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VOLUNTEERING AROUND THE WORLD

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SUBMITTED TO OBTAIN THE DIPLOMA

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ATENTAMENTE
"EDUCAR PARA TRANSFORMAR"

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Abstract

The pedagogical intervention project, titled *Volunteering Around the World*, explores the process of teaching English as a foreign language (EFL) aligned within the context of Mexican higher education context. The central aim of the project is to bridge cultural and linguistic gaps while enhancing students' communication skills, particularly through experiential and communicative approaches that engage them in real-world scenarios like volunteerism. By examining teaching philosophies, theories of second language acquisition, and student-centered methods, this work provides a comprehensive analysis of effective teaching strategies for fostering language proficiency in a diverse and culturally rich classroom.

Key theoretical frameworks, such as the Communicative Approach, Task-Based Learning, and Kolb's Experiential Learning Model, are discussed in depth. These emphasize the importance of engaging students with authentic contexts where they can apply language skills meaningfully. The Communicative Approach encourages interaction through language, while Task-Based Learning uses real-world tasks to facilitate language learning. Kolb's model, meanwhile, highlights the cyclical process of learning from experience, reflection, and experimentation, making the language learning process both dynamic and deeply reflective.

The first chapter focuses on defining the roles of both teachers and students in the EFL context, acknowledging the necessity of creating the most supportive and inclusive learning environment possible. Emphasis is placed on the teacher's evolving role as a facilitator who not only transmits linguistic knowledge but also guides students in their cognitive and behavioral development. Understanding students' language needs and establishing clear teaching goals are also highlighted.

The second chapter explores the theoretical underpinnings of language learning, with specific attention on behavioral, sociocultural, and cognitive frameworks. Insights from Jakobson's Model of Communication are applied to analyze various texts, illustrating how language could function as both a social and cognitive tool. A detailed lesson plan incorporates activities like role-playing, collaborative simulations, and exercises aimed at developing the four fundamental language skills: listening, speaking, reading, and writing.

These activities align with the theoretical frameworks discussed earlier, ensuring a consistent and structured learning experience that remains adaptable to the learners' needs. The lesson plan is designed to encourage active student participation and engagement through meaningful real-life simulations, thus facilitating better retention of language skills.

The results of the pedagogical intervention are discussed, showcasing positive outcomes in student engagement, comprehension, and retention. Reflecting on these outcomes, the project identifies areas for improvement, such as differentiated instruction and more frequent formative assessments. Additionally, the integration of technology is explored as a tool to enhance both teaching and learning processes, particularly in a modern, digitally-driven world.

In conclusion, the project illustrates the power of experiential, task-based, and communicative teaching methodologies in fostering linguistic and cultural competencies. It highlights the need for educators to create a supportive, student-centered environment that encourages active participation, real-world connections, and continuous feedback. The importance of differentiation in instruction and frequent formative assessments is underscored, ensuring that each student receives the support needed to thrive. This intervention reaffirms that EFL instruction, when done through holistic, culturally responsive methods, can prepare students to navigate an increasingly interconnected and intercultural world.

Key words: lesson plan, volunteering, methodologies, university students

“Volunteering around the world”

Introduction

Life is like a giant gear where the pieces that intervene to keep this mechanism always in motion include social, technological, scientific, and economic factors. As a consequence, great challenges arise, especially in the educational field, since teachers have to be vanguards and be prepared for any change, no matter how vertiginous it may be. Nowadays the need to strengthen communication has become imperative. To achieve effective communication, it is suggested to reflect deeply on teaching practice, where teaching philosophy takes place, and which must be supported from its origins to the present, mainly in theories of language, schools of thought, communication models, and social practices.

The word philosophy comes from Greek and means Philo (love) and Sophy (wisdom), and starting from this conceptualization, the love of sharing knowledge could be the guideline of life, work, and the interaction among individuals. Therefore, teaching philosophy is defined as the set of beliefs about the teaching-learning process. As well, language is a complex instrument that allows individuals not only to communicate, but also cognitively helps them to understand and integrate themselves into society. Thus, it is of utmost importance that teaching not only focuses on grammatical rules, pronunciation, or spelling, it also needs to include environments and processes, but above all, the use and utility that can be given to the knowledge acquired in a cognitive, affective and behavioral way (Acosta 2012).

Mastering a language goes beyond developing and properly applying the four skills: listening, speaking, reading, and writing. An English teacher not only needs to know what each of these skills means, but how to convey the knowledge in order to teach them effectively. For all the information above, this work reflects the beliefs or assumptions about how second languages are learned and taught. It presents an analysis of texts under Jakobson's Model of Communication. A mental map is included to exemplify beliefs, methodologies, approaches, and techniques of language teaching. The theoretical perspectives of the Communicative Approach, the Task-based Approach, and Kolb's

Experiential Learning Model are discussed. The role as a teacher and that of my students are identified; a deep reflection on my experience and my teaching philosophy in the context of Mexico is included. Finally, a lesson plan was developed, which consists of:

- a) The elaboration of a diagnosis and design of the lesson plan (teacher's perspective):
To do this, the observation of the students' second language competence was carried out, and specific needs and areas for improvement were identified, such as grammar and vocabulary deficits as well as challenges in speaking, listening, reading, or writing skills. Considering this information, the lesson plan included objectives for each lesson, specific activities, as well as a selection of materials and resources.
- b) Implementation (student perspective): the lesson plan was developed in which there was active participation of the students in the lessons and activities described. This phase involved practice with the language through exercises, debates, role-playing games, and language games.
- c) Reflection and evaluation: once the implementation of the lesson plan was completed, trends in student progress were identified, areas in which improvements were noted as well as, any persistent challenges that required further attention.

All of these topics are described as follows:

Chapter 1

Teacher and Student's Roles, Teaching Context, Learning Experience, Philosophy, and Identity

1.1 Identification of my role as a teacher as well as students' roles from my real teaching context situation.

According to Biddle (2013), roles can be defined as the expectations that a person has to carry out certain behaviors in a certain context. Likewise, Richards & Lockhart (1994) point out that in people's daily lives, they always adopt different roles depending on the environment that surrounds them and the actions they perform. In this sense, concerning teaching, a characteristic that determines how the teachers act is in terms of the educational environment, and this depends on each institution in which they work, whether primary, secondary, university, or private school, as well as several factors such as culture, philosophy, parents, administrators and even economic aspects of the institution.

There are outside-the-classroom roles, which may be independent of the school where the teachers work, and perhaps for some of them, additional training must be taken. These roles are:

- **Needs analyst:** the needs of the students are evaluated, generally at the beginning of the course.
- **Curriculum developer:** preparation or modification of lesson plan.
- **Materials developer:** sometimes there is a textbook and additional material must be created, if the book is not available, the materials are designed by the teachers.
- **Counselor:** provides advice, assistance or support to students in general and mostly if they have a problem.
- **Mentor:** Experienced teachers sometimes mentor new teachers.
- **Team member:** in certain institutions, teachers must work as a team, either to improve the curriculum or to create materials, among others.
- **Translator/interpreter:** in special situations, the translation of the topics is necessary for those who do not master the language to be taught.

- **Researcher:** teachers can investigate topics related to language teaching and thereby generate research studies either individually or collaboratively.
- **Professional:** take training courses constantly.

Richards & Lockhart (1994) consider that beliefs and knowledge affect the role as a teacher, some examples are the following: Classroom management and organization, teaching control, curriculum, content and planning, instructional strategies, motivational techniques, and evaluation philosophy. A final factor to consider is the personality, or behavioral characteristics that teachers demonstrate, such as: authoritarian, affiliative, aggressive, and cooperative.

Calvert (1975) suggests that in the teaching process, there are also the roles of the students who have certain characteristics according to the environment in which they are, whether with their classmates, parents, or teachers, and depending on the relationships, the students have with the other people. In this sense, students could be note-takers, followers, and tutors, and they could adopt power relationships as **task-oriented, phantom, social, dependent, isolated, and alienated**.

1.2 My role as a teacher as well as my students' roles from my real teaching contextsituation

As a teacher who works with university students, one of the main aspects to consider is that students are no longer teenagers and have become adults. Now they realize that they are partly responsible for their academic formation and that, the teacher is now a course facilitator who will guide them at this stage; students need to develop qualities such as responsibility, self-regulation, and time management, among others. I believe that one of my strengths is to try to understand the students and little by little help them to discover that they can be builders of their own learning in a kind way without neglecting professionalism when teaching my classes, explaining them, and at the same time understanding, the manner each one learns.

I consider myself a teacher who works under a collaborative approach; I like to interact with students in a way that the appropriate atmosphere is created; thus, that learning could be achieved in the best possible way. My personality is affiliative because I ensure that the students work in an environment where they are confident, I like that the students enjoy the class and that they participate in the lessons. Regarding the institution where I work, my teaching practice coincides with the characteristics of the role of the teacher outside of class, a person who becomes a needs analyst, curriculum developer, materials developer, counselor, mentor, team member, translator/interpreter, researcher, and professional.

In Mexico in the university environment, the roles of the students are so varied in each group. For example, there are very few students who are **oriented tasked**, where they are successful with their activities; some are **phantom**, who complete all the assignments but with little participation in communicating their ideas in the classroom; the majority are **social** since they prefer to interact with their classmates. There are a few **dependent** students who show up in class and demand more attention. I do have **isolated** students who prefer to do the activities alone; so far, I have only had one isolated case of an **alienated** student who was hostile in class, but he is a student with special needs.

1.3 Critical analysis of conceptions of how my prior experiences and beliefs shape me as a teacher/learner.

My first contact with the language was since I was born, the city where I lived as a child, borders a city in the United States, however, it was not until I entered elementary school that I took private English classes with an excellent teacher, who taught me to communicate. Later on, I joined a small, improvised school with a lovely English teacher who cared about every student's learning process and did everything possible to transmit her knowledge in a practical manner.

My teaching practice has been influenced in the first instance, by the example of those teachers from my childhood from whom I learned not only the language but also teaching-learning techniques. Later, as a teacher, I was able to identify that those teachers agreed that their teaching methodology followed a cognitivist school of thought, since according to Rojas

(2004); Piaget's Theory of Cognitive Development explains an expression of intelligence associated with the thought that will be developed through the assimilation of the environment. Likewise, Chomsky (2002) points out that the intuitive and non-intentional linguistic knowledge that each person possesses from an early age is what determines the linguistic behavior of that individual.

1.4 Dimensions about myself that I recognize and wish to maintain in my teaching/learning practice.

I would like to maintain when working with university students, the little academic freedom that I have, although not all groups are the same, they are generally very similar, where creativity can be used, and class topics can be adapted to current situations or real life. I have a general rule in my groups to work in an environment of trust, respect, and cordiality, I do not consider myself a student's friend, but a kind person who tries to understand and help them.

1.5 Dimensions about myself that I recognize and wish to modify in my teaching/learning process.

In some schools where I have worked in Mexico, they have a paternalistic approach; the students have many rights without considering the teacher's opinion. In that sense, I would like to be able to demand a little more from the students in issues such as turning on the camera in a remote session, not allowing them to have so many absences, and avoiding having to almost beg them to take an exam, among others.

1.6 Dimensions about teaching/learning that represent my greatest challenges

The mere fact of being an English teacher in Mexico is a challenge itself because the students have very strong family, social, and personal characteristics, they are also very large groups where the challenge is to, at least sow the seed of interest in having a second language. Another important challenge is that education in this country is increasingly focused on generating economic resources instead of graduating better-prepared students. In each day of

class, it is necessary to convince them that a second language opens up opportunities, and another of the challenges that I consider important is ensuring that students with special needs can integrate into the group and work as a team.

1.7 Teaching context

Weinstein (1979) establishes that the environmental circumstances shape the teaching context and conditions in which teaching and learning occur, including factors such as the physical environment, characteristics of the student, educational objectives, the curriculum, materials, teaching methods, assessment, and social and cultural influences. These elements are included in an example of a lesson plan (See Appendix D) and are described as follows:

1.8 Student Profiles and Language Needs

The first step in designing a language learning plan is to understand the students' profiles and language needs. Stoller, Grabe, and Komiyama (2013) emphasize the importance of recognizing students' linguistic backgrounds, proficiency levels, and learning styles. For instance, students with limited vocabulary might require more focus on vocabulary-building exercises, while advanced learners might benefit from complex text analyses.

It can be seen in Figure 1, that the university students are enrolled in the subject English A2, which is a basic level, where most of them are of similar age and with similar communication problems. A common characteristic is the fear of making mistakes and that this will be the object of ridicule. In my personal experience, on the first day of classes, I mentioned that disrespect of any kind will not be allowed, to create a safe environment for all students.

Figure 1.*Class level and students' profiles*

Teacher:	Silvia María Molina Gastélum
Teaching Context:	
Class and Level	Basic A2 face to face
Student Profiles	<p>There are 24 students in this basic A2 level class, they are between 19 and 21 years old, there are 9 male and 15 female students. It is a multidisciplinary group (they are currently enrolled in different majors). This is a face-to-face English class that starts at 12:00 pm from Monday to Friday.</p> <p>Students in this group are dynamic and enthusiastic. They can understand basic English, but struggle with understanding native speakers. Some of them hesitant to speak in English, fearing mistakes and not being understood due to pronunciation issues. Their learning preferences lean towards interactive, technology-driven methods, the majority of the students have auditory learning style.</p>

1.9 Establishing Teaching Goals

Clear teaching goals provide direction and purpose to the lesson plan. According to Richards and Renandya (2002), these goals should be specific, measurable, attainable, relevant, and time-bound (SMART). In this lesson plan, clear and practical goals are established, with the aim of students improving their communication skills. Figure 2 shows the objectives of this particular class, where the activity focuses on a role play and conversations in a real-life situation in order to increase students' confidence in achieving effective communication.

Figure 2*Teaching goals*

Teaching Goals	
<p>Reading: Enhance students' intercultural competence and empathy through texts, while developing critical reading and analytical skills.</p> <p>Listening: Improve the ability to understand spoken English in various contexts, focusing on real-life situations, news segments, and conversations.</p> <p>Writing: Enhance students' ability to analyze and interpret interculturality combined with plans.</p> <p>Speaking: Increase confidence in speaking English, emphasizing fluency, accuracy, and clear pronunciation</p>	

According to Acosta (2012), language is a complex instrument that allows individuals not only to communicate, but also cognitively help them to understand and integrate themselves into society. Therefore, it is of utmost importance that teaching not only focuses on grammatical rules, pronunciation, or spelling, but also includes the environment and processes, but above all, the use and utility that can be given to the knowledge acquired in a cognitive, affective, and behavioral way.

1.10 My language Learning Experience

A phrase that has had a great influence on my life is the following: "The most valuable inheritance for our children is education". My father is a retired teacher, and since I remember, in my house, there has always been present that love for teaching that involves dedication, effort, and commitment to achieve the transmission of knowledge to students. When I was a child I did not know anything about the schools of thought or the theories of teaching and learning, I only knew that I wanted to be a teacher and I used to play with my brothers as I had this profession. When I was older, I became my father's secretary, I helped him organize his materials and sometimes when there were too many students, I assisted him in evaluating multiple-choice exams and he used to supervise me.

1.11 Autobiography as a language teacher

Once I finished my university studies, my first job as an English teacher (more than 20 years ago) was in an academy where I had groups that differed in age, that is, adults, adolescents, and toddlers. This academy influenced my professional life as an English teacher since the teaching philosophy followed by the school was the constructivist theory of Piaget and Vygotsky, where, as stated by Romero (2009), students learn, develop, and therefore acquire new knowledge from their learning experiences. The training courses I took in that academy were enriching in all senses, thus I can say, without fear of being wrong, that nowadays I continue applying the knowledge, method, or philosophy of teaching that I learned since then.

A few years later, a specialization course in teaching English appeared in my life at a university, I enrolled in it, and all the tools I acquired at that time have had an impact on the teacher I am today. Working with children and adolescents was an experience where it is not only transmitting knowledge but also factors such as tolerance, empathy, self-control, and motivation, among others, are being considered. However, when I started working with adults, I understood that this was the path I would like to follow in order to develop myself as a professional.

1.12 Current teaching context

I have worked at the Instituto Tecnológico de Sonora (an autonomous and public University located in the south of the State of Sonora in Mexico) for 18 years and it is where I currently teach the subject of University English A2 to three groups in two modalities. A remote and two face-to-face groups, there are 30 students in each with an age range between 16 and 25 years old, who are studying one of the 18 different majors that are taught in the institution, ranging from educational sciences (highly theoretical career), administration (theoretical-practical) to engineering (totally practical). Students come from high schools with poor levels of English; it is true that in Mexico not all the public schools have included EFL within their curriculum, so the problems that the teachers face are that the students were not correctly exposed to the language.

Most of the time the students in my school have a job, therefore, they come exhausted to classes. The majority of the students are not used to have breakfast, or they have bad eating habits, so they cannot be fully concentrated to learn properly. Other students may have family problems, (lack of money, single parents, pregnancy, little siblings to take care of, among others) due to this, the students do not come to all of the classes, they cannot learn at the same pace as their classmates, and in consequence, the quality and effectiveness of the courses are affected in a negative way.

Another important factor to consider is that the institution is 100% inclusive, which means that in the classroom, every semester, there are students with special needs. For this reason, the department of integral formation of the student trains the personnel with courses

called "first aid intervention in the classroom". In these classes, teachers are provided with ideas and instructions on how to act in case of a crisis of any student in class, their process of learning, which is a little bit different, and also the process of taking these students with the student counselor.

As I previously mentioned one of my classes is remote; it is being taught in my office at the school where I work, in there I do have access to the internet and good computer equipment that includes the appropriate programs to teach the class. The face-to-face sessions are held at the institution too. Where the characteristics of the classroom are the following: in my school fortunately, there are devices such as a projector, a computer for the teacher and internet access, but if we need all students to use a computer to perform a task we have to go or move to another classroom in the computer center. There are 30 to 35 chairs and desks for students, a whiteboard, and air conditioning, but the classroom itself is not comfortable at all.

In my personal opinion, I consider that the elements of the classroom that are beneficial for the students are definitely the access to internet, projector and air conditioning. In Sonora, the weather is boiling hot, therefore the air conditioning in the classrooms must work most of the year. On the other hand, the characteristics that are not beneficial for the students are, in the first place the sunlight that appears through the windows (is difficult to see the whiteboard), the chairs and desks are not as comfortable as they should be and the noise that comes from outdoors.

1.13 My teaching philosophy

According to Chism (1998), a teaching philosophy is like a photograph that reflects all the activities, ideas, beliefs, and thoughts related to a person's teaching practices. My teaching philosophy has been influenced by Piaget's constructivist and cognitivist theories where learners are the ones who construct their own learning taking into account the prior knowledge and the interaction of their environment, therefore the teaching position that best defines my teaching philosophy is learner-centered (Unesco, 1996).

I also follow a task-based language teaching that is characterized, according to Nunan (2004), when learners acquire knowledge primarily by observing the actions of the teacher or facilitator. The major emphasis is on activities that promote communication in the language being studied. Authentic and real-life texts are included. Students, in addition to gaining knowledge, are also involved in the process of acquiring it, the students' own experiences are used to practice real-life situations and the usefulness students find in applying the knowledge acquired in class to real-world situations outside the classroom.

Additionally, I try to include a communicative approach because I firmly believe in the necessity for the change mentioned by Hymes (1972) when he points out that the importance that was given to a language structure changed to consider to a greater extent the use that can be given to that language. To have better results in this process, there might be three aspects: the person who speaks might communicate a clear message, the dialogue has to be understandable, and in what manner that dialogue would be carried out. Therefore, I also consider a pragmatic approach since it gives greater importance to the use that is given to the words and where the language functions are applied (Austin & Warnock 1962).

Although this philosophy is indeed one that could be the best when working with my university students due to their characteristics of independence and self-regulation, sometimes the objective of the subject to be taught is lost a bit, for example when performing an educational game, students pay more attention to the competition than to think it is a learning opportunity. Having a hybrid philosophy could be useful, where most of the activities follow a student-centered approach, when giving instructions it could be, perhaps, more convenient to take the teacher-centered position.

Chapter 2

Theoretical foundations

2.1 Reflection on beliefs or assumptions about how second languages are learned and how they should be taught

Over the years, scientists have made valuable contributions to second language learning, such as McLaughlin (1985) and Slobin (1996) who studied how L1 is acquired since this explains the translingual similarities, where there is a close connection between linguistics and how language is processed. According to Arnfast (2010), the cognitive approach to language begins with the mind's ability to comprehend the information it receives, and thanks to a psychological approach, the understanding that a second language is acquired through skills is achieved. The most important theoretical contributions of second language acquisition (SLA) are the following:

2.1.1 Behaviorism and Structuralism

Behaviorism considers that when learning a language, new behavior is acquired by the exposure and the form that the student responds to positive reinforcement or suitable feedback, the behaviors will be repeated, forming habits. In contrast, if a punishment is received the student will abandon the learning process (VanPatten & Williams, 2014). Structuralism, on the other hand, is based on the structure of a language considering the association of ideas through the use of phonology, syntax, and morphology, where all the elements are interlaced and where master structures are more important than other fundamental aspects such as vocabulary, for example (Aljumah, 2020).

2.1.2 Generative Linguistics

The second school of thought in L2 acquisition is Generative Linguistics; Ludlow (2013) establishes that this approach is intended to obtain the answers to how and why a language is acquired; it is also studied beyond simple observation and collection of

information, with the help of interaction of the basic elements, especially psychological components.

2.1.3 Sociocultural Theory

Sociocultural Theory (SCT) is based on Vygotsky's research in 1978, and it is pointed out that the acquisition of a language, native or additional, is a process that associates social interaction with cognitive aspects. To be precise, language functions as a mediator between social interaction and higher-order mental processes are carried out by the will of people who include all forms of artifacts to achieve communication (McCarthy, 2006).

2.1.4 Contrastive Analysis

Great important research occurred from 1940 to 1960, in linguistic pedagogy, when the hypothesis of Contrastive Analysis (CAH) appeared. This theory explains that the forms of L1 are adopted by L2 students in terms of their use, and mistakes could be predicted by comparing both languages, as well as the L1 transfer, at the beginning of L2, learning can occur in aspects such as phonology, morphology, syntax (Lado, 1968). There is a difference between acquisition which occurs in a natural environment, and learning, which could be achieved in an environment where L2 is not spoken natively. Another differentiation exists with second and foreign languages concerning the social, learning context. Learning L2 is essential to be able to integrate into society and carry out institutional functions in a country where the apprentice's L1 is not spoken. On the other hand, the term foreign language is also a non-native language, and it is generally taken as a subject in educational institutions (Ruiqin, 2015).

In addition, Krashen (1981) establishes that acquiring L2 requires clear messages, which become a comprehensive input, where natural communication must prevail, it does not require conscious grammatical rules, and where the message is more important than the way of communicating it. To achieve effective communication, Krashen's theory of second language acquisition consists of five main hypotheses, which together form the

Monitor Model: The Acquisition-Learning, The Monitor, The Natural Order, The Input, and The Affective Filter Hypothesis.

2.1.5 Insights into the teaching process acquired while working in my classroom

Considering the most important theoretical contributions of second language acquisition (SLA) and learning, and my teaching practice, when working as an English teacher at a university, the learning process would be, acquiring a foreign language (EFL). In Mexico, English is taught as a subject at higher educational institutions, it is not the native language in the country, nor is it the language used by the majority of the inhabitants. The benefits for students who manage to communicate in English increase, for example: the possibility of having a good job would be higher. If they could get a job abroad, the students would need to make adjustments and improvements to their level of English, it is when the acquisition of a foreign language finishes, and the process of acquiring a second language starts.

Although the teaching of EFL is through a learned system, in my teaching practice, I try to follow an inductive system as much as possible, through exercises in which students achieve communication, without having to worry excessively about grammatical or pronunciation errors. Project-based learning is the teaching strategy that has mostly worked with my students. I could also say that the students in my course use the monitor hypothesis. In the institution where I work, books for all levels are used in English subjects, where speaking is prioritized over writing, reading, and listening. Considering the communicative approach as the one of greatest importance, the grammatical and pronunciation structures only appear in certain very short, simple and sporadic exercises, which follow a natural order in each one of the books from the first where the students practice simple present until the sixth, which includes more structured tenses.

In the input hypothesis, learning a second language is considered progressively, in a similar way as in the natural order hypothesis. In my university English classes begin with basic structures in all senses, as progress is made with the lessons, the acquired knowledge

is taken into consideration and the slightly more complex structures are gradually added, fulfilling the $i+1$ formula. In my teaching practice, one of the priorities is to create the ideal environment in order for students to feel confident in participating. I use movie segments, as well as current videos, and I try to provide them with examples of current situations that may be interesting for them, in other words, I tend to lower the students' affective filter.

2.1.6 Analysis of reading and an audio text under Jakobson's model of communication

In underdeveloped countries such as Mexico, communication is more challenging even, due to the idiosyncrasy of the country and the economic, social, and family problems, among others, which affect directly the students that come to classes. Language teaching has been studied for so many years and it is where the theoretical contributions tend to be a first aid kit, which allows continuing the path towards a better development of the communicative process, some of these tools are the teaching models that authors have created as guidelines to follow, three examples are shown below:

- ***Form, Meaning, and Use Model***, Larsen-Freeman (2013) suggests that "form" is related to all the rules such as pronunciation, spelling, grammar, and word formation; "Meaning" is the factor that allows knowing the concepts, phrases, and texts such as vocabulary, references, semantic fields, among others, and, "use", which are the intentions of what it is said in a certain context.
- ***Jakobson's Model*** of Communication has six components that allow communication to take place; each of these elements has a specific function: where the *sender* transmits a *message* to the *receiver*, in a certain *context*, using a *code* through a *channel* (Jakobson, 2014).
- ***Hymes' Model*** of Communication refers to the acronym of the word "SPEAKING", and it allows to understand the communicative process where:

S: refers to the stage and scene or the physical space and the exact moment where a dialogue takes place.

P: is for the participants.

E: is related to the purpose of the message, the objectives, intentions, and results of the emission of the message.

A: characterizes the acts and their sequence in the event of communication.

K: represents the key that is the tone, manner, or spirit of the dialogue.

I: symbolizes the instrumentalities referring to the forms and styles of communication.

N: are the norms or social rules that must be respected to help maintain order at the time of transmission of the message.

G: related to the genre or type of speech.

According to the suggested models, reflecting on my teaching practice, and considering what Evans & Broido (1999) point out when talking about a possible miscommunication in which the process of negotiation of meaning, I can realize that it is difficult to be guided by a single model. However, sometimes a single model can work for activities where different skills are practiced. Some examples of both, reading and listening activities are analyzed in the following paragraphs:

Reading text

Figure 1
Reading activity analyzed under the Jakobson's Model

7.4

IMPOSSIBLE FOODS

LESSON OBJECTIVE
 ■ write a comment about an online article

1 READING

A PREDICT Look at the picture in the article. Why do you think this is called the Impossible Burger?

B Read the article. Were you right? Read the article again and write the headings in the correct places.

- 1 In a restaurant near you
- 2 Meat from plants
- 3 Good for the future
- 4 The secret ingredient

C PAIRWORK THINK CRITICALLY Read the article again. Are Impossible Burgers the best thing to happen to food in years? Discuss the positives and negatives of green food with your partner.

The new and wonderful world of Impossible Foods

A

Impossible Foods is a company in Silicon Valley, California. They make burgers and other delicious meat and dairy products. There's something very unusual about their food: Their meat and dairy don't come from animals, but from plants. Yes, plants! I didn't believe it at first, but it's true. Thanks to Impossible Foods, you can eat a delicious burger that looks like meat and tastes like meat but is made with only plants.

B


How does the Impossible Burger look and taste so real? The secret is something called heme. It's an ingredient that exists in both plants and animals. Heme gives raw beef its red color and meat flavor. Impossible Foods uses the heme found in plants, not animals, to make the Impossible Burger. It's healthy, and the plant ingredients don't hurt the environment. Clever, isn't it?

C

So, why is Impossible Foods doing this? Well, animal farming uses about 50% of the Earth's land and 25% of the Earth's water. That's a very expensive way to produce food. So, it seems to me that the Impossible Burger is a great example of a food of the future – good for the planet and good for your health. Soon it'll be cheap to eat, too!

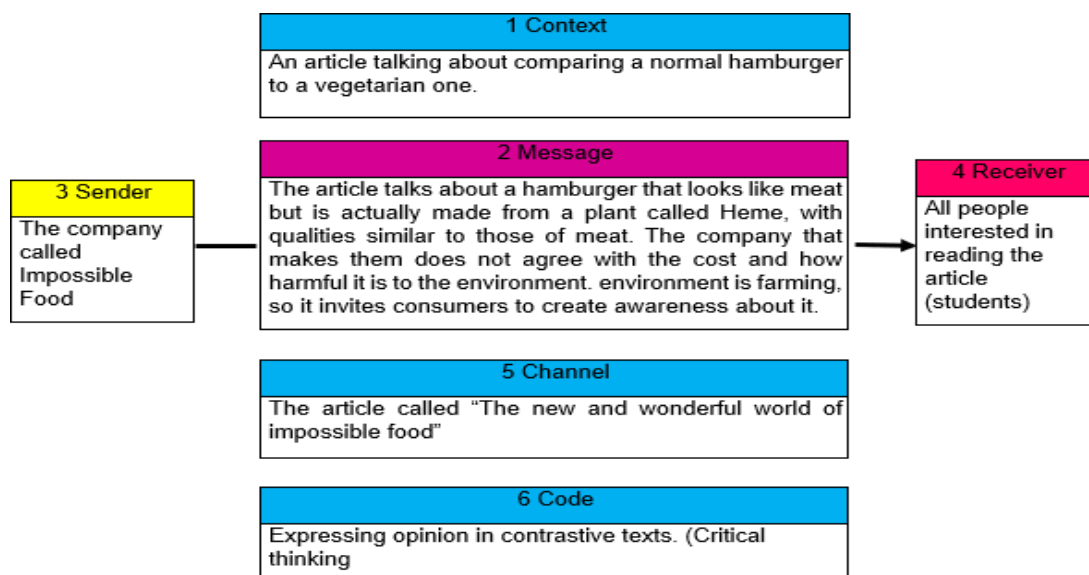
D

Maybe you think all of this is science fiction, but it's not. Twenty restaurants in the U.S. now sell the Impossible Burger. Soon these delicious burgers will be everywhere. In my opinion, it's the best thing to happen to food in years!



GLOSSARY

dairy (adj): milk products, or food made from milk.



Audio text

Figure 2

Audio activity analyzed under the Jakobson's Model

8.4

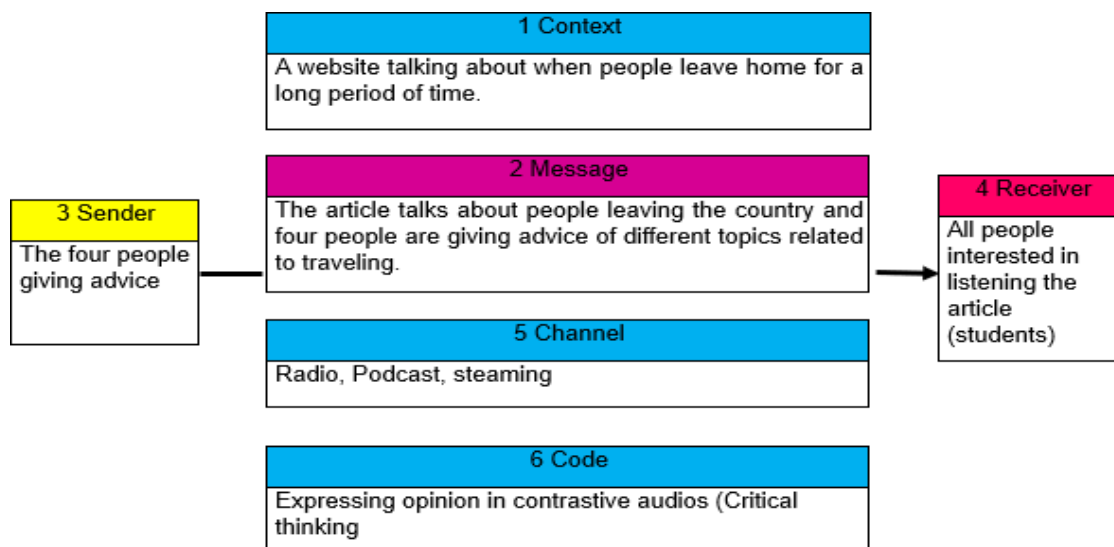
LEAVING HOME

LESSON OBJECTIVE

- write advice on living in another country


1 LISTENING

- A **PAIR WORK** Imagine that a friend is leaving in six months to live in another country. What three pieces of advice can you give him/her? Discuss with your partner.
- B **2.17 LISTEN FOR GIST** Listen to four people giving advice to people who are going to live in another country. Is their advice the same as yours?
- C **2.17 LISTEN FOR DETAIL** Listen again. What advice does each caller give? Write 1, 2, 3, or 4.
- | | |
|---|--|
| 1 Learn the language. <input type="checkbox"/> | 5 Ask friends or family about local customs. <input type="checkbox"/> |
| 2 Get to know your way around with maps. <input type="checkbox"/> | 6 Get to know people. <input type="checkbox"/> |
| 3 Find a good place to live. <input type="checkbox"/> | 7 Join clubs or groups that fit your interests. <input type="checkbox"/> |
| 4 Work with a conversation partner. <input type="checkbox"/> | |
- D **PAIR WORK THINK CRITICALLY** People don't always choose to move to another country. Think of reasons why people leave their home countries. What extra problems do they usually face?



Chapter 3

Theoretical Basis about Language, Language Learning and Language Teaching

3.1 Graphic organizer about different language teaching methodologies and approaches as well as teaching techniques.

According to Freeman & Richards (1996), it is necessary to conceptualize the beliefs in the first place, which are not only generated by cognitive functions, but at the same time are social constructions made up of experiences and problems. The set of knowledge and emotions accumulated during a person's life, one's own experience as a second language student, as well as experience as a teacher, the school environment as a workplace, personality and preferences, academic training, and finally, following a specific teaching approach or method, forms what are the beliefs about teaching and learning everything in life.

Richards & Rodgers (2014) suggest that in the process of teaching a language, an approach encompasses the assumptions that serve as the theoretical basis, which helps knowledge reach learners effectively, its nature is axiomatic, it has been scientifically proven, it is true, and unquestionable, among other characteristics. A method is the set of principles and procedures, which represent the way in which linguistic material is carried out in the teaching of a second language process. In relation to techniques, they are all those strategies that are put into practice in harmony with a method and an approach to achieve the objective of teaching-learning a second language.

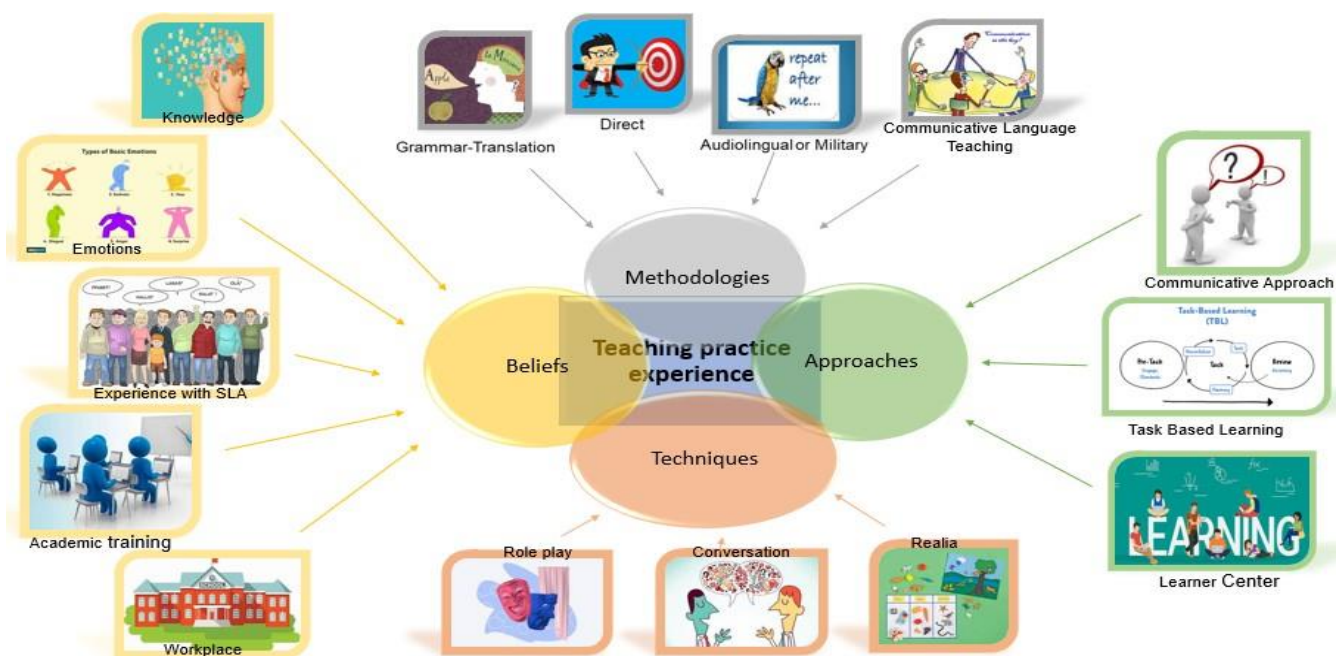
There are plenty of methods and approaches related to teaching a second language, as well as several techniques, some of them are the following: the Grammar-Translation Method proposed by Larsen-Freeman (2013), it focuses on the study of grammar and vocabulary through reading and writing activities. Another teaching method is the Direct Method, which is carried out by visual and immediate association, and students learn grammar inductively. The Audiolingual or Military Method consists of carrying out repetition of activities, mainly considering vocabulary and pronunciation (Richards & Rodgers, 2014). Communicative Language Teaching, according to Hymes (1972) is applied

with the objective that students develop communicative competence through interaction within a real-life context or situation.

Concerning the approaches, Ellis (2003) proposes the Task-Based Learning Method whose application consists of assigning specific tasks that students will develop in the language they have learned so far. Other contribution is the Learner Center Approach which is based on constructivism, where teaching methods are utilized that favor the autonomy and independence of the student through practices of daily life situations and problem-solving. Techniques are the activities that are carried out within the classroom; they are implementational (Froyd & Simpson, 2008). In Figure 3, it is conceptualized and exemplified the well-known assumption that teaching a second language is a complex process, where several factors intervene, such as approaches, methods, and techniques.

Figure 3

Mind map about Methodologies, Approaches and Techniques



3.2 Establishing links between methodologies and relating them to my teaching practice experience.

I have taught English guided by different teaching theories, this has made me analyze and reflect on my teaching practice, and it is where through trial and error I have been selecting (although I still have a lot to learn) the methods, approaches and techniques that have worked in a better way with my students. Guiding university students, as I do, following the Constructivist Theory in my classes has helped me acquire the theoretical support that has given me clarity by including applicable teaching methods according to what I think, and my beliefs about what teaching a second language entails.

In my personal opinion, without a doubt and despite years of experience, a teacher should not arrive at the classroom without prior preparation. Improvisation is not a good ally when teaching, although it is true that sometimes a change of activity is necessary, it is of utmost importance to plan the activities according to the theory and materials to carry out a successful lesson. In my teaching practice, I always plan activities taking into consideration, the Communicative Language Teaching Method since in my school communication in a second language is priority.

In Mexico, with university students it is difficult to encourage interest in learning a second language, thus when I follow Learner-Centered and Task-Based Learning Approaches they have interest in the class because they carry out tasks that can be solved in a practical and relevant way. I am also interested in including the Communicative and Cooperative Approaches because is where my students create an atmosphere where they feel confident to participate, and this makes me more critical in my lessons because I can inquire myself about why I do what I do, and I always try to improve for the next class. I use to include techniques such as role-plays, conversations, and realia, among others, which promote critical thinking to my students. In addition, I believe that by following approaches, methods and techniques, the knowledge that the students acquire is significant and it is applicable and useful to solve situations in real life.

3.3 Discussion of the theoretical perspectives of the Communicative approach, the TaskBased Learning Approach and Kolb's model of Experiential Learning

3.3.1 Communicative approach:

According to Jabeen (2014), the Communicative Approach appeared in the 1960s and 1970s when linguists of the time were not satisfied with grammar and audiolingual methods, arguing that students were not acquiring knowledge about a second language in the correct way. It is considered the most effective theoretical contribution in the teaching of a second language, since it establishes that meaning must be given, not only memorizing. The main characteristics are: it promotes effective communication, the language is learned in order to communicate, it focuses on meaning and appropriate use, fluency and precision are important, the materials must simulate real life and the four skills have to be integrated.

3.3.1.1 Communicative Approach example:

Role-plays about the process of boarding a plane, with the objective of practicing the present simple in routines, occupations and workplaces where:

- Five teams of six students each are formed.
- They are given five small pieces of paper containing the names of the airport employees (Characters: clerk, security inspector, customs, employee, flight attendant).
- As a team, they choose a character to perform.
- The students read the text about the process of boarding a plane (see appendix A) and look at internet to find more information,
- They write a text with the dialogues created by themselves according to their character.
- They could draw or use the objects they could have with them to use them as realia to enrich their character performance (passport, credit card, boarding pass, baggage, carry on, etc.)
- They perform the process of boarding a plane in front of the group according to their character.

3.3.2 Task-Based Learning Approach

Willis (1996) establishes that Task-Based Learning appeared in the early 80s, due to the limitations that were found when using the existing methodologies at that time, however, they were unable to communicate effectively. This approach consists of using or applying tasks with a communicative purpose where a real or natural context of the study of a language is provided. It consists of three parts:

Pre-task: introduction and instructions are given and the task is presented to the students.

Task cycle: Students can use L1 and the knowledge they have acquired from L2 and under the guidance of the teacher they work on the activities and at the end, they will present their results.

Language focus: It is a more detailed study of the acquisition of a second language where students analyze and practice.

3.3.2.1 Task-Based Learning Approach Example

Pre-task: Teacher explains what a three-course meal is and gives students some examples (Appendix B), organize students into groups of five and tell them to write items from each of the following categories:

Protein
Carbohydrate
Fruits
Vegetables
Dairy product

Task cycle:

The students decide the dish to prepare.

They have to write down the ingredients required in each category.

Each team must prepare a three-course menu with its ingredients. It is not necessary to use all the ingredients.

Teams give a brief presentation about their menu and the class votes for their favorites.

Language focus:

Investigate the calorie content of the recipe.

Investigate the number of kilocalories that a normal adult can consume.

Compare the calorie content of your three-course menu with the normal calories accepted to be consumed per adult.

3.3.3 Kolb's Model of Experiential Learning

Kolb (1984) suggests that Experiential Learning is based on the fact that knowledge is acquired or created through experience. The model implies that if students go through the four stages, they convert their experiences into knowledge, and each of these stages is the basis for the next, forming a cyclical process where the student experiments, reflects, thinks, and acts. The four stages are described below:

Concrete Experience

It is the beginning of the process; it is where students find a new experience or one that has already happened.

Reflective observation

Once the specific experience has been identified, students must reflect on an activity to carry out, it is where the students are interested in asking and sharing their experience with others.

Abstract conceptualization

In this stage is where creative ideas appear taking into consideration reflective observation. It is when students are able to classify concepts and obtain their own conclusions about their environment in real life.

Active experimentation

In the last stage, the students test the ideas and lessons they were able to acquire through the experience, and with their associations, they trigger the beginning of a new cycle.

3.3.3.1 Kolb's Model of Experiential Learning Example

In pairs, students have a lesson analyzing a movie with the objective of practicing the type 2 conditional.

- At the time of projecting the advertisement of the movie, the students will activate their **concrete experience** by carefully observing the poster, and then the trailer

of the movie (See Appendix C).

- Students carry out the **reflective observation** stage by brainstorming about the topic or what the movie is about and answer rhetorical questions provided by the teacher.
- In the stage of **abstract conceptualization**, students create analogies by comparing the lives and particular situations of the characters with real life.
- For the **active experimentation** stage, students simulate that the movie occurs in real life and simulate answering the questions: What would you ask if you received the box? Would you accept the deal, despite the consequences? Would you reject it, despite the consequences? Students debate about their answers.

Chapter 4

Lesson plan

4.1 Cultural and Interculturality Definitions

According to Kroeber and Kluckhohn (1952) culture is all those aspects, practices, expressions, or products such as language, arts, sciences, beliefs, norms, customs, laws, lifestyles, thought patterns, and values that an individual possesses within a society. Therefore, Bennett points out that interculturality refers to interactions between people of different cultural origins, where exchange and dialogue are carried out through communication, negotiations, and education where understanding, empathy, and tolerance play an important role.

In my teaching practice, working with college students, who generally have not been exposed to a second language since childhood, listening, speaking, reading, and writing, add complexity to their learning, since they involve understanding the language spoken by others, including the recognition of sounds of speech, understanding vocabulary and grammatical structures, interpreting the speaker's intention and the context adds. When working with a textbook, at my university, sometimes the grammatical practice is greater and writing skills are developed to a greater extent, which can be a limitation for the practice of the other three skills. Another common situation is that students are used to only listening to the teacher and it is difficult to understand the dialogues of native people. In most cases, students ask to read the dialogue at the same time as listening to it.

4.2 Four basic skills

Reading, listening, writing and speaking, are the four interconnected skills and often developed simultaneously, especially in educational settings focused on language acquisition and communication competence. Enhancing these skills can significantly improve an individual's ability to communicate effectively in both personal and professional contexts. Teachers and educators often use integrated approaches to develop these skills, reflecting the natural way that language is used in real life. It is imperative to include all the four language

skills in a well-organized lesson plan where interculturality could be an efficient multidisciplinary element.

4.2.1 Reading

González (2000) defines reading comprehension as the construction of meanings to understand how the texts are integrated, related, and understood. For the construction of these meanings, strategies are involved, that is, plans and programs, along with previous knowledge and experiences (schema) and linguistic understanding. Calero (2017) considers that the main strategies for reading are prior knowledge, prediction, inference, hypothesis verification, and correction, which coincides with the Cognitive Academic Language Learning Approach (CALLA), where the following elements are proposed: elaboration, planning, and monitoring skills self-evaluation.

In addition to the strategies for reading, Chamot & O'Malley (1994) also propose others to support the teacher in this process such as collecting information on the student's literacy skills in their first language; activating the students' prior knowledge and cultural context; modeling and teaching learning strategies explicitly; reading for different purposes; emphasizing comprehension over pronunciation, teaching reading and writing together; assessing students' progress in reading, and involving students in self-evaluation.

Figure 3 shows the reading activities of the present lesson plan, where the objectives are to develop students' skimming reading skills and to expand and improve students' vocabulary and their ability to use new words appropriately. The rationale of lesson 1 aims to motivate students to use prior knowledge about physical descriptions through the interaction provided by the activities. The active participation of students is promoted by using prior knowledge and adding a new topic, which in this case is going to.

Figure 3.*Lesson 1 Reading activities*

Reading					
Lesson 1					
Stage	Interaction	Time	Procedure		Objective/ Purpose of stage
1	Introduction Warm up	T>sts 20	Teacher	Student	To engage students' interest and critical thinking. To help the students move away the obstacle to reading. To recall students' previous knowledge.
			T Begins by discussing about traditions from different countries.	SS participate in a brainstorming, giving their ideas.	
			T Talks about cultural traditions like thanksgiving and non-cultural like black Friday	SS make a list of the adjectives they could use in order to describe the well-known traditions about Thanksgiving and Black Friday	
			T Projects a video about Black Friday https://www.youtube.com/watch?v=XQFnZXfbxY	SS pay attention to the video, take notes and participate in de discussion.	
			T Engages students in a brief discussion about their opinions of the video.		

Reading Activity	S-S S>T	20	T Presents a text about why is it called black -Friday https://wwd.com/feature/why-is-it-called-black-friday-history-1235941382/ T Encourages SS to identify key elements related to the traditions. T presents a text included in the text book about use of money and black Friday. After reading, T facilitates a class discussion on SS observations.	Pre-Reading Questions: SS answer questions about black Friday? Do SS celebrate this tradition? Vocabulary List: SS write a list of difficult or new from the reading Reading Comprehension Questions: Students answer questions that address the main ideas and details of the text. Summarizing Activity: Students write a brief summary of the text. Discussion Prompts: Students participate answering and asking questions included in a debate. SS Answer page 54 (Appendix B)	To students activate prior knowledge and set a purpose for reading To develop students' skimming reading skills
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4.2.2 Listening

According to Rost (2013), listening includes the ability to receive and interpret messages accurately in the communication process. It is an important element of effective communication that is more complex than simply listening to sounds because it involves the process of decoding and making sense of spoken languages, so this process requires not only

the ability to perceive sounds but also the interpretation and understanding of the meaning of those sounds.

In Figure 4, the listening activities are included in the present lesson plan, where the objectives are to help students focus on specific listening tasks, such as note-taking, summarizing or answering comprehension questions, to reflect on comprehension and identification of challenging aspects, and to simulate real-life situations where students must use English. The rationale of lesson 2 is that with the use of technological resources such as videos, in this case from volunteers around the world, students are provided with tools in an intercultural context, where critical skills that promote tolerance and empathy in students are encouraged in order to become competent in the real world.

Figure 4.

Lesson 2 Listening activities

Listening						
lesson 2						
1	Introduction Warm up	T> ss	10	Pre-listening Teacher T Begins by brainstorming vocabulary about volunteering programs around the world. Vocabulary T Plays a video related to volunteering https://www.bing.com/videos/riverview/relatedvideo?q=video%20about%20vocabulary%20related%20to%20volunteering&mid=E76FC4E933F43A4CB479E76FC4E933F43A4CB479&ajaxhist=0 T Asks SS to answer the question: What are the benefits of volunteer? T Encourages students to participate in a brief discussion about their experiences with volunteering.	Student SS Participate in the brainstorming activity. SS Pay attention to the video and participate answer the given question. SS Participate giving their opinions about what do they think about volunteering programs, people's needs, benefits for people and for the volunteers.	To engage students' interest and critical thinking To help the students move away the obstacle to listening. To recall students' previous knowledge. To activate students' previous language learning experiences, current events and everyday conversations, followed by comprehension questions.

2	Listening Activity	S-S S>T	30	During-listening:		To help students focus on specific listening tasks, such as note-taking, summarizing or answering comprehension questions. To reflect on comprehension and identification of challenging aspects.
				Teacher T Forms teams of 4 students T Plays the main video about real comments of a volunteer program (play the video twice or 3 times if necessary) https://youtu.be/s-ixROcSSj4?si=9r45tzunDmEa1Jnm T Gives clear instructions, encourage and ask the students to discuss about the purpose of the video. T Encourages students to engage in discussions or summarizations	Student SS In teams of 4 pay attention to the main video, ask questions or doubts and take notes. SS Analyze the structure and language of the video, in teams look for difficult word, and take notes. SS summarize what is the video about. SS present their ideas to whole class	
3	Class Discussion and Reflection	S-S S>T	15	Post-listening:		To Simulate real-life situations where students must use English
				Teacher T assigns a country to each team T asks SS to investigate the country in order to know about the basic needs the inhabitants may have, but also about the language, traditions, currency. T asks SS to choose among the	Student Each member of the team investigates a basic need the country may have (food, medicine, education, water), SS create a volunteer	
				necessities, which is the most important and if the SS could go to that country to volunteer and help them	program, invent a name for it, and describe it using the adjectives previously practiced.	
Rationale lesson 2 (Listening)						
With the use of technological resources such as videos, in this case from volunteers around the world, students are provided with tools in an intercultural context, where critical skills that promote tolerance and empathy in students are encouraged in order to become competent in real world.						

4.2.3 Writing

Writing is the process of creating and communicating through text, utilizing language to convey thoughts, emotions, information, or stories. It is a fundamental means of expression and communication that plays a crucial role in various aspects of life. In addition, the purpose of writing includes communication, expression, documentation, entertainment (creative writing), and persuasion (Barnett, 1989).

According to Figure 5, the writing activities are included in the present lesson plan, whose objectives are to simulate real-life situations where students must use English and to review grammar rules utilizing “future going to”. The rationale is seen when writing about interculturality, students are encouraged to analyze the topic reflectively and critically. Thinking about volunteering somewhere in the world with needs similar or different to the students' country of origin encourages them to participate by putting tolerance and empathy into practice.

Figure 5.*Lesson 3 Writing activities*

Writing					
Lesson 3					
1	Introduction Warm up	T>sts 5	15 5	Teacher T Begins by brainstorming examples where grammar rules like going to are used. T gives some examples talking about plans.	Student SS Participate in the brainstorming activity To engage students' interest and critical thinking
2	Class Discussion and Reflection		35	T Encourages students to reflect on their cultural awareness, any new insights gained, and their personal connections to the topics discussed. T Explains the linguistic aspects needed to write the letter, for example: tone (formal), salutation (appropriate greeting), introduction, body (must include going to), closing (formal).	SS write a letter per team, introducing their volunteer organization and about the reasons they could have to volunteer, how would they help, what benefits are the inhabitants going to have with this program and how does this program is going to help the volunteers too. To Simulate real-life situations where students must use English. To review grammar rules with going to.
Rationale Lesson 3 (Writing)					
When writing about interculturality, students are encouraged to analyze the topic reflectively and critically. Thinking about volunteering somewhere in the world with needs similar or different to the students' country of origin encourages them to participate by putting tolerance and empathy into practice.					

4.2.4 Speaking

Celce-Murcia et al. (2010) and Thornbury (2012) consider that speaking is the action of transmitting messages, ideas, or feelings through the articulation of words in a language understandable to both the speaker and the listener; it can be verbal and non-verbal, in a variety of contexts. It is not only the fluency and ability to produce phonetic sounds, but also involves accuracy, grammatical complexity and contextual appropriateness, pronunciation, vocabulary use, grammatical knowledge, and pragmatic awareness.

In Figure 6, the speaking activities can be observed included in the present lesson plan, whose principal objective is to encourage active participation and help to build confidence in speaking English in social settings. The rationale of this lesson is when role-play is used in class; students are allowed to simulate real-life situations. By integrating interculturality, it helps students not only improve their individual communication skills but also prepare themselves to thrive in global environments by being empathetic and interconnected.

Figure 6.

Lesson 2 Speaking activities

Speaking Lesson 4					
1	Introduction Warm up	T>SS	10	Teacher T elicits previous knowledge from SS and reinforces the concepts of interculturality, tolerance, respect, acceptance and inclusion.	Student SS Participate in the brainstorming activity. To help students develop and practice their speaking skills by engaging in various activities that simulate real-life scenarios.
2	Class Discussion and Reflection	S>T	30	Speaking: Role-Play Activity Teacher T gives clear instructions	Student SS continue in teams creating the scenario for the volunteer program they have created. SS present and perform the role play, as they were convincing the teacher to give them a scholarship for their volunteer program. SS share what they found most and the least difficult when facing or differences.
3	Wrap-up	S>T	15	Speaking Teacher T asks SS to analyze and reflect about what they have seen: the volunteering and the concepts of interculturality, tolerance, respect and inclusion. Moreover, T asks SS ideas on how they can include and show tolerance and respect to other people's lifestyles.	Student
Rationale Lesson 4 (Speaking) When role play is used in class, students are given the opportunity to simulate real-life situations. By integrating interculturality, it helps students not only improve their individual communication skills, but prepare themselves to thrive in global environments been empathetic and interconnected.					

4.3 Support teaching design strategies considering Theoretical Concepts and methodology

The chosen activities should align with theoretical concepts in language education; therefore, some theories that could be considered are for a reading activity the Cognitive Academic Language Learning Approach (CALLA). Related to The Interactive Model of Listening, Rost (2013) establishes that listening is a dynamic and active process that involves both the decoding of sounds and the interpretation of meaning based on the knowledge, and

context of the listener. Hence the importance of including activities before listening in order to activate students' prior knowledge, activities while listening, for students to participate and practice, and post-listening, where students can synthesize, evaluate, and respond to the content.

For writing, the theories that could be considered are the following: Writing Process Theory, which emphasizes prewriting, drafting, revising, editing, and publishing stages (Flower & Hayes, 1980). Social Cognitive Theory: Bandura (1986) considers incorporating modeling, guided practice, and feedback in writing activities. Encourage collaborative writing and peer feedback to enhance observational learning.

The communicative approach to speaking: Richards and Rodgers (2001) point out that this theory focuses on the functional and interactive use of language in real-life situations. Emphasizes the importance of communication with meaningful purposes, intending to develop students' fluency and precision through authentic use, the recommended strategies are role-plays and simulations which encourage proactivity, self-awareness, and autonomy of students in the use of language.

Bennett (1993) mentions that The Cultural Critical Approach emphasizes the understanding of culture when it is transmuted since it promotes the values and norms of the individual in society, this is because it is not only about interpreting the cultural content but also about transposing the students' thoughts by exposing them to social inequalities, promoting respect, empathy, and tolerance.

In figure 7 it could be identified the theoretical contribution on which this listening and speaking class is based where, through the performance of a role play, students can make use of their previous knowledge, their experiences, collaborative work, communication, synthesis, and reflection skills.

Figure 7*Teaching strategies, goals, theories and approaches*

Theories for Reading listening Writing and speaking	
The Interactive Model of Listening	Decoding of sounds and the interpretation of meaning based on the knowledge and context of the listener
The Communicative Approach for Speaking	The functional and interactive use of language in real-life situations.
Writing Process Theory, Social Cognitive Theory	Emphasizes prewriting, drafting, revising, editing, and publishing stages
Approach	
Top-down processing Approach	Students use their background knowledge to make predictions and comprehend the overall meaning of the spoken content.
CALLA Cognitive Academic Language Learning Approach Creative expression and Writing processes	Students are provided with robust tools not only to master academic content and language but also to express themselves creatively and effectively.
The cultural criticality approach	Students are expose to active, critical, and reflective engagement with cultural diversity. It aims to prepare individuals not only to live in but also to enrich, a multicultural and interconnected world.
Communicative Language Teaching (CLT)	Emphasizes the importance of interaction and communication in language learning

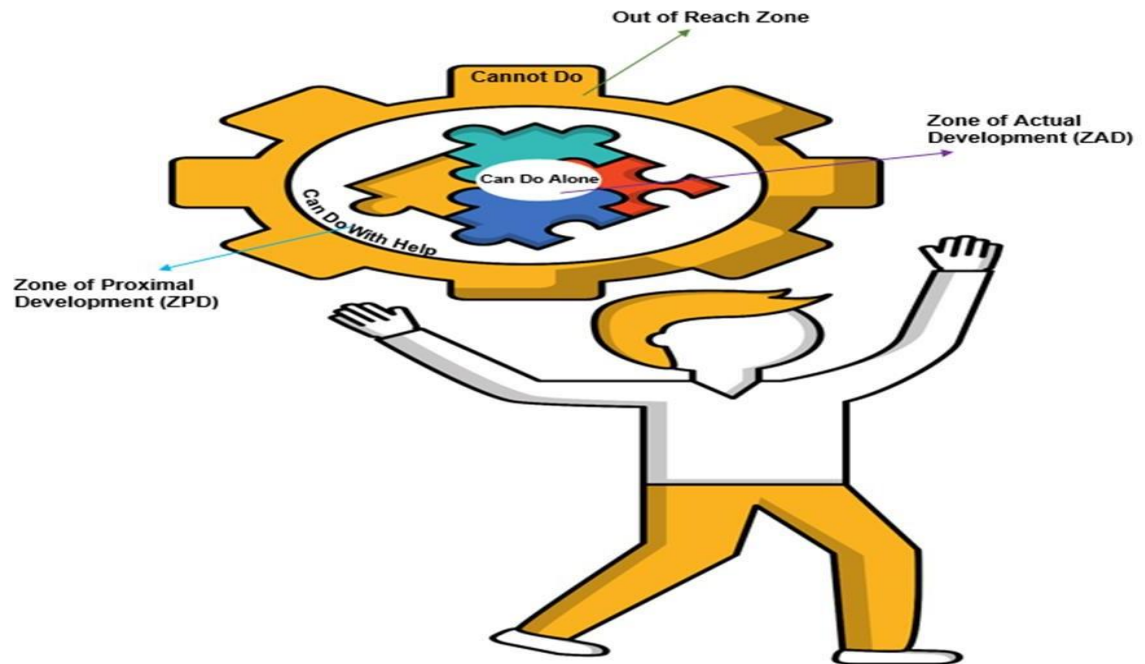
4.3.1 Prevent possible teaching and learning breakdowns

Anticipating potential challenges ensures the smooth execution of the lesson plan, Hedge (2000) highlights common issues such as limited student motivation or diverse proficiency levels. Solutions may include differentiated instruction and scaffolding techniques to support individual learning needs.

For example, Vygotsky's (1978) ZPD Theory and Taber's (2018) scaffolding learning perspective are represented in Figure 8 as a process of gradual construction of knowledge where all the figures are intertwined in order to help the students in this process. The small circle symbolizes what do the students master, that is, what knowledge they have acquired by their own (current capacities, the Zone of Actual Development, ZAD). The pieces of the puzzle included in the second circle will be assembled with the skills or knowledge that with the help of an educator or a more capable partner, students will acquire until they can perform the functions (capacities beyond current competence successfully acquired with support, ZPD). The gear characterizes the skills that the students do not know or cannot perform even on their own or with the help of someone else (capacities beyond current competence, Zone of Distal Development, ZDD).

Figure 8.

Vygotsky's Zone of Proximal Development



Developed with Canva based on Taber's (2018) contributions

It is observable in Figure 9 that possible situations could affect the course of the activity. Having extra material can mitigate the effects of those negative situations that could appear. This particular group is very enthusiastic, so the most important problems there could be due to the malfunctioning of the technology

Figure 9

Possible breakdowns and solutions

Prevent possible teaching and learning breakdowns	Possible solution
The computer, projector, and online resources could not work properly	Be prepared with flash cards or images that do not use technology
The students do not get engaged with the activity, and they could not work enthusiastically	Monitor the students and their work constantly, if they get bored, stop the activity and tell something interesting (short joke)
The students may not bring their books	Be prepared to group the students and use one book per teams
Students may feel overwhelmed by the fast pace of native speakers in authentic materials	Pre-teach key vocabulary and phrases, and use materials with transcripts for follow-up reading
Hesitation in speaking due to fear of making mistakes.	Create a supportive environment, offer positive feedback, and encourage peer support.

4.3.2 Authentic material

Appropriate activities are crucial for achieving the set goals, Nation & Macalister (2020) suggest a balance between tasks that develop language knowledge (grammar, vocabulary) and those that enhance language use (reading, listening, writing, and speaking); combining the four skills activities can provide contextual learning experiences, while separating them allows focused skill development. Some examples of appropriate material are authentic writing samples, writing prompts, multimodal resources, and videos about real life, and one of the most useful and applicable nowadays is Technology Integration. As it is the main access to authentic listening materials such as news broadcasts, podcasts, and interviews, where real-life context is provided. Once brought to the classroom, it offers engaging interactive opportunities to students where their participation and learning can be improved (Rost, 2013).

4.3.3 Assessment

Korthagen and Vasalos (2005) propose that for a class where interculturality is practiced, the portfolio is a useful tool since it integrates several reflective, formative, and evaluative elements, these can be reflective essays, case study analyses, group project reports, video presentations, peer observation formats, checklist, among others. For this work, rubrics for reading, listening, writing, and oral presentation and peer observation checklist will be utilized (See Appendixes G, H, I, J, K). The design of an effective test or assessment tool involves a multidisciplinary approach that considers several crucial principles to ensure that the assessment is fair, reliable, and practical. The characteristics to consider when designing a tool of this type are practicability, reliability, validity, authenticity, administrability, clarity, simplicity, objectivity, scorability, and feedback.

Chapter 5

Results

5.1 Results Achieved from the Teachers' Perspective and the Students' Needs

There can be seen the results of working with this lesson plan in:

<https://youtu.be/yupmJ7JY-8g>

The topic of interculturality is very broad and important. The subtopic of volunteering was of interest to the students. In general, they showed a positive attitude towards the exercises and were encouraged to participate. The fact that the activities were carried out in teams helped them to resolve doubts and to have the support of their classmates. Another point of support for the activities was the use of technology because the students are more skilled in this area. Below are the positive aspects from the teacher's perspective and the students' needs:

5.1.1 Teachers' Perspective:

- **Engagement and Participation:** Interactive activities and diverse teaching methods were seen to help maintain student interest.
- **Comprehension and Retention:** There was an improvement in students' understanding and retention of the material. Informal assessments and feedback indicated that students understood and remembered the content better.
- **Classroom Management:** Lesson planning contributed to smoother classroom management. Defined objectives and structured activities enabled classroom time to be used.
- **Use of Technology:** Integrating technology into lesson plans was seen as a positive development. Digital tools and resources enhanced the learning experience and facilitated more dynamic teaching methods.
- **Student Progress:** Students were able to solve exercises using prior knowledge and integrating new knowledge appropriately.

- **Engagement and Participation:** Teachers observed increased engagement and participation among students. Interactive activities and diverse instructional methods helped maintain student interest.
- **Comprehension and Retention:** There was noticeable improvement in students' comprehension and retention of the material. Frequent assessments and feedback indicated that students were understanding and remembering the content better.
- **Classroom Management:** Effective lesson planning contributed to smoother classroom management. Clearly defined objectives and structured activities reduced downtime and disruptive behavior.
- **Use of Technology:** Integration of technology in lesson plans was seen as a positive development. Digital tools and resources enhanced the learning experience and facilitated more dynamic teaching methods.
- **Student Progress:** Teachers reported that they could more easily track student progress through continuous assessments and formative evaluations, allowing for timely interventions and support.

5.1.2 Students' Needs:

- **Varied learning styles:** Lesson plans catered to different learning styles (visual, auditory, kinesthetic)
- **Practical application:** Students understood the instructions and were able to complete the exercises because the applications were to real-world topics
- **Feedback and support:** Informal feedback and assessment helped students understand their strengths and areas for improvement
- **Collaborative learning:** Opportunities to work in groups not only improved understanding, but also helped develop communication and teamwork skills
- **Adaptability:** Students easily adapted to the lesson plan's way of working because of the structured way the lessons were taught

In summary, in the English A2 class, there were observed significant benefits from employing interactive activities and diverse teaching methods to sustain student engagement.

These approaches also contributed to enhanced comprehension and retention among students, supported by frequent informal assessments and feedback. Effective lesson planning with clear objectives and structured activities not only facilitated classroom management but also allowed for better utilization of instructional time. Integration of technology into lessons was positively received, enriching the learning experience and enabling more dynamic teaching strategies.

5.2 Reflection on Processes and Results to Identify Areas of Opportunity

There is no learning if there are no areas of opportunity. In general, there are few occasions in which we can work with cultural topics, due to the syllabus or class program that we have to comply with, therefore the students are not familiar with them. Another aspect to consider is that large groups tend to deal with topics different from those in class when they work as a team. Below are the most specific areas of opportunity, as well as possible solutions.

5.2.1 Differentiation in Instruction:

- **Opportunity:** Increased differentiation can be implemented to accommodate students with different abilities and learning rates within the classroom.
- **Action Plan:** Incorporate more tiered activities and provide additional resources (reaching out to the student and providing brief feedback, answering questions individually, providing more time for completion of activities) for both advanced students and those who need additional support.

5.2.2 Assessment Strategies:

- **Opportunity:** Improve the variety and frequency of assessments to gain a more comprehensive understanding of student progress.
- **Action Plan:** Integrate more formative assessments, such as tests, peer assessments, and self-assessments, alongside traditional summative assessments.

5.2.3 Technology Integration:

- **Opportunity:** Expand the use of educational technology to engage students, retain their attention, and improve the classroom environment.
- **Action Plan:** Explore new educational apps and platforms that can enhance interactive learning and provide digital tools for assignments and projects.

5.2.4 Real-World Connections:

- **Opportunity:** Strengthen the connection between curriculum content and real-world applications to increase student relevance and engagement.
- **Action Plan:** Incorporate more project-based learning, role-play, and realia to help students make sense of the knowledge they are acquiring.

5.2.5 Collaborative Learning Environment:

- **Opportunity:** Enhance collaborative learning opportunities, and encourage teamwork and peer support.
- **Action Plan:** Design more group activities and projects, and create a classroom culture that values and encourages collaboration.

5.2.6 Responsiveness to Student Feedback:

- **Opportunity:** Improve responsiveness to student feedback regarding the pace and difficulty of lessons.
- **Action Plan:** Periodically review and adjust lesson plans based on student performance data and feedback to ensure the curriculum remains challenging yet accessible.

To enhance instructional practices, in the English A2 class, activities and additional resources tailored for both advanced learners and those needing extra assistance could be designed. Assessment strategies can be diversified by integrating more frequent

formative (including tests, peers, and self-assessments), alongside traditional summative assessments to have better students' progress. As well, expanding the use of educational technology presents an opportunity to engage students more effectively and improve the classroom environment through interactive learning tools and digital platforms. Incorporating project-based learning, role-play, and real-world applications can help students connect better with the material they are learning. Creating a collaborative learning environment is crucial, fostering teamwork and peer support through structured group activities and projects. Additionally, improving responsiveness to student feedback regarding lesson pace and difficulty involves regularly reviewing and adjusting lesson plans based on performance data and feedback to maintain a challenging yet accessible curriculum. These actions collectively could optimize learning outcomes by addressing diverse student needs and enhancing engagement in the educational process of the university students' group where the project was carried out.

Conclusion

Being a teacher carries great responsibility, not only in the transmission of knowledge, but in the form, meaning, and use that students give to that knowledge. In addition, the labor market nowadays is more demanding with their requirements and employers today suggest an advanced level of a second language. Thus, it should not be forgotten or lost the study of the origins of the acquisition of the language, due to the fact those theories are the basis and support to try to understand the process of acquiring a second language.

The communicative approach combined with social practices are the best ally of a course facilitator, because of the characteristics they present, such as the fact that students see a practical learning process and do not give up in their attempt to communicate not only with their peers and teachers but also in society. The best support teachers could have, is to define a correct teaching philosophy that involves all aspects from beliefs, methods, approaches and techniques without excluding the roles of the teacher and the students as the theories of language teaching, the schools of thought, the social practice teaching a second language and the models of communication that mark the guideline or path in which the teachers could achieve. There is still a long way to go, as language teachers our mission is to continue preparing in order to help our students.

Listening and speaking are extremely important skills in the field of language learning and offer an opportunity to understand and interact with the world in a meaningful way. Challenges in mastering these skills range from the need to decode various accents and idioms when listening, to overcoming the fear of making mistakes when speaking. With the help of specific strategies, the use of authentic materials, and the integration of technology, students can significantly improve their skills in both areas.

In the university context, when they have not been exposed to a second language since childhood, understanding the spoken language can be even more complicated. In addition, the use of a textbook and just listening to the teacher, limits, on occasions, the practice of

listening and speaking. Therefore, it is recommended to plan the classes guided by the top-down processing approach because I consider that it is easier for students to associate situations or experiences already experienced with current knowledge besides to including dynamic classes and real-life topics.

On the other hand, comprehension of reading and writing is indispensable for successful language instruction, encompassing a range of theories, methodologies, and practical strategies. The nature of reading, as emphasized by González (2000), entails the construction of meanings through various strategies, underscoring the significance of schema theory in the organization and interpretation of information.

Diverse approaches, such as those suggested by Chamot & O'Malley (1994), recognize the importance of individual learning styles and cultural awareness in the reading process. The Interactive Reading Model, which acknowledges the simultaneous interaction of elements, distinguishing itself from linear models (Dechant, 2013).

As a fundamental means of communication, writing involves both micro and macro skills, encompassing detailed elements like grammar and syntax, as well as overarching aspects such as content development and argumentation (Brown, 2007). Reading and writing exercises, as delineated by Tsang (1996), manifest in various forms to accommodate different skill levels and objectives.

During the instructional design process, considerations like student profiles, goals, and theoretical concepts are essential. Strategies such as the Writing Process Theory, Social Cognitive Theory, Genre-Based Approach, and Process-Oriented Pedagogy contribute to effective language instruction. Material selection, the integration of technology, and addressing challenges with solutions, as recommended by Nation & Macalister (2020) and Hedge (2000), ensure a comprehensive and adaptable lesson plan.

Assessment, encompassing both formative and summative evaluations, is imperative for the improvement of the effectiveness of the lesson plan (Brown & Abeywickrama, 2004).

Additionally, the inclusion of culturally responsive teaching and social-emotional learning fosters a positive and inclusive learning environment where the students are encouraged to synthesize their learning experiences, articulate their development in intercultural competence, and plan future applications of their skills. (Hattie, 2009; Gay, 2002; Durlak et al., 2011).

Concerning language teaching, educators should demonstrate a profound responsibility not only in imparting knowledge but also in shaping how students understand, apply, and communicate that knowledge. In today's demanding job market, proficiency in a second language is increasingly expected, making it crucial to maintain a strong foundation in language acquisition theories. The communicative approach, enriched by social practices, has to be indispensable for educators as it encourages practical learning and sustained communication skills development. Effective teaching philosophy encompassing beliefs, methods, and approaches is essential, supported by theories of language acquisition and communication models. As educators, our ongoing preparation is vital to empower students in mastering essential skills like listening, speaking, reading, and writing, ensuring they engage meaningfully with the world around them. Through dynamic teaching strategies, authentic materials, and thoughtful integration of technology, educators can foster a learning environment that nurtures language proficiency and cultural understanding, preparing students for future success.

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Appendix A

Boarding an airplane role play

BOARDING AN AIRPLANE



The first thing you need to do when you arrive at the airport is to check in at the counter. When you are with the airline assistant, you need to show your airplane ticket and your ID to receive your boarding pass. If you have some luggage, you can check in the bags at the counter but if you only carry small bags, you can take them with you as a carry-on luggage when you board the plane. Once you get your boarding pass, you need to pass through the security inspection where officers will ask you to show your boarding pass and your ID. After this, you have to put all your possessions into the x-ray machine for inspection and you will pass the metal detector to enter the boarding area.

Once you finish at the security inspection, you need to look at your boarding pass for the flight information such as time of departure and flight number. With this information, you need to look for the monitors where all the flight information is displayed to locate your gate number where the airplane is. When you get into the appropriate gate, you have to pay attention to the monitors and the local sound for the departure announcements. Once the attendant announces the flight, get ready with your boarding pass and ID to show it to the flight assistant. Identify your seat number, put on your seat belt and get ready to take off and have a nice trip.

a. Read the text and answer TRUE (T) or FALSE (F). Correct if necessary.

	T	F
1. You don't need an ID when you are traveling by airplane. <i>You need to show your ID</i>		✓
2. You have to check in your entire luggage at the counter. <i>You can take your small bags with you</i>		✓
3. For the security inspection, you need to put your possessions into the X-ray machine.	✓	
4. When you finish the security inspection, you need to go to the airplane and identify your seat. <i>You need to look the information at your boarding pass</i>		✓

reserved.

ITSON
EDUCATION

Appendix B

Three Course Menu Ideas



Appendix C

Movie segment The box



Movie trailer: <https://www.youtube.com/watch?v=nSOjMkoBYYA>

Appendix D. Lesson Plan: Developing Reading, Listening, Writing and Speaking activities using technology in a volunteer program simulation

Teacher:	Silvia María Molina Gastélum	Course book (name/unit/page)	EVOLVE Cambridge Unit 9 lesson 1, 2, 3 and 4
Teaching Context:			
Class and Level	Basic A2 face to face	Lesson duration	55 minutes
Student Profiles	<p>There are 24 students in this basic A2 level class, they are between 19 and 21 years old, there are 9 male and 15 female students. It is a multidisciplinary group (they are currently enrolled in different majors). This is a face-to-face English class that starts at 12:00 pm from Monday to Friday.</p> <p>Students in this group are dynamic and enthusiastic. They can understand basic English, but struggle with understanding native speakers. Some of them hesitant to speak in English, fearing mistakes and not being understood due to pronunciation issues. Their learning preferences lean towards interactive, technology-driven methods, the majority of the students have auditory learning style.</p>	Assessment	<p>Rubric for reading</p> <p>Rubric for listening</p> <p>Rubric for writing</p> <p>Rubric for speaking</p> <p>Peer observation check list</p>

Language needs	<p>Vocabulary: Some students express a desire to improve their vocabulary for academic and professional purposes.</p> <p>Context: Students struggle with using grammar in a proper manner in sentences and paragraphs.</p>	General Objective:	<p>Students will be able to expand their vocabulary and improve their ability to use new words appropriately in context in order to enhance cultural awareness and sensitivity.</p> <p>Students develop and improve their Reading, listening, writing, and speaking skills.</p> <p>Engage interculturality through diverse activities</p> <p>Utilize technology to enhance language learning and cultural understanding.</p>
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Prevent possible teaching and learning breakdowns	<p>The computer, projector, and online resources could not work properly</p> <p>The students do not get engaged with the activity, and they could not work enthusiastically</p> <p>The students may not bring their books</p> <p>Students may feel overwhelmed by the fast pace of native speakers in authentic materials</p> <p>Hesitation in speaking due to fear of making mistakes.</p>	Possible solution	<p>Be prepared with flash cards or images that do not use technology</p> <p>Monitor the students and their work constantly, if they get bored, stop the activity and tell something interesting (short joke)</p> <p>Be prepared to group the students and use one book per teams</p> <p>Pre-teach key vocabulary and phrases, and use materials with transcripts for follow-up reading</p> <p>Create a supportive environment, offer positive feedback, and encourage peer support.</p>
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Reading teaching strategies: Utilized a combination of pre-reading activities, guided reading, and class discussion.

- **Pre-Reading Activities:**
Activate students' prior knowledge through a brainstorming discussion on the vocabulary to work with.
- **Reading Task:**
A text from the textbook discussing challenging vocabulary.
- **Class Discussion:**
The teacher facilitated conversations, asking questions and encouraging students to support their responses with evidence from the text.
- **Post-Reading Activities:**
Students working in pairs to analyze a specific topic to include and share with the class, and create their own tale.

Listening teaching strategies: Utilized a combination of pre-listening activities, while listening, and post listening.

- **Pre-listening:**
Activate students' prior knowledge through a brainstorming discussion on the vocabulary to work with.
- **Listening tasks or while listening:**
Engagement through dialogue activities about volunteering in order to understand what the topic is going to be about.
Exposure when the students hear and reflect about all the **video**.
The teacher facilitates conversations, asking questions and encouraging students to support their responses with evidence from the video.
Application when the students understand the instructions, and are able to perform the tasks.
- **Post-listening:**
Assignments related to the listening material activities.

Writing teaching strategies: Combination of pre-writing activities, guided writing.

- **Pre-Writing Activities:**
Prompt students' creative thinking on the elaboration of an email.
The teacher introduced gave clear instructions to stimulate interest.
- **Development:**

The instruction on developing a clear and concise thesis statement was well-executed, with the teacher providing examples and guiding students through the process. Speaking teaching strategies: Self-correction, summarizing, citing examples.		
Teaching Goals		
Reading: Enhance students' intercultural competence and empathy through texts, while developing critical reading and analytical skills. Listening: Improve the ability to understand spoken English in various contexts, focusing on real-life situations, news segments, and conversations Writing: Enhance students' ability to analyze and interpret interculturality combined with plans. Speaking: Increase confidence in speaking English, emphasizing fluency, accuracy, and clear pronunciation		
Theories for Reading listening Writing and speaking		
The Interactive Model of Listening	Decoding of sounds and the interpretation of meaning based on the knowledge and context of the listener	
The Communicative Approach for Speaking	The functional and interactive use of language in real-life situations.	
Writing Process Theory, Social Cognitive Theory	Emphasizes prewriting, drafting, revising, editing, and publishing stages	
Approach		
Top-down processing Approach	Students use their background knowledge to make predictions and comprehend the overall meaning of the spoken content.	
CALLA Cognitive Academic Language Learning Approach	Students are provided with robust tools not only to master academic content and language but also to express themselves creatively and effectively.	
Creative expression and Writing processes		
The cultural criticality approach	Students are exposed to active, critical, and reflective engagement with cultural diversity. It aims to prepare individuals not only to live in but also to enrich, a multicultural and interconnected world.	
Communicative Language Teaching (CLT)	Emphasizes the importance of interaction and communication in language learning	
Materials:		
Whiteboard and markers	Digital examples	Computers or tablets for each student (optional)
Projector or screen for presentations	Realia (real life videos)	Course books

Reading

Lesson 1

	Stage	Interaction	Time	Procedure		Objective/ Purpose of stage
1	Introduction Warm up	T>sts	20	<p>Teacher</p> <p>T Begins by discussing about traditions from different countries.</p> <p>T Talks about cultural traditions like Thanksgiving, Christmas, Halloween, and black Friday</p> <p>T Projects a video about Black Friday https://www.youtube.com/watch?v=sXQFnZXfbxY</p> <p>T Engages students in a brief discussion about their opinions of the video.</p>	<p>Student</p> <p>SS participate in a brainstorming, giving their ideas.</p> <p>SS make a list of the adjectives they could use in order to describe the well-known traditions about Thanksgiving and Black Friday</p> <p>SS pay attention to the video, take notes and participate in de discussion.</p>	<p>To engage students' interest and critical thinking.</p> <p>To help the students move away the obstacle to reading.</p> <p>To recall students' previous knowledge.</p>

	Reading Activity	S-S S>T	20	<p>T Presents a text about why is it called black -Friday</p> <p>https://wwd.com/feature/why-is-it-called-black-friday-history-1235941382/</p> <p>T Encourages SS to identify key elements related to the traditions.</p> <p>T presents a text included in the text book about use of money and black Friday.</p> <p>After reading, T facilitates a class discussion on SS observations.</p>	<p>Pre-Reading Questions:</p> <p>SS answer questions about black Friday? Do SS celebrate this tradition?</p> <p>Vocabulary List:</p> <p>SS write a list of difficult or new from the reading</p> <p>Reading Comprehension Questions:</p> <p>Students answer questions that address the main ideas and details of the text.</p> <p>Summarizing Activity:</p> <p>Students write a brief summary of the text.</p> <p>Discussion Prompts:</p> <p>Students participate answering and asking questions included in a debate.</p> <p>SS Answer page 54 (Appendix B)</p>	<p>To students activate prior knowledge and set a purpose for reading</p> <p>To develop students' skimming reading skills</p>
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3	Class Discussion and Reflection	S-s S>T	15	<p>Using the whiteboard, T explains the grammar rules for plans (going to).</p> <p>T Encourages SS to pay attention to the appropriate tone, formality, and organization when participating and reading their examples.</p> <p>Alternatively, T provides feedback on content, structure, and language.</p>	<p>SS answer the exercises included in their books about plans.</p> <p>In pairs or individually, SS practice the acquired knowledge with examples of real life.</p> <p>SS Answer page 55 (Appendix C)</p>	To expand and improve students' vocabulary and their ability to use new words appropriately
Rationale lesson 1 (Reading)						
This session aims to motivate students to use prior knowledge about culture (traditions, food, language, currency) the manner students spend celebrations (food, music, gifts) through the interaction provided by the activities. The active participation of students is promoted by using prior knowledge and adding the new topic, which in this case is going to.						
Listening						
lesson 2						
1	Introduction Warm up	T>sts	10	Pre-listening		
				Teacher	Student	

				<p>T Begins by brainstorming vocabulary about volunteering programs around the world.</p> <p>Vocabulary</p> <p>T Plays a video related to volunteering</p> <p>https://www.bing.com/videos/riverview/relatedvideo?q=video%20about%20vocabulary%20related%20to%20volunteering&mid=E76FC4E933F43A4CB479E76FC4E933F43A4CB479&ajaxhist=0</p> <p>T Asks SS to answer the question:</p> <p>What are the benefits of volunteering?</p> <p>T Encourages students to participate in a brief discussion about their experiences with volunteering (in our school, the students participate doing social service, they help the community with training programs, donations, applications or webpages, etc.)</p>	<p>SS Participate in the brainstorming activity.</p> <p>SS Pay attention to the video and participate answer the given question.</p> <p>SS Participate giving their opinions about what do they think about volunteering programs, people's needs, benefits for people and for the volunteers.</p>	<p>To engage students' interest and critical thinking</p> <p>To help the students move away the obstacle to listening.</p> <p>To recall students' previous knowledge.</p> <p>To activate students' previous language learning experiences, current events and everyday conversations, followed by comprehension questions.</p>
2	Listening Activity	S-S S>T	30	<p>During-listening:</p> <p>Teacher</p>	<p>Student</p>	

				<p>T Forms teams of 4 students</p> <p>T Plays the main video about real comments of a volunteer program (play the video twice or 3 times if necessary) https://youtu.be/s-ixROcS5J4?si=9r45tzunDmEa1Jnm</p> <p>T Gives clear instructions, encourage and ask the students to discuss about the purpose of the video.</p> <p>T Encourages students to engage in discussions or summarizations</p>	<p>SS In teams of 4 pay attention to the main video, ask questions or doubts and take notes.</p> <p>SS Analyze the structure and language of the video, in teams look for difficult word, and take notes.</p> <p>SS summarize what is the video about.</p> <p>SS present their ideas to whole class</p>	<p>To help students focus on specific listening tasks, such as note-taking, summarizing or answering comprehension questions.</p> <p>To reflect on comprehension and identification of challenging aspects.</p>
3	Class Discussion and Reflection	S-S S>T	15	<p>Post-listening:</p> <p>Teacher</p> <p>T assigns a country to each team</p> <p>T asks SS to investigate the country in order to know about the basic needs the inhabitants may have, but also about the language, traditions, currency.</p> <p>T asks SS to choose among the necessities, which is the most important and if the SS could go to that country to volunteer and help them</p>	<p>Student</p> <p>Each member of the team investigates a basic need the country may have (food, medicine, education, water),</p> <p>SS create a volunteer program, invent a name for it, and describe it using the adjectives previously practiced.</p>	<p>To Simulate real-life situations where students must use English</p>

Rationale lesson 2 (Listening)

With the use of technological resources such as videos, in this case from volunteers around the world, students are provided with tools in an intercultural context, where critical skills that promote tolerance and empathy in students are encouraged in order to become competent in real world.

Writing

Lesson 3

1	Introduction Warm up	T>sts	15 5	Teacher T Begins by brainstorming examples where grammar rules such as “going to” are used. T gives some examples talking about plans.	Student SS Participate in the brainstorming activity	To engage students’ interest and critical thinking
2	Class Discussion and Reflection		35	T Encourages students to reflect on their cultural awareness, any new insights gained, and their personal connections to the topics discussed. T Explains the linguistic aspects needed to write the letter, for example: tone (formal), salutation (appropriate greeting), introduction, body (must include going to), closing (formal).	Using quizziz.com. SS write a letter per team, introducing their volunteer organization and about the reasons they could have to volunteer, how would they help, what benefits are the inhabitants going to have with this program and how does this program is going to help the volunteers too.	To Simulate real-life situations where students must use English. To review grammar rules with going to.

	Rationale Lesson 3 (Writing)					
	When writing about interculturality, students are encouraged to analyze the topic reflectively and critically. Thinking about volunteering somewhere in the world with needs similar or different to the students' country of origin encourages them to participate by putting tolerance and empathy into practice.					
	Speaking					
	Lesson 4					
1	Introduction Warm up	T>sts	10	Teacher	Student	To help students develop and practice their speaking skills by engaging in various activities that simulate real-life scenarios.
				T elicits previous knowledge from SS and reinforces the concepts of interculturality, tolerance, respect, acceptance and inclusion.	SS Participate in the brainstorming activity.	
2	Class Discussion and Reflection	S>T	30	Speaking: Role-Play Activity		To encourage active participation and help to build confidence in speaking English in social settings.
				Teacher	Student	
				T gives clear instructions	SS continue in teams creating the scenario for the volunteer program they have created. SS present and perform the role play, as they were convincing the teacher to give them a scholarship for their volunteer program. SS share what they found most and the least difficult when facing or encountering diverse cultures.	

3	Wrap-up	S>T	15	Speaking		
				Teacher	Student	
				T asks SS to analyze and reflect about what they have seen: the volunteering and the concepts of interculturality, tolerance, respect and inclusion. Moreover, T asks SS ideas on how they can include and show tolerance and respect to other people's lifestyles.		
Rationale Lesson 4 (Speaking)						
When role play is used in class, students are given the opportunity to simulate real-life situations. By integrating interculturality, it helps students not only improve their individual communication skills, but prepare themselves to thrive in global environments been empathetic and interconnected.						

Appendix E

Reading activity

6.1

BLACK FRIDAY FUN

LESSON OBJECTIVE
 ■ plan a shopping trip

1 LANGUAGE IN CONTEXT

A. 1.58 PAIR WORK What do you know about Black Friday? You can go online to find out more. Then listen to four people talking about Black Friday. Who likes the day?

B. 1.58 Listen to the program again. Who ... ?

1 _____ wants a new television. 2 _____ works at the store.	3 _____ is with someone. 4 _____ made a mistake.
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1.58 Audio script

Black Friday is back! We asked some people what they think of it. Here's what they said.

Katie I didn't know today was Black Friday. I only came here to **return** a shirt but forget it! I'm going to come back next week – when it's not so crazy!

Seb I love Black Friday. I **save** for months and months and even **borrow** money from friends. I go crazy! I usually **spend** my money on clothes and shoes, but this year I'm going to buy a TV.

Marcia I hate Black Friday! I have to work all day and, excuse me... Are you going to buy that?

Adam I'm here with my wife, but I can't find her now! I really want to go home. We're not going to come back next year. We're going to **shop online** in the future.

C. PAIR WORK Do you think Black Friday is a good idea? Why or why not?

2 VOCABULARY: Using money

A. 1.59 Listen and say the words. Then match the words to the correct definition.

borrow <input type="checkbox"/>	cost <input type="checkbox"/>	lend <input type="checkbox"/>	pay back <input type="checkbox"/>	return <input type="checkbox"/>	waste <input type="checkbox"/>
save <input type="checkbox"/>	sell <input type="checkbox"/>	shop online <input type="checkbox"/>	spend <input type="checkbox"/>		

1 buy things on the internet 2 give something to people for money 3 keep money for the future 4 use something that belongs to someone for a short time 5 not use money in a good way	6 have a price 7 give something to someone for a time 8 use money to pay for something 9 give someone the money that they gave you 10 take something back to the store because you don't like it or it isn't right
--	--

B. Now do the vocabulary exercises for 6.1 on page 146.

C. PAIR WORK Do you waste money on things you don't need? For ideas, watch Allison's video.

REAL STUDENT

Are you the same as Allison?

! We can *spend* time or *waste* time.
 I like to *spend* time with my friends.
 Don't *waste* your time on video games.

Appendix F

Reading activity

3 GRAMMAR: *be going to*

A Answer the questions. Use the sentences in the grammar box to help you.

- Does *going to* describe an action in the past, present, or future?
- When you use *going to*, are you sure about your plans or not?

be going to

This year I'm **going to** buy a TV.

We're **going to** shop online in the future.

Are you **going to** buy that?

We're **not going to** come back next year.

B Now go to page 134. Look at the grammar chart and do the grammar exercise for 6.1.

C **PAIR WORK** What are you going to do this month? Write four sentences about your plans. Then check your accuracy.

free time
study

friends and family
work

home

D **PAIR WORK** Tell your partner about your plans. Then tell another pair of students about your partner's plans.

I'm going to start my new job on Monday.

Paolo is going to start his new job next week.

ACCURACY CHECK

When you talk about future plans, remember to use the *-ing* form of *go*.

I ~~go~~ to sell my house. ✗
I'm going to sell my house. ✓

4 SPEAKING

A **PAIR WORK** Read the ad. Plan a Black Friday shopping trip. Use the words and phrases to help you.

- When / go?
- What / buy?
- How long / stay there?
- How much / spend?

When are we going to go?

B Tell the class about your plans.

We're going to go shopping on Friday morning before they sell everything. We're going to buy a flat-screen TV. We're not to spend over \$200.

OPERATION BLACK FRIDAY!

IT ONLY COMES **ONCE** A YEAR!

First **100** customers receive shopping vouchers.

24-HOUR SALE! FRIDAY, NOVEMBER 23
SHOP MIDNIGHT TO MIDNIGHT - COME EARLY, STAY LATE!
Special opening hours on Saturday, November 24, 6 a.m. - late

HUNDREDS OF DISCOUNTS IN STORE

VIDEO GAMES and DVDs at crazy prices	TELEVISIONS from \$199
TABLETS and COMPUTERS from \$299	Amazing sales on CLOTHES and SHOES
	SPORTS EQUIPMENT up to 75% off!

Appendix G Reading assessment rubric

Criteria	Excellent (4)	Proficient (3)	Basic (2)	Limited (1)
Critical Thinking	- Applies critical thinking skills to evaluate the information presented	- Analyzes the content and draws reasonable conclusions.	- Makes limited attempts to think critically about the information.	- Shows little to no evidence of critical thinking.
Organization	- Effectively organizes information from the text for future reference.	- Presents information in a logical order, making it easy to follow.	- Some organization evident, but may lack coherence.	- Information is disorganized and challenging to follow.
Vocabulary and Language Use	- Uses a rich and varied vocabulary appropriately.	- Demonstrates clear and effective language use.	- Language use is basic, with occasional errors.	- Language use is unclear, and errors impede understanding.
Attention to Detail	- Notices and comprehends subtle details within the text.	- Pays attention to most details, with occasional oversight.	- Misses some important details, impacting overall understanding.	- Overlooks critical details, leading to a significant lack of understanding.
Overall Presentation	- Presents a well-organized, coherent response with impeccable language use.	- Presents a clear and organized response with minor language errors.	- Response is somewhat disorganized with noticeable language errors.	- Response lacks organization and contains numerous language errors.

Elaborated with Rubistar

Appendix H Listening assessment rubric

CATEGORY	4	3	2	1
Quality of Work	Provides work of the highest quality.	Provides high quality work.	Provides work that occasionally needs to be checked/redone by other group members to ensure quality.	Provides work that usually needs to be checked/redone by others to ensure quality.
Problem-solving	Actively looks for and suggests solutions to problems.	Refines solutions suggested by others.	Does not suggest or refine solutions, but is willing to try out solutions suggested by others.	Does not try to solve problems or help others solve problems. Lets others do the work.
Attitude	Never is publicly critical of the project or the work of others. Always has a positive attitude about the task(s).	Rarely is publicly critical of the project or the work of others. Often has a positive attitude about the task(s).	Occasionally is publicly critical of the project or the work of other members of the group. Usually has a positive attitude about the task(s).	Often is publicly critical of the project or the work of other members of the group. Often has a negative attitude about the task(s).
Focus on the task	Consistently stays focused on the task and what needs to be done. Very self-directed.	Focuses on the task and what needs to be done most of the time. Other group members can count on this person.	Focuses on the task and what needs to be done some of the time. Other group members must sometimes nag, prod, and remind to keep this person on-task.	Rarely focuses on the task and what needs to be done. Lets others do the work.
Working with Others	Almost always listens to, shares with, and supports the efforts of others. Tries to keep people working well together.	Usually listens to, shares with, and supports the efforts of others. Does not cause \"waves\" in the group.	Often listens to, shares with, and supports the efforts of others, but sometimes is not a good team member.	Rarely listens to, shares with, and supports the efforts of others. Often is not a good team player.

Elaborated with Rubistar

Appendix I Writing assessment rubric

Criteria	Excellent (4)	Proficient (3)	Basic (2)	Limited (1)
Clarity and Conciseness	- Message is exceptionally clear, concise, and well-organized.	- Message is clear and concise, with effective organization.	- Message is somewhat clear, with minor organizational issues.	- Message is unclear, lengthy, and lacks organization.
Grammar and Spelling	- Virtually error-free; demonstrates a strong command of grammar and spelling.	- Few minor errors that do not impede understanding.	- Several noticeable errors that may impact clarity.	- Numerous grammar and spelling errors that hinder comprehension.
Relevance and Focus	- Stays highly focused on the main purpose of the email, with no irrelevant information.	- Mostly relevant content, with minor deviations from the main purpose.	- Contains some irrelevant information, affecting overall focus.	- Significant irrelevant information, making the purpose unclear.
Organization of Ideas	- Presents ideas in a logical and coherent manner.	- Generally well-organized, with a few areas that could be improved.	- Organized, but transitions between ideas may be unclear.	- Poor organization; ideas are scattered and difficult to follow.
Politeness and Etiquette	- Displays exceptional politeness and email etiquette.	- Generally polite and follows appropriate email etiquette.	- Some instances of impoliteness or minor etiquette violations.	- Displays rudeness or significant breaches of email etiquette.

Elaborated with Rubistar

Appendix J Speaking assessment rubric

CATEGORY	4	3	2	1
Speaks Clearly	Speaks clearly and distinctly all (100-95%) the time, and mispronounces no words.	Speaks clearly and distinctly all (100-95%) the time, but mispronounces one word.	Speaks clearly and distinctly most (94-85%) of the time. Mispronounces no more than one word.	Often mumbles or can not be understood OR mispronounces more than one word.
Volume	Volume is loud enough to be heard by all audience members throughout the presentation.	Volume is loud enough to be heard by all audience members at least 90% of the time.	Volume is loud enough to be heard by all audience members at least 80% of the time.	Volume often too soft to be heard by all audience members.
Vocabulary	Uses vocabulary appropriate for the audience. Extends audience vocabulary by defining words that might be new to most of the audience.	Uses vocabulary appropriate for the audience. Includes 1-2 words that might be new to most of the audience, but does not define them.	Uses vocabulary appropriate for the audience. Does not include any vocabulary that might be new to the audience.	Uses several (5 or more) words or phrases that are not understood by the audience.
Content	Shows a full understanding of the topic.	Shows a good understanding of the topic.	Shows a good understanding of parts of the topic.	Does not seem to understand the topic very well.
Uses Complete Sentences	Always (99-100% of time) speaks in complete sentences.	Mostly (80-98%) speaks in complete sentences.	Sometimes (70-80%) speaks in complete sentences.	Rarely speaks in complete sentences.

Elaborated with Rubistar

Appendix K Peer observation check list

Observer's Name: _____

Date of Observation: _____

Name of Student Being Observed: _____

Checklist Categories

1. Communication Skills

___ Uses clear and accessible language for all peers.

___ Listens actively when others are speaking.

___ Demonstrates understanding through appropriate verbal feedback (e.g., summarizing, questioning).

2. Cultural Awareness and Sensitivity

___ Shows respect for cultural differences in communication styles.

___ Avoids cultural stereotypes in conversations.

___ Acknowledges and shows interest in the cultural backgrounds of peers.

3. Collaboration and Teamwork

___ Contributes equally to team activities.

___ Shows willingness to compromise and adapt based on group needs.

___ Supports and encourages peers, acknowledging their contributions.

4. Conflict Resolution

___ Addresses conflicts or disagreements constructively.

___ Demonstrates patience and openness in resolving misunderstandings.

___ Maintains a respectful tone even in challenging situations.

5. Leadership and Initiative

___ Takes initiative in group settings when appropriate.

___ Helps guide group discussion to ensure all voices are heard.

___ Offers creative solutions or ideas to the group.

6. Feedback Giving and Receiving

___ Provides constructive feedback to peers.

___ Receives feedback from others graciously and thoughtfully.

___ Uses feedback to make positive changes in behavior or work.

Elaborated based on Fantini and Tirmizi (2006) measurable instrument

Students' Progress Evidence

Video about the lesson plan performance

<https://youtu.be/vq9-DcJE4uc>

My classroom



My students



Writing

Examen : Written accreditation volunteering

Fecha : Fri May 10 2024 12:25 PM

Estudiante : RAFAEL PARRA (Adrian PARRA)

Precisión

100%

Total preguntas

4

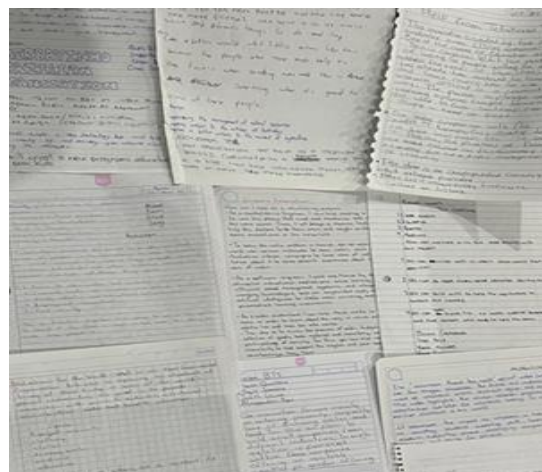
✓ Correcto

4

× Incorrecto

0

N.º	Pregunta	Tiempo	Puntos	Respuesta
1	You have 5 minutes to write as many words as you can for each paragraph (more than 80). There are 3 paragraphs, so you have 15 minutes in total.	172	1	ok
2	Write a paragraph about your life in the past (what was your dream occupation, did you use to think about having a normal occupation, like doctor, teacher, engineer, how was your life in your childhood, did you like to help other people when you were a kid, did you use to respect or tolerate your neighbors or other kids when you were younger)	234	1	When I was a child I wanted to be a professional soccer player, I liked it a lot and I was a good player, the closest thing to that was playing in the third division, my childhood was good, surrounded by good friends and my family the most important thing and if I was respectful of the elderly and people my age only if they were also respectful of me
3	Write a paragraph about your life now (what do you do, how is your life now, what are you doing these days, what are you studying, do you want to be part of a volunteering program one day, what do you do to help other people, friends, family, classmates, environment, are you respectful, tolerant, sympathetic, etc.)	258	1	Now I'm studying manufacturing engineering, these days I'm studying for my final exams, to help other people I like to be empathetic with them
4	Imagine you are accepted to participate in a volunteering program. Write a paragraph about your plans (what do you think you are going to do, how are you going to contribute to this program, whom would you help, what social problem would you like to contribute to, what of your qualities would you like to improve, etc.)	189	1	I would mainly like to support people who need it, whether it's making pantries, helping children who pay attention, giving them gifts, toys and also teaching them some good habit in which they can develop more and learn to be better at it



QUIZZZ

Examen : Written accreditation volunteering

Fecha : Fri May 10 2024 12:05 PM

Estudiante : IRVING BORQUEZ (IRVING BORQUEZ)

Precisión

100%

Total preguntas

4

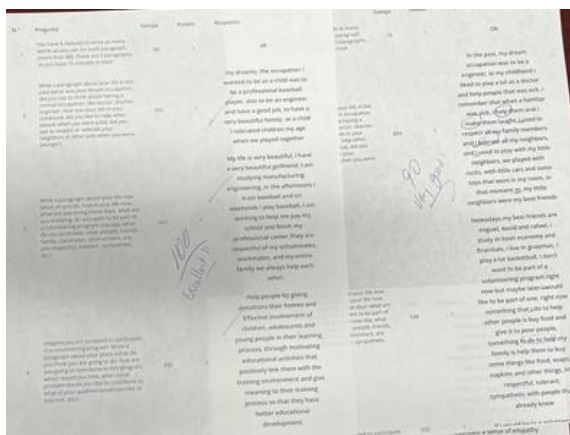
✓ Correcto

4

× Incorrecto

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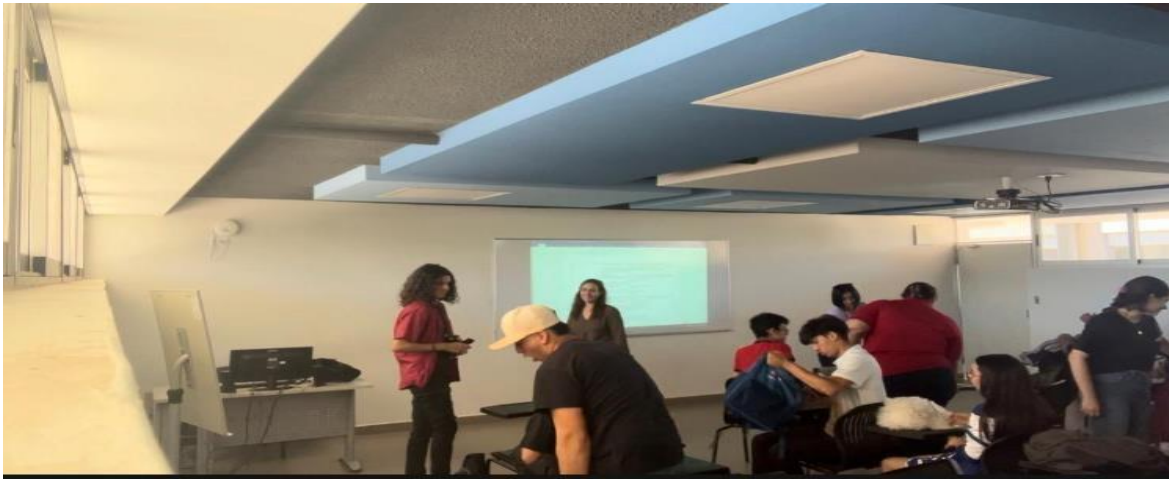
N.º	Pregunta	Tiempo	Puntos	Respuesta
1	You have 5 minutes to write as many words as you can for each paragraph (more than 80). There are 3 paragraphs, so you have 15 minutes in total.	88	1	ok
2	Write a paragraph about your life in the past (what was your dream occupation, did you use to think about having a normal occupation, like doctor, teacher, engineer, how was your life in your childhood, did you like to help other people when you were a kid, did you use to respect or tolerate your neighbors or other kids when you were younger)	95.2	1	my dreams, the occupation I wanted to be as a child was to be a professional baseball player, also to be an engineer and have a good job, to have a very beautiful family, as a child I tolerated children my age when we played together
3	Write a paragraph about your life now (what do you do, how is your life now, what are you doing these days, what are you studying, do you want to be part of a volunteering program one day, what do you do to help other people, friends, family, classmates, environment, are you respectful, tolerant, sympathetic, etc.)	62.1	1	My life is very beautiful, I have a very beautiful girlfriend, I am studying manufacturing engineering, in the afternoons I train baseball and on weekends I play baseball, I am working to help me pay my school and finish my professional career, They are respectful of my schoolmates, workmates, and my entire family we always help each other.
4	Imagine you are accepted to participate in a volunteering program. Write a paragraph about your plans (what do you think you are going to do, how are you going to contribute to this program, whom would you help, what social problem would you like to contribute to, what of your qualities would you like to improve, etc.)	39.5	1	Help people by giving donations their homes and effective involvement of children, adolescents and young people in their learning process, through teaching educational activities that positively link them with the training environment and give meaning to their training process so that they have better educational development.



ITSON		INSTITUTO TECNOLÓGICO DE SONORA	
		Evaluación Final Escrita	
Asignatura	Fecha	Unidad	Ciclo
Idioma de la	15 Ene - 18 May	Guaymas	Enero - Mayo 2024
Nombre de la	Horario	Docente	
Inglés A2	12:00 A 1:00 PM	Silvia María Molina Gastélum	

Acreditación Escrita		Exem	Asiste
ID	Nombre(s)	10x	
1 00000252061	Alexander Enrique	8.5	SI
2 00000258558	Hector Elmer	9.5	SI
3 00000258585	David	9	SI
4 00000252813	Alexis Alberto	7	SI
5 00000258974	Jorge Luis	10	SI
6 00000259009	Daniela Denisse	10	SI
7 00000252483	Omar Fernando		SI
8 00000253208	Kevin Francisco	8	SI
9 00000252558	Jesus Aurelio	10	SI
10 00000252577	Rafael Adrian	9.5	SI
11 00000248275	Judith Elena	7	SI
12 00000259492	Leobardo Misael	9	SI
13 00000252838	Karol Nayeli	8	SI
14 00000259884	Maria Claudia	10	SI
15 00000252976	Dayan Miguel	7	SI
16 00000253022	Gloria Carolina	7	SI
17 00000253216	Karen Denisse	10	SI
18 00000251915	Juan Pablo	9	SI
19 00000251926	Maria Jose		SI
20 00000251946	Andrea Renee	9.5	SI
21 00000203818	Irving Luciano	6	SI
22 00000240002	Joselyn Guadalupe	0	SI
23 00000244497	Wendy Jackie	7	SI
24 00000242273	Liliana Elizabeth		SI
25 00000240566	Lino Antonio		Dejó de Asistir
26 00000244194	Jose Eduardo	7	SI
27 00000240852	Rene Javier	6	SI
28 00000239724	Carlos Alberto		SI
29 00000244553	Gerson Alan	8	SI
30 00000244679	Angel Gael	6	SI

Speaking



https://drive.google.com/file/d/1hPdBSL9Vor_ou6tvIp6IIYnBA--3wYYj/view?usp=sharing

Speaking												
Departamento Académico			Fecha					Ciclo				
Área de Idiomas			00/01/1900					0				
Nombre de clase			Horario					Nombre del profesor				
Inglés A2			0					Silvia María Molina Gastélum				
Presentación		Content		Language Skills		Presentation		Mastery of Subject		Overall		Total
ID	Nombre	10 pts	2%	10 pts	2%	10 pts	2%	10 pts	2%	10 pts	2%	10%
0	ID		0		0		0		0		0	0
1	0000024200	10.0	0	10.0	0	10.0	0	10.0	0	10.0	0	10
7	00000240115	8.0	0	8.0	0	10.0	0	7.0	0	7.0	0	8
8	00000240145	10.0	0	10.0	0	10.0	0	10.0	0	10.0	0	10
9	00000241354	9.0	0	9.0	0	9.0	0	9.0	0	9.0	0	9
10	00000242102	5.0	0	5.0	0	5.0	0	5.0	0	5.0	0	5
11	00000240194	10.0	0	10.0	0	10.0	0	10.0	0	10.0	0	10
12	0000024028	8.0	0	8.0	0	8.0	0	8.0	0	8.0	0	8
13	00000241365	10.0	0	10.0	0	10.0	0	10.0	0	10.0	0	10
14	00000241647	7.0	0	7.0	0	7.0	0	7.0	0	7.0	0	7
15	00000241377	9.0	0	10.0	0	8.0	0	10.0	0	9.0	0	9.2
16	00000241657	10.0	0	10.0	0	10.0	0	10.0	0	10.0	0	10

ITSON			INSTITUTO TECNOLÓGICO DE SONORA																					
			Evaluación Oral Final																					
Instrumento Acad		Fecha		Unidad		Ciclo		Evaluadores																
Área de Idioma		15 Ene - 18 May		Guaymas		Enero - Mayo 2024		1.																
Nombre de clase		Horario		Docente				2.																
Inglés A2		12:00 A 1:00 PM		Silvia Maria Molina Gastélum				3.																
Acreditación Oral			Clasificación		Score: 2 points 1 points 0 points																			
ID	Nombre(s)	A / B / C	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	Task 1	Task 2	Total	Día de Acreditación	Comentarios	Asiste	
16	00000253022	Gloria Carolina	B	2	2	2	2	2	2	2	2	2	2	2	2	2	2	7	8	42.917	13/05/24 ACGN	Problems with the past simple describing the test.	SI	
17	00000253216	Karen Denisse	A	2	2	2	2	2	2	2	2	2	2	2	2	2	2	10	10	50		Excellent!	SI	
18	00000251915	Juan Pablo	A	1	2	2	2	2	2	2	2	2	2	2	2	2	2	9	10	47.917	5/9/24 ACHL	Forgot to use the verb "to be" to tell ages.	SI	
19	00000251926	Maria Jose	A	2	2	2	2	2	2	2	2	2	2	2	1	1	2	2	9	7	43.333	13/05/24 ACGN	She didn't use "going to" or "will" for the future	SI
20	00000251946	Andrea Renee	A	2	2	2	2	2	2	2	2	2	2	2	2	2	2	10	9	48.75	may 8th Marisol Guerrero	Excellent!	SI	
21	00000203818	Ivring Luciano	C	2	2	2	2	1	2	1	0	0	2	1	1	1	1	4	7	29.583	may 8th Marisol Guerrero	no structure, didn't understand some questions, no notes	SI	
22	00000240002	Josephn Guadalupe	C																	0			SI	
23	00000244497	Wendy Juckiel	B	2	2	2	2	2	2	2	2	1	0	2	2	2	2	5	7	36.667	may 8th Marisol Guerrero	past tense didn't answer, simple present 3rd person singular	SI	
24	00000242273	Liliana Elizabeth	C																	0			SI	
25	00000240566	Lino Antonio	C																	0			Dejó de Asistir	
26	00000244194	Jose Eduardo	B	2	2	1	1	2	1	2	1	2	2	1	1	0	0	2	8	7	35.417	may 8th Marisol Guerrero	present continuous, simple past didn't answer gets confused with the simple present and present continuous	SI
27	00000240652	Rene Javier	C	2	2	2	1	2	2	2	2	2	1	2	1	1	2	6	7	37.917	may 8th Marisol Guerrero	would like, past tense, simple present 3rd p sing	SI	
28	0000023724	Carlos Alberto	C																	0			SI	
29	00000244553	Gerson Alan	B	2	2	2	2	2	2	2	2	2	2	2	2	1	2	8	9	44.583	may 8th Marisol Guerrero	very good	SI	
30	00000244679	Angel Gael	C	2	2	2	2	2	2	1	1	1	2	2	2	2	2	1	7	7	39.167	may 8th Marisol Guerrero	incomplete answers	SI
31	0 0	C																		0			SI	
32	0 0	C																		0			SI	

Reading

