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**QUE PARA OBTENER EL DIPLOMA DE  
ESPECIALIZACIÓN EN ENSEÑANZA Y APRENDIZAJE DE INGLÉS COMO LENGUA  
EXTRANJERA, MODALIDAD EN LÍNEA**

**PRESENTA:**

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
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**ESPECIALIZACIÓN EN ENSEÑANZA Y APRENDIZAJE DEL INGLÉS COMO  
LENGUA EXTRANJERA**

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**AN INTERCULTURAL LESSON PLAN IN ACTION**

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## **Chapter 1: Philosophy and Theory**

### **1.1 Teaching Context, Identity and Philosophy**

#### **Teaching Context**

In order to describe my teaching context, it is important to mention that I work in several institutions, giving different types of classes. I consider that having various jobs has many advantages, such as the exposure to different students, and the necessity to learn about various English certificates and learning platforms. However, the obvious drawbacks of this style of work are the time limitations and workload.

For the purposes of this assignment, I will be focusing on the teaching context in the UASLP, which is the largest public university in San Luis Potosí. The university has facilities in various locations in the state of San Luis Potosí, but I work in the city campus, specifically in the campus for the faculties of Law, Administration and Accounting, a small complex which is separate from the majority of the university buildings in the city. In each university zone, there is a specific building for the English department, in which students take their classes and exams, and also have access to other activities and resources for language learning.

The English language programme at the UASLP is obligatory for all students who do not have an official certificate of level B1 in English. Alternatively, students can be exempt from taking the English courses if they achieve level B2 in the diagnostic exams offered by the university at the beginning of each semester. Students who do not achieve B2 in the diagnostic exam are placed in the correct level of the programme corresponding to their score. The English programme consists of five levels, and the objective is for students to achieve a level B1 after completing all of the courses. Each level of the course has a duration of one semester, so depending on the initial level of the student, they may be studying English at the university for up to five semesters. The completion of the English levels is a requirement for graduation.

Each level of the course consists of three units, each of which lasts 4-5 weeks. Students have one daily 50-minute English class from Monday-Friday, and they must also complete some independent activities. At the end of each unit, there is a written exam and a speaking exam, which test student understanding of the unit contents, as well as the knowledge accumulated in previous levels. The written exam tests reading, grammar, vocabulary and writing, whilst the

speaking criteria is composed of Grammatical Accuracy, Use of Vocabulary, Pronunciation and Interactive Communication. The grade distribution for each unit is shown in table 1.

**Table 1**

*Grade Distribution for English Evaluation at the UASLP*

<b>Written Exam</b>	<b>Speaking Exam</b>	<b>Portfolio</b>
50%	30%	20%

The written and speaking exams are produced by the exam team in the English department. As a result, teachers are quite limited in terms of the content they can include during each unit, as they need to cover the course topics in order to effectively prepare the students for the exam. However, teachers have some freedom with the 20% of the grade which comes from the portfolio, as this can be made up of complementary activities to the workbook, such as projects, presentations or writing assignments.

The main resource used by teachers and students throughout the five levels is the course workbook, which contains simple grammar, vocabulary, reading, speaking and writing activities, as well as listening exercises with complementary audios. All of the materials are designed and created by the university English department, which means that the cost of materials for the students is minimal. However, many teachers complain that the materials are not well-designed, and almost all of the audios are recorded by teachers working in the department, meaning that there is very little variety in the accents. Whilst I consider that having the course materials created by the university can offer some advantages, for example the relevance of content for our students, I concur that many of the activities could be improved, and some of them are inappropriate in terms of level and content.

With regards to the student profile, all of the learners that I teach are studying for undergraduate degrees in Law, Administration or Accounting. The majority of the students are aged from 18-25, but I occasionally have mature students, the oldest of which was in her 50s. Furthermore, the students come from both public and private high schools, meaning that the type and quantity of English classes they have received in secondary and high school varies greatly. These variations can make it difficult to plan class activities, as generally students who have come

from private schools feel much more confident participating than those who were publicly educated, or those who have not studied English for many years. Depending on the level of the students, they might be bored or confused by the pace of the class.

With reference to learner time and effort dedicated to the course, the main contributing factors are the other work and study commitments of the students, as well as where the students are from. The majority of the students are from the city of San Luis Potosí, but there are always a handful of learners in each group who are from other municipalities and states. The students from other places sometimes have higher levels of absence (particularly on Mondays or Fridays), as they may travel home to see their family on weekends. In addition, these students may have greater financial pressures and consequently work commitments, as they have to cover their accommodation and living costs. Furthermore, many of the students (both from San Luis Potosí and other states and municipalities) are completing work experience placements as well as studying, meaning that they have little time to dedicate to their studies, and they do not generally consider English a priority. All of these factors contribute to low motivation amongst learners, and many of them do not dedicate any time to English outside class hours.

A further reason for lacking motivation amongst students is the graduation requirement of the UASLP with reference to level of English. Whereas many other universities in the city require an official certificate of English for graduation (usually level B1 or B2), the UASLP only requires students to take and pass the university English levels (with a minimum grade of 6). As a result, many students simply want to pass the English levels in order to fulfill the graduation requirements, and they do not take pride in studying for exams or achieving better grades. This attitude generally leads to lower performance among students.

From a personal perspective, due to my experience as a Cambridge examiner and giving preparation courses for other exams, I feel that these requirements lead to a lack of direction amongst teachers, and a lack of motivation amongst students. In the schools where students will present an official certificate, teachers can rely on resources produced by the exam boards in order to help prepare the students. On the other hand, in schools where the teachers write their own exams, it is easier to ensure that the test relates closely to the content and style of activities completed in class. However, in the UASLP, given the lack of teacher control over the exam content, and the absence of a final certificate completed by the students, it can be

difficult to design classes which effectively prepare students for the assessment which they will complete.

In an attempt to evaluate the university English classes and the student progress, the UASLP has begun to offer the Oxford Placement Test to students who have taken all the levels at the university, and who are completing the final partial of level 5. The exam is not obligatory, but students are incentivised to take the test as it allows them to be exempt from the written exam in the final partial, regardless of their grade in the placement test. Whilst the objective of the English courses is for students to achieve level B1, results from the tests in the last two semesters demonstrate that the majority of students do not achieve this level after having taken 5 semesters of English. Although the low results may be partially due to the change from online to face-to-face classes, as the placement test was implemented on the return of students after the pandemic, it is clear that many learners are not achieving the objectives established by the university.

### **Teaching Identity**

In this part of the assignment I will discuss my teaching identity, and I consider it important to first outline what I believe is meant by this term. In my opinion, one's teaching identity encompasses all the experiences and training that may have an impact on one's teaching style. Whilst some of these elements might be directly related to teaching, such as classroom experience or formal study of pedagogy, it can also include experience as a learner, whether this be through the process of studying English, another language or another discipline entirely. Furthermore, it can include cultural aspects, such as the nationality of the teacher or where they grew up or studied, as well as the personality of the teacher in general. All of these elements can have an influence on our classes and students, and by analysing our teaching identity, we can identify strengths and weaknesses in our practice.

I believe that a large part of who I am as a language teacher comes from who I am as a language learner. Although English is my native language, I have a lot of experience as a language learner, as my undergraduate degree is in foreign languages, specialising in Spanish and Italian. I can relate to the difficulties faced by my lower-ability students to whom English does not come naturally, as I went through a similar process myself; I did not study at a bilingual school, I do not have any family members from non-English speaking countries, and I did not have any contact with foreign languages until my second year of secondary school. As a result I know



that, with enough dedication, it is possible for even my lower-level students to master English. The problem is making *them* believe it.

Despite my keen interest in the study of languages, most of my knowledge as a language teacher has been acquired through observation, improvisation and experience, rather than through formal study of pedagogical methods. As my academic background is related to the study of languages and cultures, in my undergraduate degree we were not instructed on how to teach a language, but rather on how to learn and analyse one. However, I believe that my experience as a language learner, and currently an English teacher in many different institutions, countries and environments, has given me a wide understanding of teaching methods and learner needs.

My teaching career started officially in 2017, when I came to Mexico on the British Council Language Assistant's Programme to work as an English assistant in the Benemérita y Centenaria Escuela Normal del Estado de San Luis Potosí. At this time, I had just completed my undergraduate degree in Spanish and Italian, in which I had to study many elements of both languages, including linguistics, translation and literature. In addition, I had spent time studying Italian language and literature in Italy, and working in a small Spanish language school in Spain. As a result, I had a lot of experience as a language learner, and I had observed language teachers in numerous contexts, but I did not have any experience or formal training as a language teacher. My year as an English assistant in the Normal del Estado de San Luis Potosí was my first contact with students in a teaching role.

I consider that my development as a teacher in such a practical context has had an impact on my teaching identity. As an inexperienced teacher lacking formal training, I had to rely heavily upon observation of other teachers in order to plan my classes and understand my responsibilities. Moreover, I would suggest that giving classes in this context made me more intuitive and responsive to the needs of learners, as I was not always sure from the beginning of the semester about the aims of the course, and I did not always have a clear class plan. As a result of these early experiences in teaching, I believe I am more open to experimenting with new methods, and I feel comfortable making changes to my lesson plans if I feel this aligns with my learners' needs.

Despite the aforementioned advantages of practical learning, all teachers need to receive a formal education in teaching practices, and by studying the specialisation course I feel that I

have consolidated my identity as a teacher. Although I had a good understanding of the linguistic features of English when I began teaching, I lacked knowledge of the didactic theories and processes of second language acquisition which allow us to establish appropriate objectives, analyse learner needs and design corresponding activities for student development. Through studying different teaching approaches in the specialisation course, I have been able to put a name to some of the methods I was using, and I have also expanded my repertoire as a teacher by adopting new approaches that I was not aware of before I began this course. I am confident that my lessons will continue to improve after graduation, as I have been provided with so many options and alternatives for designing activities and evaluations.

Another significant part of my teaching identity is my nationality. As a British person giving classes in Mexico, it is inevitable that my culture has an impact on my classes, as students notice differences in my accent and my mannerisms, even if the class content is unrelated to the cultural elements of language learning. Whilst my nationality offers many advantages, such as the possibility of increasing cultural awareness and exposure to a different variety of accent and lexis, it can also create some obstacles. For example, my students generally struggle more with comprehension in my classes, and particularly with lower level students, it can be more difficult to form a connection, as some learners feel intimidated or believe that I will not understand them. These advantages and limitations have shaped the way I behave in the classroom and hence the formation of my teaching identity.

The fact that I studied languages in the UK also contributes to my teaching identity, as I notice differences between my experience as a language learner and that of my students. Firstly, I have observed that students have many more hours of language classes than I did in the UK. As a result, in my university there was a much greater emphasis on independent study and, in turn, an expectation for students to develop their own learning style. In contrast, in Mexico it is common for students to have English class every day, which I believe puts greater emphasis on the teacher, and does not encourage so much independent study.

Moreover, my experience as a university language learner was optional; from the age of 14 it was no longer obligatory for me to study a language. As a consequence, I believe there was a greater expectation on myself to be motivated and curious towards my studies. This differs from the learning environments in Mexico, where English is generally an obligatory subject and often a requirement for students to graduate from university. I consider it highly pertinent

for me to acknowledge these differences when developing my teaching philosophy, as the experience my students have as language learners is much different to my own.

Another important difference between models of higher education in Mexico and the UK is the importance placed on attendance and fulfilling course requirements in order to be able to present the exam. In the UK, it is not common practice for students to have an allowed limit of absences, and while students usually have to complete some kind of coursework as part of their grade, failure to hand in these assignments would not prevent the student from being able to take other evaluations during the course. I believe there are advantages and disadvantages to both models, as the Mexican system encourages greater student participation for the duration of the course, whereas the English model permits more learner freedom to students who work better in environments and timetables different to those of the course. Although I try to respect university requirements, I consider flexibility to be part of my teaching identity, as I believe that students excel when they take responsibility for their studies and develop intrinsic motivation (Mackey, 2006).

Finally, an important part of any teacher's identity is their personality and teaching style. In my case, I believe that my outgoing personality and curiosity about other cultures mean that I greatly enjoy working as an English teacher. I love meeting new people and I am a good conversationalist, which I think helps me to form a more personal connection with my students. Furthermore, I pride myself on being adaptable and intuitive, and this has helped to give me more freedom in the classroom. For example, if I see that students particularly enjoy or are struggling with a topic, I am happy to change my lesson plan in order to align with the interests and needs of my learners.

Despite these positive qualities, my personality also has some detrimental effects on my teaching. I recognise that I am not a very authoritative person, and this has impacted on my classroom management skills, and is one of the reasons for which I have decided to work only with adult students. Whilst I strongly believe that university students should take responsibility for their learning, I think that greater seriousness on my part might increase student motivation. Moreover, I would say that my reluctance to plan ahead and my lack of artistic skills sometimes limit the types of activity that I use in class, as I often feel overwhelmed by lesson plans that require a lot of materials and preparation.

Overall, my teaching identity encompasses many elements of my personal, professional and cultural self. Whilst my experiences as a language learner and teacher have given me many favourable qualities, there is always room for improvement, and for this reason it is important to be open to self-evaluation and constructive criticism.

### **Teaching Philosophy**

In the first assignment that we completed about our teaching philosophy, I stated that I believed strongly in the need for students to study grammar, and generally adopted a structural approach. By no means have I abandoned this belief, but I do now consider that I have a greater responsibility as a teacher to support students in their application of the contents covered in a grammar-based class. Furthermore, I have changed my opinion with regards to student motivation and my role in developing it.

I still believe that it is important to adopt the structural approach in classes, as I consider that this helps students to see language in a more tangible way. I regularly encounter students that express themselves well: despite grammatical errors these students can produce language in an understandable, albeit not entirely accurate, fashion. However, I have a majority of students who do not feel comfortable producing language. These students might understand texts and questions, but they are unable to express their ideas. For these students, I believe a combination of structuralism and grammar-translation methods can be useful, as it allows them to draw comparisons with their first language, and therefore helps them to build on and adapt their knowledge of communication in a second language. By combining the structural approach with more practical activities based on functional or task-based learning, we can give students a solid base in grammar, and guidance on how to apply this knowledge.

Although I maintain the need for a traditional approach to the study of grammar, one of the greatest changes in my teaching philosophy since beginning the specialisation course is my attitude towards student motivation. Previously, I expected my university students to motivate themselves, as I believed that adult students should not need to rely on their teacher for this purpose. Now, I believe that it is my responsibility to design classes which motivate my students, and I make a greater effort to create materials which are relevant to my learners. This shift in my mentality stemmed from two reasons; firstly, the realisation that, for many of my students, English is not a choice; and secondly, the variety of approaches we have studied in this course, such as task-based learning, content-based learning and the functional approach,

inspired me to implement new ideas and activities in my class to complement the grammar-focused lesson contents. Therefore, it is fair to say that the specialisation course has given me the tools and confidence to be more creative with my lesson planning.

Despite my greater focus on student motivation, I still do not believe that this motivation should come from the threat of course requirements, absence limits or obliged participation. In the case of adult learners, I believe that we should trust and expect students to take responsibility for their own learning, and whilst we need to motivate students by designing stimulating, relevant and useful classes, we should not force them to spend a certain amount of hours in the classroom. In my opinion, if a student is capable of meeting the course aims by working in an independent way, there is no problem. Therefore, I consider that flexibility and an emphasis on learner autonomy is another important part of my teaching philosophy.

## **1.2 Theory Underlying my Teaching Practice and Identity**

Given my background in foreign language studies, I have always firmly believed in the importance of studying grammar, as I think it empowers students to be able to create meaning by using their first language as a reference, even if they are lacking full control of the language (Larsen-Freeman, 1986). Whilst many students view grammar as difficult, I believe that it simplifies the language learning process, as instead of learning endless phrases for different situations, you can simply learn a set of rules which can be applied according to the idea you want to express. Nonetheless, grammar and translation should be focused on creating meaning and communicating, rather than simply correcting mistakes, and learners need to be given guidance on how to apply the translations and grammar from classes in a real interaction.

One way of supporting students to make this link is by employing the communicative approach and giving students opportunities to practice the grammar they have seen in class in relevant contexts. The communicative approach focuses on communicative rather than linguistic competence, preparing students for “real-world” contexts where they will have to use a foreign language by suggesting key vocabulary and phrases and having students take on certain roles in an interaction (Cook, 2001). Whilst previously I expected my students to be able to identify the situations where particular grammar points could be applied, I now recognise that learners need ample time and opportunities to get used to adopting these forms in given contexts. For example, it is not enough to teach students the past tense, by explaining how to form this structure and explaining that there are irregular verbs that they need to learn. In addition,

students need plenty of class-time to practice using this grammar in contexts where the past tense is common, such as talking about past holidays or describing what they did at the weekend. Through combining grammar-translation and communicative approaches, we can help students to visualise how they will apply their knowledge outside the classroom, and this can increase interest, motivation and confidence.

Despite my previous studies and keen interest in language and culture, I had not considered the importance of interculturality in my teaching practice, although the fact that I am foreign most likely helps students develop a certain level of intercultural awareness. Whilst I had included cultural activities in some classes, they were generally related to my country and culture, or included my perceptions of Mexico as a British person. However, after studying interculturalism as part of the speciality course, I now recognise the importance of preparing students to use English in an international setting and not only to interact with native speakers such as myself, given the significance as English as a lingua franca (Spencer-Oatey & Franklin, 2009). Furthermore, I understand that it is my responsibility as a teacher to help students develop intercultural competence through activities which expose them to people and places different from their own.

Whilst the importance of interculturalism in English language teaching is undeniable, it should also be noted that the use of class materials which are relevant to students and their environment can be hugely beneficial. According to schema theory, comprehension of language input is more complicated if the content is related to topics which learners do not have previous knowledge or experience of (Singhal, 1998). In other words, if we include topics in our classes which are unfamiliar or irrelevant for our students, it is more difficult for them to understand, and this can lead to decreased interest or motivation. Therefore, as teachers we have to find a balance between broadening our students' horizons through interculturalism and facilitating student communication through the use of relevant and familiar topics.

Finally, one of the most important changes in my teaching philosophy is my attitude toward student motivation, and I believe this is the biggest challenge for me given my teaching context. Motivation refers to a student's desire and effort to learn a language, and it is a significant factor determining the success of a student of English as a foreign language. There are different types of motivation, depending on a learner's goals and what they hope to gain as a result of reaching them (Gardner, 1985). Given my students' age, I have generally placed the emphasis on the learners in terms of motivation, as I expected adult learners, who are no longer in

obligatory education, to take responsibility over their own achievements. However, when considering my learning context I realised that most of my students have neither intrinsic motivation, given that the English course is obligatory, nor instrumental motivation, due to the fact that they do not have to present an official English exam to be able to graduate (Skehan, 1989). Consequently, I have reached the conclusion that the majority of my learners are relying on me to motivate them, and I must create engaging and relevant lessons in order to achieve this.

## **2. Methodology and practice**

A teacher's philosophy and identity will have an impact on all the interactions they have with their learners. Furthermore, one's teaching context should be carefully considered when planning activities and evaluations for our students. The activities discussed in this part of the project were designed considering the context and needs of my students, and include approaches, forms of assessment and an emphasis on the development of the competencies studied throughout the specialisation course.

### **2.1 A practical and useful lesson plan.**

#### **Theoretical Concepts of the Lesson Plan**

The lesson carried out for this assignment was created with the aim of aiding the development of intercultural competence in my students. As outlined in the description of my teaching context, the student demographic in my class is quite varied in terms of age, previous education and level of English. Nonetheless, with reference to intercultural awareness, my students generally have not had much contact with people from other countries, or even other states. Whilst many students are not from the city of San Luis Potosí, it is rare to have students from other parts of Mexico, and I have never had a foreign learner in my class. Furthermore, many students have never travelled abroad. As a consequence, many of my learners are lacking intercultural competence as they do not have any experience interacting with foreign people.

In the previous units of the specialisation, we identified a difference between linguistic competence, which relates to a student's ability to create intelligible language in terms of grammar, vocabulary and pronunciation (Spencer-Oatey & Franklin, 2009) , and communicative competence, which relates to the student's ability to use appropriate language

and negotiate meaning in a given context (Hymes, 1971). Whilst linguistic competence is obviously an essential part of language learning, as one cannot communicate effectively without a basic knowledge of how the target language functions, we can observe that the development of communicative competence is insufficient for the purposes for which our students will use English. This is because communicative competence generally focuses on the target culture, that is, native speakers of English and the countries which they originate from. Given the significance of English as a lingua franca, we know that students will probably need to use English to communicate within international communities, with other non-native speakers of English (Spencer-Oatey & Franklin, 2009). As a result, we can say that students must also develop intercultural competence in order to be prepared to use their language skills effectively in future.

The idea of interculturalism emerged in the 1950's in the writing of Edward Hall, who stated that "culture is communication and communication is culture", highlighting the importance of context when communicating, and emphasising that no interaction can happen without the influence of the cultures of the interlocutors (Hall, 1959). Since then, the idea of interculturalism has been developed by many scholars, and there are now many definitions of and approaches to interculturalism. One important contributor is Michael Byram, whose model of intercultural competence highlights the importance of interpreting, relating to, discovering and interacting with other cultures, in order to develop critical cultural awareness and subsequently become a mediator between people from different cultures (Byram et al., 2002). Byram also disputed the native-speaker model as an approach to language learning, suggesting that it is unproductive and even impossible for language learners to achieve (Byram, 1997).

As a foreign person teaching English in Mexico, I generally consider my nationality to be advantageous, particularly in terms of increasing intercultural awareness. However, I have observed some potentially troubling stereotypes held by students towards the UK and Europe in general. I often receive questions along the lines of "why did you come to Mexico when everything is better in Europe?", and descriptions of my country are sometimes met with tactless comments from students making generalised comparisons between "first world" and "third world" countries. Even positive stereotypes can be damaging as they give us a warped sense of reality and culture (Martin & Nakayama, 2010), leading to unrealistic expectations and, in the case of Mexico, can give rise to negative opinions towards one's own culture due to the idealisation of another, noticeable in the "malinchismo" present in Mexican society (Galán



Jiménez et al., 2019). I believe we need to foster a more subjective and critical mindset in our students, and for this reason I decided to develop an intercultural activity focused on perceptions of Mexico by foreign people, and perceptions of foreign countries held by Mexicans who live abroad.

The intercultural objective of the lesson plan was to help students see different perspectives of their city and country by listening to opinions of foreign people who currently live in San Luis Potosí. In addition, students read the reflections of Mexicans living in other countries relating to what they like about the country they live in, and what they miss about Mexico. The idea of the activity was for students to notice that Mexican culture is valued by people all over the world, and for them to become more conscious of elements of their culture that perhaps they had not noticed previously, due to the unconscious nature of culture.

In terms of the language aims from this lesson plan, I worked with an A1- A2 group who, throughout the semester, had been focusing on revision of the present simple, expressing preferences using the gerund, and describing the places they live. This activity allowed me to incorporate revision of vocabulary related to the city, with a specific focus on places in San Luis Potosí. Students practiced their use of verbs of preference, and were introduced to the verb “miss”. They used the present simple to talk and write about the places mentioned in the reading and listening activities. In addition, I introduced the present perfect and the words “for” and “since” by drawing on expressions in the reading texts.

The lesson plan helped students develop the four main skills over a period of four lessons, using original materials to increase the relevance of the lesson contents. The receptive skills were practiced using reading and listening material written by foreign people in Mexico, and Mexican people living in other countries. I collected this information using personal contacts, as well as asking for contributions on a facebook group of expats living in San Luis Potosí. I made necessary editions to the reading and listening material to ensure that the use of English was correct and appropriate. By using original materials created by foreign people in San Luis Potosí, I hoped to increase the students’ awareness of the international community which exists in their city. Furthermore, the advantage of using material written by non-native speakers is that it generally contains simpler language and grammatical structures, which make it suitable for A2-level learners.

From a language perspective, the use of audios recorded by people from various countries helped expose students to a variety of non-native accents which encouraged them to develop intercultural awareness. With reference to the perspectives of Mexicans towards their countries of residence, I hoped to introduce students to countries and cultures with which they may not be familiar, whilst keeping the topic relatable by including reflections from a Mexican point of view. I believed this would encourage more objective opinions on foreign countries, as the Mexican people commented on positive elements of their host country, whilst also mentioning things that they missed from home. In addition, by making such links between San Luis Potosí and the outside world, I aimed to demonstrate to students that the opportunities to apply the knowledge we learn in class may be closer than they think.

### **Development and Description of the Lesson Plan**

The following activities were designed for a series of four lessons which helped students to develop their intercultural competencies as well as applying previous grammar knowledge for communicative purposes.

#### **Lesson 1: Listening**

In the first class, students were exposed to cultural input in the form of listening material. Students are more likely to understand listening content which is relevant and familiar to them (Kolker, 2008), which is why I decided to use the information about San Luis Potosí, the city where the students live and study, to create the audios.

In order to activate schemata of the topic, students were asked about their favourite places and types of food from San Luis Potosí. Additionally, we did some revision of the specific vocabulary used in the audio. For the first listening, students were asked to try to hear information about where the people are from, and the food and places that they like about San Luis Potosí. This task focused student listening without requiring them to understand every detail mentioned in the audio. Previous to the second listening, the word “miss” was elicited from the students, and explained for the learners who were unfamiliar with this word. In the second listening, students listened for detail, and filled out the table to record the different things the people liked about San Luis, and the things that they missed about their own country.

It has been suggested that, for students to learn from listening activities, they must notice something about the language input and subsequently use it in context (Richards, 2008). For this reason, after noticing the use of the word “miss” as a verb of preference, students reviewed the addition of “-s” when talking in third person in the present simple tense, with emphasis on the addition of “-es” in the case of “miss”. The students did some controlled practices with gap-fill exercises, and subsequently they used the information from their table to write sentences about the people from the audio, using the verbs “like”, “love” and “miss”. Students took turns reading their sentences to practice pronunciation of the third person verbs.

## **Lesson 2: Reading and Speaking**

In the materials created by Mexicans living abroad, some of the content was unfamiliar to students, as reference was made to other countries and their customs. For this reason, I decided to use this information for a reading class, so that students had more time to process the information, and ask questions about unfamiliar vocabulary.

In order to introduce the topic, the meaning of the word “abroad” was elicited and explained, and students were subsequently asked if they knew anybody who lived abroad. By having students share their experience of the topics addressed in the text, it helped stimulate interest in and understanding of the content of the lesson (Carrell & Eisterhold, 1983). After a group reading of the texts, students were asked to underline the verbs of preference in the reading material (miss, like, love). Next, they were asked to notice the type of words used after the verbs of preference (nouns or gerunds). We did a short grammar check on these points, and students were asked to write sentences to say what the people like about their country of residence and what they miss about Mexico. As the students completed a similar activity in the previous class, and the grammar content had been covered previously in the semester, I chose not to include more controlled practice of this point, in order to avoid student boredom.

Next, the meaning of the expression “how long” was elicited from the students, and they were subsequently asked to find this information in the text. Then we did a short grammar check on the words “since” and “for” to express duration, and students were asked to rewrite sentences using “since”. At this stage, we did not do much practice on this grammar point, as students were not familiar with the present perfect tense, but I felt it was important to touch on the topic to deepen students’ understanding of the text, and to briefly introduce them to some grammar that they will study in the following semester. In the last part of the class,

students checked their comprehension of the text and their use of question forms in a short speaking activity in which they used prompts to create and answer questions about the content of the reading material.

### **Lesson 3: Writing**

In the first part of the lesson, students were assigned a country and given a list of questions and a list of answers, which they had to arrange in order to have the information required to write their country profile. Before asking students to organise the information, I elicited the meanings of the questions and helped explain unfamiliar vocabulary. Next, students worked in pairs to match up the questions and answers, and this information was subsequently used in the writing activity.

Given the level of the students and the more advanced nature of some of the information they would be explaining, students used controlled-practice with the aid of a model text to help them complete the country profile. As a result, this activity focused mainly on micro-skills such as the use of correct spelling and grammar in the parts of the text that the students needed to edit (Hyland, 2002). This activity would give students another opportunity to practice their use of the present tense in the third person, by requiring them to apply this grammar in context.

Students were presented with a text that contained the information from an example country profile. Before writing, students analysed the meaning of the text in their groups, and they were asked to underline the information that would need to be changed in order for them to complete their own country profile. These answers were elicited and unfamiliar parts of the text were explained. For the remaining part of the class, students worked on their text in pairs, and there was some time for group discussion and feedback in the last part of the lesson.

### **Lesson 4 - Speaking**

For the final activity of the lesson plan, students participated in a functional communicative activity in which they had to request information from their classmates in order to fill in a table about the different countries included in the lesson plan. This type of activity was helpful for lower-level students because they were already familiar with the vocabulary and they already had all the necessary information to respond, which lowered stress-levels when speaking.

Before working in groups to share information, students were given some question prompts which they needed to rearrange to create the questions for the activity. In addition, the pronunciation of keywords, word stress and intonation for questions were practiced with the teacher, and monitored throughout the class. After the initial activities, the majority of the class consisted of student-student interactions, to give learners more opportunities to practice.

## **2.2. Assessment Tools**

As mentioned in the description of my teaching context, the exams for the English programme at the UASLP are created by the exam team, meaning that teachers do not have much input in the design or content of the exam. Whilst this helps teachers as it reduces their workload, it means that they are not able to adapt evaluations to learner needs or to a specific course objective that they might consider useful. Nonetheless, in each unit of work, there is 20% of the student grade that comes from a portfolio, and the activities carried out in my lesson plan will provide this proportion of the grade.

Despite the use of the name “portfolio” in the course outline and assessment criteria of the university, I would argue that the procedure suggested by the English department does not constitute the development of a portfolio. Generally, students are given two activities which they must complete for each unit. These activities might come from the suggestions in the coursebook, or they might be extra activities designed by the teacher. However, according to the course requirements, students do not need to choose the activities to include in their portfolio, and neither do they complete a reflection of why they included these activities, hence omitting some of the steps which are essential in the development of a portfolio (Kuhlman, 2008). For this reason, from this point on I will refer to the activities in my lesson plan as the “Interculturalism Project”, and the work assessed in this project will be worth 20% of the student's grade for the unit.

The evaluation for the Interculturalism Project consisted of elements of traditional assessment and performance-based assessment. For practicality purposes, the grammar points were assessed using an online quiz, which reduced time needed to check students’ work. Furthermore, the written assignment included a formative assessment in order to increase washback (Brown, 2004). Whilst the only graded activities were the grammar quiz and the written assignment, students who missed classes or who failed to hand in all the evidence from the activities were unable to achieve the full 20% of their grade.

The first graded activity that the students completed was the online grammar quiz, and in order to ensure the validity of this activity, it was important to establish the knowledge that will be tested (Hughes, 2003). In this case, the quiz tested the students' understanding of the grammar points studied in lessons 1 and 2 of the lesson plan, namely the third person "-s" in the present simple, the meaning of verbs of preference including "miss", and the use of gerunds or nouns after verbs of preference. After completing lessons 1 and 2, students were informed that they would have to complete a quiz for homework, which made up part of their Interculturalism Project grade. The quiz was completed on google forms, and it was composed of multiple choice and cloze questions, which allowed the student to receive instant feedback (Kuhlman, 2008) Students had two attempts and a week to complete the activities. After the first attempt, students were able to view feedback on their answers, and in this feedback I included links to websites where they could practice the content with which they made a mistake. I used activities from the Perfect English Grammar website (Perfect English Grammar, n.d.) and Exam English website (Exam English, n.d.) which were graded automatically, allowing students to check and correct their mistakes. This allowed students to become more aware of their areas of opportunity, and it also introduced them to resources which they can use for future independent learning. .

The next graded activity was the written country profile. During lesson four, students wrote their country profiles, and this lesson created the opportunity for informal assessment, as I monitored the students and gave them feedback on their ideas. At the end of the class, students handed in their country profile, and I gave them feedback on the accuracy of their writing. Subsequently, students were given the opportunity to make corrections, before handing in the final version of their assignment, which was graded. This type of formative assessment provided learners with feedback which allowed them to recognise their areas of opportunity, and it also helped them to improve their score in the summative assessment. The grade distribution for the tasks is shown in table 2.

## **Table 2**

### *Weighting of the project activities*

Activity	Weighting
Grammar Quiz	5%
Country Profile Writing Activity	15%

A smaller weighting was given to the grammar quiz. This is because the written exam for the unit contains many multiple choice and gap-fill questions which test the students' knowledge of grammar and vocabulary, and for this reason I did not consider it useful to assign a large weighting to a similar style of assessment. In contrast, a larger weighting was given to the writing activity, as the opportunity for formative assessment makes this assignment a meaningful learning opportunity, and allows lower-level students to improve their overall grade.

As well as the grammar quiz and the written activities, students needed to hand in their evidence from lesson 4 in order to achieve the full 20% of their grade from the assignments. However, I decided not to include this tasks in the evaluation, as I believed the evidence could not be considered as valid or authentic to the lesson objectives. This is because the aim of lesson 4 was for students to practice speaking and question formation, but the class evidence was a table where students wrote the information about their classmates' countries. Whilst this table was a useful tool to help students organise the information discussed in class, it would not be useful as an evaluation tool, as the teacher would not be able to test the speaking skills of the student by observing this piece of work. For this reason, I have opted for informal evaluation and feedback in lesson 4 through the monitoring of student conversations (Brown, 2004).

### **2.3 Evidence of the Lesson Plan and Materials**

The full lesson plan can be found in Appendix A, the class worksheets are in Appendix B, and the reading material is attached in Appendix C.

### **2.4 Evidence of Designed Tools to Assess Students.**

Evidence of the grammar quiz and supporting websites can be found in Appendix D, and the assessment rubric is attached in Appendix E.

### **2.5 Video Footage of the Lesson Plan in Action**

The sessions of the lesson plan were recorded and a video was compiled including the highlights which can be accessed via the following link: [https://drive.google.com/file/d/1kHWWISN7J\\_U\\_ytORfpt8EIP9lYOq-nrU/view?usp=drivesdk](https://drive.google.com/file/d/1kHWWISN7J_U_ytORfpt8EIP9lYOq-nrU/view?usp=drivesdk).

Images from the video can be found in Appendix F, and photos of students using the materials during the classes are attached in Appendix G.

### **Chapter 3: Experience Report**

The lesson plan was carried out during the week 8th-12th May. It was initially composed of 5 classes, and this week was chosen as, due to the students' evaluations at the end of April and the large number of holiday weekends in the month of May, this was the only week in which I believed there would be five classes before the beginning of the third period evaluations. However, there were last minute changes to the school calendar during that week, as well as problems with some of the resources included in the lesson plan, which meant that some significant changes had to be made to certain activities. Nonetheless, I believe that I was able to fulfill the lesson plan aims.

The activity which was removed from the lesson plan was a task-based learning activity in which students were going to carry out independent research into a country using the English department's computer room.. However, as a result of the changes in the calendar, and due to technical problems in the English laboratory caused by heavy rain, the reservation I had made for students to use the computers was cancelled. As a consequence, I had to incorporate the content from this lesson into the writing class, by giving students the answers to the questions in the task-based activity and asking them to arrange them correctly. Subsequently, students were able to complete the writing template using the answers from the worksheet. Whilst this option helped to avoid disruption to other parts of the lesson plan, I was disappointed that I had to remove this element, as task-based learning can be very motivating for students (Ellis, 2003). Therefore, if I were to repeat the lesson plan, I would definitely add this element back into the class activities.

The content of class 1 and class 2 were carried out on Monday 8th May and Wednesday 10th May. In these classes students read and listened to the materials which presented foreign



perspectives of Mexico and other countries, and students were particularly participative when talking about positive elements of their city. Whilst students initially struggled to understand the audios, after the focused listening task they were able to identify most of the elements that the speakers liked and missed. It is worth noting that, in order to improve this lesson, I would like to investigate ways of increasing the quality of the audios, because in the classroom they sounded too quiet. Nonetheless, I observed that in both lesson 1 and 2 students were able to recall the grammar of the present tense and the verbs of preference, and incorporate it with the contents of the lessons in order to explain the opinions expressed in the reading and listening materials.

With reference to the intercultural aims of the lesson, students were engaged when talking about their city, and they were curious about the expats' impressions of San Luis Potosí. In addition I noticed that, after studying the reading and listening materials, students began to ask me questions about my country and my experience as a foreign person in Mexico, which demonstrated how the activity had awoken intercultural curiosity in the students. Despite these positive observations, and although the students did not make inappropriate comments as part of their class participation, I did hear jokes being made related to negative stereotypes about Colombia and Germany when students were working in groups. This demonstrated that some of the learners in my class need to develop greater intercultural awareness, which I believe can be achieved through more exposure to different cultures in these types of activities.

Given the aforementioned technical problems, the country research activity was cut down and incorporated into the writing activity in lesson 3, and learners worked on their speaking skills in lesson 4, meaning that the second half of the week was focused on productive skills. The use of the template was successful as it allowed lower level students to create a coherent text, and it also introduced and contextualised relevant vocabulary. On the whole, learners correctly identified the vocabulary which needed to be changed, and the accuracy of their final texts was good. Likewise, I was able to elicit the necessary questions for the speaking activity, but most of the learners relied on reading the questions during their interactions. In order to further develop the productive skills, I would like to implement more of these controlled activities, and gradually increase the learner participation in the language production.

Finally, I would like to make a general observation about the effectiveness of the lesson plan given my teaching context. As previously mentioned, one of the biggest challenges in the

UASLP English Department is the high rate of absences amongst students, and this certainly limited my ability to fulfill all of the lesson plan aims. Despite informing students of the importance of their attendance for their Interculturalism Project grade, there were absent students in all lessons during the week 8th-12th May, meaning that any tasks requiring knowledge from the previous lesson caused difficulty with participation for students who had missed earlier sessions. In addition, I had greater responsibility for the materials, as I had to keep track of which students had done each activity, and give students materials which they had not received in previous classes. Overall, I observed that students were not used to participating in these types of activities which are carried out over a series of lessons.

After this experience, I understand why teachers are encouraged to rely so heavily on the coursebook, as it is much more convenient to simply tell the students what they missed in the class from which they were absent. However, I believe that this reliance on the textbook is precisely one of the reasons why students skip classes, as they do not feel motivated to attend a class in which they solely complete exercises in a workbook. Therefore, if I were to repeat this lesson plan in another semester, I would like to adapt it to make sure each lesson has a clear aim which can be fulfilled within a single class. Although this limits the types of activities which can be included, I consider it to be the most practical option given the aforementioned limitations. Furthermore, I believe it would be a good idea to upload materials to a platform such as Microsoft Teams or Google classroom, and ask students to access activities that they have missed in class. Whilst I envisage it will be difficult to foster a proactive attitude which motivates students to check activities outside class hours, if I begin using this tool at the beginning of the course, I hope that some students will develop these habits over the course of the semester.

#### **Chapter 4: Conclusions**

The need for well-prepared English teachers in Mexico and worldwide cannot be ignored. As a result of technological development and international business, we now live in a world where you can collaborate with a colleague on the other side of the world, or you can live in a different country to the company where you work. Such global mobility requires a lingua franca, and English has firmly established itself as the language for international communication. Despite

the significance of English on the world stage, and the proximity of Mexico to the United States, many Mexican students are still unable to communicate in English, even if they are educated to university level.

Such language difficulties seem counterintuitive, given our unprecedented exposure to foreign languages and cultures. Nowadays, learners who are able to connect to the internet have access to unlimited reading and listening materials in English, and they can even get in contact with speakers of the language through social media. Nonetheless, as a teacher at university level, I encounter group after group of students who are unable to structure basic sentences in English, let alone participate in meaningful interactions. What's more, many of these students have already spent hundreds of class hours in English lessons throughout secondary school, and as a result they have lost any interest or motivation they might have once had to speak English. Clearly, all the resources in the world are not sufficient unless these learners have a knowledgeable teacher to guide them.

So, what is the role of the contemporary English teacher in Mexico? If I had been asked that question a year ago, I might have said that I needed to teach grammar, create opportunities for practice, give feedback and provide students with an insight into British culture. This answer would not have been wrong, but it would have been incomplete. I now know that an English teacher not only needs to teach grammar, but also has the responsibility to help students apply this content for communication. As well as creating opportunities for practice, teachers must develop materials which are relevant and engaging for their students, and which take full advantage of the opportunities for computer assisted language learning. Whilst giving feedback is important, it is not enough to simply grade exams and essays; the teacher must be constantly evaluating the students to understand their needs, interests and weaknesses in order to plan effective classes. Furthermore, although teaching students about my culture might be helpful, the development of intercultural competence will prepare my students to interact with people from all over the world. Finally, an English teacher needs to motivate their students and give them the confidence to communicate, because a student with a desire to learn and a belief that they *can* learn, is a more powerful tool than any teaching method.

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**Appendix A**  
**Updated Lesson Plan**

<b>UNIVERSIDAD AUTÓNOMA DE SAN LUIS POTOSÍ</b> <b>DEPARTAMENTO UNIVERSITARIO DE INGLÉS</b>	
<b>Lesson Objectives</b>	<p>Interculturality objective: Discover different perceptions of Mexico through descriptions of San Luis Potosí written by foreign people. Learn more about other cultures through descriptions of other countries and cities written by Mexicans living abroad.</p> <p>Language objective: Review present tense forms and the use of verbs of preference. Describe other people's preferences.</p>
<b>Evidence of learning</b>	<p>Grammar and vocabulary worksheets (see appendices) Country profile Table of information completed in speaking class (see appendices)</p>
<b>Topics</b>	<p>Vocabulary: places in the city, food vocabulary, verbs of preference</p> <p>Grammar: verbs of preference with gerunds, third person verbs in present tense</p> <p>Themes: perceptions of Mexico and other countries, international cultures and customs</p>
<b>Time</b>	<p>4 sessions of 50 minutes</p> <p>Session 1 – Listening, noticing and review of verbs of preference Session 2 – Reading activity, practice verbs of preference and third person present Session 3 – Country Research and Writing: create a country profile Session 4 - Speaking activity: sharing country profiles</p>
<b>Materials</b>	<p>Original audios (perceptions of SLP) Original reading materials (worksheet - Mexicans Living Abroad) Worksheets Notebook Whiteboard Television connected to laptop via HDMI cable to project powerpoint presentation</p>

<b>Group</b>	Level: A2 Number of students: 12 Class time: 17:00-18:00
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<b>LESSON 1</b>		
<b>Time</b>	<b>Activity</b>	<b>Description</b>
10 minutes	Opening conversation questions and presentation of vocabulary	Teacher asks students what places and food they like in SLP. Students discuss in small groups. Teacher elicits answers.  Next, teacher introduces key vocabulary of places from the city using images on a presentation.
10 minutes	Listening activity: Listening for gist	Teacher tells students they will listen to an audio of people talking about SLP. Teacher tells students to listen for information about nationalities and preferences.  Teacher plays audio. Teacher elicits answers from students.
10 minutes	Listening for detail	Teacher elicits verbs of preference used in audio, including “miss”. Teacher elicits meaning and explains.  Teacher tells students to look at the table on the worksheet, and informs students they should write down the things that people like, and the things they miss.  Teacher plays audio. Teacher elicits answers.
5 minutes	Noticing grammar forms	Teacher shows some example phrases describing the preferences of the people from the audio. Students notice the third person -s. Teacher explains the spelling change for the verb “miss”. Students practice pronunciation of third person verbs.
10 minutes	Controlled practice	Students complete grammar activities related to verbs in third person.  Teacher elicits and checks answers.

5 minutes	Closing activity	Students ask students to recall the things that people liked about SLP and asks them if they agree or disagree.
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<b>LESSON 2</b>		
<b>Time</b>	<b>Activity</b>	<b>Description</b>
5 minutes	Opening: Introduction to topic	Teacher elicits meaning of “abroad” and asks students if they know someone who lives abroad. Students discuss question.
10 minutes	Reading and noticing - verbs of preference	Students tells students they will read texts written by Mexicans living abroad. Texts are read aloud as a groups, then students discuss what they understood in small groups. Teacher asks students to underline verbs of preference in the text (miss, like, love). Next, they will be asked to notice the type of words used after the verbs of preference (nouns or gerunds). Teacher elicits answers and emphasised the use of the gerund after verbs of preference.
5 minutes	Grammar review: verbs in third person	Teacher shows example from previous class and elicits grammar related to third person “-s”. Teacher gives example related to reading material: “Gloria likes eating international food.” Teacher explains that students will be writing sentences with verbs of preference in the third person.
15 minutes	Free practice: writing about preferences	Students work in groups of three to write sentences about the preferences of the people from the reading material, using verbs of preference.  Teacher elicits one sentence from each group and makes corrections where necessary.
10 minutes	Grammar point and controlled practice -	Teacher elicits meaning of “how long”.Teacher asks students how long Gloria and Giovanni have lived in their respective countries.



	“since” and “from”	<p>Teacher uses examples from text to explain and differentiate between “since” and “for” to express duration. Students complete rewriting activity on worksheet.</p> <p>Teacher elicits and corrects answers where necessary.</p>
5 minutes	Closing activity	Teacher elicits sentence about Gloria or Giovanni from each student.
Homework Activity		Complete Online Grammar Quiz - Present Simple and Verbs of Preference

<b>LESSON 3</b>		
<b>Time</b>	<b>Activity</b>	<b>Description</b>
10 minutes	Organise information for country profile	Teacher explains to students that they will be assigned a country to write about. Next, students receive corresponding worksheets and are given 5 minutes to arrange the information to answer the questions. Teacher monitors and makes any necessary corrections.
15 minutes	Reading and noticing	<p>Students read the model text and analyse meaning. Teacher elicits meaning of specific or advanced vocabulary (get there, may/might, dishes etc) , to ensure understanding.</p> <p>Next, teacher asks students to underline information that students could change in order to write their own country profile. Teacher elicits and checks answers.</p>
15 minutes	Writing	<p>Teacher explains that students will use modern text to write their country profile, changing the underlined information.</p> <p>Students have time to write their text in groups.</p>
10 minutes	Peer review	Students swap texts with another group and give feedback, focusing on the use of the present tense “-s”. To close, teacher elicits information about

		countries from reviewed text, emphasising use of third person “-s”.
Homework		Formative Writing Task Make suggested corrections to country profile.

<b>LESSON 4</b>		
<b>Time</b>	<b>Activity</b>	<b>Description</b>
5 minutes	Opening: review of writing	Teacher asks students to retrieve their writing text from the previous class.  Students have a couple of minutes to recall information about the country from the text they reviewed in the previous class. Teacher elicits a few facts from the students.
15 minutes	Preparing to speak: writing questions	Teacher asks students to recall the questions they were asked in lesson 3, and explains that students will be writing questions to help them in a speaking activity. Teacher shares question prompts in which students must put words in order to create questions.  Teacher elicits and corrects answers where necessary.
15 minutes	Speaking activity	Teacher explains that students should use their questions to request information and complete the table on their worksheet.
15 minutes	Weekly review	Teacher changes groups to have input from students who investigated different countries.  Teacher puts the following questions on the screen and gives students 10 minutes to review their worksheets from the week and discuss:  -What things do the foreign people like about SLP? -What things do the foreign people miss from their own country? -What do Gloria and Giovanni like about where they live? What do they miss about Mexico? -Give an interesting fact about the country you researched. -Give an interesting fact you heard about one of the other countries.

		Teacher elicits a few answers from each group.
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## Appendix B

### Handout with Activities for the Lesson Plan Sessions

#### Class 1: Listening

**Figure 1**

Name	Likes/loves	Misses
John		
Nadja		
Sihle		
Paola		
Luz		

**Rewrite the following sentences in third person.**

**John: I love eating sopas, but I miss the steak from the U.S.**

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**Nadja: I like walking in Tangamanga park.**

---

**Paola: I miss Sicilian pastries.**

---

**Sihle: I miss ackee and saltfish, but I love tamales.**

---

**Luz: I love enchiladas potosinas and the historic centre.**

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### **Class 2: Reading**

**Rewrite the sentences using “since” instead of “for”.**

1. **Gloria has lived in the U.S. for 4 years.**
2. **Giovanni has lived in Milan for a month.**
3. **Teacher Lucy has lived in Mexico for 5 years.**
4. **I have studied English for \_\_\_\_\_ years.**

### **CLASS 3: Arranging Country Information**

Destination Country and City:

How do you get there from San Luis Potosí?

How long does it take?

What is local currency (value mxn)?

What official language(s) are spoken there?

What is the most common greeting?

What documents do Mexicans need to go there?

When is the best time to go (weather, festivities)?

What are the most important places?

What foods should you try?

**Figure 2**

A handshake is common when meeting new people, or a hug with people you know.	It's common to give a handshake with direct eye contact.
Arepas (tortillas topped with meat or vegetables. Bandeja paisa (beef, rice, beans, eggs, avocado, plantain).	Bratwurst (pork sausage), Schnitzel (breaded meat), Sauerkraut (cabbage in salted water)

You need a valid passport and a return flight (or a flight to another country).	A valid passport, a ticket for onward travel and proof that you have enough money for your trip.
Take a coach to Mexico City. Then, take a plane from Mexico City to Bogota.	Take a coach to Mexico City. Then, take a plane to Hamburg, Berlin or Frankfurt.
You should visit from December-March because the weather is dry.	May-September for warmer weather. Visit in October for Oktoberfest.
It take 5 hours on the coach to Mexico City, then 4:30 hours on the plane.	The coach takes 5 hours. Depending on the route, the flight takes from 11 to 13 hours.
Cartagena, the Amazon Jungle and the coffee region.	Berlin and Munich. The Black Forest. The Rhine and its Castles.
Spanish	German
Colombian Pesos. 1 Mexican Peso = 260 Colombian Pesos	The Euro 1 Euro = 19 Mexican Pesos.

### Writing template

#### Destination: Birmingham, England

Birmingham is an 18 hour journey from San Luis Potosí. To get there, you need to take a coach from San Luis to Mexico City. Then you take a plane from Mexico City to London, and finally, you can take a train from London to Birmingham.

The currency in England is the British Pound, and one British pound is worth 23 Mexican Pesos. The official language is English.

Mexicans do not need a visa to enter England. They must have a valid passport, and they may also have to show a travel insurance policy, a return flight ticket and a hotel reservation.

The most common greeting in England is a handshake, especially for people who you are meeting for the first time. It is common to greet friends with a hug, but a kiss on the cheek is normally used only for close family members.

The weather in England is usually cloudy and rainy. The best months to visit are during the summer, because there is less rain. The biggest celebrations in England are for Christmas and New Year's Eve.

The most famous dishes from England are fish and chips and afternoon tea. In Birmingham, you can try delicious Indian food.

#### **CLASS 4: Speaking**

**Fill in the table by sharing information from your country profiles.**

**Figure 3**

<b>COUNTRY</b>	<b>TRAVEL INFORMATION + DOCUMENTS</b>	<b>CURRENCY + LANGUAGE</b>	<b>FOOD</b>	<b>PLACES</b>	<b>GREETINGS</b>
<b>England</b>					
<b>Jamaica</b>					



<b>Germany</b>					
<b>Italy</b>					
<b>Colombia</b>					


## Appendix C

### Reading Material

Figure 1

*Intercultural Reading Material*

# MEXICANS LIVING ABROAD



**GLORIA, from SAN LUIS POTOSÍ**


I live in Mason, Ohio and I have lived here for 3 and a half years.

What I like most about living here is the security. Even though I know some people are armed in the U.S.A. my neighbourhood is quiet and green, with lots of kind people.

My favourite places here are the parks. We live near the great lakes, which are perfect for hiking, fishing and camping. For me, being in touch with nature and seeing animals in their environment is so exciting.

Due to the diversity of cultures where I live, you can try traditional food from all over the world. My favourite cuisines that I have tried are Japanese and Korean, because the flavours are interesting and the ingredients are healthy.

I have a long list of things I miss about Mexico, but the biggest one for me is my job. I am a dentist and the doctor-patient relationships I developed in Mexico helped me to be better every day. I also miss Mexican food.



**GIOVANNI, from GUANAJUATO**

I live in Trezzano Sul Naviglio, near Milan in Italy. I have been here for about a month.

What I like most about living here is that they separate and recycle the garbage. I also love living in an international place, and meeting people from all over the world. Finally, the public transport is very efficient.

My favourite place is a park in the centre of Milan. It's very peaceful and you can ride a bike and look at some beautiful buildings nearby.

I love pizza and I am trying to find the best pizza in Italy! I also love the gelato (ice cream) because it is so delicious and creamy.

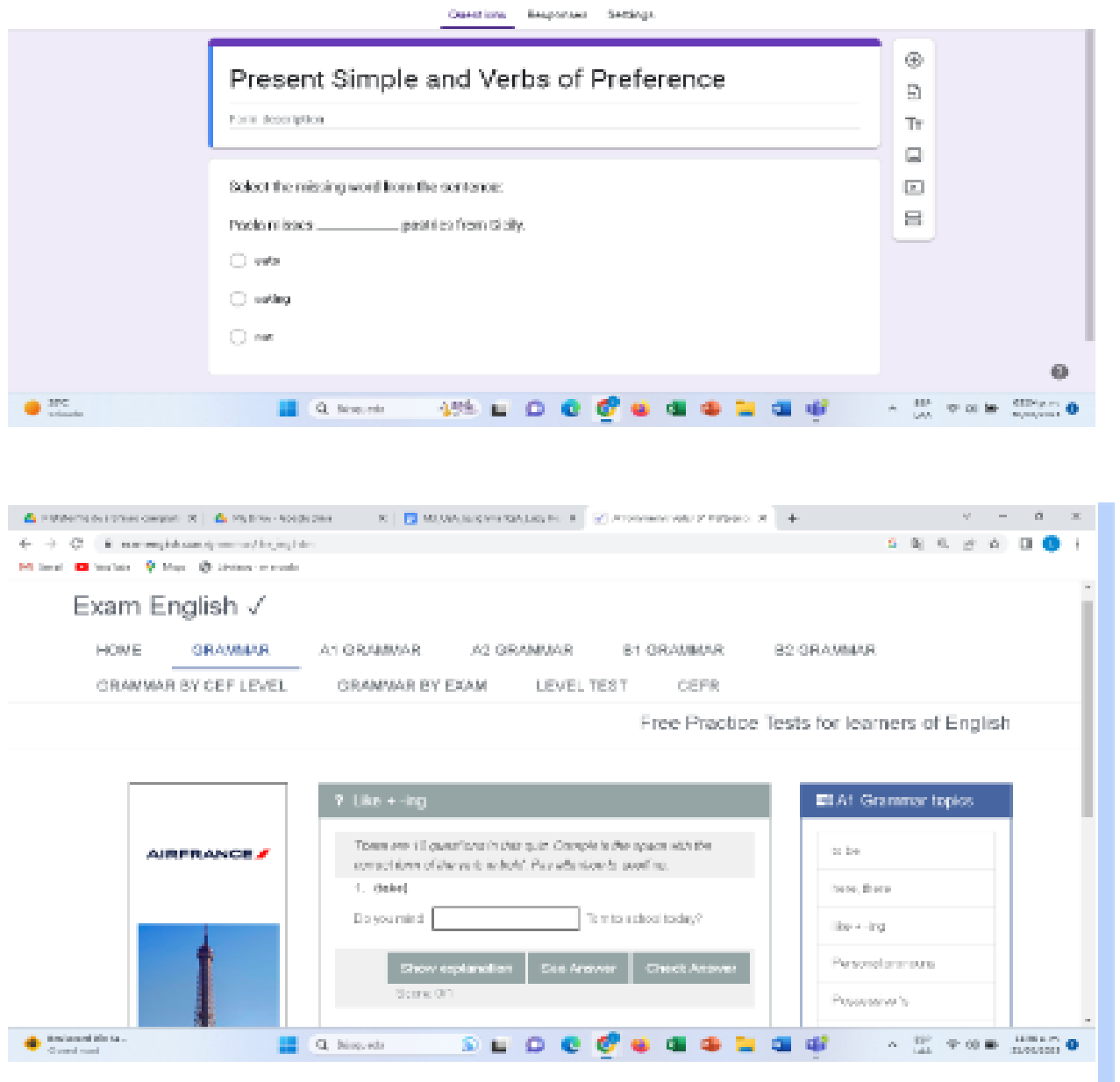
What I miss most about Mexico is the food, especially taquitos al pastor. It's very sad because here in Italy it is so expensive to buy the ingredients to prepare Mexican food.

## Appendix D

### Grammar Quiz on Google Forms and Suggested Activities

Figure 1

Assessment Tools



## Appendix E

### Interculturalism Project Evaluation Criteria

**Figure 1**

*Evaluation Rubric*

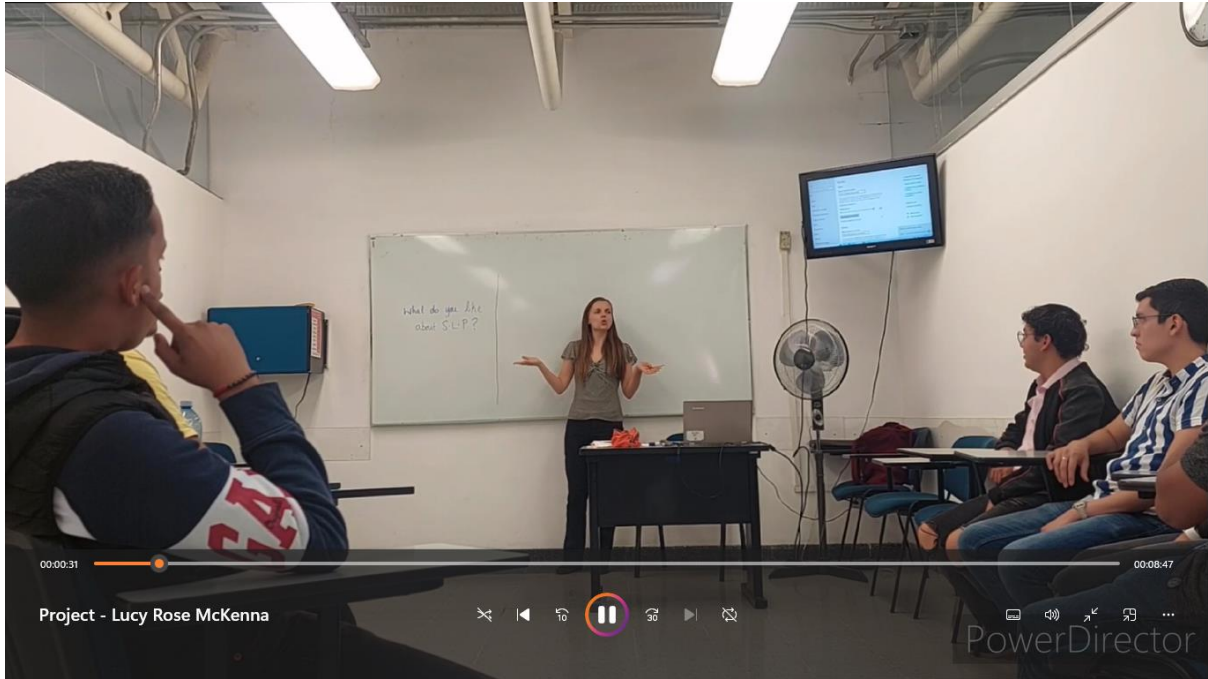
	<b>Task Completion</b>	<b>Use of English (writing task)</b>	<b>Organisation (writing task)</b>	<b>Attendance</b>
<b>10</b>	Student completed all activities from lessons 1-4.	Students demonstrates clear understanding of template and uses appropriate vocabulary, spelling and grammar to adapt the model text.	Student profile demonstrates appropriate use of paragraphs and punctuation and includes a title.	Student attended all classes.
<b>8</b>	Student is missing one activity.	Students demonstrates an understanding of template and generally uses appropriate vocabulary, spelling and grammar to adapt the model text, with some minor errors.	Student attempts to organise ideas into sentences and paragraphs, with some minor errors in punctuation.	Student missed one class.
<b>6</b>	Student is missing two activities.	Student demonstrates limited understanding of the template, which cause some errors in word choice or grammar used to adapt the model text.	Student demonstrates inappropriate use of paragraphs and punctuation.	Student missed two classes.
<b>5</b>	Student is missing more than two activities.	Student uses inappropriate vocabulary and grammar in an attempt to adapt the model text.	Student does not attempt to organise writing into paragraphs and does	Student missed more than two classes.

## Appendix F

### Images from the Video Footage

**Figure 1**

*Footage from Lesson 1*



**Figure 2**

*Footage from Lesson 2*



## Appendix G

### Photos of Students Using Class Materials

**Figure 1**

*Students Using Reading Material*



**Figure 2**

*Student Using Reading Material*

