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UNIDAD 092, AJUSCO

ESPECIALIZACIÓN EN ENSEÑANZA Y APRENDIZAJE DE INGLÉS COMO LENGUA EXTRANJERA

EXPLORING DIFFERENT TYPES OF GOVERNMENT AROUND THE WORLD

TRABAJO RECEPCIONAL

QUE PARA OBTENER EL DIPLOMA DE

ESPECIALIZACIÓN EN ENSEÑANZA Y APRENDIZAJE DE INGLÉS COMO LENGUA EXTRANJERA

P R E S E N T A:

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CIUDAD DE MÉXICO, JUNIO 2024

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EXPLORING DIFFERENT TYPES OF GOVERNMENT AROUND THE WORLD

RECEPTION WORK

TO OBTAIN THE DIPLOMA IN SPECIALIZATION IN TEACHING AND LEARNING ENGLISH AS A FOREIGN LANGUAGE

P R E S E N T:

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DICTAMEN DE APROBACIÓN DEL TRABAJO DE ESPECIALIZACIÓN PARA LA OBTENCIÓN DEL DIPLOMA

Se hace constar que el/la participante Salazar Pérez Victor Armando con matrícula 230926050 de la generación XII de la Especialización en Enseñanza y Aprendizaje de Inglés como Lengua Extranjera, modalidad en línea, promoción 2023-2024, presentó el trabajo recepcional: "Exploring different types of government around the world", que es un requisito para la obtención del diploma de especialización.

El trabajo recepcional ha sido APROBADO por el jurado formado por el/la directora/a y dos lectores:

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A T E N T A M E N T E
"EDUCAR PARA TRANSFORMAR"

GABRIELA RUÍZ DE LA ROSA
RESPONSABLE DE LA ESPECIALIZACIÓN EN
ENSEÑANZA Y APRENDIZAJE DE INGLÉS

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ABSTRACT

In today's globalized world, the demand for effective English Language Teaching (ELT) extends beyond linguistic competence to include intercultural communicative competence (ICC). As educators seek to prepare students for meaningful interactions in diverse cultural contexts, integrating interculturality into English as a Second Language (ESL) and English as a Foreign Language (EFL) pedagogy has become increasingly essential. This specialization highlights the significance of equipping learners with the skills necessary to understand and interact appropriately across various cultural backgrounds while using English as a medium of communication.

Interculturality in ESL/EFL education emphasizes not just linguistic proficiency but also cultural awareness, empathy, and adaptability—key components for effective cross-cultural communication. Teaching interculturality requires educators to go beyond vocabulary and grammar, fostering a deep understanding of cultural nuances, norms, and values that shape language use. By embedding intercultural components into language curricula, educators can enhance learners' appreciation of cultural diversity and improve their communicative efficacy in international settings.

Effective integration of interculturality into ESL/EFL pedagogy involves several strategies. Utilizing authentic cultural materials such as literature, films, and multimedia resources exposes learners to diverse cultural perspectives. Promoting reflective practices encourages students to critically examine their own cultural assumptions, enhancing their intercultural sensitivity. Collaborative learning activities, such as group discussions and projects, provide opportunities for interaction with peers from different cultural backgrounds, fostering mutual understanding and empathy.

The present work also explores the methodologies and approaches relevant to teaching practice within this framework, detailing the rationale behind the planned activities and adaptations made throughout the specialization. The primary goal of learning a second language is to develop communicative competence, allowing students to express ideas and effectively interact in the target language. In Mexico, educational programs categorize these skills into reading, writing, listening, and speaking domains, necessitating diverse teaching methodologies to cater to varying learning styles.

Theories of second language acquisition inform these methodologies, emphasizing the socio-emotional dimensions of language learning. Contemporary perspectives recognize intercultural competence as an integral part of acquiring a new language, highlighting the interactional and social dimensions of communication. The project outlines the relevance of these theories in practice and reflects on the author's evolution as an educator, addressing topics such as teaching identity and philosophy.

Ultimately, the work underscores the importance of interculturality in language education and the need for adaptive, student-centered methodologies that foster engagement and understanding. By integrating intercultural competence into ESL/EFL classrooms, educators can prepare students for the complexities of global communication, ensuring they become not only proficient language users but also culturally aware global citizens.

KEY WORDS: **Interculturality, ESL/EFL, English specialization, Learning acquisition.**

Exploring different types of government around the world.

In today's globalized world, the demand for effective English language teaching (ELT) extends beyond mere linguistic competence to encompass intercultural communicative competence (ICC). As educators strive to prepare students to navigate diverse cultural contexts, the integration of interculturality into ESL/EFL (English as a Second Language/English as a Foreign Language) pedagogy becomes increasingly crucial.

Interculturality in ESL/EFL education refers to the ability of learners to understand and interact appropriately across different cultural backgrounds while using English as a medium of communication (Byram, 1997). This concept emphasizes not only linguistic proficiency but also cultural awareness, empathy, and adaptability—the essential skills needed for meaningful cross-cultural communication (Fantini, 2009).

Teaching interculturality in ESL/EFL classrooms involves more than teaching vocabulary and grammar; it requires fostering an understanding of cultural nuances, norms, values, and communication styles that influence language use (Kramsch, 1993). By incorporating intercultural components into language teaching, educators can help learners develop a deeper appreciation for cultural diversity and become more effective communicators in international settings (Jackson, 2013).

Effective integration of interculturality into ESL/EFL pedagogy involves several key strategies. First, educators can incorporate authentic cultural materials such as literature, films, and multimedia resources from various English-speaking countries to expose learners to diverse cultural perspectives (Brutt-Griffler, 2002). Second, promoting reflective practices where learners critically examine their own cultural assumptions and biases can enhance their intercultural sensitivity (Deardorff, 2006).

Moreover, collaborative learning activities, such as group discussions and project work, provide opportunities for learners to interact with peers from different cultural backgrounds, fostering mutual

understanding and empathy (Kohonen, 2001). These approaches not only enhance language acquisition but also cultivate intercultural competence—a crucial skill in today's interconnected world (Sercu et al., 2005). The present "trabajo recepcional" includes methodologies and approaches related to the teacher practice in the real context, explain the rationale behind the activities planned in the model class and how those activities were planned and adapted to the information learned thorough this specialization. The primary goal in learning a second language is to develop communicative competence—enabling students to express ideas, comprehend information across various sources, and interact effectively in the target language. Educational programs in Mexico typically categorize these communicative skills into four main domains: reading, writing, listening, and speaking. To foster successful language acquisition experiences and avoid student frustration, teachers must employ diverse teaching methodologies that cater to different learning styles. Additionally, cognitive and metacognitive strategies play a crucial role in enhancing students' comprehension and mastery of the target language.

Theories on second language acquisition provide valuable insights into this learning process, moving beyond purely linguistic aspects to encompass socio-emotional dimensions. Over time, these approaches have shifted from viewing language acquisition as a product to understanding it as a human characteristic shaped by social contexts. Central to studies on second language acquisition are learners' cognitive abilities, motivations, aptitudes, the influence of their first language, and the role of social interactions. While linguistic competence was historically the focus, contemporary perspectives highlight the significance of intercultural competence as a core component of acquiring a new language. Effective language learning encompasses more than mere communication; it encompasses interactional and social dimensions of human communication. The following information show a relevance not only in theory but also in practice of teaching interculturality and adaptation to several theories seen in class, besides, the present project explains the process I lived as English teacher and the evolution I presented since the beginning of the course to the end of the specialization; topics such

as teacher identity and teaching philosophy that demonstrate the evolution I had as a teacher, also it discusses the process of the learning process throughout the explanation of the four principal skills in English, (listening, speaking, reading, writing) that without those ones the acquisition of the language would be more difficult and how those ones help students to get a broaden experience in their learning process, it also discusses the most popular approaches to make students avid learners and take advantage of every step of the acquisition of the idiom, almost at the end of the project with evidences I try to show how interculturality and CLIL are possible to gather into one and demonstrate the rationale behind the activities and the lesson plan I did and put into practice in the real part of my teaching process.

CHAPTER 1: PHILOSOPHY AND THEORY

1.01 TEACHING CONTEXT

Our teaching environment significantly influences our decision-making process. Addressing the diverse challenges to ensure our students learn effectively remains paramount. Our primary commitment is to provide the best possible education for our students, a goal integral to my teaching philosophy.

To understand my approach, it is important to know that I began my journey as an English teacher at the age of 18. Growing up near the US border in a family immersed in English-speaking culture, I learned the language primarily through exposure rather than formal education. Encouraged by my parents, I pursued teaching alongside my academic studies. Over the past 15 years, I have accumulated substantial teaching experience, finding deep fulfillment in my role. Teaching is not just a profession for me; it is a passion that drives me to excel.

In my classes, I differentiate myself by actively engaging students. Whether they are kindergarteners or pursuing master's degrees, I believe in keeping them motivated and alert. Recognizing that motivation is key at every educational level, I have developed various strategies to foster enthusiasm for learning. As Mirza S. B. (2021) aptly notes, understanding language involves linking meaning with appropriate forms, a concept that resonates deeply with my teaching philosophy.

Currently, I teach bilingual classes for children aged eight to nine at Instituto de Estudios Superiores de Saltillo but also I work as an English coordinator at Centro de Idiomas from Universidad Autónoma de Coahuila, teaching to young adults from different bachelors at UAdeC. This esteemed institution serves students from medium to high social backgrounds, with an average class size of about 20 students who are notably respectful and possess exceptional qualities.

Through my specialization, I have come to understand that teaching English transcends grammar and basic language skills; it is a social practice. I immerse students in real-life examples, encouraging active participation and critical thinking. As Mirza S.B. (2021) emphasizes, fostering a positive attitude toward English culture is crucial for effective language learning.

My deductive teaching approach encourages students to think independently and participate actively. By eliciting responses based on the topic at hand rather than simply lecturing, I have achieved positive outcomes across varying proficiency levels. This interactive style is crucial at Centro de Idiomas UadeC, where I also teach, maintaining motivation through engaging methodologies, as highlighted by Véliz C, M. (2012).

In essence, my teaching philosophy revolves around creating a dynamic learning environment where students feel motivated and empowered to learn English not just as a skill, but as a means of understanding and appreciating cultural diversity.

1.02 TEACHING IDENTITY

Teaching identity, as the pinnacle of my journey as an English educator, embodies a profound commitment to nurturing not only language proficiency but also a deep understanding of cultural empathy and global citizenship. Rooted in my rich background and early immersion in English-speaking culture, my teaching identity is a mosaic of innovative pedagogies, unwavering dedication to student engagement, and a relentless pursuit of excellence. It's about inspiring lifelong learners who embrace linguistic diversity and critical thinking, fostering classrooms where every voice is valued and heard. My teaching identity is a beacon of passion, shaped by years of refining strategies that ignite curiosity and empower students to navigate the complexities of language with confidence and joy. It's a continuous evolution, driven by a genuine love for teaching and an unwavering belief in the transformative power of education.

1.03 TEACHING PHILOSOPHY

Upon reviewing the content of this course, I have gained insights into defining my role as an educator and understanding the reciprocal responsibilities between myself and my students within the framework of my teaching style. It is crucial to emphasize that no role is inherently good or bad; rather, adaptation to the needs of our students is paramount. Regardless of our comfort level with a particular style, the primary focus should be on ensuring that students feel most at ease, thereby maximizing the effectiveness of their learning experience.

According to Parra, B. J. (2016), "students often lack awareness of their learning styles and the efficacy of educational strategies employed" (p. 3). Therefore, it becomes imperative for us to guide students in achieving their learning objectives and facilitate their English language acquisition journey. Personally, I

aspire to be a facilitator of meaningful learning encounters. By involving students in the selection and contextualization of educational materials from textbooks or programs, I empower them to construct personalized learning plans and demonstrate their understanding in ways that resonate with their individual learning styles.

As educators, it is incumbent upon us to curate and orchestrate meaningful learning experiences that transcend the confines of the classroom and connect theory with real-world challenges. This approach not only imbues theoretical knowledge with practical relevance but also fosters active engagement and problem-solving skills among students. Consequently, students move beyond rote memorization of abstract concepts from textbooks or programs to applying their acquired knowledge proactively in real-life scenarios and sharing insights with their peers.

Thus, my adoption of a communicative language approach aims to facilitate ease of learning and the acquisition of practical, applicable knowledge. While acknowledging that the Mexican English program in Sep may not align perfectly with our instructional ideals or student expectations, it remains crucial for educators to consistently deliver their best efforts and endeavor to make a positive impact through innovative teaching practices.

The dynamics of our teaching environment significantly influence our decision-making processes. Addressing various challenges is essential to ensure optimal learning conditions for our students. Central to our approach is a steadfast commitment to our students' welfare and academic success, which forms the cornerstone of my teaching philosophy. I am proactive in engaging students; if I sense disinterest, I promptly devise activities to re-engage them, regardless of their proficiency level. Having taught across all educational levels—from Kindergarten to master's degree—I recognize that motivation is key to sustaining student engagement and fostering continuous learning. Drawing from Mirza S. B.'s insights (2021), learning a language involves linking meaning with appropriate linguistic forms, a perspective that resonates deeply with my teaching practice.

Currently, I have the privilege of teaching bilingual classes to children aged eight to nine at Instituto de Estudios Superiores de Saltillo. This esteemed institution caters to children from socioeconomically diverse backgrounds, with an average class size of approximately 20 students who demonstrate exceptional respect and aptitude. My teaching philosophy extends beyond traditional language instruction; I believe in integrating real-life examples and interactive methodologies to cultivate a deeper understanding and appreciation of the English language among my students. As noted by Mirza S. B. (2021), it is crucial to foster a positive attitude toward language learning by exposing students to literature that explores different cultures and lifestyles. This approach underscores my preference for deductive teaching methods, which encourage active student participation and critical thinking.

In line with the research by Véliz C. M. (2012), motivation plays a pivotal role in language learning success, emphasizing the need for tailored instructional strategies that cater to individual learner needs. As educators, it is incumbent upon us to continuously refine our methodologies and prioritize student-centered practices. Placing students at the heart of our educational endeavors not only enhances our professional growth but also enriches the learning experiences we provide

1.1 PROCESS OF LEARNING AND ACQUIRING A SECOND LANGUAGE.

In the realm of second language acquisition (SLA) research, four predominant schools of thought have shaped our understanding of how individuals acquire languages.

Behaviorism: rooted in psychology, applies principles of stimulus-response theory to language learning. According to this perspective, learning is a result of positive or negative reinforcement, making it a repetitive process of associating stimuli with responses (Lightbown & Spada, 2013). Behaviorists posit that language acquisition involves habit formation through external stimuli, responses, and appropriate reinforcement that reinforces the desired linguistic behaviors (Skinner, 1957).

Behaviorism in education is a theory that emphasizes the role of environmental stimuli in shaping student behavior and learning. Grounded in the principles established by psychologists like B.F. Skinner, behaviorism posits that learning is a process of acquiring new behaviors through conditioning. In the classroom, this translates to using reinforcement and punishment to encourage desired behaviors and discourage undesired ones. Techniques such as positive reinforcement, where students receive rewards for good behavior, and negative reinforcement, where negative consequences are removed following desired behavior, are commonly employed. Behaviorism's focus on observable and measurable aspects of learning has led to the development of structured instructional methods, clear objectives, and the use of assessment to monitor and guide student progress. While it has been critiqued for overlooking internal cognitive processes, behaviorism's practical applications continue to influence educational practices, particularly in classroom management and the design of instructional programs.

Structuralism: originating from linguistic studies, focuses on the systematic analysis of language structure. It asserts that every aspect of language—such as phonology (study of sounds), syntax (grammar and sentence structure), and morphology (study of word formation and meaning units)—can be examined within larger structural frameworks (Hockett, 1958). This approach aims to understand language by dissecting its components and their relationships within broader linguistic systems. Structuralism in education is an approach that focuses on understanding the underlying structures that shape educational systems, practices, and experiences. It draws on principles from structuralism theory, which seeks to uncover the deep, often hidden patterns that govern social phenomena. In the context of education, structuralism examines how various elements, such as curricula, pedagogical methods, institutional hierarchies, and cultural norms, interrelate to form a cohesive educational framework. This perspective emphasizes the importance of language, symbols, and social practices in shaping learners' cognitive development and the overall educational experience.

Generative linguistics: rooted in cognitive theory, investigates language acquisition through the lens of innate language structures and cognitive processes. It explores how learners generate language rules and structures based on universal grammar principles. This theory emphasizes interlanguage—the transitional linguistic system learners develop as they progress towards target language proficiency (Chomsky, 1957). Generative linguistics, a theory primarily developed by Noam Chomsky, posits that the ability to generate language is innate to humans and governed by universal grammar. In education, this framework can significantly influence language teaching methodologies. By focusing on the innate structures of language, educators can design curricula that tap into students' inherent linguistic capabilities, facilitating more natural and intuitive language acquisition. This approach can help identify common grammatical structures across different languages, making it easier for students to learn multiple languages by leveraging their understanding of universal grammar. Additionally, understanding the generative aspects of language can assist educators in developing more effective teaching strategies that align with the cognitive processes involved in language learning, ultimately fostering a deeper comprehension and proficiency in both native and foreign languages.

Sociocultural theory: influenced by the work of Vygotsky, explores the social and cognitive factors influencing language development. According to this theory, language learning occurs through social interactions within cultural contexts, where language serves as a tool for communication and cognitive development (Lantolf & Thorne, 2006). Sociocultural theory in education, primarily developed by Lev Vygotsky, emphasizes the critical role of social interaction and cultural context in the learning process. This theory posits that cognitive development is not just an individual endeavor but is deeply rooted in and influenced by social interactions and cultural tools. It highlights the importance of language, dialogue, and collaboration with peers and mentors, suggesting that learning is a socially mediated activity. Key concepts include the Zone of Proximal Development (ZPD), which describes tasks learners can perform with guidance but not yet independently, and scaffolding, where teachers provide successive levels of temporary support to help students achieve higher levels of understanding. This

theory advocates for educational practices that incorporate cooperative learning, cultural relevance, and interactive dialogues to foster deeper comprehension and cognitive growth.

In summary, these four schools of thought—Behaviorism, Structuralism, Generative linguistics, and Sociocultural Theory—offer distinct perspectives on language acquisition, ranging from behavioral reinforcement to cognitive processing and sociocultural interaction. Each contributes uniquely to our understanding of how individuals learn and use languages in diverse contexts.

To be honest I tend to teach my students based on Behaviorism that focus on monitor and guide student progress but I thought it was the only aspect that I had to cover in order to make them learn, with the examination of the rest of the theories I opened my eyes and I discover bases on Vygotsky that emphasizes the critical role of social interaction and cultural context. It highlights the importance of language, dialogue, and collaboration with peers and mentors, suggesting that learning is a socially mediated activity. Thanks to these new concepts and the practice of those ones I could discover a vast variety of techniques to make my students learn and not only learn but also distinguish the importance of a good process of learning. In fact, my classes now are more conscious and thanks to this my students feels more motivate to participate and try to produce their own way to express the knowledge.

1.2   UNDERLYING OUR TEACHING PRACTICE.

Each contributes uniquely to our understanding of how individuals learn and use languages in diverse contexts. In accomplishing my teaching goals, I have employed various methodologies and approaches, including Communicative Language Teaching (CLT), Task-Based Language Teaching (TBLT), the Whole Language movement, Community Language Learning (CLL), Krashen's Monitor Model, and the Dogme ELT philosophy. Notably, Dogme ELT synthesizes language and learning theories from the aforementioned approaches. These methodologies are rooted in the Cognitive Psychology and Constructivism schools of thought, both of which are supported by second language

acquisition (SLA) research

CLT, grounded in a functional theory of language, views language primarily as a tool for communication, drawing from Halliday's work and Hymes' concept of communicative competence. Canale and Swain (1980) expanded on this by delineating four dimensions of communicative competence: grammatical (linguistic) competence, sociolinguistic competence, discourse competence, and strategic competence. These dimensions encompass the ability to use language for various purposes, adapt language use to different contexts, understand and produce diverse text types, and maintain communication despite linguistic limitations.

TBLT aligns with CLT's focus on using strategies to convey meaning effectively, and some proponents consider TBLT a natural extension of CLT. Leaver and Willis (2004) highlight the multifaceted nature of task-based instruction, emphasizing its adaptability to different syllabus types and purposes. They argue that TBLT allows for creative and varied implementations, combining it with traditional classroom activities when necessary. According to Dave Willis, the core of a task-based approach is the belief that fluency fosters accuracy, and learning is refined through the necessity to communicate (as cited in Thornbury & Meddings, 2009).

The Whole Language movement shares philosophical and instructional perspectives with both CLT and the Natural Approach (NA) by Stephen Krashen (1981, 1982, as cited in Richards & Rodgers, 2014). This movement emphasizes humanistic and constructivist principles, focusing on the interactional relationship between readers and writers and the use of language for genuine communication.

Community Language Learning (CLL) perceives language as a social process and advocates for a holistic approach to language learning, incorporating both cognitive and affective elements. True human learning, according to CLL, occurs in communicative situations where learners engage in interaction (Richards & Rodgers, 2014).

Dogme ELT emphasizes the importance of interaction and mediation through dialogue, supported and

scaffolded by the teacher. This philosophy is grounded in a tradition of alternative, progressive, and humanist educational principles. Clark (1987) refers to this as "progressivism." In practice, Dogme ELT focuses on teaching activities, techniques, and methods rather than the creation of a detailed language syllabus or specified learning outcomes, placing the learning process at the center.

As a teacher You have to choose which would be the best technique to teach in your classes, based on your students and their way of learning but this is not the most important, there is another factor to discuss: the way I feel better or more comfortable teaching and this is CLT, Hymes made myself to reflect in the way I taught and thanks to this I strongly adapt this into my classes due to fact that the Communicative Language Teaching method offers a comprehensive, practical, and engaging approach to English language teaching. By prioritizing communication, integrating skills, and fostering a positive learning environment, CLT prepares students to use English effectively in real-world situations, making it the best method for teaching the language, obviously because of the context that I teach that my students are mostly over the age of 20s. That is the reason I consider this method has more positive effects on my students rather than the rest, but I do not want to minimize the rest, I am totally sure that I am going to put into practice the rest methods in my process as an English teacher.

1.3   THE FOUR PRINCIPAL SKILLS

WRITING

The Importance of Writing Skill in Education

Writing skill is a fundamental component of education, serving as a crucial tool for communication, critical thinking, and academic success. Effective writing enables students to articulate their thoughts, ideas, and arguments clearly and coherently, making it an indispensable skill in both academic and professional settings.

Writing is an essential medium through which students demonstrate their learning and understanding across various subjects. It allows for the expression of complex ideas, the construction of logical arguments, and the presentation of evidence-based conclusions. According to Graham and Perin (2007), writing is not only a means of communication but also a tool for learning, as it helps students organize their thoughts and deepen their comprehension of the subject matter. Moreover, writing is integral to academic assessments, including essays, research papers, and standardized tests, which are often pivotal in determining students' academic progress and future opportunities.

The development of writing proficiency is a multifaceted process that involves the acquisition of various skills, including grammar, vocabulary, organization, and coherence. Bereiter and Scardamalia (1987) highlight two key models of writing development: the knowledge-telling model and the knowledge-transforming model. The knowledge-telling model describes the initial stages of writing, where students focus on recalling and recording information. In contrast, the knowledge-transforming model represents a more advanced stage, where students engage in critical thinking and problem-solving to produce more sophisticated and refined texts.

Effective writing instruction must address both the mechanical aspects of writing, such as grammar and syntax, and the higher-order cognitive processes involved in composing complex texts. Research by Hayes and Flower (1980) underscores the importance of the cognitive processes involved in writing, including planning, translating, and reviewing. These processes require students to set goals, generate ideas, organize their thoughts, and revise their work to improve clarity and coherence.

Pedagogical Strategies for Enhancing Writing Instruction

To foster writing proficiency, educators must employ a variety of pedagogical strategies that cater to the diverse needs of students. One effective approach is the process-oriented writing instruction, which emphasizes the stages of writing, including prewriting, drafting, revising, editing, and publishing.

Process-oriented instruction encourages students to view writing as a recursive and iterative process, allowing for continuous improvement and refinement of their work (Flower & Hayes, 1981).

Another effective strategy is the use of collaborative writing activities, which promote peer interaction and feedback. Collaborative writing allows students to share ideas, critique each other's work, and learn from their peers, thereby enhancing their writing skills and fostering a sense of community (Storch, 2005). Additionally, integrating technology into writing instruction, such as using word processors, online writing tools, and digital platforms for feedback, can provide students with valuable resources and support for their writing development (Goldberg, Russell, & Cook, 2003).

Furthermore, explicit instruction in writing strategies, such as summarizing, paraphrasing, and argumentation, can equip students with the tools they need to tackle various writing tasks effectively. Graham, Harris, and Mason (2005) emphasize the importance of teaching students specific writing strategies and providing them with ample opportunities to practice and apply these strategies in different contexts.

Writing skill is a vital component of education, essential for effective communication, critical thinking, and academic success. Developing writing proficiency involves mastering both the mechanical and cognitive aspects of writing, and effective instruction must address these areas through process-oriented approaches, collaborative activities, and the integration of technology. By employing a range of pedagogical strategies, educators can help students enhance their writing skills and prepare them for future academic and professional endeavors.

The part in which I cover this skill in my planning was easy because my students could apply all the topic they learned into the practice by creating a poster with all the elements I gave them in the class related to the topic of the types of government around the world.

READING

The Importance of Reading Skills in Education

Reading is a fundamental skill that forms the foundation for learning and personal development. It is crucial not only for academic success but also for functioning effectively in society. The development of reading skills is a complex process influenced by various cognitive, linguistic, and sociocultural factors. This essay explores the significance of reading skills in education, examining theoretical frameworks, instructional strategies, and the impact of reading proficiency on academic achievement and lifelong learning.

Theoretical Frameworks

The development of reading skills is rooted in several theoretical perspectives. Cognitive psychology provides insights into the mental processes involved in reading, such as decoding, comprehension, and fluency (Snow, 2002). Constructivist theories, such as those proposed by Vygotsky, emphasize the role of social interaction and cultural context in reading development (Vygotsky, 1978). These theories highlight the importance of scaffolding and the Zone of Proximal Development (ZPD), where learners can achieve higher levels of understanding with appropriate support.

Reading involves a complex interplay of cognitive processes. According to the Simple View of Reading proposed by Gough and Tunmer (1986), reading comprehension is the product of two primary components: decoding and linguistic comprehension. Decoding refers to the ability to translate written text into spoken language, while linguistic comprehension involves understanding the meaning of the text. Fluent readers integrate these processes seamlessly, allowing them to read with accuracy and speed (Ehri, 2005).

Effective reading instruction incorporates various strategies to address the diverse needs of learners. Phonemic awareness and phonics instruction are critical in the early stages of reading development, helping students understand the relationship between letters and sounds (National Reading Panel, 2000). As students progress, strategies such as guided reading, reciprocal teaching, and the use of graphic organizers can enhance comprehension skills (Palincsar & Brown, 1984). Furthermore, fostering a love for reading through exposure to diverse and engaging texts is essential for developing lifelong readers (Guthrie & Wigfield, 2000).

The integration of technology in reading instruction has transformed traditional approaches, offering new opportunities for personalized learning and engagement. Digital tools, such as e-books, audiobooks, and interactive reading apps, can support struggling readers and provide instant feedback (Larson, 2010). Additionally, online platforms that offer adaptive learning experiences can cater to individual student needs, promoting differentiated instruction and improving reading outcomes (Dalton & Proctor, 2008).

Beyond academic achievement, reading is a critical skill for lifelong learning and personal development. Proficient readers are better equipped to navigate complex information, engage in critical thinking, and participate actively in society (Alexander & Fox, 2011). Moreover, reading for pleasure has been linked to various cognitive and emotional benefits, including improved empathy, stress reduction, and enhanced cognitive function in older adults (Mar, Oatley, & Peterson, 2009).

Reading skills are essential for academic success and personal growth. The development of these skills is influenced by cognitive, linguistic, and sociocultural factors, and effective instruction requires a multifaceted approach. By leveraging theoretical insights, employing diverse instructional strategies, and integrating technology, educators can support all students in becoming proficient readers. Ultimately, fostering strong reading skills is vital for preparing individuals to thrive in an increasingly complex and information-rich world.

This skill was a little more difficult in comparison with the rest because there were difficult words to understand and the point of making sure my students learned each concepts was difficult as well but with the help of the rest of the group we could discuss and solved the meaning of those words.

LISTENING

The Importance of Listening Skills in Language Learning

Listening skills are a critical component of language learning, forming the foundation for effective communication. In both native and second language acquisition, listening is the primary means by which learners receive language input, comprehend messages, and develop other language skills.

Listening is often considered the most crucial skill in language acquisition. It serves as the gateway for learners to understand spoken language, acquire vocabulary, and develop grammatical competence. According to Krashen's Input Hypothesis, comprehensible input is essential for language acquisition; learners need to be exposed to language that is slightly beyond their current proficiency level (i+1) to facilitate learning (Krashen, 1985). Listening provides this input, enabling learners to internalize linguistic structures and use them in productive skills such as speaking and writing.

Moreover, listening is integral to developing communicative competence. As Canale and Swain (1980) note, communicative competence encompasses not only grammatical knowledge but also the ability to use language appropriately in various social contexts. Effective listening allows learners to pick up on cultural nuances, intonation, and pragmatic aspects of language, which are crucial for successful communication.

Challenges in Developing Listening Skills

Despite its importance, listening is often perceived as one of the most challenging skills to master. Several factors contribute to the difficulty of developing listening proficiency in a second language. Firstly, the transient nature of spoken language means that listeners have to process information in real-time, without the opportunity to review or re-read as in written language (Vandergrift & Goh, 2012). This requires rapid cognitive processing and a high level of concentration.

Secondly, listening comprehension is affected by the quality and variety of the input. Authentic spoken language can include accents, colloquialisms, and varying speech rates, which can be difficult for learners to understand (Field, 2008). Additionally, background noise and overlapping speech in real-life situations add to the complexity of listening tasks.

Thirdly, individual differences in cognitive abilities, such as working memory and attention span, influence listening performance. Learners with limited working memory capacity may struggle to retain and process spoken information, leading to comprehension difficulties (Vandergrift & Goh, 2012).

Given the challenges, it is essential to employ effective strategies to improve listening skills. One of the most effective approaches is extensive listening practice, which involves exposure to a wide range of listening materials, such as podcasts, audiobooks, and conversations. Extensive listening helps learners become familiar with different accents, speech rates, and contexts, enhancing their overall listening proficiency (Renandya & Farrell, 2011).

Another effective strategy is interactive listening, which involves engaging learners in activities that require active listening and response. This can include tasks such as note-taking, summarizing, and predicting content. Interactive listening promotes active engagement with the material and helps learners develop strategies to manage and interpret spoken language (Goh, 2000).

Moreover, teaching metacognitive strategies can significantly improve listening skills. Metacognitive strategies involve planning, monitoring, and evaluating one's listening process. For example, learners can be taught to predict content before listening, monitor their comprehension during listening, and evaluate their performance after listening. Research has shown that learners who use metacognitive strategies are more effective listeners and can better manage listening challenges (Vandergrift & Goh, 2012).

Listening skills are fundamental to language acquisition and communicative competence. Despite the challenges associated with developing listening proficiency, effective strategies such as extensive listening, interactive listening, and metacognitive instruction can enhance learners' listening abilities. By prioritizing listening skills in language education, educators can provide learners with the tools they need to comprehend, engage with, and use the target language effectively.

SPEAKING

The Importance and Development of Speaking Skills in Language Education

Speaking skills are a crucial component of language education, encompassing the ability to articulate thoughts, convey information, and engage in social interactions. Effective speaking involves not only linguistic competence but also sociolinguistic and strategic competencies, which are essential for meaningful communication.

Speaking is fundamental in facilitating communication and interaction. It enables individuals to express ideas, share information, and build social connections. According to Burns and Joyce (1997), speaking skills are essential for achieving fluency and coherence in communication, contributing to personal and professional success. In an educational context, speaking skills

are critical for engaging in classroom discussions, giving presentations, and collaborating with peers, thereby enhancing overall academic performance (Goh & Burns, 2012).

Furthermore, speaking skills are vital in a globalized world where cross-cultural communication is increasingly common. Proficiency in speaking enables individuals to navigate diverse social and professional environments, fostering intercultural understanding and collaboration (Richards, 2008). Thus, developing effective speaking skills is a priority in language education.

Methodologies for Enhancing Speaking Skills

Several methodologies have been developed to enhance speaking skills in language learners. One prominent approach is Communicative Language Teaching (CLT), which emphasizes interaction and communication as the primary goals of language learning. CLT activities include role-plays, discussions, and problem-solving tasks that promote real-life communication (Larsen-Freeman, 2000). By focusing on functional language use, CLT helps learners develop fluency and confidence in speaking.

Task-Based Language Teaching (TBLT) is another effective methodology. TBLT involves the use of tasks that require learners to use language purposefully and interactively. According to Ellis (2003), tasks in TBLT provide meaningful contexts for language use, thereby promoting natural language acquisition and improving speaking skills. Examples of tasks include interviews, information-gap activities, and collaborative projects.

The Whole Language approach also supports the development of speaking skills by integrating language learning with real-life experiences and emphasizing the social aspects of

language. This approach encourages learners to engage in authentic communication through storytelling, discussions, and cooperative learning activities (Goodman, 1986). By creating a supportive and interactive learning environment, the Whole Language approach helps learners develop oral proficiency.

Speaking skills are essential for effective communication and personal and professional success. Methodologies such as CLT, TBLT, and the Whole Language approach offer valuable strategies for enhancing these skills by promoting meaningful interaction and authentic language use. However, learners may face challenges such as anxiety, limited practice opportunities, and the complexity of spoken language. By addressing these challenges through supportive teaching practices and technology-mediated tools, language educators can help learners develop the speaking skills necessary for fluent and confident communication.

I was very surprised with my students while practicing and discussing this part in the lesson because I felt they motivated to participate and how they did was excellent, I did not have to push them to discuss and talk they organized their ideas and discussed based on the products they did along with their group work.

1.4   PRINCIPAL APPROACHES IN ESL

The teaching of English has evolved through various principal approaches, each reflecting different linguistic theories and educational philosophies. One prominent approach is Communicative Language

Teaching (CLT), which emerged in the 1970s and emphasizes the use of language as a tool for communication. CLT focuses on developing learners' communicative competence, which includes grammatical, sociolinguistic, discourse, and strategic competences (Canale & Swain, 1980). This approach is rooted in the functional theory of language, influenced by the works of Halliday and Hymes, and promotes interactive and task-based activities that mirror real-life communication scenarios. Another significant approach is Task-Based Language Teaching (TBLT), which builds on the principles of CLT but centers around the use of tasks as the core unit of planning and instruction (Willis, 1996). TBLT encourages learners to use language meaningfully to achieve specific outcomes, thus fostering both fluency and accuracy through experiential learning (Ellis, 2003).

In addition to CLT and TBLT, the Whole Language Approach advocates for the integration of reading, writing, speaking, and listening, treating language learning as a holistic process. This approach, associated with Goodman (1986), emphasizes the importance of meaning-making and contextual learning, encouraging students to engage with authentic texts and communicative activities that reflect their experiences and interests. The Whole Language Approach aligns closely with the principles of constructivism, which posits that learners construct knowledge through interaction with their environment (Vygotsky, 1978).

Furthermore, the Natural Approach, developed by Krashen and Terrell (1983), is grounded in the theory of second language acquisition (SLA) and focuses on providing comprehensible input in a low-anxiety environment. Krashen's Input Hypothesis asserts that language acquisition occurs when learners are exposed to language input that is slightly beyond their current proficiency level (i+1) (Krashen, 1985). This approach underscores the importance of meaningful communication and suggests that language learning should be a natural, stress-free process.

Community Language Learning (CLL) is another approach that views language learning as a social process and emphasizes the affective domain. Developed by Curran (1976), CLL involves learners working collaboratively in a supportive environment, with the teacher acting as a facilitator. This approach seeks to reduce learners' anxiety and build a sense of community, thereby enhancing their motivation and engagement.

Lastly, the Dogme ELT philosophy, proposed by Thornbury and Meddings (2009), advocates for a materials-light, conversation-driven teaching methodology. This approach emphasizes the importance of emergent language, where learning is driven by the learners' immediate communicative needs and interests, rather than pre-determined syllabi. Dogme ELT aligns with progressive educational principles, emphasizing interaction, spontaneity, and the co-construction of knowledge between teachers and learners (Thornbury, 2006).

These principal approaches in teaching English illustrate a diverse landscape of pedagogical strategies, each contributing uniquely to the development of learners' language proficiency and communicative abilities.

CHAPTER 2: METHODOLOGY AND PRACTICE

This chapter outlines the core competencies that underpin the development of the lesson plan for second language acquisition: linguistic competence, communicative competence, and intercultural competence. Notably, intercultural competence is emphasized as the primary focus of this lesson plan. The chapter details the lesson plan designed to teach interculturality, including the teaching goals, the resources utilized, and the specific methodologies applied, along with their scope.

The lesson plan is structured to foster an understanding of interculturality, aiming to enhance learners' ability to navigate and appreciate diverse cultural contexts through language. This involves developing learners' skills in recognizing and respecting cultural differences, effectively communicating across

cultures, and using language as a bridge to intercultural understanding. The teaching goals are clearly defined to ensure that learners not only gain linguistic and communicative skills but also become adept at intercultural interactions.

The resources employed in this lesson plan include authentic cultural materials such as videos, articles, and interactive activities that reflect real-life intercultural scenarios. These materials are chosen to provide learners with immersive experiences that stimulate cultural awareness and empathy. The methodology described encompasses interactive and student-centered approaches, such as group discussions, role-plays, and cultural exchanges, which encourage active participation and practical application of intercultural skills.

Additionally, the teaching materials created to accompany this lesson plan are designed to support the achievement of the teaching goals. These materials include worksheets, multimedia presentations, and collaborative projects that reinforce the learning objectives and provide varied means of engagement. The chapter explains how these materials are integrated into the lesson plan to create a cohesive and effective learning experience.

The chapter also addresses the critical role of assessment in second language acquisition, highlighting its importance in gathering meaningful information about students' progress and informing the improvement of the lesson plan. Various assessment tools have been designed to evaluate both students and the lesson plan itself. For instance, a rubric is used to assess student outcomes, an observation checklist is employed for portfolio evaluations, and surveys are conducted to gather student feedback.

Assessment in this context is twofold: it evaluates students' skills and progress in intercultural competence, and it also solicits feedback from students regarding the effectiveness of the lesson plan. This dual approach ensures that the lesson plan is continuously refined based on students' experiences

and outcomes, leading to an iterative process of improvement. By incorporating comprehensive assessment strategies, the lesson planning not only measures learner achievement but also adapts to meet learners' needs more effectively.

In conclusion, this chapter provides an in-depth exploration of the competencies foundational to second language acquisition, with a particular focus on intercultural competence. It presents a well-rounded lesson plan designed to teach interculturality, supported by clearly defined goals, robust methodologies, and diverse teaching materials. The chapter underscores the significance of assessment in enhancing both student learning and lesson plan development, ensuring a dynamic and responsive educational approach.

PROCESS OF LEARNING AND ACQUIRING A SECOND LANGUAGE

The Contrastive Analysis Hypothesis systematically compares first and second languages to predict learner errors, influencing teaching practices based on these predictions. However, it does not account for the fact that learners can produce language forms they have never been explicitly exposed to, suggesting that learning is not merely a process of imitation. Cross-linguistic influences highlight the impact of a learner's first language on their acquisition of a second language. Stephen Krashen's theories propose that learning a second language involves organizing and processing information at a cognitive level, making language acquisition an implicit process. Krashen developed the Monitor Model, which comprises three main theories: the Learning-Acquisition Dichotomy, the Monitor Hypothesis, and the Natural Order Hypothesis. The Learning-Acquisition Dichotomy separates the learning process into two complementary elements: learning as a conscious and intentional process, and acquisition as a subconscious and incidental process (Krashen, 1982).

The Monitor Hypothesis posits that learners use their language knowledge to internally test and verify the grammaticality of their language production. For the internal monitor to function, learners must be aware of it, focus on the form of the target language, know the grammatical rules, and have time to

apply them. This means that form is prioritized over meaning during this process (Krashen, 1982). The Natural Order Hypothesis suggests that learners acquire morphemes and grammatical structures in a specific and predictable order, similar to how they acquire their first language, progressing from simple to complex structures. Additionally, Krashen's Input Hypothesis states that language acquisition occurs when learners are exposed to comprehensible input slightly above their current proficiency level (i+1). Input below this level is too easy, while input above this level is too difficult (Krashen, 1982). Although the Input Hypothesis is widely accepted, it faces criticism for the lack of precise measurement of the +1 input level.

Krashen also identifies motivational and affective factors such as attitude, confidence, and anxiety, which he terms the Affective Filter. A high Affective Filter can hinder language acquisition, whereas a low Affective Filter facilitates better learning outcomes. Therefore, language teachers should create activities and environments that lower students' Affective Filters to achieve significant results (Krashen, 1982). The Linguistic Input Hypothesis focuses on the spoken and written forms to which students are exposed, but not all input is internalized. The intake process refers to what students successfully internalize during learning.

Social interaction also plays a crucial role in second language learning. Long argues that learners develop a second language through interaction, which involves interactional modifications to prevent or repair communication breakdowns. These modifications include confirmation checks, reformulations, and recasts, which help clarify misunderstandings and correct errors implicitly (Long, 1983). Foreign Talk, a type of modified input, involves simplifying terms, clearer pronunciation, slower speech, and repetition to facilitate communication.
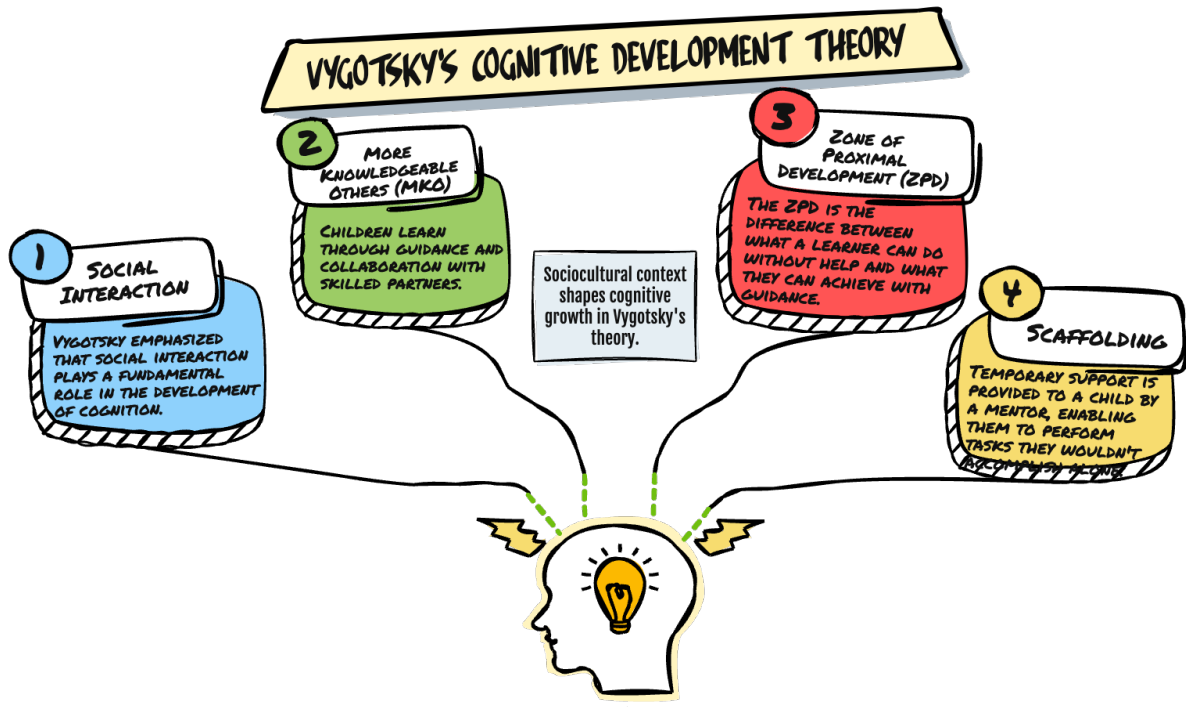
The Output Hypothesis, proposed by Swain, focuses on the importance of meaningful language production. It suggests that encouraging students to produce language helps them develop their second language skills. The three principles of the Output Hypothesis are noticing gaps, hypothesis

testing, and metalinguistic functions. Noticing gaps allows learners to perceive language features they need to learn. Hypothesis testing involves learners producing language based on their linguistic knowledge. Metalinguistic functions enable learners to reflect on the language produced by themselves and others (Swain, 1995).

In contrast to traditional second language acquisition theories, **the Sociocultural Theory of Mind** views language learning as a socially mediated process. This theory emphasizes the role of social interaction and cultural context in language development. According to Vygotsky (1978), developing a new language system is a higher mental function achieved through the use of biological artifacts like the human brain and cultural artifacts like language. Language serves as a symbolic and cultural tool that helps individuals gain control over their actions, such as when adults use private speech to tackle difficult tasks. The Sociocultural Theory of Mind views language not as a product, but as a skill that enables the appreciation of the relationship between the human mind and the external world. Vygotsky's Genetic Method studies how the mind uses physical and symbolic tools to develop sophisticated cognitive functions.

As I English teacher incorporating social interaction into English classes is not just beneficial; it is essential for effective language learning. By enhancing communication skills, building confidence, fostering cultural exchange, and increasing motivation, social interaction transforms the classroom into a vibrant, engaging, and supportive environment where students can thrive. Encouraging students to interact with one another prepares them for real-world communication and helps them become confident, competent English speakers and this is always my objective due to the fact that I work in a language center which is a most to socialize and learn at the same time.

Figure 1

VYGOTSKY'S COGNITIVE DEVELOPMENT THEORY

1 SOCIAL INTERACTION
VYGOTSKY EMPHASIZED THAT SOCIAL INTERACTION PLAYS A FUNDAMENTAL ROLE IN THE DEVELOPMENT OF COGNITION.

2 MORE KNOWLEDGEABLE OTHERS (MKO)
CHILDREN LEARN THROUGH GUIDANCE AND COLLABORATION WITH SKILLED PARTNERS.

Sociocultural context shapes cognitive growth in Vygotsky's theory.

3 ZONE OF PROXIMAL DEVELOPMENT (ZPD)
THE ZPD IS THE DIFFERENCE BETWEEN WHAT A LEARNER CAN DO WITHOUT HELP AND WHAT THEY CAN ACHIEVE WITH GUIDANCE.

4 SCAFFOLDING
TEMPORARY SUPPORT IS PROVIDED TO A CHILD BY A MENTOR, ENABLING THEM TO PERFORM TASKS THEY WOULDN'T ACCOMPLISH ALONE.

Retrieved from https://www.earlyyears.tv/vygotsky-sociocultural-cognitive-development-zpd/

Theory of the Zone of Proximal Development

Vygotsky's concept of the Zone of Proximal Development (ZPD) refers to the gap between a learner's current developmental level and the potential level of development that can be achieved with guidance from a teacher or a more knowledgeable peer. The learner's current level is determined by the tasks they can perform independently. The ZPD is inherently a collaborative process and operates on two levels: the Intermental Plane and the Intramental Plane.

The Intermental Plane is the social aspect of learning where new ideas and concepts first emerge. It represents the beginning of the learning process through social interaction and shared experiences. Conversely, the Intramental Plane is the individual level where these concepts and ideas are internalized by the learner (Vygotsky, 1978).

To illustrate, consider a high school student proficient in reading and comprehending short texts in English but struggling with understanding oral input. Her current level is marked by her ability to read independently. When she hears a song on the radio and becomes motivated to understand its lyrics, the radio acts as a stimulus in the Intermental Plane, introducing a new concept and creating a potential level of development. The desire to comprehend the song's lyrics defines her ZPD.

The student then shifts her focus to improving her listening skills. This process occurs on the Intramental Plane, where she begins to internalize the new skill. She seeks assistance from her teacher to clarify doubts and engages with her classmates to practice, exemplifying the collaborative nature of the ZPD. Over time, with this support, she successfully understands the song's lyrics, thus advancing her listening skills. This newfound ability reflects the impact of the ZPD, as her current level has now evolved.

The ZPD emphasizes the importance of social interaction and collaboration in the learning process, underscoring that development occurs not in isolation but through guided experiences and shared learning activities.

Figure 2

Retrieved from https://www.indeed.com/career-advice/career-development/vygotsky-scaffolding

Schema Theory

Schema Theory posits that individuals possess pre-existing knowledge structures, or schemas, formed through various experiences (Adams & Collins, 1979). When it comes to reading in both a first language (L1) and a second language (L2), the activation and use of these schemas are essential for comprehension. Schemas consist of three main components: content schema, formal schema, and linguistic schema.

Content schema refers to the prior knowledge and experiences an individual has about a particular topic. This type of schema helps individuals connect new information with what they already know, facilitating the integration of old and new information. Content schema encompasses background knowledge, which can include ideas, beliefs, values, and specific information related to the topic at hand. For instance, a person familiar with environmental issues will use their pre-existing knowledge to better understand a new article on climate change.

Formal schema pertains to an individual's understanding of the organizational structures of various text types. This includes knowledge about how different kinds of texts, such as letters, essays, or newspaper articles, are typically written and formatted. A reader's familiarity with these structures enables them to anticipate and comprehend the arrangement and flow of information within a text. For example, knowing the typical structure of a research paper can help a reader locate the thesis statement, methodology, and conclusions more efficiently.

Linguistic schema involves the linguistic knowledge that a reader possesses, which aids in decoding words and understanding their meanings. This includes vocabulary, grammar, and syntax that a reader has internalized. Linguistic schema allows readers to make sense of the language used in a text, facilitating smoother reading and comprehension. For instance, a student proficient in academic English will more easily decode complex sentences and technical terminology in scholarly articles.

Practical Application in Reading Classes

In reading classes, students leverage their diverse life experiences to decode and understand schemas. Teachers play a crucial role in activating and building upon students' prior knowledge. For example, before reading a text about a historical event, a teacher might engage students in a discussion about what they already know about that period, thereby activating their content schema. Additionally, teachers can provide examples of different text structures to enhance students' formal schema and offer vocabulary exercises to strengthen their linguistic schema.

To effectively teach reading comprehension, educators should focus on strategies that activate and build upon students' existing schemas. This can include pre-reading activities such as brainstorming, discussing relevant experiences, and predicting content based on titles and headings. During reading, teachers can guide students to recognize text structures and decode complex language. Post-reading activities might involve summarizing the text, discussing its structure, and reflecting on how new information integrates with existing knowledge.

Figure 3
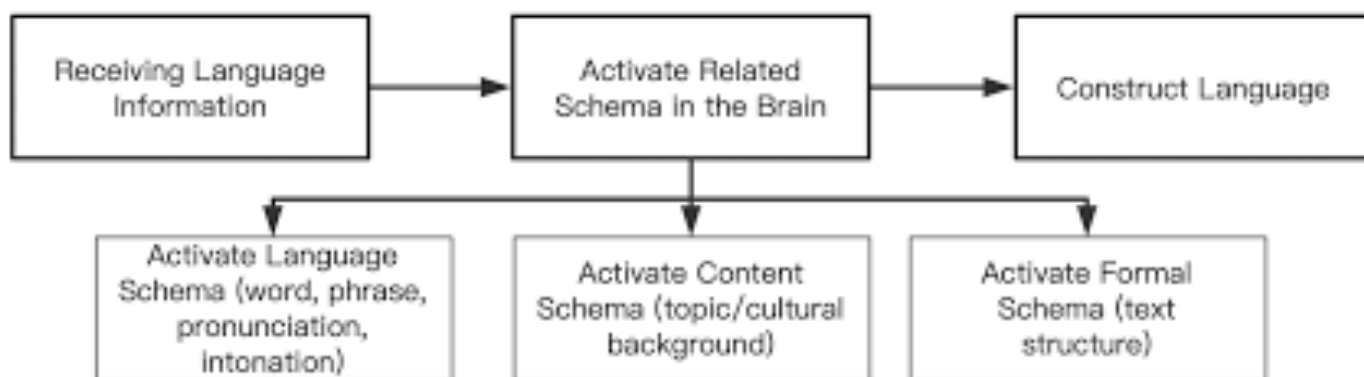
2.01 A practical and useful lesson plan theories behind Interculturality

Teaching interculturality in the Class

The role of the teacher as an intercultural agent is crucial in guiding students toward achieving intercultural competence as users of a target language. Teachers must set aside their personal beliefs, prejudices, and stereotypes, while actively researching and observing cultural expressions from various groups. This dual awareness of their own culture and other cultures associated with the target language is essential. Language teachers should focus not only on linguistic aspects but also on the sociocultural dimensions of second language acquisition. Consequently, English teachers in the Mexican educational system must professionalize their approach and recognize the importance of integrating these aspects. This integration is vital not only for classroom success but also for the broader educational and formative experiences of students.

Cultural input can come from a variety of sources, including objects, media, and narratives from both students and teachers. These inputs help create authentic representations of the target language and its cultural manifestations based on real-life situations.

Interculturality in the language classroom can be approached in several ways. The Cultural Criticality approach emphasizes identifying and understanding cultural barriers to prevent communication breakdowns in social interactions. Conversely, the Cultural Dialogism approach focuses on developing cross-cultural communications by highlighting commonalities and similarities in cultural contexts. The Dynamic Process approach involves analyzing intercultural aspects at three levels: national, group, and individual, and then focusing on one of these levels.

The "emic" and "etic" approaches propose that culture and behaviors can be studied from within ("emic") and from an external perspective ("etic"). This means that a person can reflect on their own culture as well as on other cultures. The Experiential Learning approach, adapted to interculturality by Kolb (1984), suggests that encountering unfamiliar cultural situations, experiencing the associated insecurity, and resolving social interactions are necessary steps toward achieving intercultural competence.

Third culture in a class of Interculturality

When learning or teaching a second language, the first culture is always present, and there is often a mistaken emphasis on students assimilating entirely into the target culture. However, the true aim of intercultural education is to enable individuals to gain a new perspective on their own culture and to create a hybrid, or "Third Culture," which emerges from the integration of their native culture with the target language culture. This Third Culture is a symbolic space where elements of both cultures blend, allowing for a unique cultural identity.

The Third Culture phenomenon often arises among children raised in cultural environments different from those of their parents or those living in countries different from their own due to multinational marriages. This cultural blending is also significantly influenced by migratory phenomena. People migrate for various reasons such as employment, education, and political or wartime displacement, all contributing to the development of a Third Culture.

For students learning English as a second language within their home countries, it is crucial to provide materials that help them become aware of both their cultural practices and those of the target language. This awareness fosters the development of a Third Culture, enriching their cultural perspectives and linguistic skills. Language teachers play a vital role in this process by recognizing culture as a dynamic

and evolving entity. They should view classrooms as laboratories for cultural creativity, where new cultural identities can be explored and formed

In these educational settings, it is essential to cultivate a tolerance for ambiguity. This helps students become interculturally competent individuals capable of behavioral flexibility, empathy towards diverse circumstances, and respect for cultural diversity. Fostering these qualities, educators help students navigate and thrive in multicultural environments, enhancing their ability to interact effectively and respectfully with people from different cultural backgrounds.

Moreover, teachers should actively encourage students to reflect on their cultural identities and experiences. This reflection can be facilitated through various classroom activities such as discussions, projects, and cultural exchanges that highlight both similarities and differences between cultures. This is the main reason I decided to create a lesson plan which the principal component was the interculturality related the types of government around the world, I attend 2 different kind of jobs; the first one is in a primary but due to the fact that is a private school I cannot do something different from the curricula which they have designed for the students, that is the reason I chose my job in the afternoon that I worked with young adults from different bachelors in the university, (UAdeC).

Combining CLIL and Interculturality in a Lesson Plan

Content and Language Integrated Learning (CLIL) is an educational approach where subjects are taught in a foreign language, blending language learning with content instruction. Interculturality, on the other hand, emphasizes understanding and appreciating cultural differences and fostering intercultural competence. Combining CLIL and interculturality in a lesson plan can create a rich, engaging, and holistic learning experience. Here's how to effectively integrate these two approaches:

1. Setting Clear Objectives

-Language Objectives: Define the language skills (vocabulary, grammar, communication strategies) students will develop.

- Content Objectives: Identify the subject-specific knowledge and skills (e.g., history, science, geography) students will learn.

- Intercultural Objectives: Outline the intercultural competencies (e.g., understanding cultural norms, recognizing diversity) students will achieve.

2. Choosing Relevant Content

- Select a topic that lends itself to both content learning and intercultural exploration. For example, studying the history and culture of a particular region, such as the Renaissance period in Europe, can provide opportunities for both historical understanding and cultural insights.

3. Designing Interactive Activities

- Group Discussions and Debates: Encourage students to discuss cultural practices, historical events, or scientific developments from different cultural perspectives.

- Role-Playing: Create scenarios where students take on roles from different cultural backgrounds, helping them understand diverse viewpoints.

- Project-Based Learning: Assign projects that require students to research and present on intercultural topics, such as comparing environmental policies in different countries.

4. Incorporating Authentic Materials

- Use materials that reflect real-world language and cultural contexts. This could include articles, videos, and artifacts from the target culture. For instance, using a documentary about the

environmental practices of indigenous communities can provide both scientific content and cultural insights.

5. Fostering Cultural Awareness

  - Cultural Comparisons: Have students compare their own culture with the target culture in terms of practices, beliefs, and values. This can be done through Venn diagrams, comparative essays, or presentations.

  - Guest Speakers and Cultural Exchanges: If possible, invite guest speakers from different cultural backgrounds or organize virtual exchanges with students from other countries.

 6. Language Support Strategies

  - Scaffolding: Provide language support through glossaries, sentence starters, and visual aids to help students understand and use the target language effectively.

  - Language Practice: Include activities focused on practicing the specific language skills needed to discuss the content, such as specialized vocabulary or particular grammatical structures.

7. Assessment and Reflection

  - Formative Assessment: Use quizzes, observations, and peer feedback to monitor students' progress in both content and language learning.

- Summative Assessment: Design assessments that evaluate students' understanding of the content, language proficiency, and intercultural competence. This could be a combination of written tests, oral presentations, and reflective essays.

- Reflective Activities: Encourage students to reflect on what they have learned about the target culture and how it relates to their own experiences. Reflection journals or group discussions can be effective tools for this.

In conclusion: It is possible to talk about the different kind of governments around the world seen from the perspective of intercultutality and CLIL, Integrating CLIL (Content and Language Integrated Learning) and interculturality in educational settings offers a multifaceted approach to learning that enriches students' academic and personal growth. This combination allows for the simultaneous development of language proficiency, subject matter expertise, and intercultural competence, creating a more holistic and engaging learning experience and also it leverages the strengths of both methodologies to create a comprehensive and enriching educational experience. This synergy not only prepares students for academic success but also equips them with the intercultural competence and global awareness necessary for navigating and contributing to an increasingly interconnected world.

2.02 A lesson Plan for teaching Interculturality

Lesson Plan

In this part of my work I will share a lesson plan that I do regularly with my students:

In order to make a lesson plan first I have to identify my **students 'profile:**

They are a group of 26 students around 20 and 35 age that come from different universities from Universidad Autónoma de Coahuila gathering in level 7 (intermediate level B1 according to CEFR) they have previously taken from 1 to 6 at Idiomas Center from UAdeC. So, this suggest that they are not in blank of English process. They are used to listening English most of the time.

What I want to make my students learn?

Students will understand the characteristics and principles of various types of government, including democracy, dictatorship, monarchy, and totalitarianism.

Possible problems:

Not all my students have the corresponding level to be in level 7, so, I have to start from easy activities to difficult activities to make students catch the information, even I have to make a lot of warm ups to activate students process and make them be into an active language.

Here an example of what I do in my regular classes.

Not all the students are familiar with the types of government, so they have to get a previous background about this. Teacher can avoid this by showing some videos from YouTube to introduce the types of government.

SELF REFLEXIONS:

Teaching interculturalism in a class was an enlightening and fulfilling experience that challenged me to navigate the complexities of cultural diversity while fostering empathy, respect, and understanding among my students. Throughout the teaching process, I engaged in a continuous cycle of reflection and adaptation, drawing on both my own experiences and the diverse perspectives of my students.

One of the most rewarding aspects of teaching interculturalism was witnessing the transformative impact it had on my students' attitudes and perceptions towards cultural diversity. Through thought-provoking discussions, interactive activities, and exposure to diverse cultural narratives, students developed a deeper appreciation for the richness of human diversity and the importance of embracing cultural differences.

However, teaching interculturalism also presented its share of challenges. I grappled with navigating cultural sensitivities, addressing misconceptions, and creating a safe and inclusive learning environment where all students felt valued and respected. It required me to confront my own biases and assumptions, while also encouraging students to critically reflect on their own cultural perspectives.

Despite these challenges, teaching interculturalism allowed me to witness moments of genuine connection and understanding among students from different cultural backgrounds. Through shared experiences, mutual respect, and open dialogue, students were able to transcend cultural barriers and forge meaningful connections with one another.

Moving forward, I am committed to further honing my skills as an intercultural educator and continuing to create inclusive learning environments where students feel empowered to engage with diverse perspectives and experiences. I recognize that teaching interculturalism is not just about imparting knowledge, but also about fostering empathy, promoting social justice, and inspiring positive change in our increasingly diverse and interconnected world.

Program: Prism 4 Adults	Level: 7	Date:
Teacher: Victor Armando Salazar	Unit: 9	
Unit´s name: Exploring Different Types of Government.		

Session´s Purpose:	To enhance students' listening and speaking and writing skills through a cultural exploration activity related to government and its types.
	To promote understanding and appreciation of different types of government around the world.
	To encourage students to engage in meaningful communication and dialogue as well as learned grammar related to the topic.
Learning objective:	Make Students practice listening, speaking and writing skills.
Resources:	Whiteboard or flip chart
	- Markers
	- Handouts with descriptions of different types of government
	- Internet access for multimedia resources. (Videos)
	- Cardboards, worksheets, a test and some flashcards about the types of government.

Learning situation:	**Opening: Introduction (7 minutes)**
	- Begin the lesson by discussing the importance of government around the world, ask triggering questions like:
	• What if we would not have a government in Mexico?
	• Would you like to live in freedom in every aspect of your life?
	Let students express their point of view randomly.
	-Make students write on the board as many ideas as possible with the

world: government. (Brainstorming)

-Write on the board: advantages and disadvantages of having a type of government in Mexico.

Listening Activity (10 minutes)

- Play a video from YouTube related to types of government then discuss about the general ideas saw in the video.

https://www.youtube.com/watch?v=VFEeq9Pln6g

- Ask students to listen carefully and take notes on what they heard and watched.

- After the listening activity, facilitate a class discussion on students' impressions, reactions, and observations. Encourage them to share their thoughts and reflections on the cultural performance.

Ask questions like:

- What was the most interesting type of government you saw in the video?

- Is there any other type of video you cannot identify and would you like to talk and discuss?

- Tell me the most relevant information for you according to the video?

Write your ideas down in a piece of blank paper.

Reading Activity

Once they make a review of what did they learn in the video, we

consolidate the information with a worksheet to cover the aspect of reading.

- Give each student a piece of reading which explain each type of government and its category.

Ask Ss to read in a loud voice and comment difficult words for them to deeply understand the topic.

Work in groups to discuss and solve doubts among them.

Language in use activity

*I did some changings at the moment according to my student's needs.

Overview of Government Types **(8 minutes)**:

- Introduce students to the four main types of government: democracy, dictatorship, monarchy, and totalitarianism.

- Provide brief definitions and examples of each type of government, highlighting their distinguishing features and principles.

-Highlight the use of Simple Present and focus on the "s" and "ies" at the end of the verb in third person in singular.

Group Activity: Government Analysis.

- Divide students into small groups and distribute handouts with descriptions of different types of government.

- Instruct each group to read and analyze the descriptions, paying attention to the key characteristics, advantages, and disadvantages of each type of government.

| | - Encourage groups to discuss their findings and create visual aids (e.g., posters, diagrams) to illustrate the main features of their assigned type of government.

Writing Activity

Group Presentations **(10 minutes)**

- Have each group present their analysis of their assigned type of government to the class.

-In a blank piece of paper they have to write their ideas related to the type of government they were assigned.

- Encourage groups to explain the principles, structure, and functioning of their assigned government type, as well as any real-world examples or historical contexts that illustrate its characteristics.

Speaking Activity

 Class Discussion and Reflection **(10 minutes):**

- Facilitate a class discussion on the similarities and differences among the different types of government.

- Encourage students to reflect on the strengths and weaknesses of each type of government and consider how they impact the rights and freedoms of citizens.

- Ask students to identify examples of different types of government in contemporary society and discuss their implications for global politics and governance. |
|---|---|

	Extension Activity (optional):
	-In order to corroborate Ss understood the topic deeply make Ss form a circle and give randomly flash cards to represent a type of government ask to show them the rest and express what type of government the picture represents and explain briefly the picture.
	- Assign students to research and present on specific countries or historical periods that exemplify different types of government, highlighting the political systems, leaders, and key events that shaped their governance.
	Homework Assignment (5 minutes)
	- Assess students' understanding of different types of government through their participation in group activities, presentations, and contributions to class discussions. Evaluate their ability to analyze and compare the characteristics, principles, and implications of various forms of government.
	Test
	- Give each student the test created by the teacher related to the topic. (See the test in this document).
	Assessment
	- Give each student the test created by the teacher related to the topic. (See the appendixes in this document to demonstrate the activities were done).

DEVELOPMENT OF THE LESSON

The class started with a friendly welcome and a prediction based on questions related to the topic we would cover during the session. We discussed the type of government in Mexico and how it differs from other countries. As a schemata activation activity, I invited my students to come to the front and write down ideas in a brainstorming activity involving the word "government." This activity allowed me to gauge how much the students knew about the topic, and I was able to modify and add extra activities accordingly. After our discussion, we watched a YouTube video that briefly explained different types of governments and their classifications. This provided the students with an opportunity to listen to real English accents and phonetics. During the video, we discussed each type of government to ensure everyone was following along. To conclude this activity, each student worked in pairs to discuss which type of government they found most relevant and to compare the governments of Mexico and other countries. We then moved on to the reading activity. I gave each student a piece of paper with brief segments of information about the types of government. I decided to use the CALLA approach for this activity, building on the students' prior activities and knowledge. The approach included the following skills:

Elaboration: Each student read a paragraph aloud, after which we discussed any difficult words and answered related questions.

Planning: Students prepared a paper presentation on the topic they chose to discuss and explain.

Monitoring: I actively monitored and checked on their progress, providing feedback and correcting mistakes. I made some modifications to my lesson plan in real-time.

One addition was the "Language in Use" section, focusing on grammar. I asked students to write sentences about each type of government using the simple present tense. I noticed that many students struggled with adding -es, -ies, and -s at the end of verbs, so I provided a brief explanation of these rules. I corrected mistakes as students participated. Near the end of the lesson, I decided to combine speaking and writing activities due to the organization of the topic, although we worked on each skill separately:

Almost to conclude I decided to combine speaking and writing activities due to the organization of the topic but we worked each skill in a separate way:

 Writing and Speaking: For the final activity, I invited students to work in groups and write about what they had learned on a piece of cardboard. They expressed general ideas related to the assigned topic. I monitored to ensure correct spelling and grammar. Then, they presented their work to the class.

Finally, I gave the students **a test** I had created to evaluate their understanding. I collected the evidence as part of **the assessment** and assigned related homework.

URL of the Model Class

https://drive.google.com/file/d/1u_dKPKyuEo5gT4HJcNgk6SBqrkwsNuzy/view?usp=drivesdk

2.03 Creating Teaching Material

For many teachers, using textbooks as the primary classroom resource offers several advantages, such as saving time on course preparation and avoiding the need to research and select appropriate materials. Textbooks provide a ready-made structure, allowing teachers to act as facilitators rather than curriculum designers. However, this convenience often comes with drawbacks. Textbooks typically contain content that is too general and not tailored to the specific context or interests of students. This can lead to disengagement, as the material may not resonate with or be relevant to the learners' experiences.

Creating custom teaching materials, on the other hand, allows teachers to tailor their courses to meet the specific needs and interests of their students. While developing these materials can be time-consuming, it offers significant benefits. Teachers have full control over the pace and content of the class, enabling them to create a more engaging and effective learning experience. Customized materials can directly address students' interests and backgrounds, making the lessons more relevant and meaningful.

For the purpose of this lesson plan, a combination of realia and teacher-created materials was used. Each session began with a presentation designed to introduce the topic and activate students' prior knowledge, connecting it to new information. Trigger questions were posed to encourage student participation and foster brainstorming, group discussions, and social interactions. Emphasizing visual communication in these presentations helped accommodate students' lower reading comprehension levels, enabling them to gather information effectively and engage with the activities.

Each activity was supported by meticulously developed teaching materials aimed at achieving specific learning goals and guiding students through the lesson methodically. This structured approach allowed

students to progress gradually and improve their skills across various areas of second language acquisition.

Furthermore, the teaching materials were designed to help students explore their own culture through the lens of a different culture by comparing and contrasting differences and similarities. This approach heightened their awareness of language use and social interactions. Complementary materials, such as videos and readings, reinforced listening and reading skills. Working with realia provided the advantage of being able to adapt content to fit the lesson plan, thereby supporting the intercultural focus of the curriculum.

2.04 Assessment in a Second Language Acquisitions.

The Role of Language Assessments in Educational Settings

Language assessments play a crucial role in educational settings by providing insights into students' language proficiency, informing instructional decisions, and promoting academic success. This chapter explores the significance of language assessments, types of assessments used, and their impact on teaching and learning.

Language assessments are essential for evaluating students' language skills, including listening, speaking, reading, and writing proficiency. According to Brown (2018), language assessments serve multiple purposes, such as placement, diagnosis, progress monitoring, and program evaluation. They help educators identify students' language strengths and weaknesses, tailor instruction to individual needs, and measure learning outcomes over time. Due to this is very important for each teacher to take an important decision: to make when assessing students is whether to use traditional or performance based assessment.

Types of Language Assessments

 Language assessments encompass a variety of formats, including standardized tests, performance-based assessments, and informal measures. Standardized tests, such as the TOEFL and IELTS, provide objective measures of language proficiency and are commonly used for admission to educational institutions or employment purposes (Cumming & Cheng, 2019). Performance-based assessments, such as oral presentations or writing portfolios, require students to demonstrate their language skills in authentic contexts, reflecting real-world communication tasks (Weigle, 2018).

Informal measures, such as classroom observations or teacher-made quizzes, offer valuable insights into students' language development and inform instructional planning (Abedi & Linquanti, 2018). And not only those kind of assessments, in fact there are traditional assessments consider the following formats: multiple choice, true/false, dictation, and close formats. These kinds of traditional assessments formats might be the most common tools used in classrooms. This formats of TA are also mostly used in Norms Referenced Tests for standardized assessing EFL purposes in the Mexican education context.

Impact on Teaching and Learning

Language assessments inform instructional decisions by guiding curriculum development, lesson planning, and differentiation strategies. According to Bachman and Palmer (2018), assessments aligned with instructional goals and objectives provide meaningful feedback to both teachers and students, facilitating targeted instruction and promoting language development. Moreover, language assessments help educators identify students who may require additional support, such as English language learners (ELLs) or students with language learning disabilities, and implement interventions to address their specific needs (Gottlieb & Nguyen, 2019).

Assessment in education has a profound impact on teaching and learning, shaping instructional practices, guiding curriculum development, and promoting student achievement. By providing valuable

insights into students' knowledge, skills, and understanding, assessments inform instructional decisions and facilitate targeted interventions to support diverse learning needs. One of the key impacts of assessment on teaching and learning is its role in guiding instructional planning and delivery. Through ongoing assessment practices, teachers gain a deeper understanding of students' strengths, weaknesses, and learning preferences, allowing them to tailor instruction to meet individual needs. For example, formative assessments provide real-time feedback on student progress, enabling teachers to adjust teaching strategies, provide additional support, or challenge students who have mastered the material. Additionally, assessments help educators identify gaps in students' understanding and address misconceptions, fostering deeper learning and conceptual understanding. Other way is analyzing assessment data, teachers can pinpoint areas of difficulty and design targeted instructional interventions to scaffold learning and promote mastery of key concepts. Moreover, assessments play a crucial role in promoting student motivation and engagement. When students receive feedback on their performance and see tangible evidence of their progress, they are more likely to be motivated to persist in their learning efforts (Hattie & Timperley, 2007). Assessments that are authentic, meaningful, and aligned with instructional goals can enhance student engagement by connecting learning to real-world contexts and promoting a sense of relevance and purpose. Furthermore, assessments serve as powerful tools for promoting equity and ensuring all students have access to high-quality education. By using multiple measures of assessment that account for diverse learning styles, cultural backgrounds, and linguistic abilities, educators can mitigate biases and provide equitable opportunities for all students to demonstrate their knowledge and skills (Hambleton & Pitoniak, 2006). For example, accommodations and modifications can be made for students with disabilities or English language learners to ensure they can fully participate in assessment activities and showcase their abilities.

COMMON APPROACHES OF TRADITIONAL ASSESSMENTS

Traditional assessments refer to the conventional methods of evaluating students' knowledge, skills, and understanding through standardized tests, quizzes, and exams. These assessments have been widely used in educational settings for decades and encompass various approaches aimed at measuring different aspects of learning. One common approach to traditional assessments is the use of multiple-choice questions (MCQs). MCQs present students with a question or statement followed by several possible responses, of which they must select the correct one. This format allows for efficient scoring and objective evaluation of students' factual knowledge and understanding of content (Haladyna & Rodriguez, 2013). Additionally, MCQs can cover a wide range of topics and are well-suited for assessing large groups of students simultaneously, making them a popular choice for standardized testing. Another approach is the use of short-answer or essay questions, which require students to construct responses based on their understanding of the material. Short-answer questions typically prompt students to provide brief, concise responses, while essay questions allow for more in-depth exploration of concepts and critical thinking skills (Tofade et al., 2013).

Essay questions are particularly effective for assessing higher-order thinking skills, such as analysis, synthesis, and evaluation, as they require students to articulate their ideas coherently and support them with evidence (Hermida et al., 2019). Performance assessments are another common approach that involves evaluating students' ability to perform specific tasks or demonstrate skills in real-world contexts. Performance assessments may include tasks such as laboratory experiments, presentations, or practical demonstrations, depending on the subject area and learning objectives (Pellegrino et al., 2001).

These assessments provide opportunities for students to apply their knowledge and skills in authentic settings, promoting deeper learning and transfer of learning to new situations (Mislevy et al., 2003). In addition to these approaches, traditional assessments may also include oral examinations, portfolio

assessments, and project-based assessments, each with its unique characteristics and purposes. Oral examinations allow for direct interaction between students and examiners, assessing students' oral communication skills, comprehension, and critical thinking abilities (Buckendahl & Michael, 2013). Portfolio assessments involve compiling and evaluating samples of students' work over time, providing a comprehensive picture of their progress and achievements (Cambridge et al., 2005). Project-based assessments require students to complete extended tasks or projects that demonstrate their ability to apply knowledge, solve problems, and collaborate with others (Thomas, 2000). While traditional assessments offer several advantages, including ease of administration, reliability, and validity, they also have limitations. For example, traditional assessments may not effectively measure higher-order thinking skills or the ability to transfer knowledge to new contexts (Pellegrino et al., 2001). Additionally, traditional assessments may be susceptible to factors such as test anxiety, which can impact students' performance and validity of results (Zeidner, 2014).

 Traditional assessments encompass a variety of approaches aimed at evaluating students' knowledge, skills, and understanding. From multiple-choice questions to performance assessments, these methods serve different purposes and provide valuable insights into students' learning. While traditional assessments offer several advantages, they also have limitations that must be considered when designing and implementing assessment strategies in educational settings. All of the formats we have analyzed are essential parts of a teacher, each teacher knows perfectly what kind of students have and how is going to be the best way to prove the already acquire their knowledge, thanks to the great variety of assessing a teacher can choose and implement one or more in each class.

The following information includes the test and the assessment I created for my lesson Plan:

TEST

Title: Intercultural Perspectives on Government

Test Objective: The objective of this test is to explore different types of government from intercultural perspectives, emphasizing their historical contexts, key features, and implications for society.

Instructions: Please read each question carefully and select the most appropriate answer. Choose the option that best reflects your understanding of the topic based on intercultural perspectives.

Section 1: Multiple Choice

1. Which of the following types of government emphasizes the rule of the people, with citizens having the ultimate authority in decision-making?

 a) Democracy b) Autocracy c) Oligarchy d) Theocracy

2. In which type of government do leaders claim divine authority or religious legitimacy to rule?

a) Monarchy b) Theocracy c) Republic d) Totalitarianism

3. Which of the following forms of government is characterized by a single ruler holding absolute power, often inherited through family lineage?

 a) Democracy b) Autocracy c) Oligarchy d) Anarchy

 4. In which type of government do a small group of individuals hold power and make decisions for the rest of the population?

a) Monarchy b) Oligarchy c) Democracy d) Totalitarianism

5. Which type of government emphasizes the separation of powers between the executive, legislative, and judicial branches to prevent the concentration of power?

 a) Parliamentary system b) Federalism c) Presidential system d) Constitutional monarchy

Section 2: True or False. **Circle True or False according of the following staments.**

6. **True or False**: In a totalitarian government, citizens have significant freedom and autonomy in decision-making.

7. **True or False:** Federalism is a form of government where power is divided between a central authority and smaller regional entities.

 8. **True or False:** In a parliamentary system, the head of government is elected separately from the legislature.

9. **True or False:** Authoritarian governments often restrict freedom of speech and suppress political dissent.

 10. **True or False:** In a direct democracy, citizens participate directly in decision-making processes without elected representatives.

 Section 3: Short Answer

11. Describe the key features of a federal system of government and provide an example of a country that operates under this system.

_____

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12. Explain the concept of cultural relativism in the context of intercultural perspectives on government.

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13. Compare and contrast the roles of the executive and legislative branches in a parliamentary system with those in a presidential system.

_____

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14. Discuss the historical and cultural factors that influence the development and sustainability of

different types of government in diverse societies.

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15. Reflect on how understanding intercultural perspectives on government can contribute to promoting global citizenship and fostering cross-cultural understanding.

_____

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_____

Scoring: Each correct answer in the Multiple Choice and True or False sections is worth 1 point. In the Short Answer section, responses will be evaluated based on accuracy, depth of analysis, and clarity of expression, with a maximum of 3 points per question. Total possible score: 30 points.

ASSESSMENT

Title: Exploring Different Types of Government: An Intercultural Perspective Assessment

Objective: The objective of this assessment is to explore and analyze different types of government systems from an intercultural perspective. By examining various forms of government across different cultures, students will develop a deeper understanding of political systems, governance structures, and their societal impacts. Students have to work on a project in the computer or by writing on their notebooks the following aspects of the project. Good presentations to be in a portfolio.

Assessment Components:

1. Research Project:

- Students will select a country from a list provided or of their choice.

- They will conduct research to explore the country's government system, including its type (e.g., democracy, monarchy, dictatorship), governance structure, political institutions, and key leaders.

- Students will analyze how cultural, historical, and social factors have influenced the development and functioning of the government system in their chosen country.

- They will prepare a written report summarizing their findings, including relevant data, analysis, and references.

2. Comparative Analysis:

- Students will compare and contrast the government system of their chosen country with that of another country selected by the instructor or themselves.

 - They will identify similarities and differences in the type of government, governance structure, political institutions, and societal impacts.

 - Students will analyze how cultural differences and historical contexts have shaped the development and functioning of each government system.

- They will present their comparative analysis in a written report or oral presentation format, highlighting key insights and implications.

3. Intercultural Reflection:

- Students will reflect on their learning experience and insights gained from exploring different types of government from intercultural perspectives.

 - They will consider how their understanding of political systems and governance has been enriched by studying diverse cultures and societies.

- Students will discuss the importance of intercultural competence in addressing global challenges and fostering cross-cultural understanding and cooperation.

- They will articulate how their insights from this assessment can inform their perspectives on citizenship, governance, and civic engagement in a diverse and interconnected world.

Assessment Criteria:

- Depth of research and analysis

- Clarity and coherence of presentation

- Critical thinking and analytical skills

- Integration of intercultural perspectives

- Reflection on learning outcomes and implications.

This assessment will provide students with an opportunity to engage critically with different types of government systems, deepen their intercultural understanding, and develop essential skills for global citizenship and civic engagement.

2.05 Evaluating this Lesson Plan

To prioritize autonomous learning, this lesson plan is student-centered, thereby moving away from traditional tests as the sole assessment tool. In this approach, learners take responsibility for their own grades rather than relying solely on teacher-assigned test scores. The Performance-Based Action Model (O'Malley & Valdez, 1996) serves as the framework for evaluating student performance, employing multiple assessment tools to gather meaningful data.

The assessment process is divided into two phases. In the first phase, a rubric is used to evaluate each session and its outcome, enabling students to compile information for their portfolios. In the second phase, students present their portfolios, which align with the lesson plan's development. This portfolio serves as a formative tool, contributing to students' personal growth as they transition to university and

working life. Each portfolio is graded using an observation checklist, and personalized feedback is provided based on individual performance throughout the sessions. The final grade is an average of the grades from session activities and the portfolio, on a scale of 0 to 10 points. Feedback is given regularly to guide students in improving their work, and at the end of the lesson plan, personal feedback highlights their accomplishments.

This assessment focuses on students' performance in using and producing language in real contexts, with a particular emphasis on social interaction. The lesson plan itself is also evaluated to ensure it meets students' learning needs and addresses relevant classroom topics. The teaching methodology is reviewed to verify it serves as an effective communicative bridge between students' learning needs and the lesson plan. This evaluation is crucial for gathering information not only about students' language acquisition progress but also for improving teaching content and methodologies, allowing for necessary adjustments and enhancements to the lesson plan.

Additionally, the lesson plan includes an evaluation component from the students, who complete a google form to provide their opinions on the relevance of the topic, the suitability of the activities, and general feedback. This opportunity for student input fosters a sense of ownership and motivation, shifting the traditional teacher role from an authority figure to a guide. This transformation contributes to a more positive and effective learning environment.

Link for the google form to provide teacher feedback of the activities done in class.
https://docs.google.com/forms/d/e/1FAIpQLSfozJ0U5afVlQEsjjwcRF9KQkF-q4gZZ-2m9cEOASJpDWSkCg/viewform?usp=sf_link

It is important to say that the evaluation I presented as an evidence was very satisfied due to the fact that the students could demonstrate they were able to understand and answer correctly the "yes-no

questions and the multiple choice aspect I cover in the test, they in a majority way could answer positively and they worked on the assessment as the way to keep all their work as part of a portfolio of evidences.

CHAPTER 3 EXPERIENCE REPORT

By this point in my lesson plan, I realized and affirmed that a lesson plan is always modifiable. As teachers, we have the great opportunity to adapt and be effective educators by taking our students' needs into consideration. I had a plan, but when I put it into practice, I observed that my students did not know much about the topic. Consequently, I decided to add extra activities to ensure the class would be as effective as I had intended. Fortunately, based on my experience and everything I have learned in this specialization, I was able to create new activities on the spot and deliver them to the students. Even before starting the class, I added some elements that I thought would be beneficial for them. I received positive feedback from my students, and after checking their tests, I found that all of them passed with satisfactory grades.

What Could Have Been Done Better?

It would have been beneficial to have a dedicated session for each skill. Unfortunately, I do not have a regular group of students at the moment because I am an English coordinator. I had to ask my teachers to let me work with one of their classes, which was challenging because I had no prior background with those students. Despite this, they were very happy with the activity.

What I Learned as teachers, we have a vast array of approaches and strategies to put into practice. It is important to be the exception to the rule and continually try new and better techniques to make students love English as a second language. Additionally, being flexible and responsive to students'

needs is crucial for effective teaching. By being adaptable and willing to modify our plans, we can provide more engaging and impactful learning experiences.

3.01 Teaching Breakdowns

The sessions progressed smoothly with no significant incidents, except for the numerous holidays in May, which reduced the number of weekly classes. Due to this, the planned time for each session proved insufficient, indicating a need for extended time, especially when working with larger groups. Apart of this I have to consider that I do not have any proper teaching group due to the fact tah I am an English coordinator at UAdeC in Centro de Idiomas, However, it is noteworthy that the activities used can be adapted for various topics, as selecting appropriate class materials and aligning activities with the learning objectives were crucial in engaging students in their learning process.

The strategies employed in this lesson plan have the potential to be developed into a method for specific courses, as well as for creating a virtual library of teaching resources and materials. Preparing each session required considerable time since the teacher had to develop teaching materials tailored to the lesson plan in the absence of a textbook. The time-consuming process of gathering reliable and authentic materials could be mitigated by creating a resource bank or planning before the start of the courses.

Collecting video evidence for this project was challenging due to the lack of proper equipment for high-quality audio and video recording and the absence of assistance. Despite these challenges, the experience was invaluable for reflecting on teaching practices. It provided a significant opportunity to analyze every class moment, identify areas for improvement, and determine which practices should be retained. This reflection not only enhanced the teacher's awareness of effective teaching methods but also contributed to the overall quality of the educational experience.

3.02 Learning Outcomes

Teaching interculturality to a group of young adults through the topic "Exploring Different Types of Government Around the World" yields several significant learning outcomes. Firstly, students develop a deeper understanding of the diverse political systems that exist globally, such as democracies, monarchies, authoritarian regimes, and hybrid systems. By examining these various forms of government, learners gain insight into how different political structures operate, including their historical contexts, core principles, and impacts on societies. This understanding fosters critical thinking as students analyze the effectiveness and challenges of each government type, encouraging them to draw connections between political structures and cultural values.

Another key outcome is the enhancement of intercultural competence. As students explore governments from different regions, they are exposed to the cultural, social, and historical factors that shape political institutions and practices. This exposure helps them appreciate the diversity of perspectives and the reasons behind differing governance models. For instance, understanding why some cultures may prefer collective decision-making over individual leadership broadens students' appreciation of global diversity. Additionally, students learn to approach political systems without ethnocentric bias, fostering a more nuanced and respectful attitude towards other cultures.

The topic also encourages active engagement and collaborative learning. Participating in discussions, debates, and group projects, students practice articulating their thoughts and defending their viewpoints, which enhances their communication skills. These activities simulate real-world scenarios where intercultural dialogue and negotiation are essential, preparing students for future interactions in increasingly globalized environments. Furthermore, collaborative tasks require students to work with

peers from diverse backgrounds, promoting teamwork and the ability to navigate cultural differences effectively.

Critical to this learning process is the development of empathy and global citizenship. Through case studies and personal narratives from individuals living under different types of governments, students connect with the human experiences behind political systems. This connection fosters empathy, as students consider the lived realities of people in various political contexts. Understanding these diverse experiences can inspire students to become more active and informed global citizens, committed to advocating for justice and equity worldwide.

Lastly, the exploration of global governance systems enhances students' research and analytical skills. They learn to gather information from multiple sources, evaluate the credibility of these sources, and synthesize their findings into coherent arguments. This process not only builds their academic skills but also prepares them for informed civic participation.

CONCLUSIONS

Teaching interculturality in Mexico poses several significant challenges, reflecting broader global issues in education and cultural integration. Despite the country's rich cultural diversity and historical heritage, several obstacles hinder the effective integration of intercultural competence into educational practices.

One of the foremost challenges is the entrenched dominance of a monolingual and monocultural mindset within educational institutions. Mexico's education system traditionally emphasizes linguistic and cultural homogeneity, often overlooking the necessity of preparing students for multicultural interactions both within the country and on the global stage (Gómez Parra, 2017). This mindset can hinder efforts to promote intercultural understanding and competence among learners, as educators may face resistance or lack institutional support for innovative approaches that incorporate diverse cultural perspectives.

Additionally, socioeconomic disparities within Mexico present barriers to achieving equitable access to intercultural education. Rural areas and marginalized communities often lack resources, trained educators, and exposure to diverse cultural experiences that are essential for fostering intercultural competence (López-Franco & Cervantes-Cardona, 2019). This disparity exacerbates the educational divide, limiting opportunities for students from underserved backgrounds to develop skills necessary for navigating multicultural environments.

Furthermore, the curriculum and teaching materials used in Mexican schools may not adequately reflect the country's multicultural reality. Textbooks and instructional materials often prioritize a Eurocentric perspective, neglecting the contributions and perspectives of indigenous communities, Afro-Mexicans, and other minority groups (Fernández García, 2018). This omission not only perpetuates cultural stereotypes but also undermines efforts to promote respect and appreciation for Mexico's diverse cultural mosaic.

Moreover, teacher preparation and professional development in Mexico may not sufficiently address the complexities of intercultural education. Many educators lack training in intercultural pedagogy, including strategies for facilitating meaningful cross-cultural interactions and addressing cultural biases in the classroom (Vargas-Llovera & Ramírez-Figueroa, 2020). This deficit underscores the need for comprehensive teacher training programs that equip educators with the knowledge, skills, and resources necessary to effectively integrate interculturality into their teaching practices.

Despite these challenges, initiatives are emerging within Mexico's education system to promote intercultural competence. Collaborative efforts between educational institutions, government agencies, and civil society organizations are increasingly advocating for inclusive educational policies and practices that embrace cultural diversity (García-Ramírez & León-Cázares, 2021). These initiatives aim to foster a more inclusive and culturally responsive learning environment where students can develop the skills needed to thrive in a globalized world. It was a difficult job but enough enrichment for me as a teacher by doing all those activities that I adapted to my teaching practice as seen in this trabajo recepcional.

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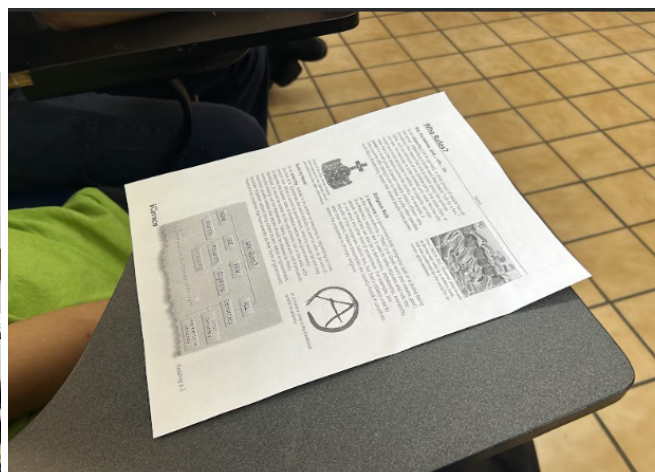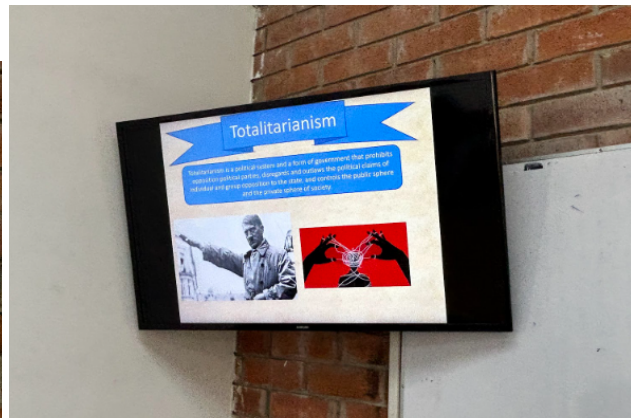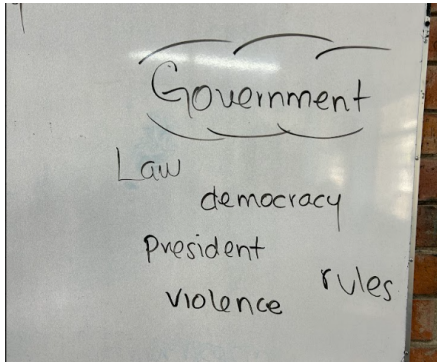
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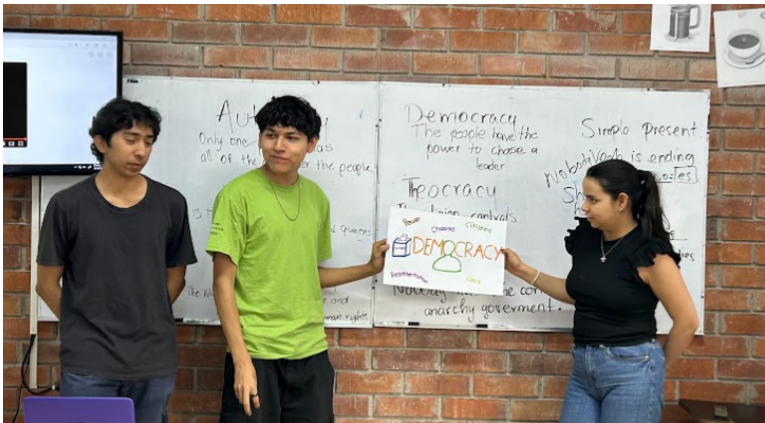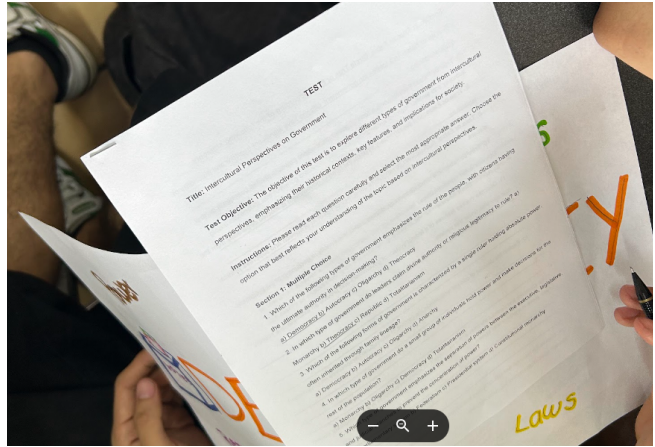
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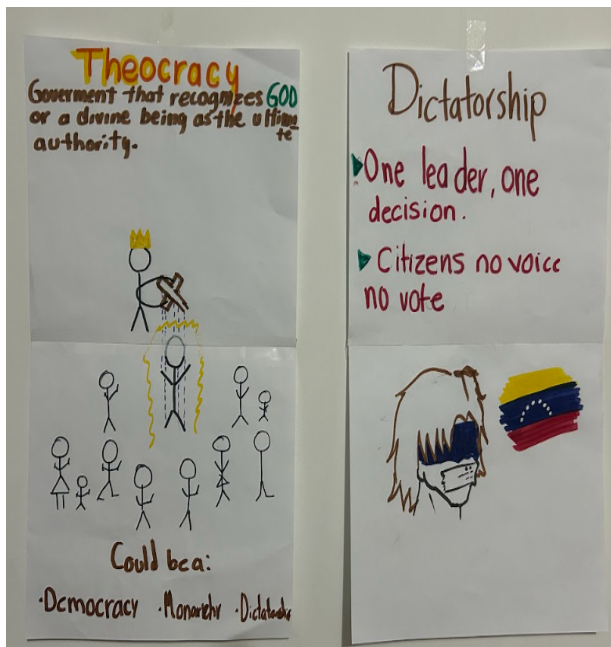
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APPENDIXES

EVIDENCES OF THE CLASS IN FOTOGRAPHS.

Graphic with the google form to evaluate the class.

Exploring different types of government around the world

■ Level of satisfaction   ■ Relevant Material   ■ Relevant topic   ■ Positive comments