proposes that by encourage students to produce language in meaningful interactions the teachers help them to develop a second language (Swain, 1995). There are three principles in Output Hypothesis: Noticing gaps, Hypothesis testing, and Metalinguistic function. Noticing gaps represents an opportunity for learners to perceive the features of language. Learners produce language, and they rely on their linguistic knowledge by the Hypothesis Testing, and using a target language learners can reflect about language produced by others and by themselves.

### ***Sociocultural Theory of Mind.***

On contrast to traditional second language acquisition theories, The Sociocultural Theory of Mind approaches the language learning as a social mediated process thru sociolinguistic focus. This theory explores how developing a new language system is a higher mental function that can be achieved by using biological artifacts such as human brain, and cultural artifacts as the language. Language is a symbolic and cultural tool for humans let gaining control over their actions, for example when adults make private speeches to face a difficult task, and the use of language potentially impacts on cognitive progress. For Sociocultural Theory of Mind, language is not a product, it is a skill that allows appreciate the relationship between the human mind and the external world (Vygotsky, 1978). For this reason, Vygotsky developed The Genetic Method in order to study how the mind uses physical and symbolic tools to evolve sophisticated functions.

**Figure 1**

*The Generative Method (Vygotsky, 1978).*



Source: *Own elaboration based on Vygotsky (Vygotsky, 1978).*

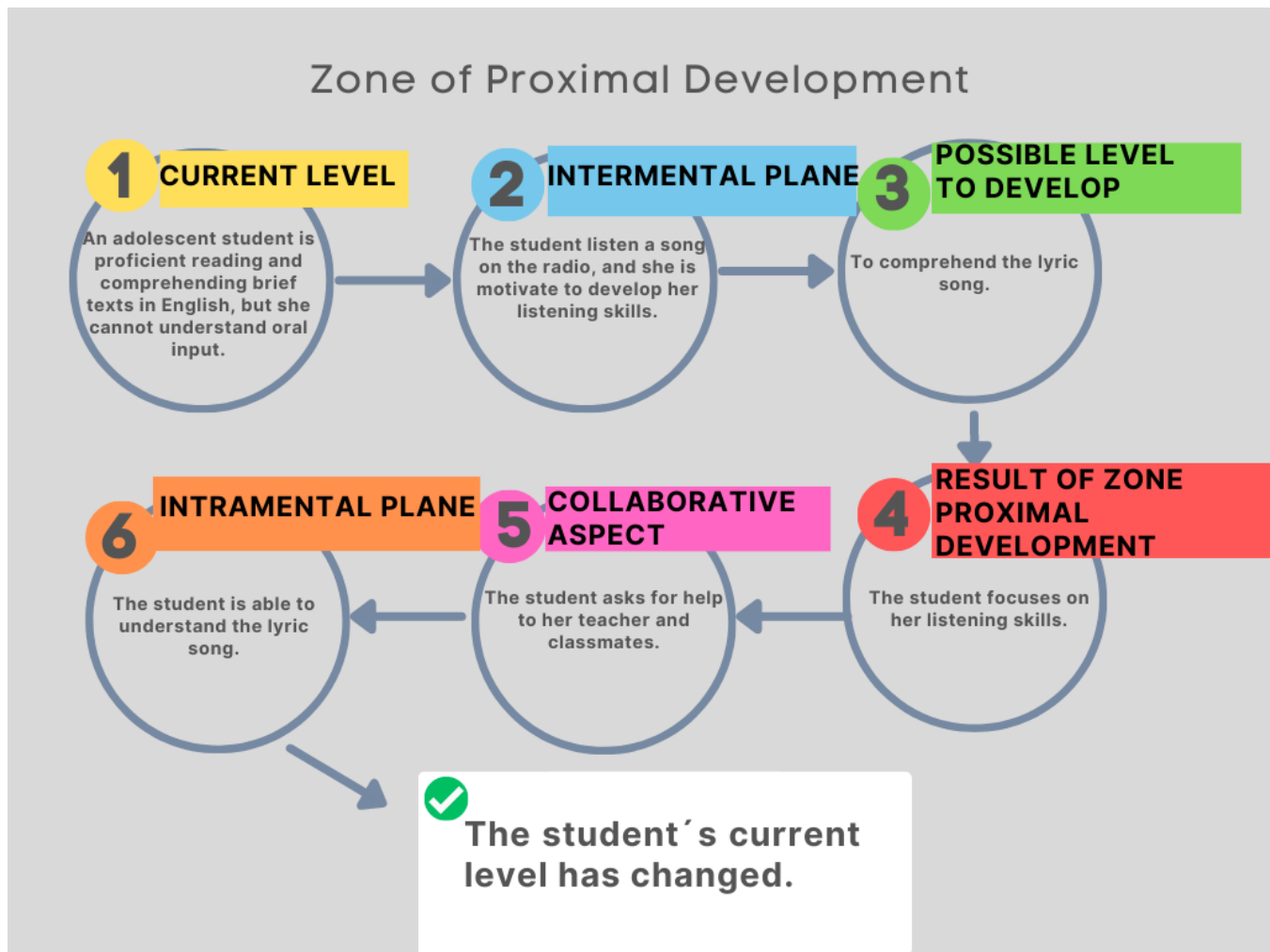
### ***Theory of Zone of Proximal Development.***

Vygotsky presents the Zone of Proximal Development concept as the distance between the actual development level and the possible level of development guided by a teacher or a more capable peer, the current level of a learner is determined by the level of task that a student is able to perform independently. The Zone of Proximal Development is a collaborative process, and has two planes: The Intermental Plane that is where the new ideas and concepts appear, it is the social aspect and is also the beginning of a learning process; and the Intramental Plane that is where each individual internalized the concepts and ideas (Vygotsky, 1978). To exemplify,

an adolescent student at High school level is proficient reading and comprehending brief texts in English language, but she is not able to understand oral input, that it is considered her current level. Besides, the student listen a song on the radio and she is motivate to develop her listening skills in order to understand what that song is about. The radio is in the Intermental Plane where this new concept appears, and to understand the song lyric is the possible level of developing. Hence the student will begin to focus on her listening skills in the Intramental Plane, and ask for help to her teacher for clarifying doubts, and other classmates to practice, this is the collaborative aspect of the Zone of Proximal Development. After a time, the student is able to understand the song lyric, this new ability is the result of a Zone of Proximal Development, and her current level has changed.

**Figure 2**

*Zone of Proximal Development (Vygotsky, 1978).*



Source: Own elaboration based on (Vygotsky, 1978).

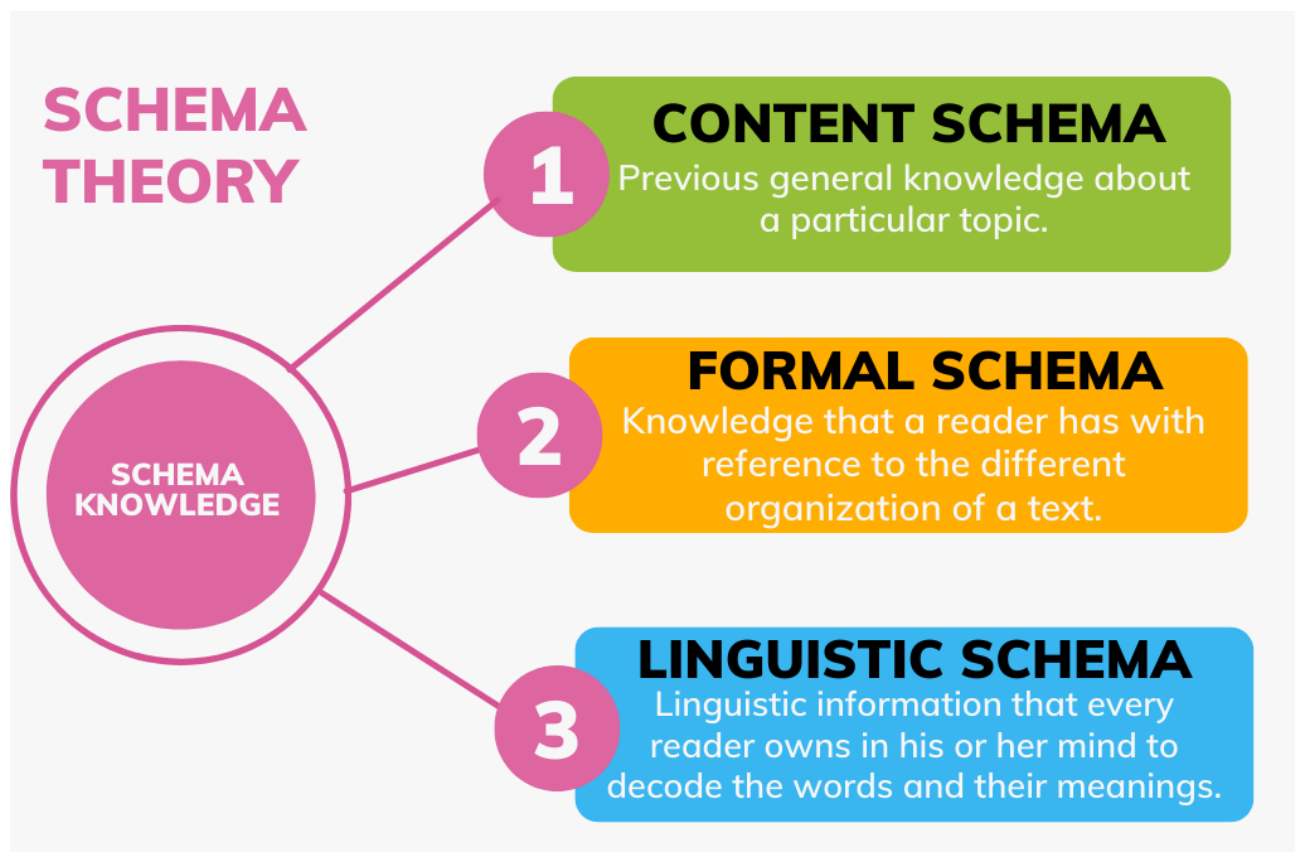
### ***Schema Theory.***

A schema is the knowledge of a topic that individuals have already acquired through different experiences (Adams and Collins, 1979). Reading in L1 and L2, requires knowledge of schema, this schema is formed by three parts: The content schema, the linguistic schema and the formal schema. Content schema is the previous general knowledge about a particular topic, and it is used to make connections to previous experiences and new information, thus content schema join old and new information acquired. The background knowledge can include ideas, beliefs,

values and information. Meanwhile, formal schema is the knowledge that reader has with reference to the different organization of a text, for instance a letter, an essay or a newspaper article. The reader knows how this type of text is written and structured. Finally, linguistic schema is the linguistic information that every reader owns in his or her mind to decode the words and their meanings. In reading class students use their own diverse experiences in life in order to decode schema, and teachers must help to activate their previous knowledge.

**Figure 3**

*Schema Theory (Adams and Collins, 1979).*



Source: Own elaboration based on (Adams and Collins, 1979).

## **Chapter 2 Methodology and Practice.**

In this chapter are exposed the competencies in a second language acquisition that sustained the lesson plan development: linguistic competence, communicative competence, and intercultural competence. The intercultural competence is highlighted for the reason that is the main axis in this lesson plan. The lesson plan designed to teach interculturality is presented, as well the teaching goals, and the resources employed to apply it. The methodology applied is described and its scopes. The teaching material created for accompany this lesson plan is explained as a support to achieve the teaching goals. Finally, it is address the relevance of assessment in a second language acquisition in order to gather significant information to know the students' progress, and to improve the lesson plan. To evaluate the students and the lesson plan were designed several tools in order to gather different kind of data in different moments, for instance a rubric for students outcomes, an observation checklist for portfolio or a survey for students. In the case of this lesson plan, the assessment is not only over students' skills, but also from students to the lesson plan.

### **Three Competences in Second Language Acquisition.**

When learners are in a second or third language acquisition process learn sounds, words, grammatical functions and they know the use of those, as a result they develop linguistic competence. Subsequently, when they are in an upper level, they know the social context and socio linguistic rules consequently they acquire communicative competence. According to Hymes (Hymes, 1974) to be communicative competent is a result of using appropriately the literal and social meaning of words and sentences to direct the intentionality of what is being saying in a L2. No one of the mentioned competences by themselves is enough to be a

competitive user of a target language. The acquisition of a second language must be seen as a whole process in different dimensions.

**Figure 4**

*Competences in a Second Language Acquisition.*



The first dimension, the acquisition of linguistic competence is essential to scaffolding to develop of a target language, but the linguistic component is not the only component to communicate with others since human communication is concerning to social and transactional interaction, so the sociocultural factor is implicit on them. On a second dimension is possible locating the communicative competence that involves knowing and implementing sociolinguistics rules of a language, for instance, How an individual can use the linguistic component to communicate and interact effectively with others? The intercultural competence is found in a third dimension that allows to interact socially and communicatively in a range of cross-cultural contexts, thus a second language acquisition is complete when a learner is able to communicate, interact and

relation with individuals from different cultures. Nowadays, it is not deniable the relevance of English as a Lingua Franca, that means as a communicative bridge between people who do not share the same language in a hyperconnected world. But only communicate is not sufficient, English language is present in many interactional, performatal, and transactional human interactions, such as business, studies, or migration reasons.

### **Relevance of Interculturality in Second Language Acquisition.**

Learning a second language is an intercultural act, students own their culture and a second language is a gate to be aware of cultural diversity. According to the Conceptual and Operational Framework for Intercultural Competences by UNESCO (Leeds-Hurwitz, 2013) “Interculturality describes what occurs when members of two or more different cultural groups (of whatever size, at whatever level) interact or influence one another in some fashion, whether in person or through various mediated forms.” Interculturality in a second language allows to communicate and interact in a range of diverse cultural scenarios that is why intercultural competence must be included in English learning programs.

To acquire intercultural competence in a second language it is necessary to reject the concept of native speaker as a model, and teachers and students must assume certain roles in learning process (Byram, Gribkova, and Starkey, 2002). The language teacher is a mediator among the culture of students and other cultures related to the target language, however is also an ethnographer and researcher. The teacher must have sensitiveness to adapt real situations to student’s needs, and address them in a respectful form considering human diversity. Byram proposes phases in order to obtain intercultural competences.

### **Table 1**

*Model of Intercultural Competences (Byram, Gribkova, and Starkey, 2002).*

Category	Concept	Example
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Intercultural attitudes	Curiosity and openness. Readiness to suspend disbelief about other cultures.	A non-Mexican subject heard about the Mexican celebration Day of the Dead, for his/her culture and beliefs seems to be frightening. However he/she would like to know more about it because in contrast to mourning and death, it seems to be a colorful celebration.
Knowledge of social groups	Knowledge of products and practices from other cultures.	The subject researches how Mexican people celebrate this date, and is especially aware of the traditional dead bread and how this meal is particularly served in this celebration.
Skills of interpreting and relating (decentring)	Interpret an event from another culture.	The subject understands why that kind of meal is only enjoyed in certain time of the year and in some specific conditions.
Skills of discovery and interaction (observing)	Ability to acquire new knowledge of a culture on real time communication.	The subject is able to observe why Mexicans consider this day an important one, and is able to understand that for Mexican culture the family is the centre of society, as a consequence even if some family members are dead,

they are still beloved and honored.

Critical cultural awareness	Ability to evaluate critically from explicit criteria and perspective practices and products in culture.	The subject is aware of the millenary Mexican culture and the mixed of beliefs that are present in its traditions and celebrations. The subject is able to compare his/her own culture to Mexican culture, in order to find contrasts and similarities.
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*Source: Own elaboration based on (Byram, Gribkova, and Starkey, 2002).*

### **Teaching Interculturality in an English Language Classroom.**

The teacher role as an intercultural agent is fundamental to direct students into an intercultural competence as users of a target language. Teachers must quit their personal beliefs, prejudices and stereotypes, as well as research and observe cultural manifestation from other groups, to be aware of their own culture and other cultures related to the target language. Language teachers should not only focus on language aspects thus sociocultural aspects of acquiring a second language. Therefore English teachers in Mexican Educational System, must be professionalize and notice the relevance of covering those aspects, that are not only important for students inside the classrooms, but also the formative aspects that school concerns. The cultural input can provide from different elements, objects, media, narrations from

students and teachers, in order to create representations of the target language and their cultural manifestations, based on real situations.

The interculturality in language classroom is engaged from different approaches; for the Cultural Critically approach the cultural barriers must be identified, and understand in order to avoid communications breakdowns in social interactions. On contrary, the Cultural Dialogism focuses on develop cross-cultural communications, namely using the common places or similarities in cultural contexts. For the Dynamic Process approach there are three levels of analysis of intercultural aspects: national, group and individual, and focuses on one of those levels. The “emic” and “etic” approach proposes that culture and behaviours can be studied from inside (“emic”) and outside (“etic”) from itself, that is a subject can reflect on his/her own culture, and also on other different culture. Since Experiential Learning approach (Kolb, 1984) adapted to interculturality, it is necessary to be confronted with unknown cultural situations to experience insecurity and to solve social interactions in order to achieve intercultural competence.

### **The Third Culture.**

When learning or teaching a second language, the first culture is always present, and mistakenly it is prioritized for students to attempt to become a member of the target culture. However, the real purpose of interculturality is to have a different sight of own culture and create a new culture from target language culture and own. At this symbolic space created from own culture and target language culture it is called Third Culture. The third culture phenomenon emerge from children who are raised in a different cultural environment from where their parents come from or are living in a different nation that they come from as a result of multinational marriages.

Migratory phenomena play an important role in the third culture development, people migrate to different countries for work reasons, educational purposes, and wars or political affairs. For English as a second language students who are living in their countries, it is important to provide reliable materials that will help them to be aware of their own cultural practices and the target language as well. Language teachers must be conscious of the culture as a creation that is constantly changing and under construction, thus classrooms can be seen as laboratories for cultural creativity. Inside of classroom, a tolerance to ambiguity must be developed in order to students become in intercultural competitive subjects with behavioural flexibility, empathy for otherness circumstances and respect for cultural diversity.

### **A Lesson Plan for Teaching Interculturality.**

In order to solve the learning gaps in the 2022-2025 generation at CBTIS #38, it was designed a lesson plan of 10 sessions to assist students to enhance their tools in comprehension listening, reading, writing, and oral expression, by using materials and topics according to their interests. These 40 students from group 2<sup>o</sup>F are pursuing a career as Automotive Maintenance Technicians, they need to apply their basic knowledge to develop effective communicative skills. Firstly, the students need to realize that they already know certain amount of the target language, in addition they will begin to experience the language in use, and consequently gain self-confidence and improve their communicative skills. This lesson plan combines activities in order to develop the four linguistic skills: reading, writing, listening, and speaking, from an intercultural point of view, owing to the fact that students must achieve not only linguistic and communicative competences, as well intercultural competence that are essentials in a second language acquisition. It was also proposed to base on authentic material (realia material), for instance the

literature in the target language is a considerable source of authentic material that can assist to students in order to learn grammatical structures in use but also to develop their critical thinking.

Interacting by a target language becomes in a difficult practice for students because they do not feel themselves as competitive English language users, as a result learners experience mental blocks that discourage them, and generate on them a sense of non-achieving goal, consequently they are frustrate. To increase proficiency of students in less time to become a competitive English language users and autonomous learners, it is necessary focusing on evolve activities that let students practice from an integral approach to listening and speaking processes. Through a mediated real interactions can change their perception about listening and speaking, and assist students to be confident in producing language according to their knowledge. For this reason the first teaching goal is that students may lost their fear to speak and be aware of the knowledge of the target language that they already know, for instance practicing vocabulary and grammar structures that have been studied.

This series of 10 sessions are addressed in two main directions: to improve the comprehension in language learning areas and critical thinking in students; and to acquire fluency in a second language output. In this lesson plan I used my personal experience as a second language student at University of Belize. Mexico and Belize are close geographically and share some historical aspects, however both own their cultural specificities, as a consequence it is an interesting exercise to explore the similarities and differences in both cultures. Mexicans know a few things from Belize and Belizeans know only a few southern parts of Mexico and its culture; both countries are physically close and practically strangers.

## **Table 2**

*Sessions Plan.*

Session	Topic	Objective	Skills to improve
1.	Brief History of Belize.	What do you know about Belize?	Listening/Speaking.
2.	Belizean Food.	Making a glossary with the 10 most important dishes and ingredients in Belizean cuisine.	Writing/reading. Speaking/listening.
3.	Folktales in Mexico and Belize.	Highlight 3 folktales from Mexico and Belize, to compare them.	Writing/reading. Speaking/listening.
4.	The Maya Root.	Be aware of the relevance of Maya root in Belizean culture.	Speaking/listening. Writing/reading.
5.	The British Root.	Be aware of the relevance of British root in Belizean culture.	Speaking/listening. Writing/reading.

6.	The Creole Root.	Be aware of the relevance of Creole root in Belizean culture.	Speaking/listening. Writing/reading.
7.	The Garinagu Presence.	Be aware of the relevance of Garinagu presence in Belizean culture.	Speaking/listening. Writing/reading.
8.	Natural Resources.	Making a natural resources inventory to compare to Mexican natural resources.	Speaking/writing.
9.	Belizean Holidays.	To know about the main Belize national holidays and what they celebrate.	Reading/writing.
10.	Similarities Between Mexico and Belize.	Making connections between both cultures, to compare and contrast.	Writing/reading. Speaking/listening.

Belize is a Caribbean multicultural country located in Central America, share its borders to Mexico in the north and Guatemala in the west side. However, how is that Belize and Mexico do not share a Latin-American cultural background? Belize is closely related with the English Caribbean history, for instance share history and cultural identity with Jamaica, Saint Vincent,

Saint Lucia, Trinidad and Tobago, among others. Conversely, does not share deep roots with the Spanish Caribbean countries nor French. Belizean territory has been inhabited by Maya people since 2500 years before Christ approximately, along the country there were many settlements now preserved as archaeological sites such as Lamanai, Lubaantun, Caracol and Xunantunich. When Spaniards arrived to Maya Peninsula in XVI century, assigned the now Belizean territory to the Captaincy General of Guatemala, however were not interested on this particular region because there was not gold mines nor silver as other places in now Mexican territory.

English sailors began to explore the region and benefit from the tree felling for precious woods such as logwood and mahogany; at the same time, Belizean territory was a perfect refuge for pirates. Spain licensed to a small community of British loggers for settled on the Belize River, in order to finish the pirate attacks. Along the XVIII century, there were clashes between Spaniards and Britains, probably the most known is the Saint George Cay Battle on September 10 in 1798 where British people defeated Spaniards, and nowadays is a national holiday celebrated in Belize.

Great Britain did not recognize the Belizean territory as an own colony in order to avoid conflicts with Spain, this lack of interference from both nations allow to habitants establish the Public Meeting, a sort of local government. The Spanish domain over Belize finished on the early XIX century, as a result of the independence wars in Latin America. In 1862 Great Britain recognized Belize as a colony of the British Empire, and call it British Honduras. In the XX century, as a result of economic crisis Belizeans demand for independence, therefore Great Britain granted self-government in 1964, and in 1973 it was renamed Belize again. Finally, on September 21st 1981, Belize and Great Britain sign the independence. To develop this lesson plan were considered as focus on cultural aspect of Belizean nation as an English speaking



country that is closely bounded to Mexico, and its context. In this lesson plan, students will explore the similarities and differences between Belizean and Mexican cultures, as a result they will be aware of their own cultural particularities.

The 10 sessions are divided according to different topics from Belizean culture, and are designed based on theoretical concepts that allow to approach different dimensions for second language acquisition and intercultural reflection. In this model of sessions the students will work with an authentic material and are encourage to produce their own materials as well. The use of technology in language classrooms is essential to obtain an integrated skills acquisition and development. It is a common belief that young generations are automatically digital competent users because they are digital natives, however in some cases the use of technology is limited to social media and basic functions. Thus it is important to expand students' digital literacy, as well as technology in language classrooms offers to teachers accessing to contents, real material, and possibility to create and customize teaching material for regular courses. Use of technology in classroom is not only regarding to electronic devices or on line materials, it also can include other traditional methods under a new perspective according to new students' interests in order to improve the teaching-learning experience. Technology is present in this lesson plan thru videos and reading that can be made in electronic devices, in addition research can be done by technological resources to support the learning process.

As a result of Covid-19 pandemic, and the distance learning students and teachers were forced to improve their digital abilities. Nowadays it is important to value lived experiences and resume useful practices emerged from the sanitary crisis, in order to continue applying resources, methodologies and strategies in classroom even in a face to face teaching environment. The distance learning left a significant gap in the academic skills of the generation of students that this lesson plan was designed, however it also evolved them in digital literacy.

It worth mentioning that both areas are adjacent, therefore cognitive and digital skills give advantage to students in any area including language learning. The *Google Classroom* platform is a support for this lesson plan not only as a communication channel between students and teacher, but also as a repository for digital materials such as readings, tests, audio records, videos, among others. This manner materials for the lesson plan are shared among peers and teacher, and can be consulted anytime. Another digital and technological resources are used in order to achieve the teaching goal.

**Table 3**

*Digital Resources for the Lesson Plan.*

Resource	Purpose	Activities
Google Classroom platform.	Communication channel between students and teacher. Repository for digital material.	Homework assignment. Upload and share audio record. Upload and share videos.
Canva platform.	Create customized teaching materials.	To create infographics. To create visual material. To create presentations.
YouTube platform.	Consult videos and pre-existing material related to the subject.	The video as stimulator for class discussion.

PowerPoint software.	Create support presentations.	To create presentations to support speech.
Merriam-Webster.	Online monolingual dictionary. Online bilingual dictionary (English-Spanish).	To support with unfamiliar words and pronunciation.

**Table 4**

*Technological Resources for the Lesson Plan.*

Resource	Purpose
Computer.	For sessions. For students to upload their activities into the platform.
Projector.	To project presentations, videos, and material in every session.
Speaker.	For listening activities, and videos.

Smartphone.

For create videos, record audios, reading, and research.

### **Creating Teaching Material.**

For many teachers using textbook as a main resource for the class represents an advantage for the purpose of invest less time to prepare a course, do not have to research seeking appropriate materials, among others. However, when using text books the teacher become only into facilitator for the class, in most cases the textbooks contents are not in students and class context, the topics are too general and do not respond to students interests. As a teacher creating own teaching material represents an advantage because it is possible to customize the course for students´ needs, and have full control of the class rhythm. While it is true, to create and seek for realia material implies investing a considerable amount of time, nevertheless allows to develop accurate teaching material to support the classes as a means to achieve the teaching goals in an integral form.

For the purpose of this lesson plan it had been combined realia material and teaching material created by the teacher. For every session of this lesson plan it was designed a presentation as an introduction to the topic for propose of activate schemata in students relating the previous information to the new one. A trigger question was expose to elicit student participation, as a foundation for braining storms, group discussion, and social interaction. In the presentations the visual communication factor was privilege in order to fulfil the low level in comprehension reading in this generation of students, this form the students were able to gather the information to achieve the activities. For every activity it was develop a work teaching material in order to achieve methodically the teaching goals, and direct students thru the lesson precisely. This form

students advance gradually, and improve their skills in different areas for a second language acquisition.

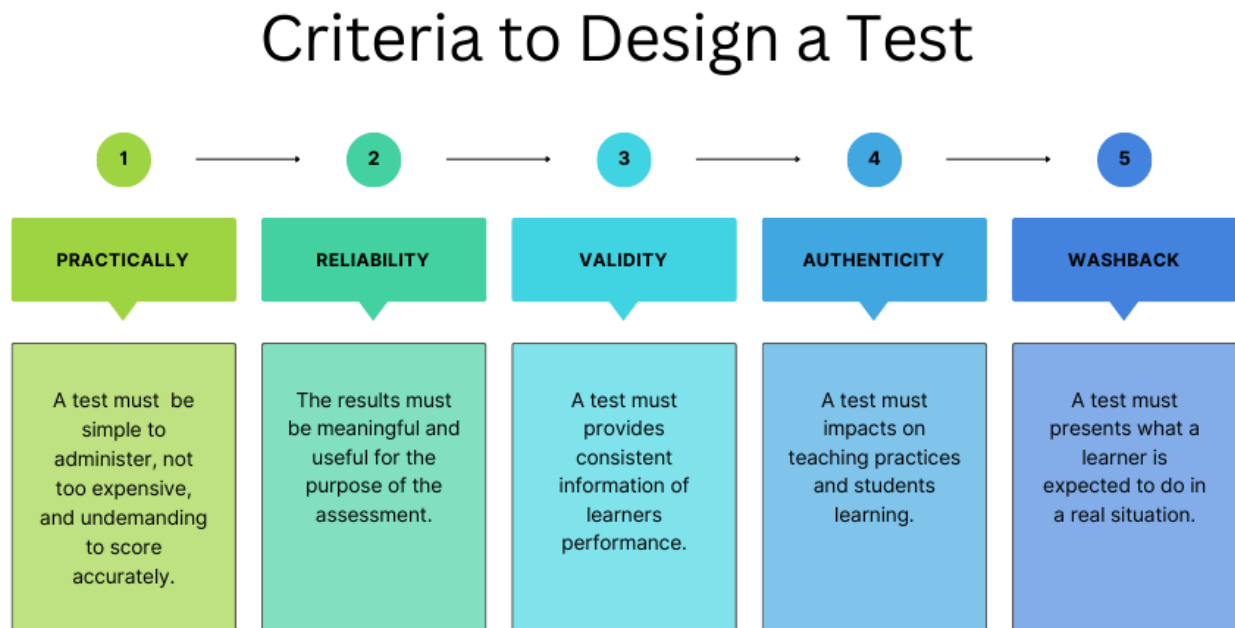
Moreover, the teaching material was intended to identify students' own culture thru a different culture by comparing and contrasting differences, and similarities; at the time that they are aware of language in use, and social interaction. Complementarily, realia videos and readings were included as teaching material in order to reinforce student's skills as listening and reading. Working with realia material was an advantage in order to adapt it to the lesson plan contents, supporting the interculturality axis thru it.

### **Assessment in a Second Language Acquisition.**

There are different forms to evaluate the progress of students in a second language acquisition. Teachers evaluate informally when they give comments of personal feedback to learners thru daily interaction inside the classroom; as well as evaluate formally when they assess students in order to give them a grade. The assessment results function as a thermometer on the class and the teaching methodology, for instance teacher can have accurate information about comprehension on certain topics or uses in the target language; in addition, also gather information about the students learning styles, and the effectiveness of the teaching methodology at that point. Assessment process should be consider as an integral process that not only involves teacher-student evaluation, but a self-evaluation for teachers and students respectively, and a valuable reflection moment to confirm or refute the paradigm in language teaching also. Traditionally, assessment in language learning was based on formal evaluation, for instance tests and norm-based assessment to students compete against other peers to demonstrate their skills in language learning areas, and as a consequence the assessment was primordially summative and centred on the final results in a learning process. Nowadays, the

assessment of students in educative system is mostly formative, the learning process has an important role in learning-teaching processes.

The learners' experience in the second language acquisition is relevant to develop skills and competencies in order to become a competent user of a target language, in this formative assessment the teacher guidance is essential for students to improve their abilities. In Mexican Education System the test is the most common tool to assess students. Tests are specific procedures to gather information in a skill area; whereas assessment is a certain number of evaluative acts in order to obtain information over students' progress. In order to design an accurate tool to assess students' performance, teachers must focus on their objective and be specific on what do they aim to measure. Tests allows teachers measuring language proficiency and be aware of how students have been on achieving learning objectives, however tests should be designed under certain criteria thus the information from the results is reliable (Brown, 2004).

**Figure 5***Criteria to Design a Test.*

Tests are useful for diagnosing students' strengths and improvement areas, especially in large classes where teachers have more difficulties to detect the level of each student in the target language; a diagnosis test is a reliable tool to design a course that accomplishes students' needs in order to fulfil the learning goals. Standardized tests as external school sources contribute to decontextualized measures generally to evaluate the learners' level of a target language, for instance to certify in the Common Framework of Reference for Languages (CFRL).

A more integral assessment for language learners is the Performance Based Assessment that is formed on the productive aspects of language. This assessment allows to focus on the process and the product simultaneously as a consequence, the teacher is able to provide accurate and useful feedback to students even if it is a large class because different aspects of language

learning are assessed at one time, as a result teacher can address the advisory on specific purposes to achieving learning goals, and naturally to fulfil student needs in teaching environment. According to O'Malley the Performance Based Assessment presents particular characteristics to evaluate different aspects on a learning and achieving process (O'Malley and Valdez Pierce, 1996).

**Table 5**

*Performance Based Assessment (O'Malley and Valdez Pierce, 1996).*

Attribute	Activity	Example
1. Constructed response	Response open questions.	Students are able to express themselves in a target language.
2. Higher order thinking.	Solving problems.	Students can solve tasks using the target language as a mean.
3. Authentic assessment.	Experiments and social interviews.	Students interact socially, and experience the syllabus content in a real world.
4. Integrative assessment.	Peer group discussion.	Students are able to interact with others thru the target language.



5. Process and product.	Essay and multiple drafts.	Students are aware of the process as a learning tool, and not only of the final result.
6. Depth over breadth.	Multiple assessment of one main topic.	Students can explore a topic from different approaches or different aim from a topic.

*Source:* Own elaboration based on (O'Malley and Valdez Pierce, 1996).

### ***Evaluating this lesson plan.***

To privilege the autonomous learning this lesson plan is student-centred, as a result traditional test was not considered as assessment tool, hence learners are responsible for their own grade, and not only the teacher by scoring a test. To evaluate students' performance in the lesson plan presented here the Performance Based Action Model was the reference (O'Malley and Valdez, 1996), and there were design multiple assessment tools in order to gather meaningful information. The assessment is divided in two moments; for the first phase it was designed a rubric to evaluate every session and its outcome product, thus students gathered information to deliver a portfolio in a second phase. In this second moment students presented a portfolio according to the lesson plan development, every student was responsible for their own portfolio as a formative action that contributes to their personal training in this school stage from transition to university, and working life. The portfolio will be graded according to an observation checklist, and teacher will provide personal feedback to students, according to their performance along the sessions. The final grade for the students for the lesson plan was an

average between the sessions' activities grade and the portfolio grade on a scale of 0 to 10 maximum points. The teacher provided feedback to students in every session activities in order to guide them to improve their work, and at the end of the lesson plan the feedback was personal for highlighting students' accomplishments.

This assessment is for students' performance according to the use and produce of language in real context with special emphasis on social interaction as axis. The lesson plan was evaluated as well, considering if it fulfil the students' learning needs, and if it is a relevant topic inside the classroom. The teaching methodology must be a communicative bridge between students' learning needs, and the lesson plan. Therefore it is crucial to evaluate if it articulates these three main points: Students achievement, lesson plan, and teaching methodology. It is desired to gather relevant information not only regarding to students learning development in the acquisition of a second language, but also concerning to improve teaching contents and methodologies in order to reshape and improve the lesson plan as need it.

The lesson plan includes also an evaluation from students to the activities. This evaluation is a 5 questions survey to gather the students' opinion about the relevance of the topic, pertinence of the activities, and their comments in general. For students was significant to provide them opportunity to evaluate the class, they were motivate and felt listened in their opinions. It helped to move the traditional teacher role as authority into a new role as guidance, and contributed generating improve learning environment.

## **Table 6**

*Survey Questions for Students.*

Question	Purpose
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|--|---|
| 1. Was the topic interesting for you?                                      | To know if the topic was relevant for students.   |
| 2. Were the activities useful for practice and reinforce the class topics? | To know if the activities were well designed to achieve the teaching goal.                          |
| 3. Was the dedicated time enough for the activities and class?             | To know if the timing of the class was well set up, as well as the spent timing for the activities. |
| 4. Was the teacher attentive to the students?                              | To know the perception of students regarding to teacher attitude and methodology.                   |
| 5. Do you have a comment or suggestion?                                    | To know other relevant aspects for students and their personal opinions.                            |

### **Chapter 3 Experience Report.**

The 40 High School second semester students from English class 2<sup>o</sup>F from the Automotive Maintenance Technician career were participating in the sessions in order to practice their communicative, linguistic, and intercultural skills based on the lesson plan. Although the whole group took the sessions of the lesson plan it must be considered that this was a multilevel

group, therefore to present here the gathered information the group was divided in three sub groups according to their inception point, performance during the sessions, and the level of achievement to the learning goal. The first group is formed by students who own a low level of competence in target language use, as a consequence they are not self-confident to participate in class. Most of them are supported by the teacher and more advanced peers as a mean to complete activities and goals. In the second group are located students who have an intermediate use of competences in the target language, these students are able to participate but they need to develop more their skills to become competent language users. Subsequently, most advanced learners are in the third group. The students in this group own higher level of competence in target language use regarding to the rest of the classmates. This learners are able to participate confidently in class, and also are essentials to monitoring, and support less advanced peers.

### **Table 7**

#### *Academic Horizon Inception.*

Sub group	Academic Features	Inception Number of Students.
1. Low level of competence in target language use.	No participative. No self-confident. Depending learners.	10 students.
2. Intermediate level of competence in target language use.	Participate prompted by teacher and peers. Functional users of target language. Developing autonomous learners.	25 students.

3. Advanced level of competence in target language use.	Participate constantly. Self-confident. Autonomous learners.	5 students.
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The main problem to face in teaching second language activities is that students does not feel comfortable participating, they do not trust to own enough knowledge of vocabulary and grammar structures, so they cannot freely interact with peers, and the teacher. Many of them are limited by the lack of tools to self-expression. To solve this, at least partially, the teacher provided a list of key words in each session as a preceding activity, additionally an inverted classroom approach was helpful in this case, and thus students can do some previous research about the topic in order to have a previous knowledge of the topic. In order to report the achievement teaching goal results of this lesson plan, it was designed the table below summarizing the main findings.

### **Table 8**

#### *Academic Horizon Conclusion.*

Sub group	Academic Features	Conclusion Number of Students
1. Low level of competence in target language use.	More confident. Incipient autonomous learning. Participating with teacher and peers prompt.	7 students.

2. Intermediate level of competence in target language use.	Improving skills in different areas. Participate. More autonomy in learning process.	13 students.
3. Advanced level of competence in target language use.	Increase proficiency. Reinforce weak skill areas. Reinforce self-confidence.	20 students.

For sub group 1 there was not a significant advance, at the beginning there were 10 students located in this sub group, three of them accomplished move into sub group 2. However this whole sub group of students developed useful features in a second language acquisition, such as incipient self-confidence that was essential to participate in class although prompted by teacher and peers. That was foremost step into autonomous learning. The sub group 2 was the most numerous, it was noticeable that this sub group improved considerably its abilities in a second language acquisition, but also in cognitive features imperative in any teaching learning process. For instance, students from sub group 2 are now considerably autonomous learners involved in participating in language class. They trust their target language knowledge, and as a result they are able to advance faster in their second language acquisition. These students are highly motivated to continue improving their second language features, now their perception of the subject as a difficult matter had changed, as a result their possibilities to become a competent language users had increased. The sub group 3, increased from 5 students to 20. These students reinforced their weak areas in a second language acquisition, as well as become supportive to other sub groups students. The whole group have been benefited because now there are a considerable amount of peer monitors in class in order to support students'

development, and the teacher is a guide in the teaching-learning process. Hence this was a successful result specially teaching large classes.

As there was only one topic for this lesson plan that allows to explore a topic from different points of view, and go deep in order to analyze behaviours how linguistic contents are linked to social interaction, as a result students were aware of how the linguistic content was related to real world. Along the sessions students had opportunity to practice what they know by the content schema activation, and they also complete the process by using their formal and linguistic schemata. The students were interest on the topic, most of them did not know anything about Belize however they had willingness to learn more about it. Some students did not fulfil the activities mainly for absence, as a consequence the portfolio was not completed, and thus their grades were lower.

In addition, using technology in a second language acquisition process is imperative, therefore the students used translator apps, such as Google Translator mediated by the teacher who explained how to use it properly and its pros and cons. Using technology in language acquisition activities, for instance online dictionaries or translators is an advantage in nowadays education, however inside classrooms traditional methods and technology can be used simultaneously to stimulate students not to depend on technology but to know how to use it. In this lesson plan, technology was fundamental to be inclusive and solve problems related to acquire materials or teacher providing reading materials, thus every student was responsible for achieving the learning goal, as a consequence they were able to participate and express freely their points of view.

Using a digital platform for the class was accessible for students because many of them practiced and did their homework on waiting rooms, in public transportation, and in some cases in their job so to have access to class materials thru their devices such a smartphones. All of

this have assisted to approach a second language acquisition as a social activity and not only as an academic or scholar activity. Students realized that learning a second language is not just an academic activity, furthermore it is also concerning to many other abilities that go from the most cognitive and scientific facts to the communicative, and social approaches. Including electronic devices, for instance smartphones, allowed students to deeply explore the online translators and their features, and integrate them as a tools in their second language acquisition process. They also were able to create their own teaching material as material support to express their ideas aim to digital literacy.

Before assessing students under this lesson plan they were aware of the activities rubric for evaluation and the observation checklist for portfolio in order to emphasize their commitment and responsibility in their own grade. Therefore the assessment was not only provided by the teacher, and students felt fair graded, additionally they had opportunity to evaluate themselves the lesson plan. As a result, students offered their opinions that are a relevant source of reliable information to scaffolding this lesson plan into a prototype for an entire course.

### **Table 9**

#### *Students Survey Report.*

Question	Students Responses
1. Was the topic interesting for you?	30 affirmative responses. 10 negative responses.



- |  |  |
|--|--|
| 2. Were the activities useful for practice and reinforce the class topics? | 25 affirmative responses.<br>15 negative responses.  |
| 3. Was the dedicated time enough for the activities and class?             | 23 responses: No, I need more practice.<br>17 responses: Yes, it was enough.   |
| 4. Was the teacher attentive to the students?                              | 30 responses: Yes, she was.<br>10 responses: Not all the time.   |
| 5. Do you have a comment or suggestion?                                    | -We should have more classes like this.<br>-Sometimes it was not enough time to do the activities.<br>-No comments, I like it.<br>-It was interesting. |

For most students at the end of the lesson plan achieving learning goal gave them self-confident to change their perspective about using competences in the target language. The students developed skills in comprehension reading, writing, listening, and speaking improve their abilities for analysing and grasp the interculturality different meanings that an expression in target language can have.

The teacher role inside the classroom is fundamental motivating students, and as a guide and facilitator prioritizing the autonomy of students in learning processes, mainly language teachers

must develop teaching activities and learning environments that contribute to obtain desirable results. Hence the teacher created a safe teaching environment for students feel free to participate and get positive feedback to improve their competence in the target language. The peer collaborative work was fundamental in this lesson plan, advance students supported lagging students, and lagging students due to this were integrate to the class in order to continue improving their abilities.

### **Teaching Breakdowns.**

The sessions occurred without relevant incidents except for the days off during the month of May that were plenty, consequently the session classes per week were reduced. In this particular case, the time planning for every session was not enough, therefore increase the time is necessary especially when working with numerous groups; but it is worth mentioning the activities can be used for other different topics considering that engaging students into their own learning process it was crucial to select an appropriate class material, and addressing the goals accordingly to the objectives. Further over the strategies used in this lesson plan can derive in a method to address specific courses, and developing a virtual library of teaching resources and materials.

The time that took prepare every session was significant considering that the teacher had to develop teaching material according to the lesson plan because there was no text book. Gathering appropriate material, reliable and real was dawdled, this probably can be attended by create a bank of resources or planning before the courses begin. To gather video evidence to present in this project was difficult because the lack of proper equipment to record classes in high quality audio and video, and the lack of assistance, however it was a foremost experience

to reflect on the teaching practices. It was a valuable opportunity to analyze every moment of classes, to be aware of how can be improved, and evaluated which practices must remain.

#### **Chapter 4 Conclusions.**

Probably the most common difficulty in public schools in Mexico is the large number of students per class and the level differences betwixt students in a group, this conditions will not change therefore teachers can design teaching strategies based on Second Language Acquisition Theories to increase proficiency of students in less time to become a competitive English language users. It is interesting analysing how a second language class is developed, and the different factors intervene in this to solve common teaching problems at public schools including lack of commitment, large classes, as well as classes with different motivations, and abilities.

It is useful for teachers to be informed respect the aspects that have a role in a second language development, in order to arrange classes and activities that impact directly, and positively in student's learning development. Teachers can also design teaching strategies according to the needs in every group of learning, improving the level of acquiring a second language through social interaction. It is important to emphasize the role of teachers to increase motivation in students and take responsibility on learning process of students as a guide. It is necessary a paradigm shift in second language teaching in Mexico, considering that conditions will not transform in the near future, the classrooms in public schools will pursue with a large numbers of students per group, and their personal conditions will continue to be difficult, but teacher's perspective can and must change, to adapt teaching styles and philosophies that approximate to reality, to the contexts of their students, to do a second language acquisition become a true tool. It is highly motivating for learners to work with authentic texts, in this form they learn the real use of the language in a real context, generating a meaningful learning. Therefore teachers

must evolve strategies to emphasize the intercultural component in a second language acquisition. Students are able to reflect regarding their own culture and other cultures mediated by the target language, as a result learning a second language is not only a communicative process whereas a true cross-cultural process. The language teacher role is fundamental to increase student's curiosity to know about and socialize with others, aim to contribute to form better citizens and develop tolerance to other forms of thoughts and living form. Teachers must be conscious of the delicate role as an interculturality ambassadors, and how from a simple language class tolerance to otherness is being developed, meanwhile students become not only on target language users but worldwide citizens.

When students are aware of other culture expressions, they are able to see their own culture from a different perspective, and they become in critics to unacceptable social behaviours, for instance any form of discrimination. They also acquire readiness to learn from others, and naturally obtain cognitive skills. It is worthwhile to mention that most of English textbooks, particularly the ones published by international publishers, lack of represent cultural diversity and are focus on a bare general subjects that scarcely allow students have contact with interculturality. These textbooks do not represent the cultural diversity on their pages, neither consider the cultural diversity of users, because they are designed to be sell in non-English speaking countries by regions, for instance Latin America or Asia, as if these regions were only one massive culture.

Not only the linguistic aspects are important in a second language acquisition, but also motivational factors are involved in developing a second language system. Motivation is a combination between effort and desire in order to achieve a goal. In target language learning motivation has an important role, and it is been approached from different points. Intrinsic Motivation is the natural and personal interest in the learning task. Resultative Motivation is when

learners perceive an advance in their performance, therefore they continue working on the learning task. Integrative Motivation is when learners need to belong a cultural group and the language is a tool to reach their target. Instrumental motivation is influenced by external incentives that directly affect learner's disposition. The English teacher role is fundamental to motivate students at school, to increase the Intrinsic Motivation that many students own by themselves, because they perceive English language as a useful tool that allow them not only a finer academic performance but also a better occupation opportunities.

In the particular case of this lesson plan, it could be consider as a prototype to develop other lesson plans or even whole courses attending students' needs. It was relevant to explore different methods to assess students beyond traditional ones, and considered the assessment as a source of significant information that allows teachers adjust lesson plans and teaching methodologies in order to achieve better teaching goals. In addition, it was practical to evaluate the lesson plan by students as a mean to know their impressions and opinions, beyond the grades and assessments. It can be said from now is teacher' responsibility to be sensitive to students perception, and be self-criticism over the work performed until this point.

Reading and writing must be considered scaffold for any cognitive process, but in particular in a second language acquisition. To develop skills in writing and reading process is directly related to autonomy on learning, and every student can be a reader if they have an integral approximation to that. It is highly motivating for learners to use authentic texts in reading and to produce authentic texts in writing, in this form they learn the real use of the language in a real context, generating a meaningful learning. For the current generation 2022-2025 at CBTIS #38 this lesson plan has not been enough to fill the gaps in student learning and training that permeates the acquisition of a second language. The interruption and forced change in the methods of teaching and learning as a consequence of lockdown for the pandemic of Covid-19,

let on students deep formal lacks in basic abilities for a success learning. Therefore teachers must evolve strategies to solve this deficiencies and continue reinforcing the autonomous learning.

When students are aware of benefits of reading and writing skills the probability to maintain themselves highly motivated on develop them increases, and the teacher plays an important role as an instructor and guide in this process. Student readers have more possibilities to become in a proficient language users in less time and have more opportunities to continue acquiring a second language even if they are not studying in a formal education environment.

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## Appendices.

### Appendix 1

#### Lesson Plan.

 <b>CENTRO DE BACHILLERATO TECNOLÓGICO</b> <b>INDUSTRIAL Y DE SERVICIOS #38</b> <b>“JOSEFA ORTIZ DE DOMINGUEZ”</b>			
<b>TEACHER:</b>	Erandi Berenice Medina Romero	<b>GROUP:</b>	2° F
<b>SUBJECT:</b>	English II	<b>CAREER:</b>	Automotive Maintenance Technician
<b>TOPIC:</b>	Interculturality in a second language acquisition.	<b>SESSIONS:</b>	10 sessions of 50 minutes each one.
<b>MATERIALS:</b>	Markers, white board, sheets of bond paper, color pencil.		
<b>DIGITAL RESOURCES:</b>	Google Classroom platform, Canva platform, You Tube platform, PowerPoint software, Merriam-Webster online dictionary.		
<b>TECHNOLOGICAL RESOURCES:</b>	Computer, projector, speaker, smartphone.		
<b>OTHER RESOURCES:</b>	Internet connection.  For session 1: <a href="https://www.youtube.com/watch?v=XcRA-3txKGQ">https://www.youtube.com/watch?v=XcRA-3txKGQ</a>  For session 2: <a href="https://www.youtube.com/watch?v=1J01t1MnFnI">https://www.youtube.com/watch?v=1J01t1MnFnI</a>		

	<p>For session 3 book: Legends Of Belize: A Series About Mythical Creatures That Dwell In The Jungles And Waters Of Belize.</p> <p>For session 6: <a href="https://www.youtube.com/watch?v=FPGXgyGPMp0">https://www.youtube.com/watch?v=FPGXgyGPMp0</a></p> <p>For session 7: <a href="https://www.youtube.com/watch?v=vm2Fvwmd33U">https://www.youtube.com/watch?v=vm2Fvwmd33U</a></p> <p>For session 8: <a href="https://www.youtube.com/watch?v=VgX_iGq4S5w">https://www.youtube.com/watch?v=VgX_iGq4S5w</a></p>
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TEACHING CONTEXT	STUDENTS PROFILE
<p>The Centro de Bachillerato Tecnológico Industrial y de Servicios (CBTIS) #38 “Josefa Ortiz de Domínguez”, is a public educational institution, located in Javier Vargas #5330, Paseos del Sol, 45070, Zapopan, Jalisco, within the Guadalajara Metropolitan Area. It belongs to Dirección General de Educación Tecnológica Industrial (DGETI) and Subsecretaría de Educación Media Superior (SEMS). This school attends, in two shifts from 7 to 14 hours and from 14 to 21 hours, a highly marginalized school population according to the indicators of the Consejo Nacional de Evaluación de la Política de Desarrollo Social (CONEVAL, 2021), with an average age between 15 and</p>	<p>The current generation 2022-2025 at CBTIS #38 coursed their preparation in Middle School during the post pandemic transition measures such as hybrid education (distance and face to face learning), thus the full subject contents were synthesized, and as a consequence students did not completely developed basic skills in a second language acquisition such as reading and writing. The lack of this abilities is noticeable in their classroom perform. This lesson plan is designed for a High School second semester students from English class 2°F from the Automotive Maintenance Technician career.</p>

<p>18 years old. The students study at the same time High School and a technical career, in this particular campus there are teaching four careers: Clinical Laboratory Technician, Chemical Laboratory Technician, Automotive Maintenance Technician and Electronics Technician.</p>	
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<b>SESSION 1</b>	<b>TOPIC: Brief history of Belize.</b>	<b>MAIN RESOURCES:</b> <a href="https://www.youtube.com/watch?v=XcRA-3txKGQ">https://www.youtube.com/watch?v=XcRA-3txKGQ</a>
<b>OPENING</b>		
<b>TIMING</b>	<b>STUDENT ROLE</b>	<b>TEACHER ROLE</b>
5 minutes	Students participate with their personal opinions sharing their previous knowledge about Belize.	Greet students Ask students what they know about Belize. The teacher explains for now the group will read step by step, and together, so they can share their opinions and feelings about reading.
5 minutes	Students participate by sharing the information that they know.	Ask students if they like to know more about this country.
<b>DEVELOP</b>		
<b>TIMING</b>	<b>STUDENT ROLE</b>	<b>TEACHER ROLE</b>
10 minutes	The students take notes on their notebooks.	The teacher explains who the southern neighbor of Mexico is.

10 minutes	The students participate by comment the events they know or others tell them about.	The teacher explains the main events in Belizean history.
5 minutes	Students ask questions to solve doubts, and clarify information.	The teacher explains details about the video of the History of Belize, and makes emphasize about they are a community of learning so they will be supported by their classmates and the teacher.
<b>CLOSURE</b>		
<b>TIMING</b>	<b>STUDENT ROLE</b>	<b>TEACHER ROLE</b>
10 minutes	The students will summarize main events in Belizean history and compare to Mexican history.	The teacher asks the students to write a three predictions about the text. What do they think is going to happen?
5 minutes	The students share their opinions to the group.	The teacher moderates the session, and ask students if they accept the virtual travel to the culture of this country.

<b>SESSION 2</b>	<b>TOPIC: Belizean food.</b>	<b>MAIN RESOURCE:</b> <a href="https://www.youtube.com/watch?v=1J01t1MnFnl">https://www.youtube.com/watch?v=1J01t1MnFnl</a>
<b>OPENING</b>		
<b>TIMING</b>	<b>STUDENT ROLE</b>	<b>TEACHER ROLE</b>
10 minutes	Students take turns to share their ideas to the class.	Greet students.  The teacher explains that the food is derivate from cultural and natural resources
<b>DEVELOP</b>		
<b>TIMING</b>	<b>STUDENT ROLE</b>	<b>TEACHER ROLE</b>
5 minutes	The students mention their favourite Mexican dishes.	The teacher asks students for their favorite Mexican food.
10 minutes	The students participate by sharing what Belizean dishes they would like to taste, and writing their list.	The teacher asks students to write a list of ingredients from Belizean cuisine and the dishes that they would like to taste.

10 minutes	Students share words from their lists in order to make a common large list.	The teacher encourages students to share their words and write them on the white board.
<b>CLOSURE</b>		
<b>TIMING</b>	<b>STUDENT ROLE</b>	<b>TEACHER ROLE</b>
15 minutes	The students discuss the video.	The teacher shows the video about Belizean dishes.

<b>SESSION 3</b>	<b>TOPIC: Folktales in Mexico and Belize.</b>	<b>MAIN RESOURCE: Book Legends Of Belize: A Series About Mythical Creatures That Dwell In The Jungles And Waters Of Belize.</b>
<b>OPENING</b>		
<b>TIMING</b>	<b>STUDENT ROLE</b>	<b>TEACHER ROLE</b>
5 minutes	Students participate with their comments about reading.	Greet students. Ask students how their reading was.
5 minutes	Students comment what they like or dislike on the reading.	The teacher encourages students to participate by making addressed questions.
<b>DEVELOP</b>		
<b>TIMING</b>	<b>STUDENT ROLE</b>	<b>TEACHER ROLE</b>
5 minutes	The students chose a group for work.	The teacher ask students to form groups of three to work.
10 minutes	The students discuss and chose 3 main folktales.	The teacher gives directions about working as a team in order to select 3 folktales from the text.
10 minutes	Students write on their notebooks why those folktales are similar to some Mexican folktales.	The teacher ask students to write on their notebooks if they know some Mexican folktales that are similar to Belizean.
<b>CLOSURE</b>		
<b>TIMING</b>	<b>STUDENT ROLE</b>	<b>TEACHER ROLE</b>
10 minutes	The students tell to the group a folktale from Mexico.	The teacher asks a student from a team to read aloud a folktale and why they did that election.

5 minutes	The students share their reason to support their choice.	The teacher gives feedback about the activity.
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<b>SESSION 4</b>	<b>TOPIC: The Maya root.</b>	<b>MAIN RESOURCES: Canva platform.</b>
<b>OPENING</b>		
<b>TIMING</b>	<b>STUDENT ROLE</b>	<b>TEACHER ROLE</b>
5 minutes	Students participate with their comments about what they know about ancient and present Maya people.	Greet students. Ask students what they know about Maya people.
5 minutes	Students comment what they know about the topic.	The teacher encourages students to participate by making addressed questions.
<b>DEVELOP</b>		
<b>TIMING</b>	<b>STUDENT ROLE</b>	<b>TEACHER ROLE</b>
10 minutes	The students share their opinion.	The teacher explains how Maya people have survived and preserve their traditions and culture until these days.
10 minutes	The students write on their notebooks their impressions and connections to Maya culture.	The teacher asks students to write What do they know about Maya culture?
5 minutes	Students take turns to explain their answers.	The teacher encourages students to participate sharing their answers.
<b>CLOSURE</b>		
<b>TIMING</b>	<b>STUDENT ROLE</b>	<b>TEACHER ROLE</b>
10 minutes	The students ask questions to clarify information.	The teacher explains the influence of ancient Maya people and present Maya people in Belize.
5 minutes	The students share their connections to the group.	The teacher gives feedback about the activity.

<b>SESSION 5</b>	<b>TOPIC: The British root.</b>	<b>MAIN RESOURCE: PowerPoint, Canva platform.</b>
<b>OPENING</b>		

<b>TIMING</b>	<b>STUDENT ROLE</b>	<b>TEACHER ROLE</b>
5 minutes	Students participate with their comments about what they know about British presence in Caribbean.	Greet students. Asks students they know about British presence in Caribbean.
5 minutes	Students comment what they know about the topic.	The teacher encourages students to participate by making addressed questions.
<b>DEVELOP</b>		
<b>TIMING</b>	<b>STUDENT ROLE</b>	<b>TEACHER ROLE</b>
10 minutes	The students give examples.	The teacher asks students to brainstorming a list of 5 Caribbean countries with British influence.
10 minutes	The students write on their notebooks the Caribbean countries.	The teacher ask students to compare to Caribbean countries with Spanish influence.
5 minutes	Students take turns to compare their answers.	The teacher encourages students to participate sharing their answers.
<b>CLOSURE</b>		
<b>TIMING</b>	<b>STUDENT ROLE</b>	<b>TEACHER ROLE</b>
10 minutes	The students ask questions to clarify information.	The teacher explains the British influence in Belize.
5 minutes	The students share their connections to the group.	The teacher gives feedback about the activity.
<b>SESSION 6</b>	<b>TOPIC: The Creole root.</b>	<b>MAIN RESOURCE:</b> <a href="https://www.youtube.com/watch?v=FPGXqyGPMp0">https://www.youtube.com/watch?v=FPGXqyGPMp0</a>
<b>OPENING</b>		
<b>TIMING</b>	<b>STUDENT ROLE</b>	<b>TEACHER ROLE</b>
5 minutes	Students participate with their comments about what they know about African influence in Caribbean.	Greet students. Asks students they know about African influence in Caribbean.



5 minutes	Students comment what they know about the topic.	The teacher encourages students to participate by making addressed questions.
<b>DEVELOP</b>		
<b>TIMING</b>	<b>STUDENT ROLE</b>	<b>TEACHER ROLE</b>
5 minutes	The students give examples.	The teacher explains the importance of African influence in the Caribbean.
10 minutes	The students write on their notebooks the comparisons.	The teacher Introduces the video as a reflection about interculturality, and ask students to compare African influence in Mexico and in Belize.
10 minutes	Students take turns to compare their answers.	The teacher encourages students to participate sharing their answers.
<b>CLOSURE</b>		
<b>TIMING</b>	<b>STUDENT ROLE</b>	<b>TEACHER ROLE</b>
10 minutes	The students read for the group their comparisons.	The teacher asks some students to read aloud their answers.
5 minutes	The students share their reason to support their choice.	The teacher gives feedback about the activity.
<b>SESSION 7</b>	<b>TOPIC: The Garinagu presence.</b>	<b>MAIN RESOURCE:</b> <a href="https://www.youtube.com/watch?v=vm2Fvwmd33U">https://www.youtube.com/watch?v=vm2Fvwmd33U</a>
<b>OPENING</b>		
<b>TIMING</b>	<b>STUDENT ROLE</b>	<b>TEACHER ROLE</b>
5 minutes	Students participate with their comments and questions about Garinagu culture.	Greet students. Ask students they know about Garinagu culture.
5 minutes	Students comment what they know about the topic.	The teacher encourages students to participate by making addressed questions.
<b>DEVELOP</b>		
<b>TIMING</b>	<b>STUDENT ROLE</b>	<b>TEACHER ROLE</b>

10 minutes	The students fold the papers and put them into a box.	The teacher introduces the video and asks students to write on slips of paper How and Why questions about this culture.
10 minutes	The students pick up a paper and ask the question.	The teacher asks students to select a paper randomly.
5 minutes	Students discuss their answers to the group.	The teacher addresses the discussion.
<b>CLOSURE</b>		
<b>TIMING</b>	<b>STUDENT ROLE</b>	<b>TEACHER ROLE</b>
10 minutes	The students ask questions to clarify information.	The teacher asks students to share their reflections about Garinagu influence in Belize.
5 minutes	The students share their answers to the group.	The teacher gives feedback about the activity.

<b>SESSION 8</b>	<b>TOPIC: Natural resources.</b>	<b>MAINRESOURCE:</b> <a href="https://www.youtube.com/watch?v=VqX_iGq4S5w">https://www.youtube.com/watch?v=VqX_iGq4S5w</a>
<b>OPENING</b>		
<b>TIMING</b>	<b>STUDENT ROLE</b>	<b>TEACHER ROLE</b>
5 minutes	The students give examples.	Greet students.  The teacher asks students to brainstorming a list of 5 ecosystem in Belize.
5 minutes	Students take turns to compare their answers.	The teacher encourages students to participate by making addressed questions.
<b>DEVELOP</b>		
<b>TIMING</b>	<b>STUDENT ROLE</b>	<b>TEACHER ROLE</b>
10 minutes	The students expose their opinions about the video.	The teacher presents the video and encourages students to explain their opinions.
10 minutes	The students write on their notebooks the comparison.	The teacher asks students to compare Mexican ecosystems and Belizean ecosystems.

5 minutes	Students take turns to compare their answers.	The teacher encourages students to participate sharing their answers.
<b>CLOSURE</b>		
<b>TIMING</b>	<b>STUDENT ROLE</b>	<b>TEACHER ROLE</b>
10 minutes	The students ask questions to clarify information.	The teacher asks students to share their reflections about Belize ecosystems and human adaptations to the environment.
5 minutes	The students share their answers to the group.	The teacher gives feedback about the activity.

<b>SESSION 9</b>	<b>TOPIC: Belizean holidays.</b>	<b>MAIN RESOURCE: Merriam-Webster, Canva platform.</b>
<b>OPENING</b>		
<b>TIMING</b>	<b>STUDENT ROLE</b>	<b>TEACHER ROLE</b>
5 minutes	Students participate with their comments about the topic.	Greet students. Asks students how holidays are celebrated in Mexico.
5 minutes	Students comment what holidays they know.	The teacher encourages students to participate by making addressed questions.
<b>DEVELOP</b>		
<b>TIMING</b>	<b>STUDENT ROLE</b>	<b>TEACHER ROLE</b>
10 minutes	The students share their opinions with the group.	The teacher explains what holidays are celebrated in Belize.
10 minutes	The students choose a holiday to do a brief research about it.	The teacher asks students to choose a Belizean holiday and do a brief research.
5 minutes	Students write on their notebooks the main features of the chosen holiday.	The teacher asks students to write on the main features of the holiday.
<b>CLOSURE</b>		
<b>TIMING</b>	<b>STUDENT ROLE</b>	<b>TEACHER ROLE</b>
10 minutes	The students share to the class the research about a Belizean holiday.	The teacher asks students to share their researches.
5 minutes	The students share their comments to the group.	The teacher gives feedback about the activity.

<b>SESSION 10</b>	<b>TOPIC: Similarities between Mexico and Belize.</b>	<b>MAIN RESOURCE: PowerPoint, Canva platform.</b>
<b>OPENING</b>		
<b>TIMING</b>	<b>STUDENT ROLE</b>	<b>TEACHER ROLE</b>
5 minutes	Students participate with their comments about similarities to Mexico and Belize cultures.	Greet students. Asks students to reflect about which similarities exist between Mexico and Belize.
5 minutes	Students comment what they like or find.	The teacher encourages students to participate by making addressed questions.
<b>DEVELOP</b>		
<b>TIMING</b>	<b>STUDENT ROLE</b>	<b>TEACHER ROLE</b>
10 minutes	The students share their opinions with the group.	The teacher asks students to give their personal opinion about the whole lessons.
10 minutes	The students plan making a graphic organizer reflecting on similarities between their own culture and the Belizean culture.	The teacher gives directions about create a graphic organizer to explain the similarities and differences between Mexico and Belize.
5 minutes	Students work on a graphic organizer.	The teacher ask students to create a graphic organizer.
<b>CLOSURE</b>		
<b>TIMING</b>	<b>STUDENT ROLE</b>	<b>TEACHER ROLE</b>
10 minutes	The students present their graphic organizers to the group.	The teacher asks students to share their work to the class.
5 minutes	The students share their work to the group.	The teacher gives feedback about the activity.

## Appendix 2

Some Teaching Material for the Lesson Plan.



1



2



3



4



### Appendix 3

*Students from Group 2°F Working on the Lesson Plan.*



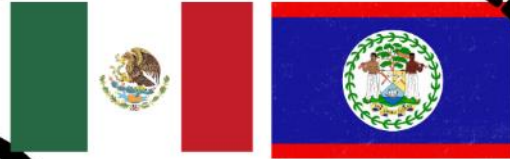


Appendix 4

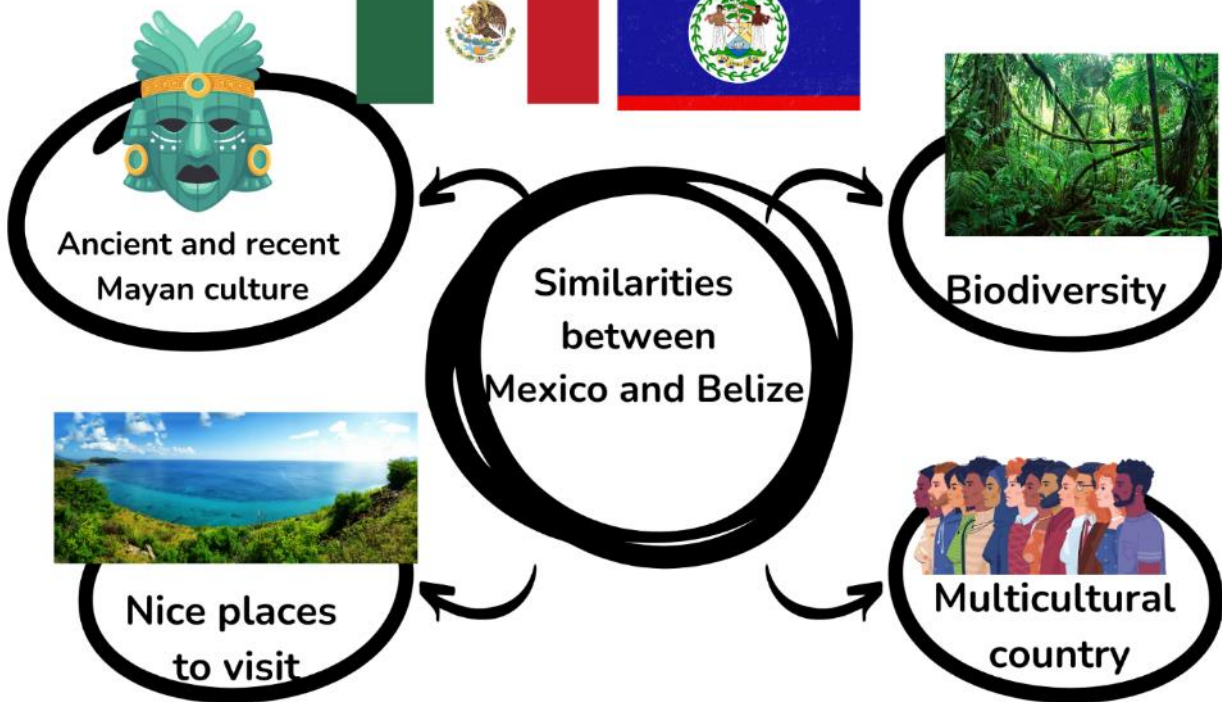
Digital Graphic Organizer Produced by Students.

Activity 10

# MEXICO AND BELIZE



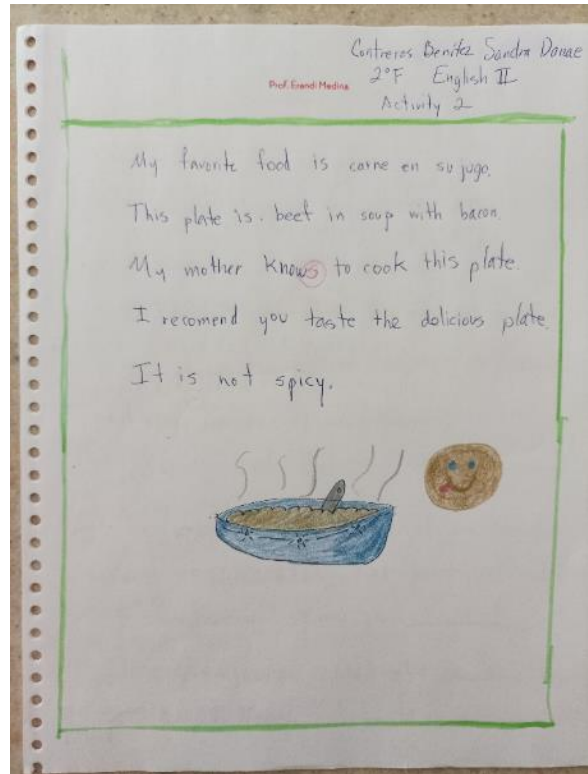
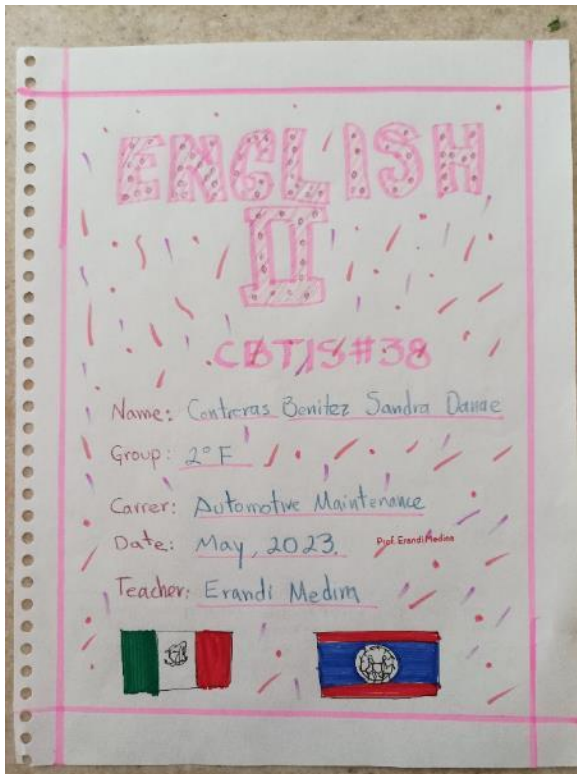
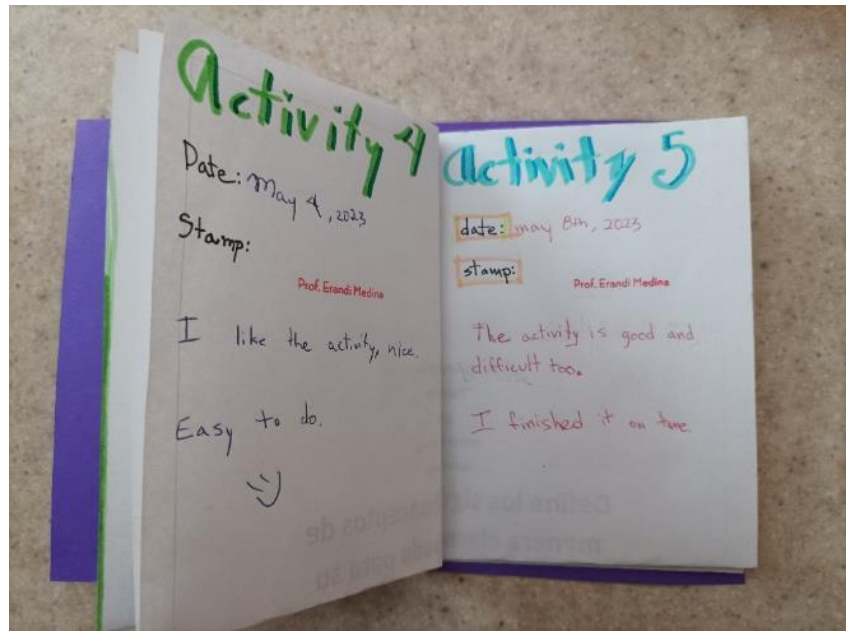
2<sup>o</sup>F  
Team 3:  
Juárez Hernández Susana Abigail.  
López Sotero Juan Carlos.  
Villegas Suárez Karla Denisse.  
Castellanos Montiel Diana Laura

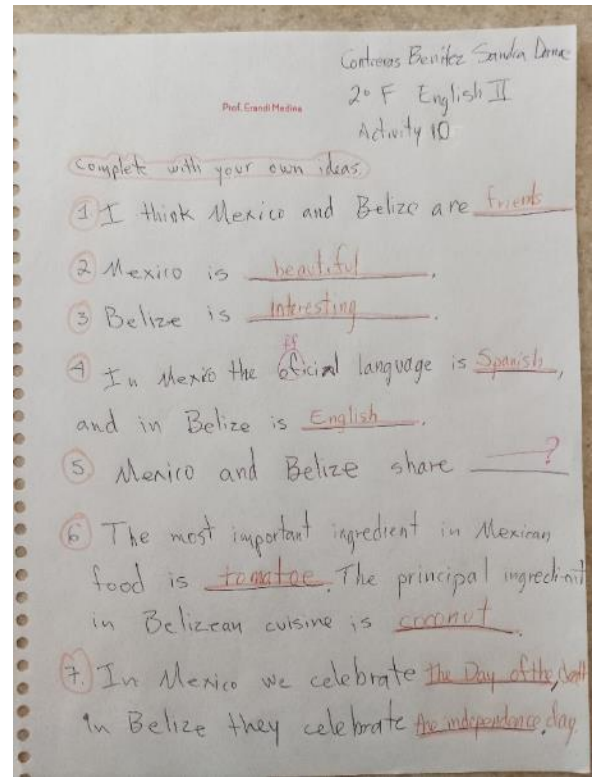
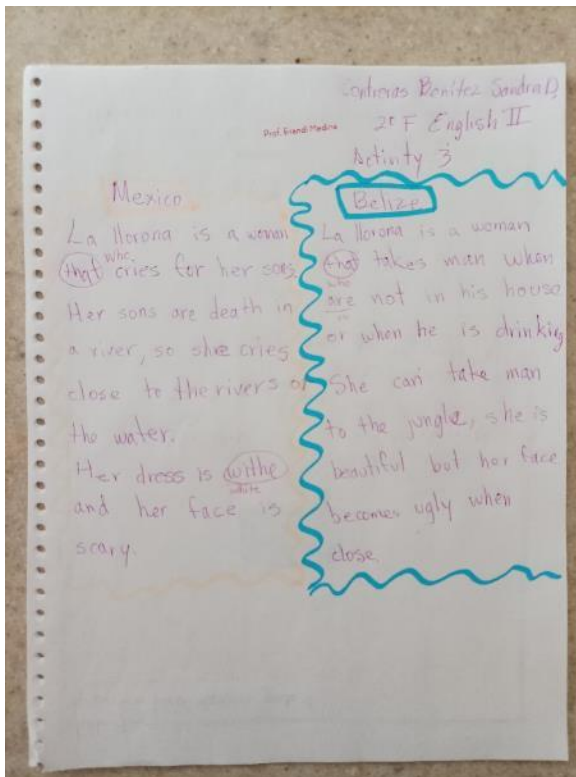




### Appendix 5

#### Students Outcomes.





**Appendix 6**

*Rubric for Evaluation.*

RUBRIC FOR EVALUATION				
	NOVICE (0 points)	NEARING PROFICIENCY (0.5 Points)	PROFICIENT (0.75 points)	ADVANCE (1 point)
1. <b>Brief history of Belize.</b>	The student is unable to summarize main events in Belizean history and compare to Mexican history, and does nothing to help him or her do so.	The student is able to summarize main events in Belizean history prompted by the teacher.	The student is able to summarize main events in Belizean history. Takes notes if this is helpful.	The student is able to summarize main events in Belizean history, and compare to Mexican history. Takes notes if this is helpful.

<p><b>2. Belizean food.</b></p>	<p>The student is unable to provide a list of 5 ingredients and dishes.</p>	<p>The student provides a list of 5 ingredients, and dishes with teacher help.</p>	<p>The student provides a list of 5 ingredients, and dishes.</p>	<p>The student provides a list of 5 ingredients and dishes, and support his or her examples.</p>
<p><b>3. Folktales in Mexico and Belize.</b></p>	<p>The student is unable to make connections to any prior knowledge in the subject or assimilate knowledge from another subject.</p>	<p>The student makes connections prior knowledge in the subject, and/or assimilates knowledge from other areas with teacher help.</p>	<p>The student makes connections to prior knowledge in the subject, and/or assimilates knowledge from other subjects.</p>	<p>The student makes connections to prior knowledge in the subject, and/or assimilates knowledge from other areas 80% of the time.</p>
<p><b>4. The Maya root.</b></p>	<p>The student is unable to provide examples of Maya influence in Belizean context.</p>	<p>The student provides examples of Maya influence in Belizean context with teacher help.</p>	<p>The student provides examples of Maya influence in Belizean context.</p>	<p>The student provides examples of Maya influence in Belizean context, and support his or her examples.</p>
<p><b>5. The British root.</b></p>	<p>The student is unable to provide examples of British influence in Belizean context.</p>	<p>The student provides examples of British influence in Belizean context with teacher help.</p>	<p>The student provides examples of British influence in Belizean context.</p>	<p>The student provides examples of British influence in Belizean context, and support his or her examples.</p>
<p><b>6. The Creole root.</b></p>	<p>The student is unable to provide examples of African influence in Belizean context.</p>	<p>The student provides examples of African influence in Belizean context with teacher help.</p>	<p>The student provides examples of African influence in Belizean context.</p>	<p>The student provides examples of African influence in Belizean context, and support his or her examples.</p>

<b>7. The Garinagu presence.</b>	The student is unable to provide examples of Garinagu culture influence in Belizean context.	The student provides examples of Garinagu culture influence in Belizean context with teacher help.	The student provides examples of Garinagu culture influence in Belizean context.	The student provides examples of Garinagu culture influence in Belizean context, and support his or her examples.
<b>8. Natural resources.</b>	The student is unable to compare ecosystems from Mexico and Belize.	The student compares ecosystems from Mexico and Belize with teacher help.	The student compares ecosystems from Mexico and Belize.	The student compares ecosystems from Mexico and Belize, and support his or her examples.
<b>9. Belizean holidays.</b>	The student is unable to explain a Belizean holiday celebration.	The student explains a Belizean holiday celebration with teacher help.	The student explains a Belizean holiday celebration.	The student explains a Belizean holiday celebration and express his or her personal opinion.
<b>10. Similarities between Mexico and Belize.</b>	The student is unable to make a graphic organizer about similarities between Mexico and Belize.	The student makes a graphic organizer about similarities between Mexico and Belize with teacher help.	The student makes a graphic organizer about similarities between Mexico and Belize.	The student makes a graphic organizer about similarities between Mexico and Belize, and explains his or her work.
<b>OUTCOME</b>	Fails assignment because is missing most of criteria.  <b>Grade: 0</b>	Assignment is missing some criteria.  <b>Grade: 5</b>	Assignment covers most of the critical criteria.  <b>Grade: 7.5</b>	Assignments fully covers appropriate criteria.  <b>Grade: 10</b>

## Appendix 7

### Observation Checklist for Portfolio.



Centro de Bachillerato Tecnológico  
Industrial y de Servicios #38 "Josefa Ortiz  
de Domínguez"

English **PORTFOLIO RUBRIC**

Name: \_\_\_\_\_

Group: \_\_\_\_\_

Date: \_\_\_\_\_

FORMAT			
BRISTOL CARD (COLOR OR WHITE)	1 POINT	<input type="radio"/> YES <input type="radio"/> NO	
PRESENTATION			
COVER	1 POINT	<input type="radio"/> YES <input type="radio"/> NO	
BACK COVER WITH COMPLETE DATA	1POINT	<input type="radio"/> YES <input type="radio"/> NO	
GRAPHICS	3 POINTS	<input type="radio"/> YES <input type="radio"/> NO	
CLEANNING	1 POINT	<input type="radio"/> YES <input type="radio"/> NO	
SPELLING			
RIGHT SPELLING	2 POINT	<input type="radio"/> YES <input type="radio"/> NO	
CONTENT			
FULL CONTENT	1 POINT	<input type="radio"/> YES <input type="radio"/> NO	
GRADE AND FEEDBACK			

**Appendix 8**

*Sessions Video Link.*

[https://drive.google.com/file/d/1s6TJv-P6WO0c1ssEJqyaRSQ82AnGakh2/view?usp=share\\_link](https://drive.google.com/file/d/1s6TJv-P6WO0c1ssEJqyaRSQ82AnGakh2/view?usp=share_link)

**Appendix 9**

*Final Video Link.*

[https://drive.google.com/file/d/1JCW-tQROFh9B0\\_Rw3EAzthNRVnc33Bhf/view?usp=sharing](https://drive.google.com/file/d/1JCW-tQROFh9B0_Rw3EAzthNRVnc33Bhf/view?usp=sharing)

## Appendix 10

### *Authenticity Letter.*



A 4 del mes de julio de 2023.

Consejo de la Especialización en Enseñanza y Aprendizaje de Inglés como Lengua Extranjera

Coordinación de Posgrado

PRESENTE

Me dirijo a usted en carácter de autor del presente trabajo académico que sustenta el título Module 3, Final Project declarando que es una producción personal, donde no se ha copiado, replicado, utilizado ideas, citas integrales e ilustraciones diversas, obtenidas de cualquier tesis, obra intelectual, artículo, memoria, (en versión digital o impresa), sin mencionar de forma clara y exacta su origen o autor, conforme los lineamientos del Manual de Publicaciones de la American Psychological Association, en su última edición en español.

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ATENTAMENTE

A handwritten signature in black ink, appearing to be 'E. L. ...', written in a cursive style.

---

FIRMA

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