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**“A trip to The Middle East to explore Arabic culture”**

### **TRABAJO RECEPCIONAL**

### **PARA OBTENER EL DIPLOMA DE**

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

### **PRESENTA:**

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“A trip to The Middle East to explore Arabic culture”

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## **Abstract**

This final project, presented for a degree in English Language and Teaching as a Foreign Language, applies the knowledge acquired through the EEAILE platform provided by the National Pedagogical University. The EEAILE platform consists of three key modules covering a broad spectrum of topics in Second Language Acquisition (SLA), English Language Teaching (ELT) approaches and methodologies, language skills and technology, intercultural communication, and assessment. These areas form the foundation of the project's structure, which is divided into four chapters.

Chapter 1 focuses on the teaching context, beginning with an exploration of my teaching identity and philosophy. This includes an analysis of key theories in Second Language Acquisition, which have shaped my approach to teaching. Theories such as Dr. Stephen Krashen's Input Hypothesis and Lev Vygotsky's Sociocultural Theory provide a theoretical framework that informs my teaching decisions. My identity as an educator is grounded in a belief in the value of culturally responsive pedagogy, especially with a focus on Arabic culture, which plays a central role in my teaching environment.

Chapter 2 delves into the rationale behind the activities and methodology applied in my lessons. The Communicative Language Teaching (CLT) approach is a central aspect of this chapter. CLT, which emphasizes interaction and communication as the primary goals of language learning, aligns with Krashen's Input Hypothesis, which asserts that language acquisition occurs most effectively when learners are exposed to comprehensible input slightly above their current level of proficiency. Additionally, Vygotsky's Sociocultural Theory supports the view that language learning is mediated through social interaction and cultural context, making it essential to integrate aspects of Arabic culture into the language learning process. This chapter explains how these theories informed the design of lesson

plans and activities, as well as the use of technology to enhance learning.

In Chapter 3, I present the outcomes of the activities and lesson plans implemented. This chapter evaluates the effectiveness of the Communicative Language Teaching approach, along with the integration of intercultural elements, in facilitating student engagement and language acquisition. The assessment focuses on the learners' progress in language skills, particularly speaking and listening, as well as their intercultural awareness. The results demonstrate a positive correlation between culturally relevant content and student motivation, particularly for students from Arabic-speaking backgrounds. The chapter also highlights the challenges encountered during implementation, such as varying levels of student language proficiency and technological constraints, and how these were addressed.

Finally, Chapter 4 offers conclusions drawn from the project as a whole. The chapter reflects on the overall success of the methodologies and theories applied, noting areas of strength and areas for further development. The project has deepened my understanding of the intricacies of teaching English as a foreign language, particularly in a multicultural context, and has emphasized the importance of continuous professional development in language education. The findings contribute to the field of ELT by demonstrating the effectiveness of combining Communicative Language Teaching with intercultural communication strategies in a real-world educational setting.

**Keywords:** English Language Teaching, Second Language Acquisition, Teaching Identity, Teaching Philosophy, Communicative Language Teaching, Input Hypothesis, Sociocultural Theory, Intercultural Communication, Arabic Culture, Assessment, EEAILE Platform, National Pedagogical University.

## Resumen

Este proyecto final, presentado para obtener un título en Enseñanza del Inglés como Lengua Extranjera, aplica los conocimientos adquiridos a través de la plataforma EEAILE proporcionada por la Universidad Pedagógica Nacional. La plataforma EEAILE consta de tres módulos clave que abarcan una amplia gama de temas en la Adquisición de Segundas Lenguas (SLA), enfoques y metodologías en la Enseñanza del Inglés (ELT), habilidades lingüísticas y tecnología, comunicación intercultural y evaluación. Estas áreas forman la base de la estructura del proyecto, que se divide en cuatro capítulos.

El Capítulo 1 se centra en el contexto de enseñanza, comenzando con una exploración de mi identidad y filosofía como docente. Esto incluye un análisis de teorías clave en la adquisición de Segundas Lenguas, que han moldeado mi enfoque de enseñanza. Teorías como la Hipótesis del Input de Stephen Krashen y la Teoría Sociocultural de Lev Vygotsky proporcionan un marco teórico que informa mis decisiones pedagógicas. Mi identidad como educadora está fundamentada en la creencia en el valor de la pedagogía culturalmente receptiva, especialmente con un enfoque en la cultura árabe, que juega un papel central en mi entorno de enseñanza.

El Capítulo 2 profundiza en la justificación de las actividades y la metodología aplicada en mis lecciones. El enfoque de Enseñanza Comunicativa del Idioma (CLT) es un aspecto central de este capítulo. La CLT, que enfatiza la interacción y la comunicación como objetivos primordiales del aprendizaje de idiomas, se alinea con la Hipótesis del Input de Krashen, que sostiene que la adquisición del lenguaje ocurre de manera más efectiva cuando los estudiantes son expuestos a un input comprensible ligeramente por encima de su nivel de competencia actual. Además, la Teoría Sociocultural de Vygotsky respalda la idea de que el aprendizaje de un idioma se mediatiza a través de la interacción social y el contexto cultural,

lo que hace esencial integrar aspectos de la cultura árabe en el proceso de aprendizaje del idioma. Este capítulo explica cómo estas teorías informaron el diseño de planes de lecciones y actividades, así como el uso de la tecnología para mejorar el aprendizaje.

En el Capítulo 3, presento los resultados de las actividades y planes de lecciones implementados. Este capítulo evalúa la efectividad del enfoque de Enseñanza Comunicativa del Idioma, junto con la integración de elementos interculturales, en la facilitación del compromiso de los estudiantes y la adquisición del idioma. La evaluación se centra en el progreso de los estudiantes en habilidades lingüísticas, particularmente en la expresión oral y la comprensión auditiva, así como en su conciencia intercultural. Los resultados demuestran una correlación positiva entre el contenido culturalmente relevante y la motivación de los estudiantes, especialmente para aquellos con antecedentes de habla árabe. El capítulo también destaca los desafíos encontrados durante la implementación, como los diferentes niveles de competencia lingüística de los estudiantes y las limitaciones tecnológicas, y cómo se abordaron estos problemas.

Finalmente, el Capítulo 4 ofrece las conclusiones extraídas del proyecto en su conjunto. El capítulo reflexiona sobre el éxito general de las metodologías y teorías aplicadas, señalando las áreas de fortaleza y las áreas para un mayor desarrollo. El proyecto ha profundizado mi comprensión de las complejidades de enseñar inglés como lengua extranjera, particularmente en un contexto multicultural, y ha enfatizado la importancia del desarrollo profesional continuo en la educación de idiomas. Los hallazgos contribuyen al campo de la enseñanza del inglés al demostrar la efectividad de combinar la Enseñanza Comunicativa del Idioma con estrategias de comunicación intercultural en un entorno educativo real.

**Palabras clave:** Enseñanza del Inglés, Adquisición de Segundas Lenguas, Identidad Docente, Filosofía de Enseñanza, Enseñanza Comunicativa del Idioma, Hipótesis del Input, Teoría

Sociocultural, Comunicación Intercultural, Cultura Árabe, Evaluación, Plataforma EEAILE,  
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## **Introduction**

English education in Mexico has become increasingly significant in recent years, reflecting the country's growing integration into the global economy and its cultural exchange with English-speaking nations. The Mexican government, educational institutions, and private sector have recognized the necessity of English proficiency and have taken steps to enhance its teaching and learning across the country. This push towards English education is seen as vital for empowering Mexican students with the skills needed to compete in a globalized world, fostering better job opportunities, and enhancing cross-cultural communication..

Culturally, understanding English promotes a broader world view and facilitates the exchange of ideas, fostering a more inclusive and interconnected society. Overall, English education in Mexico is not just about learning a new language; it is about equipping individuals with the tools necessary for success in an increasingly interconnected world. By prioritizing English education, Mexico aims to enhance its global competitiveness, improve individual socioeconomic outcomes, and cultivate a more globally aware and engaged populace.

Understanding how students learn and acquire a new language is fundamental to effective English education. Key theories of language acquisition, such as Krashen's Input Hypothesis and Vygotsky's Social Interactionist Theory, provide insights into the processes that facilitate language learning. These theories emphasize the importance of exposure to comprehensible input, the role of social interaction in learning, and the need for a supportive learning environment. Principles derived from these theories guide the development of curricula and instructional strategies that aim to make English learning more intuitive and engaging for students.

Innovative teaching methodologies have been introduced to make English learning

more effective and engaging. These methodologies focus on interactive and communicative approaches, utilizing technology and multimedia resources. Emphasis is placed on developing practical language skills—reading, writing, listening, and speaking—while also incorporating lexis and syntax. Digital competences are integrated into the learning process, allowing students to leverage technology for enhanced learning experiences. By using interactive tools and resources, educators can create dynamic learning environments that cater to diverse learning styles and needs.

In addition to linguistic skills, cultural awareness and intercultural competences are crucial components of English education. Understanding cultural nuances and fostering intercultural communication skills help students navigate and appreciate diverse global contexts. Assessment and testing tools, particularly those utilizing digital technologies, play a vital role in measuring students' development and progress. These tools provide valuable feedback and enable personalized learning paths, ensuring that students achieve their full potential in language proficiency and cultural competence.

## Chapter 1: Philosophy and Theory

### 1.1 Teaching context

Tecnológico Nacional de México is made up of 254 institutions, of which 126 are “Institutos Tecnológicos Federales”, 122 Decentralized “Institutos Tecnológicos”, four Regional Centers for Optimization and Equipment Development (CRODE), an Interdisciplinary Center for Research and Teaching in Technical Education (CIIDET), and a National Center for Research and Technological Development (CENIDET). In these institutions, TecNM serves a school population of more than 600 thousand undergraduate and graduate students throughout the national territory, including Mexico City.

I am currently tutoring intensive English courses online at the “Instituto Tecnológico de Iztapalapa 3” from Monday to Friday, between 7 pm and 11 pm. This intensive course lasts 10 weeks.

My students' ages range from 22 to 38 years old. The institution is located in Mexico City, specifically in the area of Iztapalapa, and offers programs in Civil Engineering, Business Management, and Computer Engineering.

For me it is also important to mention my previous teaching context (PILARES Acahualtepec), because my teaching philosophy has been shaped by my previous teaching experiences, which have provided me with valuable insights and skills that I apply in my current teaching context at the Instituto Tecnológico de Iztapalapa 3.

PILARES Acahualtepec is a small community center located in Iztapalapa. This institution is part of a program in CDMX that offers educational, cultural, sports, and economic activities. I was part of the education department known as “ciberescuela”, where I created my teaching environment. My role involved tutoring children, teenagers, and adults, as this space is inclusive and open to everyone regardless of their background.

I typically tutored students from primary, secondary, and high schools, as well as university students from public schools, following the Common European Framework of Reference for Languages. Many of them often encounter difficulties with the English subject. They frequently mentioned that they struggled with understanding grammar rules and had difficulties with pronunciation.

For university students, I tutored them at the intermediate level and for me it is a shame that most of the students who attended tutoring did not have a clear understanding of the basic concepts of the English language, despite having taken English lessons at school as part of the mandatory curriculum in the Mexican education system. The problem then arises a few years later when they reach the university level and struggle with the English language. This struggle is due to the expectation that they must have a B1 level according to the Common European Framework of Reference for Languages in order to obtain their degree, regardless of the career they choose.

The issue I observe is that we have been educated in a system where mistakes are perceived as something negative, and there is a belief that the more mistakes we make, the less intelligent we are. This belief causes students to become insecure and lack confidence, leading them to feel shy about asking questions or participating in activities.

## **1.2 Teaching identity**

My first exposure to the English language occurred during weekends when I was 10 years old. I used to spend time watching movies on TV at home with my siblings. I often enjoyed these types of movies because the landscapes displayed in the scenes would often capture my attention, particularly the “Twin Towers” which no longer exist nowadays. This caused me to wonder and ask myself about the location. Upon conducting my research, I discovered that these movie scenes were set in the U.S.A., a country where English is the

official language. Following this, I began listening to English music and engaging with related content. This was during my time in primary school.

Time passed by so quickly that in the blink of an eye, I was already in the first grade of secondary school. I remember being part of a large group, as is usual in Mexican public schools. Then, the English teacher came into the classroom and introduced himself; this was going to be the first time I would learn the English language. It is said that first impressions are the ones that stay with us for a long time, and the teacher really caught my attention with his class. The class was dynamic, explaining things with real-life situations. He also used fun materials for his lessons and body language to explain words we did not understand.

Later in high school, I decided to enroll in an English course and take my learning journey seriously. I attended classes just on Saturdays, and during the week, I reviewed the topics on my own. After completing my English course, I did not practice the language for over six years. Then, a few years later, I enrolled in university. There, I had the chance to apply for a scholarship at an American university to study an English course for one month. This experience was the most amazing I ever had because I not only had the chance to meet people from all over the world but also to learn about their culture and customs. This experience really motivated me to become an English teacher.

Now that I am an English teacher, I realize how important the way my teacher conducted his classes and applied various teaching methodologies was. This allows me to consider the key aspects of the language that require focus in my own teaching, as well as what I believe students should understand when studying English.

Analyzing the teaching methodologies my teacher employed during my English language learning journey in secondary school, I can see how they greatly influenced me and instilled a genuine enthusiasm for taking my learning process seriously. It was evident that he understood the significance of language usage in real-life contexts. The Common European



Framework of Reference for Languages underlines that the goal of language instruction is to empower students to become language users who can actively participate in meaningful tasks.

Rather than relying on memorization, my teachers consistently encouraged us to participate in conversations, engage in role plays, and collaborate in group activities. This approach not only facilitated the development of my speaking skills but also enhanced my comprehension abilities and my capacity to respond appropriately.

### **1.3 Teaching philosophy**

My teaching philosophy based on my teaching and learning experience has been influenced mainly by the context where I used to work ( PILARES), there is a philosophy in this program that says “We trust you, You are not alone, You are important”, this means that despite people’s background, there is always a second chance for everyone and we are all capable to accomplish whatever we want to learn regardless to our age or life experiences.

My teaching philosophy goes beyond to give information and knowledge to students, it has to do more with the fact of understanding students’ process learning as Gardner proposed that there are multiple distinct forms of intelligence, each representing different ways in which individuals can excel. Every time I teach someone, I try to encourage students to trust in themselves, because in many cases, people lack confidence in themselves due to their educational backgrounds. This leads them to believe they are not intelligent enough to complete certain tasks.

Another important point in my teaching philosophy is inclusion and diversity because I want students to feel safe, valued, and heard in my classroom. Whenever they express themselves, giving their point of view and providing feedback on the learning and teaching

process is encouraged. I used to be in an area called “ciberescuela” where the goal was to leverage new technologies to facilitate the learning process and ultimately foster students' independence. This approach likely aimed to provide students with the tools and resources necessary to navigate and utilize digital technologies effectively for their education. By integrating technology into the learning environment, the program likely sought to empower students to take ownership of their learning, explore new avenues for acquiring knowledge, and develop the skills needed to thrive in a digital age. This emphasis on independence suggests a focus on promoting self-directed learning and critical thinking skills, which are valuable assets for success in both academic and real-world contexts.

Overall, my teaching philosophy in the Mexican teaching context revolves around trust, support, inclusivity, and empowerment. I believe in the potential of every student, and I am committed to helping them realize that potential, regardless of their background or life experiences.

#### **1.4 Theories of Second Language Acquisition**

Learning any language as a second language is not something easy, nor is it something that we can all learn in a blink of an eye. It takes time, dedication, patience, a lot of effort, and, over all, help and guidance. In this case, we, as teachers, are the guides for the students to achieve the goal of communication, regardless of the methodologies, theories or pedagogical issues we use as teachers. Second language acquisition (SLA) is the process through which people learn a language other than their native one. This field of study examines how individuals acquire, process, and use languages, offering insights that are crucial for educators, linguists, and psychologists. Unlike first language acquisition, which occurs naturally and effortlessly in young children, SLA can happen at any stage of life and often involves more conscious effort and varied methodologies.

Understanding SLA is essential in our increasingly globalized world, where multilingualism is both a valuable asset and a common necessity. It encompasses various aspects, including the cognitive processes behind learning a new language, the influence of social and cultural contexts, and the effectiveness of different teaching approaches. Key theories in SLA, such as Krashen's input hypothesis and Vygotsky's sociocultural theory, provide frameworks that help explain how and why individuals succeed or struggle in learning a second language.

#### ***1.4.1 The input hypothesis, a theory proposed by Dr. Stephen Krashen***

The input hypothesis is a theory proposed by linguist Stephen Krashen as part of his broader theory of second language acquisition. This hypothesis focuses on the importance of providing language learners with input that is slightly beyond their current level of proficiency, a concept known as "i+1."

Krashen (1982) explains that:

Language acquisition is a subconscious process; language acquirers are not usually aware of the fact that they are acquiring language, but are only aware of the fact that they are using the language for communication. The result of language acquisition, acquired competence, is also subconscious. We are generally not consciously aware of the rules of the languages we have acquired. Instead, we have a "feel" for correctness. Grammatical sentences "sound" right, or "feel" right, and errors feel wrong, even if we do not consciously know what rule was violated.(p.10)

Now that I have read some of the main principles of Dr. Krashen's work, I realize that he mentions different concepts that help me understand Second Language Acquisition and the differences between acquisition and learning in relation to my teaching practice.

Dr. Krashen presents his theory related to Second Language Acquisition (SLA) called the Input Hypothesis, which posits that learning and acquiring are not the same, therefore it

means that learning is a conscious process that involves formal instruction, including learning grammar rules and vocabulary. On the other hand, acquiring a language is an unconscious process that involves natural exposure to the target language. When we, as teachers, apply both processes, we can help our students express themselves in the target language as naturally as they do in their mother tongue, and without constantly worrying about whether they are using the correct grammar structure or vocabulary.

Therefore, acquiring a second language involves different aspects that should be considered to apply in our daily practice in order for our students to achieve the purpose of natural communication with others, taking into account their sociocultural background, habits, styles of learning, age, motivation, environment, their first language, and goals, among others.

As a teacher in my daily practice, I often encourage students to use the language in real-life situations by connecting with other students who are also learning English and can practice their speaking skills. I also advise them to listen to podcasts, watch videos, or explore topics they are genuinely interested in to facilitate their learning. This way, I aim to go beyond teaching grammar rules and using textbooks and apply Dr. Krashen input hypothesis theory.

The input hypothesis proposed by linguist Stephen Krashen (1982) mentions that language learners acquire a language most effectively when they are exposed to "comprehensible input" that is just slightly above their current proficiency level.

Some of the key elements of this theory are:

1) Comprehensible Input: The core idea is that learners need to understand the language they are exposed to. This means the input should be understandable but also include some new language elements (referred to as "i+1") that the learner has not yet acquired.

2) Acquisition vs. Learning: Krashen differentiates between "acquisition," a

subconscious process similar to how children learn their first language, and "learning," a conscious process that involves formal study of the language. According to Krashen, acquisition is more important for developing language proficiency.

3) Natural Order Hypothesis: Language structures are acquired in a predictable order, and input should be provided in a way that follows this natural order.

4) Affective Filter Hypothesis: Emotional factors, such as motivation, self-confidence, and anxiety, can influence language acquisition. A low affective filter (i.e., low anxiety and high motivation) enhances the ability to acquire language from input.

5) Monitor Hypothesis: While acquisition is subconscious, learners use conscious knowledge to monitor and correct their language use. However, over-reliance on this monitoring can hinder fluent communication. (pp 9-30)

Some of the implications of this theory suggests exposure to authentic language, this means that learners should be exposed to language that is used in real life contexts, not just simplified classroom language. Contextual clues such as visual aids, gestures, and situational context help make the input comprehensible. Encouraging a positive learning environment reduces anxiety and increases motivation through a supportive learning environment enhances the effectiveness of comprehensible input. Moreover learners should be encouraged to understand and use the language for communication, rather than just memorizing rules.

Applying the input hypothesis to an English class involves creating an environment where students are exposed to language that is comprehensible yet slightly beyond their current proficiency level.

Selecting books and texts that are specifically designed for different proficiency levels, introducing more complex texts as students' comprehension improves, incorporating real-life

materials such as news articles, videos with English subtitles, podcasts, songs, role- plays that are appropriate for the students' level but contain new vocabulary and structures, help students level up their knowledge of the English language as long as they are interesting and relevant to their lives.

#### ***1.4.2 Vygotsky's Sociocultural Theory***

Sociocultural theory is a framework developed by Russian psychologist Lev Vygotsky that emphasizes the role of social interaction and cultural context in cognitive development. It posits that human development is fundamentally shaped by social interactions and cultural practices, which provide individuals with the tools and resources necessary for learning and development. According to this theory, human learning primarily occurs through social engagement, where individuals' cognitive abilities are shaped by their interactions with others, especially those who possess greater expertise.

According to sociocultural theory, individuals' psychological development is influenced by mentors in their lives, such as caregivers and educators. Participation in social and cultural events also shapes individuals' beliefs and values, contributing to their personal development. This theory emphasizes the influential roles of peers and mentors in learning and highlights how individuals' attitudes and cultural beliefs impact their learning processes.

Additionally The Zone of Proximal Development (ZPD) , a concept developed by Lev Vygotsky, refers to the gap between what a learner can do independently and what they can achieve with guidance and support from a more knowledgeable person, typically a teacher, parent, or peer.

Some key aspects of ZPD are:

Range of potential developments. Represents the range of tasks and activities that a learner is not yet able to perform independently but can accomplish with the assistance of

someone more knowledgeable. This concept suggests that learning and cognitive development occur most effectively when individuals engage with tasks that are just beyond their current capabilities.

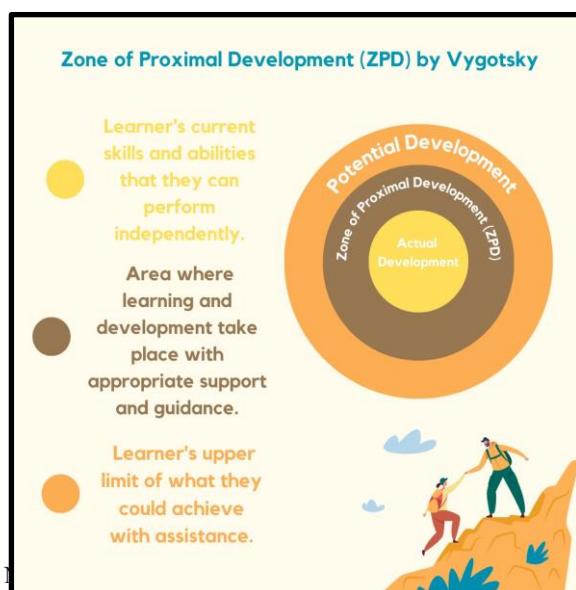
Dynamic and contextual. The ZPD is not a fixed or static measure but varies depending on the learner's current level of understanding and the support provided. It is influenced by the learner's cultural background, previous experiences, and the specific context in which learning takes place.

Scaffolding. Scaffolding refers to the support and guidance that a more knowledgeable person provides to a learner within their ZPD. This support is gradually adjusted or removed as the learner gains competence and is able to perform the task independently.

Role of social interaction. Vygotsky emphasized that learning within the ZPD occurs primarily through social interaction. By engaging in collaborative activities and receiving feedback from more knowledgeable others, learners are able to internalize new knowledge and skills.

## Figure 1

Illustration of the ZPD as Vygotsky stated it



(ZPD) by Vygotsky.[PNG].Canva

[https://www.canva.com/design/DAFvgu4sNyc/MQc9tBLcWCAGrliLhjD9Dw/view?utm\\_content=DAFvgu4sNyc&utm\\_campaign=d](https://www.canva.com/design/DAFvgu4sNyc/MQc9tBLcWCAGrliLhjD9Dw/view?utm_content=DAFvgu4sNyc&utm_campaign=d)

To exemplify the ZPD better, here is an scenario:

### Scenario

Donovan is a beginner English language learner. He knows some basic words and phrases but needs to expand his vocabulary related to food.

### Applying the ZPD

#### → Current Ability (What Donovan Can Do Independently)

- ◆ Donovan can understand and use very basic food- related words like "apple," "bread," and "water."
- ◆ He can say simple sentences such as "I like apples" or "I eat bread."

#### → Target Skill (What Donovan Can Achieve with Help)

- ◆ Donovan aims to understand and use a wider range of food vocabulary, including names of various fruits, vegetables, meats, dairy products, and common dishes.
- ◆ He wants to use these words in sentences and short conversations.

#### → Scaffolding (Support Provided):

- ◆ Teacher's Role: The teacher plans a series of activities to introduce and practice new food vocabulary.
  - Introduction: The teacher uses pictures of different foods (e.g., bananas, carrots, chicken, cheese) and labels them. The teacher pronounces each word and has Donovan repeat them.
  - Interactive Flashcards: The teacher uses flashcards with pictures and words. They play matching games where Donovan matches the word to the picture.
  - Categorization Activity: The teacher helps Donovan categorize the foods into groups (e.g., fruits, vegetables, meats, dairy). They discuss



each category and its examples.

- Sentence Practice: The teacher models sentences using the new vocabulary, such as "I like to eat bananas" or "Carrots are vegetables."

Donovan practices making similar sentences with guidance.

- ◆ Peer Support: Donovan works with a classmate to practice the new vocabulary. They quiz each other using flashcards and practice having short conversations about their favorite foods.
- ◆ Interactive Tools: Donovan uses a language learning app that includes vocabulary games and exercises focused on food. The app provides visual aids and pronunciation practice.

→ Outcome (Donovan's New Ability):

- ◆ With the teacher's guidance and peer support, Donovan can now recognize and name a variety of foods.
- ◆ He is able to use the new vocabulary in simple sentences and short conversations, such as describing his favorite foods and talking about what he likes to eat.

In this example, Donovan's ZPD includes the range of food-related vocabulary he can learn with the help of his teacher, peers, and learning tools. By providing scaffolded support within his ZPD, the teacher helps Donovan progress from knowing a few basic food words to being able to name a variety of foods and use them in sentences, enhancing his overall English language skills.

Understanding a learner's ZPD helps educators identify tasks and activities that are neither too easy nor too difficult. Activities within the ZPD provide just the right amount of challenge, allowing learners to stretch their abilities with appropriate support. By targeting

activities within a learner's ZPD, educators can provide scaffolding supportive structures or guidance that enables learners to master skills and concepts they wouldn't be able to grasp on their own. This guided instruction helps learners progress more rapidly and effectively.

## **Chapter 2 Methodology and practice**

As teachers of English as a Second Language, it's essential to remember that we must consider the methodologies that align with our daily practice. Firstly, we should address the question: "What are we teaching when we teach English?" It's crucial to acknowledge that students have diverse learning styles. Therefore, we need to be familiar with various teaching theories to tailor our approach to suit the majority of our students.

In my experience tutoring students across different education levels such as primary, secondary, high school, and university, the challenge lies not only in their age but also in the varying content I need to cover based on their grade level. Despite these challenges, I strive to employ methods that, from my perspective, are most effective for them. Consequently, I sometimes find it necessary to utilize multiple methodologies and approaches to ensure comprehensive understanding among my students. However, in this project, I aim to use the Communicative Language Teaching (CLT) approach because, as I have been mentioning throughout this work, communication is what matters most to me as a teacher. Therefore, we need to maintain a clear definition of what language is if we really want our students to learn real communication in context, rather than just memorizing grammar rules and similar things.

This approach serves as a reference point and allows us to achieve the primary goal of language: communication. Rather than seeking perfection in the social use of language, it is more about using language to express emotions and convey clear ideas. Language is not only a set of rules and words; it involves the way we communicate with each other, which includes norms and ways of establishing relationships among us.

Communicative language teaching (CLT) is generally regarded as an approach to language teaching (Richards and Rodgers 2001). As such, CLT reflects a certain model or research paradigm, or a theory (CelceMurcia 2001). It is based on the theory that the primary function of language use is communication. Its primary goal is for learners to develop communicative competence (Hymes 1971), or simply put, communicative ability. In other words, its goal is to make use of real-life situations that necessitate communication. ( BRANDL, K. 2008, p.5).

## **2.1 Interculturalism in teaching English as a Second Language (ESL)**

Teaching English as a Second Language (ESL) must encompass not only grammar, vocabulary, and pronunciation but also the rich cultural contexts in which English is used. This holistic approach is encapsulated in the concept of interculturalism, which integrates cultural awareness and sensitivity into language learning. Interculturalism in ESL education recognizes that language and culture are intrinsically linked, and effective communication in English requires an understanding of the diverse cultural backgrounds of its speakers. By incorporating intercultural elements into ESL instruction, educators can foster more meaningful and effective communication, enhance students' cultural awareness and sensitivity, and prepare learners to navigate a multicultural world with empathy and respect. This approach not only enriches the educational experience but also equips students with the essential skills for personal, academic, and professional success in a diverse global landscape.

As humans, we are inherently influenced by our cultural backgrounds, which shape our perceptions, beliefs, and behaviors. While cultural diversity enriches our global society, it also presents challenges, including the development of prejudices. Prejudices are preconceived opinions or attitudes about individuals or groups, often based on stereotypes rather than actual experience or knowledge. These biases can lead to misunderstandings,

discrimination, and conflict. Understanding and addressing these prejudices is crucial for fostering intercultural harmony and mutual respect.

Prejudices based on cultural differences are pervasive and can have detrimental effects on individuals and societies. By understanding the roots and manifestations of these prejudices, we can take steps to address and overcome them. Embracing interculturalism, promoting education and dialogue, and advocating for inclusive policies are essential strategies in building a world where diversity is celebrated, and mutual respect prevails.

. At this point, it is good to mention the quote, "Do not judge a book by its cover." This means that we should give ourselves the chance to get to know not only this culture but also any other that we might have preconceived notions about.

One of the most important reasons for studying intercultural communication is the awareness it raises of our own cultural identity and background. This is also one of the least obvious reasons. Peter Adler (1975), a noted social psychologist, observes that the study of intercultural communication begins as a journey into another culture and reality and ends as a journey into one's own culture.(p. 4)

Based on my reflections about the nature of language and what truly matters in language learning, I believe that making grammar mistakes at the beginning of the language acquisition process is fine since this is a natural way to go learning little by little in this journey of acquiring a language.. The primary goal of language is to communicate effectively with others. Therefore, I have decided to use the Communicative Language Teaching (CLT) method in my lesson plans. By using English in real-life situations, students can express themselves more authentically, making the language more meaningful for them.

Additionally, I made my lesson plans based on Arabic culture because, from my perspective, there are many misconceptions about this culture due to mass media. Ever since I was a teenager, I heard about the tragic event of the "Twin Towers" and the people behind this

terrible event. The blame was placed on people from the Middle East. As a consequence, mass media started to spread misinformation about Arab people. This was when I began to question what I was hearing and wanted to find out whether what they were saying was true or not. At the same time, I became curious about the English language, which is when my journey of learning English started. Back then, I decided to learn English not only because I liked it but also because this language would allow me to communicate with different people from different cultures and get to know them directly through real communications.

Now that I have the chance to share my knowledge with others as an English teacher, I would like my students to learn English in real-life situations, putting themselves in others' shoes by exploring different cultures and customs. This will help them develop empathy and, at the same time, make their English learning process interesting and self-reflective through meaningful and challenging experiences.

## **2.2 Arabic Culture Lesson Plan Topics**

To achieve this, I have created five sessions about Arabic culture that cover its cuisine, calligraphy, folktales, music, and ways of introducing ourselves in Arabic. This will give students an opportunity to get to know the culture and, hopefully, change any prejudices they may have about it, just as I did when I first had the chance to talk to people from those countries. This is also important because, who knows, maybe one day one of my students will have the chance to do business in an Arab country, just like the Mexican entrepreneur who established a famous Mexican brand of cold lollipops in a Middle East country.

Additionally, this series of lessons are designed to enhance students' speaking, listening, writing, and reading skills. Through these lessons, students will also have the opportunity to explore and understand a different culture from their own perspective.

### ***2.2.1 Introducing yourself in Arabic***

In the first lesson, titled "Introducing Yourself in Arabic," the objective is for students to learn how to introduce themselves in Arabic, both formally and informally, using English as a medium of instruction. This approach helps students introduce themselves as a fundamental communication skill. Practicing this in a new language builds confidence and provides a practical, real-world application of their learning.

### ***2.2.2 Arabic Cuisine***

In the lesson on Arabic cuisine, the objective is for students to learn about Arabic cuisine and engage with Arabic culinary traditions. By the end of the lesson, students will be able to write their own Mexican-Arabic recipe for hummus. This activity helps students practice their writing skills by composing a clear and detailed recipe, combining elements from both Mexican and Arabic cuisines. Creating a fusion recipe encourages students to think creatively about how to blend different culinary traditions, fostering an appreciation for cultural diversity. Students will learn new vocabulary related to cooking and ingredients in both English and Arabic, enhancing their language proficiency. Writing a recipe provides a practical application of language skills, making learning more relevant and engaging. Therefore this lesson promotes intercultural understanding by encouraging students to explore and appreciate the culinary traditions of another culture, while also relating it to their own.

### ***2.2.3 Arabic Calligraphy***

The objective of the Arabic calligraphy lesson is for students to read and understand a text about Arabic calligraphy, identify key vocabulary, and summarize the main points in English, demonstrating their understanding and ability to convey information accurately. Additionally, students will enhance their reading comprehension skills by engaging with a

specialized text. Understanding Arabic calligraphy provides deeper cultural insight and appreciation for this art form, fostering intercultural awareness.

#### ***2.2.4 Traditional Arab musical instruments***

By the end of the lesson, students will be able to identify and describe traditional Arabic musical instruments in English, expanding their vocabulary and improving their listening and speaking skills. This approach not only enhances language proficiency but also deepens cultural understanding and appreciation. Learning to identify and describe traditional Arabic musical instruments introduces students to new vocabulary related to music, culture, and history, enriching their lexicon. Describing the instruments in English provides students with the opportunity to practice their speaking skills, including pronunciation, fluency, and the ability to explain concepts clearly. Learning vocabulary and language structures in the context of music and culture makes the material more relatable and memorable, aiding in long-term retention.

#### ***2.2.5 Arabic Folktales***

By the end of the lesson, students will know a traditional Arab folktale. Engaging with a traditional Arab folktale improves students' reading comprehension skills as they analyze and understand the story. Learning about traditional Arab folktales provides students with insights into Arab culture, values, and traditions, fostering intercultural awareness. The folktale is presented in video format, allowing students to enhance their listening skills and improve their ability to understand spoken English. Analyzing the themes, characters, and morals of the folktale encourages critical thinking and deeper engagement with the text.

### **2.3 Assessment tools**

Designing a good assessment in second language acquisition involves careful

consideration of various factors to ensure that the assessment accurately measures learners' language proficiency and provides valuable information for instruction.

Testing and assessment are often used interchangeably, but they have distinct characteristics, especially in the context of English as a Foreign Language.

According to Brown, H. D. (2004) testing typically refers to the process of measuring learners' knowledge or proficiency at a specific point in time. Tests are often used to evaluate learners' understanding of specific language structures, vocabulary, or skills. The primary purpose of testing is to assign grades or scores and make judgments about learners' performance.

Assessment: Assessment, on the other hand, is a broader term that encompasses various methods and tools used to gather information about learners' language proficiency, progress, and learning needs. Assessment includes both formal and informal methods and serves multiple purposes, such as diagnosing learners' strengths and weaknesses, providing feedback, and guiding instruction. This approach will enable me to improve my daily practice in future classes.

To evaluate my lesson plans based on the principles of designing a good assessment tool Brown, H. D. (2004) (practicability, reliability, validity, authenticity, administrability, simplicity and objectivity) , I have decided to create a rubric that evaluates the five sessions of my lesson plan. Additionally, I will develop a survey of 6 questions related to the relevance of the topics presented for the students.

According to Brown, H. D. (2004)

An achievement test is directly connected to classroom lessons, units, or an entire curriculum. These tests are (or should be) limited to specific material covered in the curriculum within a particular time frame and are administered after a course has



addressed the relevant objectives. Achievement tests can also play a diagnostic role, indicating what a student needs to work on in the future. However, their primary purpose is to determine whether the course objectives have been met and whether the appropriate knowledge and skills have been acquired by the end of a period of instruction.

Achievement tests are often summative because they are given at the end of a unit or term of study. They also serve an important formative role. An effective achievement test provides feedback about the quality of a learner's performance in different parts of the unit or course. This feedback contributes to the formative nature of such tests.(pp.47,48).

Moreover, I created an online quiz for my students to assess their understanding and success in the lesson.

### ***2.3.1 Students survey***

#### **1.--Did you find the materials presented in the class helpful ?**

Purpose: This question aims to assess the effectiveness of the instructional materials used in the class. It helps instructors evaluate whether the chosen materials effectively supported students' learning and understanding of Arabic culture.

#### **2.-Did you find the activities and discussions in class engaging and informative?**

Purpose: This question seeks feedback on the engagement level and effectiveness of class activities and discussions. It helps instructors gauge whether the activities were stimulating, relevant, and conducive to learning about Arabic culture, as well as whether they effectively facilitated student participation and interaction.

#### **3.-Did the class help you develop a greater appreciation for the diversity and richness of Arabic culture?**

Purpose: This question assesses whether the class succeeded in its goal of fostering

appreciation and respect for the cultural diversity and richness of Arabic culture. It helps instructors measure whether students gained insight into the various aspects of Arabic culture, including its traditions, customs, language, and values.

**4.-Did you feel actively engaged and involved in the class activities throughout the session?**

Purpose: This question evaluates students' level of engagement and involvement in class activities and discussions. It helps instructors determine whether students were actively participating and contributing to the learning process or if there were any barriers to engagement that needed to be addressed.

**5.-Did the class encourage you to reflect on your own cultural perspectives and prejudices in comparison to Arabic culture?**

Purpose: This question aims to assess the extent to which the class prompted students to reflect on their own cultural perspectives and prejudices in relation to Arabic culture. It helps instructors evaluate whether the class effectively facilitated critical thinking and self-awareness regarding cultural differences and stereotypes.

**6.-Do you feel that the knowledge and insights gained from the class will be useful in your personal or professional life?**

Purpose: This question evaluates the perceived utility and applicability of the knowledge and insights gained from the class. It helps instructors assess whether students believe that what they learned about Arabic culture will be beneficial in their personal lives, such as enhancing intercultural competence, or in their professional lives, such as improving cross-cultural communication skills.

### **Chapter 3 Experience Report**

Teaching a diverse group of students with varying levels of English proficiency presents

both challenges and opportunities. This chapter reflects on the experiences and strategies employed in designing and implementing lesson plans tailored to accommodate these differences. It discusses the impact of these strategies on student learning outcomes and highlights key insights gained through the process.

Students in the classroom exhibited a wide range of English language skills, spanning from beginner to intermediate levels. This diversity necessitated a flexible approach to lesson planning, ensuring that all students could participate meaningfully and achieve learning objectives regardless of their proficiency level.

Lesson plans were structured to include activities that catered to different learning styles and language proficiency levels. For example, visual aids and simplified language were used for beginners, while more complex tasks and vocabulary were introduced gradually for intermediate students. Pairing students with varying proficiency levels encouraged peer learning and collaboration. This approach allowed intermediate students to assist their peers while providing opportunities for less proficient students to learn from their classmates.

Utilizing language support tools such as online resources helped students access information and understand content more effectively.

Integrating cultural elements into lesson plans helped engage students across proficiency levels. Activities focusing on cultural aspects of the language encouraged interest and participation from all students, regardless of their language skills.

By interacting with peers of different proficiency levels, students developed stronger communication skills in both English and their native languages.

Students demonstrated a solid understanding of Arabic culture. They showed respect and interest in learning about cultural differences.

Students reported that they enjoyed the lesson and found it engaging. The interactive activities, such as role-plays and group exercises, were particularly well-received and helped

reinforce their learning.

The students' responses to the activities and exercises were successful. They participated actively and confidently in the role-play scenarios, demonstrating their ability to use the language in real-life contexts

## **Chapter 4 Conclusions**

Teaching English presents both challenges and opportunities that profoundly influence educators' professional growth and their impact on students. Addressing diverse levels of English proficiency among students necessitates employing differentiated instruction and personalized learning strategies. Moreover, fostering student interest and motivation in learning English can be particularly challenging, given the varied learner backgrounds and learning styles.

However, by embracing technology, multimedia resources, and interactive activities, educators can enhance engagement and facilitate effective language learning. To effectively address these challenges, a proactive approach, collaboration with colleagues, and a commitment to ongoing professional growth are essential. By leveraging innovative teaching strategies, embracing cultural diversity, effectively utilizing technology, and creating a supportive classroom environment, English teachers can significantly enhance student learning outcomes. This approach also fosters a lifelong appreciation for language and communication skills among students, preparing them to thrive in an interconnected global community.

On the other hand, the lesson on Arabic culture proved to be a rich and rewarding experience for both students and educator alike. Throughout the lesson, students embarked on a journey of cultural exploration, gaining valuable insights into the customs, traditions, and language of the Arabic-speaking world.

Moreover, the lesson fostered an environment of inclusivity and mutual respect, encouraging students to embrace diversity and celebrate the richness of cultural diversity. By immersing themselves in Arabic culture, students broaden their perspectives, cultivated empathy, and forged meaningful connections with their peers.

As educators, we witnessed firsthand the transformative power of cultural exploration and language learning. The lesson served as a catalyst for meaningful dialogue and cross-cultural understanding, laying the foundation for future intercultural exchange and collaboration.

In essence, the lesson on Arabic culture transcended the boundaries of the classroom, empowering students to become global citizens who embrace diversity, foster inclusivity, and cultivate empathy in an ever-changing world. It is through such transformative experiences that we can truly bridge the gap between cultures and forge a more interconnected and harmonious global community.

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## Appendices

### Appendix 1 Lesson plan identification cell

|  |  |
|--|--|
| <div>  <div> <b>Instituto Tecnológico de Iztapalapa III</b> </div>  </div> |  |
| <b>Lesson plan identification cell.</b>  |  |
| Author   | Belén Lizbeth Martínez Soriano   |
| Educational stage  | Adults   |
| Title of your Lesson plan  | A trip to The Middle East to Explore Arabic Culture  |
| Learning Objective of the plan   | By the end of the lessons, students will know and be aware of Arabic culture, including a basic introduction of themselves, cuisine, music, writing as an art form, and popular folktales. |
| Communicative skill considered   | Speaking, listening, reading, writing  |
| Language Functions   | Cultural Awareness: Understanding and appreciating various aspects of Arabic culture.  |
| Hours /sessions of the plan implementation   | 5 sessions of 60 minutes each.   |
| Number of sessions   | 5 sessions   |
| Contents required for the lesson   | Laptop, internet connection, microsoft teams, canva, online interactive web pages (quizizz and online games), videos on Youtube.   |



## Appendix 2 Lesson plan 1

### Introducing yourself in Arabic

| Lesson plan 1  |  | Introducing Yourself in Arabic   |            |
|--|--|--|------------|
| objective: By the end of the lesson, students will be able to introduce themselves in Arabic in a formal and informal way using English language |  |  |            |
| Main resource: <a href="https://youtu.be/ityVW2gR0Rs?si=B--CAh4HzbT8SgMO">https://youtu.be/ityVW2gR0Rs?si=B--CAh4HzbT8SgMO</a>                   |  |  |            |
| Step of the lesson   | Teacher activities   | Students activities  | Timing     |
| Warm- up   | <ul style="list-style-type: none"><li>*Greet students</li><li>*Ask students to mention the cultures they know around the world.</li><li>*Display hangman game.</li></ul> | <ul style="list-style-type: none"><li>*Greet teacher</li><li>*Mention cultures they know.</li><li>*Guess the culture we will talk about in class through hangman game.</li></ul> | 10 minutes |
| Presentation   | <ul style="list-style-type: none"><li>*Ask students to introduce themselves in English.</li></ul>  | <ul style="list-style-type: none"><li>*Students introduce themselves in English.</li></ul>   | 10 minutes |

|                           |   |   |            |
|---------------------------|---|---|------------|
|                           | *Play a model video of how to introduce yourself in arabic.   | *Students watch and say what they understand about the video.   |            |
| Guide practice            | *Help and encourage them to practice how to introduce themselves in a formal and informal way in Arabic and give them feedback.           | *Students pay attention and try to introduce themselves in Arabic for the first time.                             | 15 minutes |
| Role play                 | *Ask students to introduce themselves in arabic either formal or informal way.  | *Students participate in the activity by introducing themselves in arabic.  | 10 minutes |
| Reflection and discussion | *Teachers ask what they think about different cultures that exist in the world and say why different cultures in the world are important. | *Students give their opinion.<br>*Read a short paragraph about the importance of different cultures in the world. | 10 minutes |
| Wrap-up                   | Teachers mention general customs to greet in Arabic and ask students to answer a quiz on the topic.                                       | Students answer the quiz online.  | 5 minutes  |

### Appendix 3 Lesson plan 2

#### Let's make our Mexican-Arabic hummus recipe.

| Lesson plan 2   |   | Let's make our Mexican-Arabic hummus recipe.  |            |
|---|---|---|------------|
| Objective: by the end of the lesson, students will be able to write their own Mexican-Arabic recipe of hummus.  |   |   |            |
| Main resource: <a href="https://youtu.be/yrR_7hIEGyw?si=ILipxWCNtFN2m50j">https://youtu.be/yrR_7hIEGyw?si=ILipxWCNtFN2m50j</a><br><a href="https://www.pickuplimes.com/recipe/roasted-garlic-red-pepper-hummus-166">https://www.pickuplimes.com/recipe/roasted-garlic-red-pepper-hummus-166</a> |   |   |            |
| Step of the lesson  | Teacher activities  | Students activities   | Timing     |
| Warm- up  | Greet the students and introduce the topic of Arabic cuisine with a specific focus on hummus.<br><br>Show pictures of hummus and ask students if they have tried it before. | Participate in the discussion by sharing any prior experiences with hummus.<br><br>Listen to peers and build on each other's responses. | 10 minutes |

|                                  |   |  |            |
|----------------------------------|---|--|------------|
|                                  | Elicit responses about their experiences and thoughts on hummus.  |  |            |
| Presentation                     | Provide a brief overview of hummus, focusing on cultural significance in Arabic cuisine.<br>Play the video on how to make hummus in 5 different ways.   | Watch the video.<br>Take notes of each recipe mentioned on the video.  | 15 minutes |
| Guide practice                   | Introduce vocabulary related to hummus (e.g., chickpeas, tahini, olive oil, garlic, lemon juice).<br>Use canva slides to display the words and their meanings.<br>Provide example sentences using the new vocabulary. | Write down the new vocabulary and example sentences.<br>Practice pronouncing the new words correctly.<br>Use the vocabulary in sample sentences. | 10 minutes |
| Writing Task: Recipe Description | Explain Students that they will write their own Mexican-Arabic hummus recipe using the vocabulary and information discussed.  | Students write their own Mexican-Arabic recipe using the vocabulary and information discussed.   | 10 minutes |
| Reflection and discussion        | Pair up students for peers to share recipes and share opinions about their peer recipe.   | Exchange recipes with a partner for peer review and give their opinion to their partners   | 10 minutes |
| Wrap-up                          | Summarize the key points covered in the lesson.<br>Provide positive feedback and address any remaining questions.   | Reflect on what they learned and share their thoughts with the class.<br>Ask any final questions for clarification                               | 5 minutes  |

### Appendix 4 Lesson plan 3

#### Arabic Calligraphy

| Lesson plan 3   | Arabic Calligraphy |
|---|--------------------|
| Objective: By the end of the lesson, students will be able to read and understand a text about Arabic calligraphy, identify key vocabulary, and summarize the main points in English. |                    |

Main resources: <https://www.arabnews.com/ArabicCalligraphy>

[https://www.metmuseum.org/learn/educators/curriculum-resources/art-of-the-islamic-world/~/\\_media/Files/Learn/For%20Educators/Publications%20for%20Educators/Islamic%20Teacher%20Resource/Unit2.pdf](https://www.metmuseum.org/learn/educators/curriculum-resources/art-of-the-islamic-world/~/_media/Files/Learn/For%20Educators/Publications%20for%20Educators/Islamic%20Teacher%20Resource/Unit2.pdf)

| Step of the lesson                    | Teacher activities  | Students activities  | Timing     |
|---------------------------------------|---|--|------------|
| Warm- up                              | Greet the students and introduce the topic of Arabic calligraphy.<br>Show examples of Arabic calligraphy (images).<br>Ask students what they know about calligraphy in general and if they have seen or heard about Arabic calligraphy. | Share their prior knowledge and experiences related to calligraphy.  | 10 minutes |
| Introduction to Arabic Calligraphy    | *Provide a brief overview of Arabic calligraphy, including its historical background and cultural significance with a text.   | Listen attentively to the teacher's.   | 10 minutes |
| Vocabulary and Pre-Reading Activities | Introduce new vocabulary of the text.<br>Provide example sentences using the new vocabulary.  | Write down the new vocabulary.<br>Practice pronouncing the new words correctly.                                      | 10 minutes |
| Reading Activity                      | Display the reading text<br>Allow students time to read the passage individually.   | Read the passage carefully, paying attention to the key vocabulary and main points.                                  | 15 minutes |
| Pair Work: Summarizing the Text       | Pair up students and instruct them to summarize the passage in their own words.<br>Monitor and support students as they work, offering guidance and feedback.   | Work with a partner to summarize the text.<br>Discuss and agree on the key points to include in their summary.       | 10 minutes |
| Wrap-up                               | Summarize the key points covered in the lesson.<br>Ask a few pairs to share their summaries with the class.   | Reflect on what they learned and share their summaries with the class.<br>Ask any final questions for clarification. | 5 minutes  |

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|--|--|--|--|
|  | Provide positive feedback and address any remaining questions. |  |  |
|--|--|--|--|

## Appendix 5 Lesson plan 4

### Traditional Arab musical instruments

| Lesson plan 1  |   | Traditional Arab musical instruments   |            |
|--|---|--|------------|
| Objective: By the end of the lesson, students will be able to identify and describe traditional Arabic musical instruments in English, expanding their vocabulary and improving their listening and speaking skills. |   |  |            |
| <a href="https://youtu.be/hvWiwuK1nTc?si=xcgMTKZUr0JlQAaf">https://youtu.be/hvWiwuK1nTc?si=xcgMTKZUr0JlQAaf</a>  |   |  |            |
| Step of the lesson   | Teacher activities  | Students activities  | Timing     |
| Warm- up   | Greet the students and introduce the topic of traditional Arabic musical instruments.<br>Show pictures of different Arabic musical instruments                  | Share their prior knowledge and experiences related to Arabic musical instruments.   | 10 minutes |
| Introduction to Traditional Arabic Musical Instruments   | Provide a brief overview of several traditional Arabic musical instruments,   | Listen attentively to the teacher's explanation.   | 10 minutes |
| Vocabulary and Language Focus  | Introduce vocabulary related to music and arab instruments.   | Write down the new vocabulary  | 10 minutes |
| Listening Activity   | Play the video that discusses the different instruments.  | Listen carefully to the video, focusing on the key information.  | 15 minutes |
| Group Activity: Describing Instruments   | Divide students into small groups and assign each group an instrument to describe<br>Monitor and support students as they work, offering guidance and feedback. | Work with group members to describe their assigned instrument using the new vocabulary.<br>Prepare a short presentation to share their description with the class. | 10 minutes |
| Wrap-up  | Summarize the key points covered in the lesson.   | Reflect on what they learned and present their   | 5 minutes  |

|  |  |  |  |
|--|--|--|--|
|  | Ask each group to present their instrument description to the class. | instrument description to the class.<br>Listen to the other groups' presentations and ask questions if needed. |  |
|--|--|--|--|

## Appendix 6 Lesson plan 5

### Arabic Folktales

| Lesson plan 1  |  | Arabic Folktales                          |            |
|--|--|---|------------|
| Objective: By the end of the lesson, students will know a traditional Arab folktale.   |  |   |            |
| Main resource: <a href="https://youtu.be/GdbSSHxIva4?si=ZasiUaOUQhorPeFr">https://youtu.be/GdbSSHxIva4?si=ZasiUaOUQhorPeFr</a> |  |   |            |
| Step of the lesson   | Teacher activities   | Students activities                       | Timing     |
| Warm- up   | Discuss favorite fairy tales or folktales of students.                   | Students mention their favorite folktale. | 10 minutes |
| Presentation   | Introduce the concept of folktales and their importance in Arab culture. | Students listen                           | 5 minutes  |
| Vocabulary Building  | Introduce key vocabulary related to storytelling in Arabic.              |   | 10 minutes |
| Cultural Exploration   | Play a video of an Arab folktale with English translation provided.      | Students watch the video                  | 15 minutes |
| Reflection and discussion  | Encourage students to retell the folktale in their own words.            | Students participate                      | 10 minutes |
| Wrap-up  | Review key vocabulary and discuss the moral or lesson of the folktale.   | Students Give their opinion               | 10 minutes |

### Appendix 7 Rubric to evaluate lesson plan

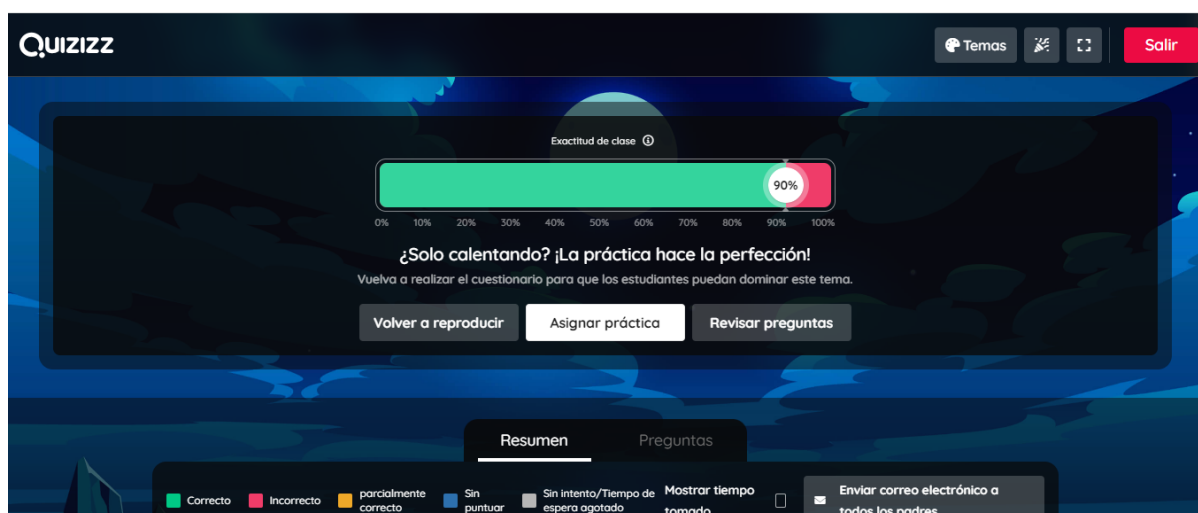
|                                      | Excellent  | Good   | Fair   | Needs improvement  |
|--------------------------------------|--|--|--|--|
| Introducing yourself in Arabic       | Appropriately incorporates cultural elements and greetings, demonstrating understanding of Arabic customs.   | Incorporates some cultural elements and greetings with minor inaccuracies.   | Incorporates a few cultural elements, but with noticeable inaccuracies.  | Fails to incorporate appropriate cultural elements and greetings.  |
| Arabic Cuisine                       | Demonstrates comprehensive understanding of various aspects of Arabic cuisine, including common ingredients, mealtime customs ,etiquette and compare them with own cultural perspectives and traditions. | Shows a good understanding of Arabic cuisine, including common ingredients, mealtime customs ,etiquette and compares them with own cultural perspectives and traditions. | Displays basic knowledge of Arabic cuisine, but lacks depth or detail in some areas, such as common ingredients, mealtime customs ,etiquette and compare them with own cultural perspectives and traditions. | Shows little to no understanding of Arabic cuisine, and lacks knowledge of common ingredients, mealtime customs ,etiquette and compare them with own cultural perspectives and traditions. |
| Arabic Calligraphy                   | Demonstrates comprehensive understanding of Arabic calligraphy, including its history, styles, techniques, cultural significance, and prominent calligraphers.   | Shows a good understanding of Arabic calligraphy, including its history, styles, and techniques, with some knowledge of cultural significance and notable calligraphers. | Displays basic knowledge of Arabic calligraphy, but lacks depth or detail in some areas, such as specific styles, techniques, or cultural context.   | Shows little to no understanding of Arabic calligraphy, and lacks knowledge of its history, styles, techniques, and cultural significance.   |
| Traditional Arab musical instruments | Demonstrates comprehensive understanding of traditional Arab music, including its history, genres, instruments, and  | Shows a good understanding of traditional Arab music, including its main genres, instruments, and some knowledge of its cultural   | Displays basic knowledge of traditional Arab music, but lacks depth or detail in some areas, such as specific genres,  | Shows little to no understanding of traditional Arab music, and lacks knowledge of its history, genres, instruments, and cultural  |

|                  | cultural significance.   | context.  | instruments, or cultural significance.   | significance.   |
|------------------|--|---|--|---|
| Arabic Folktales | Demonstrates comprehensive understanding of various traditional Arab folktales, including their themes, characters, settings, and moral lessons. | Shows a good understanding of traditional Arab folktales, including some themes, characters, settings, and moral lessons. | Displays basic knowledge of traditional Arab folktales, but lacks depth or detail in some areas, such as specific tales, characters, or moral lessons. | Shows little to no understanding of traditional Arab folktales, and lacks knowledge of their themes, characters, settings, and moral lessons. |

### Appendix 8 Students outcomes Lesson 1







QUIZZZ

Temas Salir

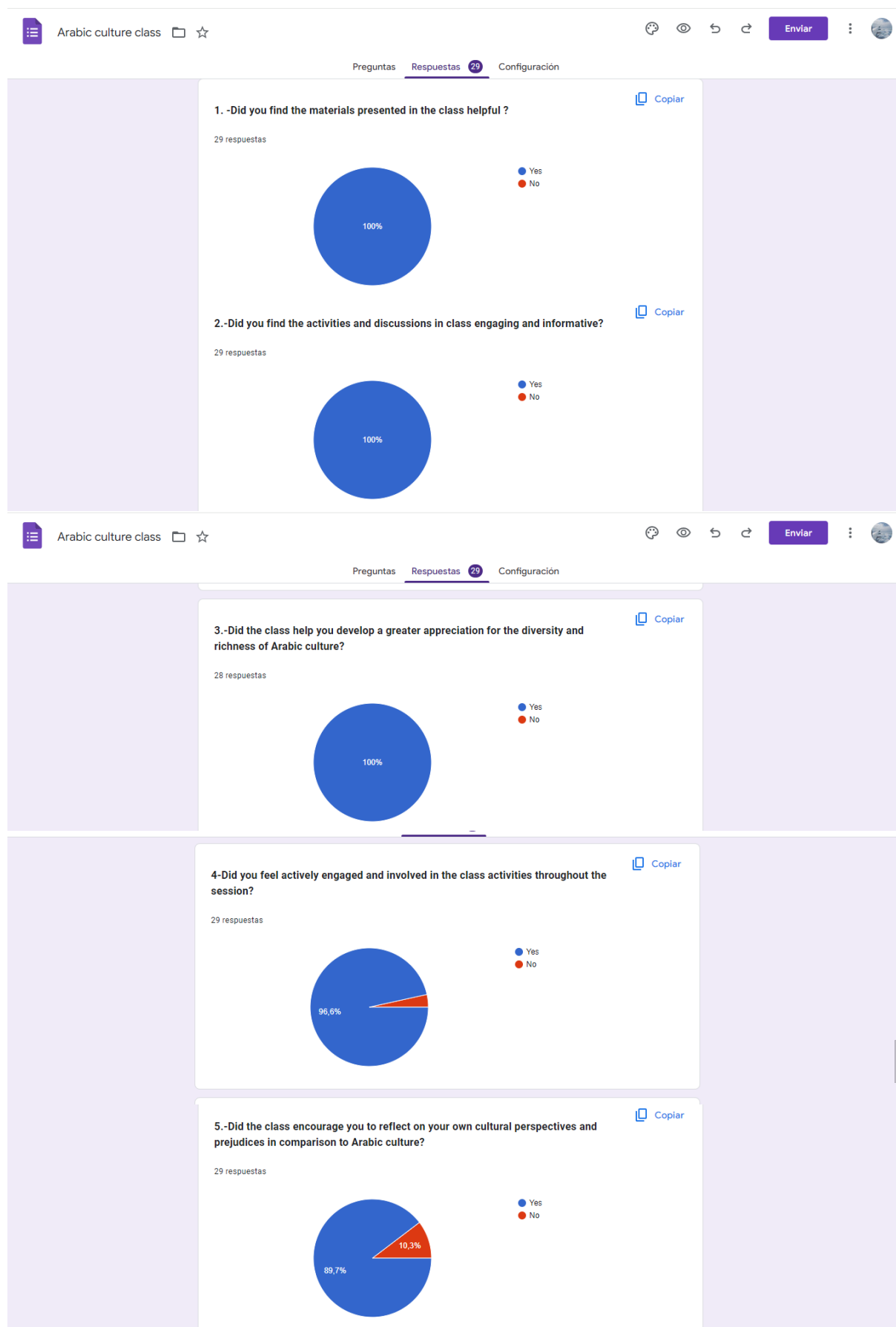
Resumen Preguntas

Correcto Incorrecto parcialmente correcto Sin puntuar Sin intento/Tiempo de espera agotado Mostrar tiempo tomado

Enviar correo electrónico a todos los padres

| Nombres               | Puntuación | Precisión ⓘ      | Q1  | Q2  | Q3  | Q4  | Q5  | Q6  | Q7  |
|-----------------------|------------|------------------|-----|-----|-----|-----|-----|-----|-----|
|                       |            |                  | 90% | 97% | 90% | 90% | 90% | 93% | 97% |
| 1 María Fernanda      | 9120       | 100% (9 / 9 pts) | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   |
| 2 Miriam              | 9110       | 100% (9 / 9 pts) | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   |
| 3 kevin gonzalez      | 9050       | 100% (9 / 9 pts) | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   |
| 4 Justine Guzman      | 9030       | 100% (9 / 9 pts) | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   |
| 5 Karla Mora          | 9020       | 100% (9 / 9 pts) | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   |
| 6 Juan Pablo Niño     | 9010       | 100% (9 / 9 pts) | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   |
| 7 Donovan             | 8980       | 100% (9 / 9 pts) | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   |
| 8 Itzel rodriguez     | 8970       | 100% (9 / 9 pts) | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   |
| 9 Daniela             | 8910       | 100% (9 / 9 pts) | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   |
| 10 Monse              | 8880       | 100% (9 / 9 pts) | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   |
| 11 RODRIGO            | 8850       | 100% (9 / 9 pts) | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   |
| 12 Eduardo            | 8830       | 100% (9 / 9 pts) | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   |
| 13 Luis Alberto       | 8610       | 100% (9 / 9 pts) | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   |
| 14 Javier             | 8440       | 100% (9 / 9 pts) | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   |
| 15 Christian santo... | 8360       | 100% (9 / 9 pts) | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   |
| 16 Lui                | 8250       | 100% (9 / 9 pts) | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   |
| 17 Maria              | 7870       | 100% (9 / 9 pts) | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   |
| 18 Daniela Diaz       | 7770       | 100% (9 / 9 pts) | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   |
| 19 Axel               | 7530       | 89% (8 / 9 pts)  | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   |
| 20 Monserrat Anz...   | 7460       | 89% (8 / 9 pts)  | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   |

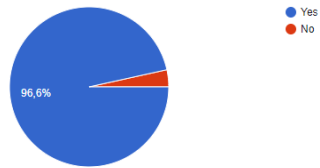




6.-Do you feel that the knowledge and insights gained from the class will be useful in your personal or professional life?

 Copiar

29 respuestas



## Appendix 10 Video Link

[https://drive.google.com/file/d/1A1lNwmC\\_7YBX3AutrMKyR4v4gKgbVUTI/view?usp=sharing](https://drive.google.com/file/d/1A1lNwmC_7YBX3AutrMKyR4v4gKgbVUTI/view?usp=sharing)

## Appendix 11 Colloquium Video Presentation

<https://drive.google.com/file/d/1CxR8OJ-Tr4ThlKxdDtblAbR6TDe4lwvf/view?usp=sharing>