

## **UNIVERSIDAD PEDAGÓGICA NACIONAL**

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**UNIDAD 092, AJUSCO**

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

**PROPUESTA DE INTERVENCIÓN EDUCATIVA**

**TAKE TWO ON INTERCULTURALITY**

**TRABAJO RECEPCIONAL**

**PARA OBTENER EL DIPLOMA DE**

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

**PRESENTA:**

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Ciudad de México, a 10 de julio de 2024

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**UNIDAD 092, AJUSCO**

**SPECIALIZATION IN TEACHING AND LEARNING  
ENGLISH AS A FOREIGN LANGUAGE**

**TAKE TWO ON INTERCULTURALITY**

**EDUCATIONAL INTERVENTION PROPOSAL**

**DEGREE OBTAINING WORK**

**IN ORDER TO OBTAIN THE DIPLOMA OF  
SPECIALIZATION IN TEACHING AND LEARNING ENGLISH AS A FOREIGN  
LANGUAGE, ONLINE MODALITY.**

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## Abstract

This paper is a description of the development and application of a lesson plan designed to integrate interculturality into the teaching process carried out in a public higher education institution in central Mexico. The implementation of this lesson plan involved the participation of 19 sixth-semester students of the *Escuela Normal Superior de Guanajuato* (ENSOG) enrolled in different B.A. programs. The level of proficiency of these students ranges from A2 to B1 according to the Common European Framework of Reference for Languages (CEFR). To complete this project, two sessions of three hours each were assigned.

Moreover, the objective of the lesson reported in this paper was mainly based on the content of the textbook currently used for the English courses. This involved teaching students the vocabulary to describe what people might need when vacationing in different places around the world and to use the second conditional to state what they could do in different travel destinations. It is worth noting that even though there was no clear context for the lesson in the textbook, most of the activities were designed with the U.S. as the target context. This decision was based on the students' familiarity with the country due to the migration of some of their relatives.

Regarding the results of this lesson plan, it could be said that it was a successful teaching moment that exceeded expectations. The students showed interest in what was being taught by sharing their experiences and knowledge related to the lesson topic. This good attitude and engagement of the students changed the perception of the integration of interculturality in the teaching process in this institution. This is mentioned because prior to the execution of this lesson plan, it was believed that interculturality could negatively affect students' interest in the class, but this exercise proved that this was only a pessimistic perception that permeated the reach of the teaching practices that take place in this school.

Therefore, the teaching approach will be adjusted to enable students to contemplate the significance of acknowledging other cultures and how they can incorporate this new knowledge into their development as English speakers. In addition, this new light on the expectations of the students' learning experience will be shared with the rest of the teachers

in this institution in order to create better projects that promote interculturality in the rest of the English courses.

## **Introduction**

The following sections provide a detailed description of the framework that supported the creation and application of the lesson plan designed for this project. In the first chapter, the educational context in which this project took place is presented, as well as the main concepts underlying the identity and teaching practices carried out by the author of this paper. This insightful review of the literature will provide a better picture of the developmental process that the creator of this project went through to recognize herself as a constructivist teacher and facilitator.

In the second chapter, the content of the lesson plan and its implementation are explained to give the reader a clear picture of the elements that were taken into account when planning this project. This examination of the various elements that make up the design of this lesson plan will also provide a better understanding of the communicative development sought in this process. In addition, the rationale for most of the activities, the analysis of the assessment tools, and the report on the results obtained in the implementation of this project will outline the basis for the intercultural approach chosen to promote English learning and teaching.

Finally, in the third chapter, a reflection on the personal and academic implications of the planning process of this lesson plan will be described. This in-depth analysis of the most relevant aspects of the implementation of this project will shed light on the developmental process that has led to a shift in perspective toward the usefulness and richness of interculturality.

## **Chapter 1: Philosophy and theory**

### **1.1 Teaching context, identity and philosophy**

#### **1.1.1 ENSOG's location and majors offered**

ENSOG is a higher education institution located in Guanajuato. This school is a public institution of higher education whose purpose is to contribute to the academic, pedagogical and professional training of teachers in Guanajuato. It has one campus in the capital of Guanajuato and another in San José Iturbide. It should be noted that the school context described in this section corresponds to the school in Guanajuato, which is in the municipality of Marfil. Near the school, there are other educational institutions such as two middle schools, a campus of the University of Guanajuato, a preschool, an elementary school, and a high school. This large number of students in the area makes it easy to access public transportation.

Regarding the majors offered in this school, there are five programs focused on teacher training in the areas of Spanish, Biology, English, Mathematics, and Telesecundaria. Out of these programs, the English B.A. is the one that has the least number of students. Every year, around 7 to 10 students apply for this major. However, when some applicants are not accepted for their initial choice, they are offered enrollment in the English program as an alternative, and a portion of them opt for it. As a result, half of the students in each generation face many personal, educational, and professional challenges during their development in this program. In addition, this type of group presents a challenge in the educational process of these novice teachers, as many of them have a great disinterest in English or lack the desire to pursue a career as an English

teacher. Instead, their main objective is to obtain the degree and get a permanent position (*plaza*) in Telesecundaria upon completing their four-year education.

### **1.1.2 English program implemented**

While two curriculums are implemented at ENSOG for teaching English, this description will primarily focus on the 2018 Program. This decision is based on the fact that the 6th semester students, who will be participating in the implementation of the lesson plan, are enrolled in the latter program mentioned. Therefore, more information will be provided in the next section. First, it is worth mentioning that each week the students attend six hours of English classes. This time frame allows for the grouping of students according to their proficiency level rather than their B.A.

As a result of this modification, 5 groups were formed: 1 basic group, 1 intermediate group, 2 upper intermediate groups, and 1 advanced group. The number of students in each group varies, but there are a total of 118 students in the sixth semester. In terms of teaching practices, the communicative method is proposed as a basis for the activities, projects, and tasks that each teacher develops with the students. However, the approaches to teaching vary because each teacher designs the materials and decides how to conduct the lessons.

### **1.1.3 Student's entry profile**

To form the groups of students described in the previous section, a diagnostic test that measures listening, reading, and language use was applied at the beginning of the semester. The design of this test is the responsibility of the teachers in the English

department, as is the setting of the scoring ranges. However, interpreting the results obtained by each student is the responsibility of the teachers assigned to the English courses for each semester. In addition, the inclusion of evaluations for writing and speaking has not been considered due to the high number of students.

#### 1.1.4 Student's graduate profile

The 2018 Program for Normal Schools was designed to develop the communication skills of future teachers who will join the basic education system in Mexico. This program focused on providing a learning experience in which pre-service teachers learn English through social practices. Therefore, after 3 years of taking English courses, the students would reach a B1+ level, as shown in Table 1.

**Table 1.**

*English language course levels*

Year	CEFR level descriptor	CEFR level	Semester	Course name description
1	A1 (Breakthrough)	A1.1	1	Starting basic communication
		A1.2	2	Developing elementary conversations
2.	A2 (Waystage)	A2.1	3	Sharing information and ideas
		A2.2	4	Building confidence in communication
3	B1 (Threshold)	B1.1	5	Opening new global perspectives
		B1.2	6	Becoming independent communicators

*Note. From Plan de Estudios 2018. Programa del Curso English I: Starting Basic Communication (p. 8) by Dirección General de Educación Superior para la Profesionales de la Educación, 2018, Secretaría de Educación Pública. Copyright 2018 by Secretaría de Educación Pública.*

However, at ENSOG, the majority of the students do not reach this level of proficiency. Most of them are unwilling to learn the language because they believe that English is not useful in their fields. Unfortunately, this belief is reinforced in the school because some of the teachers from other educational programs minimize the role of English. They say that English is not useful for the students because they will not become English teachers.

They also state that the students need to focus on learning about pedagogy or to focus on learning about the subjects they will teach. As a result of this reluctance to recognize the value of English in the student's professional development, most of them leave school with an A2+ level. In the case of the B.A. in English, some students reach the B1 level, only a minority of the students reach the B2 level, and some students only reach the A2+ level due to their lack of interest in English teaching.

#### **1.1.5 Students' profile and their language needs**

The group of students selected for this exercise is the same one that participated in the implementation of all the tasks proposed for the EEAILE. In this group, there are 19 students in the sixth semester from 3 different programs. Fifteen of them are from the B.A. in Biology, two are from the Telesecundaria B.A., and two students are from the Spanish program. Most of them have a basic level of English and only four are intermediate students. Their ages range from 20 to 25 years old. Most of them come from different communities in Guanajuato, such as Pénjamo, León, Moroleón, etc.

As for their personal interests, many of them play video games, listen to regional music, and hang out with their friends most of the time. It is worth mentioning that prior to



this school year, the students did not have a great experience with English classes at ENSOG. They faced some challenges, including missed classes due to teacher changes, inconsistency in their learning process, and monotonous teaching methods. Hence, at the beginning of the school year, they exhibited a negative attitude in class, with a noticeable lack of motivation and interest, but in the last couple of months, they have changed their attitude towards the language. Now the majority seems to be eager to learn. They actively participate in the projects carried out in class and most of them complete all their assignments.

In terms of what they need in the classroom, teaching must be direct, simple, and if possible, related to their L1. When students in this group are able to understand the grammar, it is easier to move on to more complex activities or to promote activities that focus on developing their communicative skills. They also need a lot of practice with the structures reviewed in the lesson, so that they can reflect on the use of what they have learned. In addition, they are getting used to having listening and speaking practice in class, but some students are still reluctant to speak English or make an effort to answer the listening exercises on their own. As for the reading and writing exercises, they take less time to complete the exercises involving these skills, but for the writing exercises, some of them still rely on the translator to do their tasks.

#### **1.1.6 Teacher philosophy: A constructivist approach to building a teaching philosophy**

Throughout this process, it was observed that the teaching practices underlying the creation and application of this project adhered to a constructivist philosophy. This

philosophy prioritizes the students' development, with the teacher serving as a facilitator who helps and guides students toward realizing their full potential. According to Murphy (1997):

In this paradigm, learning emphasizes the process and not the product. How one arrives at a particular answer, and not the retrieval of an "objectively true solution", is what is important. Learning is a process of constructing meaningful representations, of making sense of one's experiential world. In this process, students' errors are seen in a positive light and as a means of gaining insight into how they are organizing their experiential world. (p. 8)

This approach to the teaching and learning process can provide a wide variety of opportunities for students to have meaningful learning experiences. According to Honebein (1996), this philosophical paradigm allows individuals to shape their comprehension and knowledge of the world by engaging with different experiences and reflecting on them. Moreover, through this philosophy, the teacher encourages students to take advantage of every opportunity they have to learn something from their peers, context and experiences using the language.

This student-centered approach also allows the teacher to motivate students to reflect on the implications of what they learn and how this can be applied to their real-life experiences. In addition, the attention to their personal, professional, and academic development increases the teacher's awareness of the students' needs and challenges faced in the classroom, such as the lack of interest in English. Through this close observation of the personal and academic needs of the students, it has been possible to tailor the teaching process and make it more efficient and engaging for them.

### **1.1.7 Teacher identity**

To better convey the content of this section, I will write from a first-person perspective. It is important for me, as an English teacher, to acknowledge how my past experience as an English learner shapes my approach to teaching. When I reflect on my language learning journey, what stands out most is the emphasis on grammar and adhering strictly to language norms set by my teachers. For example, in most classes, we started by reviewing a grammatical structure, did the exercises in the textbook, reviewed them, and ended the classes with minimal listening and speaking practice. We were not asked to reflect on what we learned or use what we reviewed in class in a creative way.

This routine implemented in most of the courses I have taken often left me feeling bored because I struggled to see the relevance of what I was learning and how it could be applied to communicate effectively. Furthermore, what I learned outside the classroom, such as informal language structures or slang, was often disregarded. Some of my teachers feared that embracing these linguistic forms might lead to confusion and errors when applying the language taught in class. Consequently, when I thought about what kind of teacher I wanted to be, I knew that I wanted to be a teacher who could provide students with a relevant learning experience where they could learn something from my teaching process and apply it to their everyday lives.

Beijaard, Verloop, and Vermunt (2000) state that “Teaching cannot be reduced to a technical or instrumental action that results in learning gains with students” (p. 751). This construction of identity around students’ expectations and needs allowed me to focus on motivating them to want to learn English and increase their interest in the language. In

addition, understanding why a student does not want to learn has helped me to self-evaluate my practice and look for tools and strategies that will adjust to these students in order to make them active participants in their learning process.

## **1.2 Theory underlying the teaching practice and identity**

Taking into account the information provided in the sections above, the main method that relates to the teaching identity stated and the practices described in this paper is the communicative method. This method is characterized by engaging students in real communication that allows them to use the language fluently (Mordaunt, Naprstek, & McGuire, 2019). To achieve this effective use of language, the teaching process is focused on how English can be used according to the context of the students at ENSOG and their plans for the future. Each lesson begins with an inductive understanding of grammar. Then students focus on the way this grammar is used through a series of exercises in which they have the opportunity to think about how to communicate using the information they have reviewed.

Littlewood (1981) explains that through the communicative method, it is possible to give the students a full view of communication due to the attention paid to functional and structural aspects of the language. This way of promoting English teaching and learning helps the students to place the theoretical knowledge they obtained in class into practice. In addition, another aspect that is promoted is the interaction between the students. They often work in groups or pairs to complete some of the exercises they have for the lesson. Students are encouraged to work in this way because they are able to use the language creatively when they work hand-in-hand with each other. Furthermore, by regularly working in groups, students transfer and negotiate meaning due to the lack of information that one person could have in this interaction (Celce-Murcia 1991). This social use of language from the students has benefited their whole experience as English learners, as the more advanced students can model pronunciation or language usage to their classmates.

Given all of the above, the teaching practices described also relate to Jakobson's (1960) communication model. This model of communication influences the way communication is presented to students. By showing them how to recognize the social and communicative cues that allow them to communicate effectively, they can interpret the information given and provide an appropriate response that will keep a conversation going. They also change their tone and expressions according to the channel they are using to communicate. For example, students use more formal language when they write and more informal language when they speak. It is not clear why students do this, but it is thought that they do it because they have more time to think about their message when they write.

## **Chapter 2: Methodology and practice**

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

#### **2.1.1 Relevant theoretical concepts underlying this lesson plan**

The concepts that support the theoretical framework for the development of this lesson plan relate to different aspects of interculturality and how communicative skills will be developed through the different activities proposed. Hence, in order to provide a better understanding of this background that supports the teaching and learning objectives associated with this project, more information is provided in the following section.

##### **2.1.1.1 Intercultural competence**

Fostering the development of students' intercultural competence should be a crucial aspect to take into account when teaching a foreign language. Johnson, Lenartowicz and Apud (2006) define this term as “an individual's effectiveness in drawing upon a set of knowledge, skills, and personal attributes in order to work successfully with people from different national cultural backgrounds at home or abroad” (p. 530). This ability to understand and interact with people from different cultures in an authentic and positive way is a skill worth including in the learning and teaching process.

With this in mind, the main objective in designing the lesson plan presented in this paper is to broaden the ENSOG students' knowledge about different communities around the world. Ho (2009) states that “the importance of developing intercultural communicative competence alongside linguistic competence has resulted from learners' needs for acquiring intercultural skills for cross-cultural communication in which they may encounter linguistic and cultural barriers” (p. 63). Thus, raising students' awareness of the social and cultural

aspects of using English with different people in their context is of great interest given the high rate of migration of people from their communities to the U.S. and the large number of foreigners in the city.

#### **2.1.1.2 Communicative competence and the intercultural communicative competence**

The consideration of both concepts included in the title of this section were taken into account for the design of this lesson plan due to the intricacies of each term. On the one hand, Hymes (1972) introduced the term communicative competence to refer to the understanding of not only grammar rules, but also the rules governing language used according to the contexts. This communicative competence is the ability of speakers to communicate effectively using the correct language tools and vocabulary to make their message understandable. Overall, the inclusion of this concept in the teaching and learning of a foreign language is essential to enable students to communicate successfully in real-life situations.

On the other hand, Byram's (1997) suggests that intercultural communicative competence can be interpreted as the cluster of "attitudes, knowledge, and skills related to intercultural competence while using a foreign language" (p. 71). This refers to the speaker's ability to follow and communicate according to the implicit social and cultural guidelines that govern specific interactions with people with whom he or she does not share the same socio-cultural background.

The importance of the concepts defined above is that they have been used to help clarify how this lesson needed to be planned. In the first stages of selecting the activities and approaches to be used for teaching interculturality, it was complex to understand how

both concepts could work on the same lessons. However, after reading more about them, it became clear what each concept referred to and how they can be used together to attain different teaching goals.

### **2.1.1.3 Raising awareness of other people's culture**

When discussing cultural or social aspects of another community in an English class, it is common to focus on how people celebrate certain holidays, talk about how they eat, or describe how they dress. However, in this process of teaching students about other people's traditions and ways of life, some teachers may forget to address the background of all these representations of culture in society. For this reason, in planning the lessons for this assignment, it was important to consider the opportunities students might have to reflect more deeply on the background of the behaviors observed in the content to be presented.

To achieve this goal in the development of this process, it is expected that the inclusion of Critical Cultural Awareness will increase the moments of appreciation of the cultural aspects shown to the students. Byram (1997) defines this latter concept as the capacity to critically assess perspectives, practices, and products based on explicit criteria within both one's own culture and other cultures and countries. Therefore, encouraging students to think about the key differences between their own experiences and those presented in the activities and tasks will be a cornerstone step in implementing this lesson plan.

To promote this deeper analysis, the activities were designed to encourage students to ask themselves why they do certain things in a certain way and to consider how people from other cultures might have similar or different criteria for responding to the same



situation. Galloway (1998) suggests that the activities presented to students should prompt students to explore and contemplate new values and beliefs rooted in factual findings uncovered during the research phase. By analyzing the social and cultural implications of the way people act and react, students may be able to better understand how to recognize important aspects of speakers' backgrounds in order to avoid misunderstandings in their interactions.

### **2.1.2 Integration of the four basic skills of language**

The following section explains the main theoretical concepts that were used to support the selection and design of activities to work on communicative skills. Each concept discussed in the following section corresponds mainly to the theoretical framework chosen for the integration of the four language skills in the planning of this teaching exercise.

#### **2.1.2.1 Working with speaking**

Speaking is the most difficult skill to develop with the 6<sup>th</sup>-semester students selected for the execution of this task. This is mentioned due to the many gaps observed in the students' knowledge of the language. Thus, in order to promote the development of this skill through this lesson plan, a focus on fluency and pronunciation would be incorporated. Regarding the definition of fluency, Chambers (1997) states that "it is about the effectiveness of language use within the constraints of limited linguistic knowledge" (p. 536).

By pointing out students' attention to fluency, they can focus on what they want to communicate and worry about their message rather than their use of language. In addition, this aspect of the language remains to be a focal point in working with this group of

students because of the reluctance of some of them to actually use the language. A possible reason for this behavior in the classroom may have to do with the perception of level differences between students. Less skilled learners fear that their inability to utilize the language might cause others to perceive them as inadequate (Zhang & Head, 2014). For this reason, encouraging students to pay attention to what they are saying is an essential part of their teaching-learning process.

Moreover, one activity that has benefited students' oral performance in the classroom is isolated exercises to work on the pronunciation of specific sounds in English or to practice recognizing and producing suprasegmental features of the language. Harmer (2001) suggests that "Pronunciation instruction not only makes students knowledgeable of various sounds and sound characteristics (and what these mean) but can also progress their speaking incredibly and endlessly" (p.183). Students also gain confidence in using the language by paying attention to how English sounds. If they can recognize the pronunciation of certain words, they will be more comfortable with class participation and speaking activities.

#### **2.1.2.2 Promoting selective listening**

Due to the type of exercises in the textbook used as part of the instructional process with this group, the best way to implement listening activities is through selective listening. It is worth noting that the exercises involving this type of listening are easy for students to complete. In addition, these exercises are simple to implement because students are used to them, and this represents a simple task. Wilcox (2001) establishes that:

Selective listening exercises, which focus on structures or sounds in contrast, are relatively easy to prepare. Most EFL teachers have come through educational systems where grammar was emphasized and are quite comfortable with this kind of task. Listening discrimination tasks can focus on tenses, singular/plural differences, word order, or new vocabulary; there are many possibilities. (p. 92)

Another positive aspect to consider is that this attention to identifying specific parts of the conversation means that designing the activities does not require much time or effort. As a result, the quality of the activities can be improved and enriched due to the amount of time available for the teacher to create each activity.

#### **2.1.2.3 Making reading accessible**

One of the biggest challenges with reading is that students do not like to do activities that involve this skill. One of the reasons for this attitude towards reading is that they find working with texts quite boring and challenging due to the new vocabulary they encounter in these exercises. For this reason, the reading activities included in this lesson will be accessible to students and adjusted to their level. Bahous, Bacha and Nabhani (2012) state that another motivating factor to enhance students' achievement in the language they are learning is providing reading materials that are understandable and engaging for them.

Therefore, in order to make the texts in the book accessible to the students, some modifications will be made. First, before each reading exercise, students will be given enough context for the vocabulary contained in the texts through questions and brainstorm.

Second, the substitution of complex vocabulary with synonyms is done to allow students to understand the whole content of the reading. In this way, it could be easier for students to understand the text without much help from the teacher.

#### **2.1.2.4 Product approach to writing**

The main reason for choosing a product approach to designing the writing activities for this lesson plan depends on the stage of the students' assessment. Gabrielatos (2002) mentions that a product approach is a conventional method that involves students mimicking a model text, typically introduced and analyzed in the initial stages of the lesson. This decision was made because students will have their evaluations for the second and third unit. This means that in order to follow the grading criteria established at the beginning of the semester, a writing product must be produced in order to receive a certain percentage of the unit's final grade.

Thus, for carrying out this task, the guidelines suggested by Steele (n.d) will be followed. This author proposed 4 stages for implementing the product approach to a writing task, which include the following information: 1) In the first stage, students will make an analysis of the structure of the text to be produced in order to identify the main features; 2) In the second stage, students will have controlled practice of the highlighted features. This requires teachers to ask students to pay attention to how the language and vocabulary are used in the model of writing they are examining; 3) In the third stage, students will organize their ideas to create their product; 4) Finally, students will use the structures and vocabulary observed in the previous stages to create their piece of writing.

### 2.1.3 Format used for lesson plan

In the following section, the format used for the design of the lesson plan described in this paper will be described.

<b>Group profile:</b>	19 sixth-semester students (4 intermediate level students, 13 basic level students, 2 below basic level students).
<b>Learning objectives:</b>	<ul style="list-style-type: none"> <li>• Recognize the structure of the second conditional.</li> <li>• Learn vocabulary to describe what people might need when going on vacations to different places around the world.</li> </ul>
<b>Lesson:</b>	Lesson 8 – Vacations around the world

<b>First sequence: May 23</b>	<b>Skills</b>	<b>Time</b>
<b>Opening</b> <ul style="list-style-type: none"> <li>- T starts the class by showing some slides to the students to ask them what they would bring to different vacations. T encourages Ss to think about what else they could bring and give a reason for it.</li> <li>- After Ss share their opinions, T shows how to pronounce the vocabulary shown in the slides, emphasizing the stress placed on each word.</li> </ul>	<p>S</p> <p>PR</p>	<p>20 min</p>
<b>Development</b> <ul style="list-style-type: none"> <li>- T uses visual aids to activate Ss' previous knowledge about some landmarks in the U.S.</li> <li>- T promotes discussion using the following questions:               <ul style="list-style-type: none"> <li>Have you traveled to the USA?</li> <li>Do you have family living in this country?</li> <li>What do you need to travel to the USA?</li> <li>Would you visit some of the places shown in the presentation?</li> </ul> </li> <li>- T asks Ss if they know an affordable destination in Mexico. T writes Ss answers on the board.</li> <li>- T plays a video a first time to present some affordable destinations in the USA.</li> <li>- T asks Ss if they would like to visit some of the places shown in the video.</li> </ul>	<p>S</p>       <p>L</p>	<p>2</p>

<ul style="list-style-type: none"> <li>- T plays the video for a second time and gives a worksheet to the Ss in which they will have to identify some information in the video about the activities they can do in some of these places.</li> <li>- The whole class reviews the answers of the worksheet.</li> <li>- T asks Ss to work in pairs to make a list comparing what they need to bring, what activities they can do, and how much money they would spend to travel to a city in the U.S. and a city in Mexico.</li> <li>- T asks Ss to share their work with the rest of the class.</li> <li>- T uses a quiz to provide more information about some traveling destinations in the U.S.</li> <li>- T asks students to collaborate in small groups to make a travel brochure. Their task is to provide travel tips for visiting a city in the U.S., starting their journey from Guanajuato.</li> <li>- T monitors Ss work.</li> <li>- Ss take turns to present their work.</li> <li>- T assess Ss work using a rubric.</li> </ul>	<p>S</p> <p>W</p> <p>S</p>	<p>hours</p>
<p><b>Closure</b></p> <ul style="list-style-type: none"> <li>- T ask students to open their book on page 33.</li> <li>- T shows the pronunciation of each item in the vocabulary list in the textbook. T asks Ss to repeat the pronunciation with emphasis on the word stress.</li> <li>- T asks Ss to complete the listening exercise of page 33.</li> <li>- The whole class review the answers of the listening exercise.</li> </ul>	<p>PR</p> <p>L</p>	<p>20 min</p>
<p><b>Evaluation:</b></p> <ul style="list-style-type: none"> <li>- Work on the textbook.</li> <li>- Review of Ss' individual work.</li> <li>- Rubric to evaluate the content of the brochure created by the Ss.</li> </ul>		
<p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>- Screen</li> <li>- Canva</li> <li>- Board</li> <li>- Markers</li> <li>- Computer</li> <li>- Student's book</li> </ul>		

Second sequence: June 18	Skill	Time
<p><b>Opening</b></p> <ul style="list-style-type: none"> <li>- T shows some true and false statements to Ss in order to have a discussion about what are adequate behaviors when visiting Mexico.</li> <li>- T asks Ss to provide more ideas about this topic and justify their answer.</li> </ul>	<p>S</p>	<p>10 min</p>

<b>Development</b> <ul style="list-style-type: none"> <li>- T asks Ss what they know about Japan. T writes Ss' ideas on the board.</li> <li>- T plays a video to show the differences between traveling in Mexico and traveling in Japan.</li> <li>- T provides a worksheet for students to identify the information mentioned in the video.</li> <li>- T asks Ss to record a video in which they explain the do's and don'ts about what foreigners have and do not have to do when they visit Mexico.</li> <li>- T explains to Ss the use of the second conditional using a presentation.</li> <li>- T uses some of the vocabulary presented in the previous section in order to form new sentences using the second conditional. Examples: <ul style="list-style-type: none"> <li>• If you didn't get pesos before coming to Mexico, you could go to a bank to get some money.</li> <li>• If I were you, I would say "provecho" to people when I see them at dinner.</li> </ul> </li> <li>- T provides controlled practice using a worksheet.</li> <li>- T checks the last exercise with the whole class.</li> </ul>	<b>S L S</b>	<b>1 hour</b>
<b>Closure</b> <ul style="list-style-type: none"> <li>- T asks the Ss to think about the importance of being aware of the cultural and social differences when they travel to a different country.</li> <li>- T asks Ss to answer the exercise on page 34.</li> </ul>		<b>10 Min</b>
<b>Evaluation:</b> <ul style="list-style-type: none"> <li>- At the end of the class, T checks individual work.</li> <li>- Checklist to evaluate the video.</li> </ul>		
<b>Materials:</b> <ul style="list-style-type: none"> <li>- Screen</li> <li>- Canva</li> <li>- Board</li> <li>- Markers</li> <li>- Computer</li> <li>- Student's book</li> </ul>		

Third sequence: June 18	Skill	Time
<b>Opening</b> <ul style="list-style-type: none"> <li>- T asks Ss about what they consider to be a relaxing, dangerous or</li> </ul>		





#### **2.1.4 Rationale behind the activities selected for this lesson plan**

The section below contains the main points behind the rationale for the selection of the activities included in this lesson plan. These concepts shed light on the main aspects taken into account for the development of the activities planned for this project and the way they might be applied.

##### **2.1.4.1 Materials being used**


Choosing the materials for this assignment was quite complex due to the textbook being used this semester. This textbook is the Look Ahead 5 (Appendix 2) which does not have much cultural representation. Widdowson (2005) points out that typical EFL texts often lack engagement for students and offer limited and unrealistic cultural information. This can be seen in most of the attempts in Look Ahead 5 to introduce different aspects of culture. The portrayal of different communities or the appreciation of diverse cultural aspects remains at a superficial level of the learning process. For example, the title for the lesson chosen for this project is “Vacations Around the World”, but there is not much effort put in the inclusion of specific examples to be observed. This can be noted in the vocabulary presented in this lesson which can be observed in the Image 1 depicted below.













## Image 1

*Vocabulary for lesson 8.*

**LESSON 8** Vacations Around the World | Interesting Attractions | Second Conditional  
Travel Article: Adventurous? Or Dangerous? | Dream Vacations

**Vocabulary** Vacations Around the World **EXTEND vocabulary**

**A**  Listen and say the activities.

 learn to scuba dive in Australia	 spend a night in an ice hotel in Sweden	 travel to the Galapagos Islands	 visit an elephant sanctuary in Thailand
 go on a safari in Africa	 take a cooking class in Japan	 take a cruise to Antarctica	 ride a camel in Egypt
 see the northern lights in Iceland	 go on a whale-watching tour in Canada	 take a road trip across the USA	 go on a forest tour in Costa Rica

As it can be observed in the image above, the vocabulary used in this lesson is quite general and does not refer to a specific aspect of any of the countries mentioned in these examples. As a result, it was necessary to create and look for supplementary materials for the implementation of this lesson plan.

On the one hand, using videos was a required adjustment to work with the listening skill. The consideration of these teaching tools in the planning process of this lesson was based on the need to make learning a bit more interesting for the students and to increase

the amount of input available to them. Cano, Ricardo, Mizuno and Llinas (2022) mention that using videos as a pedagogical tool enhances the teaching and learning experience by promoting learning enjoyably and engagingly. They also consider that videos present content in a dynamic format that boosts motivation and facilitates learning. In addition, by incorporating an external perception into the teaching process, learning could be more effective due to the attention paid to a third person's point of view. To promote this type of learning, YouTube video blogs will be used (see Image 2 below).

## Image 2

*Example of the video blog included in the lesson planning.*



Choosing this format for presenting content to students depends on their familiarity with this type of video and the relaxed way in which information is presented. This less academic way of using the language could increase students' interest in their learning. In addition, the information presented in the video can be used to promote critical thinking by encouraging students to decide whether or not what they see is true. Moreover, Nig'matillayevna (2022) suggests that "Teaching with videos provides teachers with the

opportunity to develop pupils' cultural awareness and make them acquainted with the target cultures" (p. 9).

This refers to the teaching opportunity to create the necessary conditions for students to become aware of the diversity within different social groups and how they can be so similar and at the same time so different from other people and groups. While films cannot replace direct interaction with individuals from other cultures, they can serve as valuable preparation for such encounters by promoting understanding and cultivating sensitivity (Nig'matillayevna, 2022). Hence, this enrichment of students' perceptions could prepare them to be conscious users of English and provide them with the necessary tools to communicate effectively in different social contexts.

#### **2.1.4.2 Encouraging students to value cultural differences**

Most of the activities in this lesson plan are designed to encourage students to think critically about the differences between their culture and the cultures studied in this lesson. This rationale behind this conscious instruction of cultural aspects relies on the need to show students different aspects they have to consider when speaking a foreign language. To better understand this, it is necessary to explain to students that learning a foreign language entails more than just mastering an academic subject; it is more accurately about acquiring a means of communication (Barany, 2016).

In order to raise this awareness of the differences between language users, it is appropriate to explain to students that within this process of communication lies the recognition of the different linguistic and cultural backgrounds found in the diverse and

multicultural world they live in. Once students grasp the shared meanings of values within both their own home culture and the culture they're aiming to understand, they can begin to diminish their ethnocentrism (Ho, 2009). By recognizing these differences between themselves and other non-native or native speakers, they will be able to have respect and empathy for people from the target culture. One way to raise this awareness about the differences and similarities of different societies is the comparison method.

The main approach to carrying out the activities contained in this lesson plan would be to compare the students' experiences with the experiences of the people included as part of the target culture to be observed. Reid (2015) mentioned that "the comparison method is one of the most used techniques for teaching cultures" (p. 941). The main goal of this approach to address interculturality in the EFL classroom is to focus on discussing the differences between one's own culture and the target cultures. This comparison includes the enrichment of students' socio-cultural, socio-linguistic, pragmatic and non-verbal competences. In addition, it is expected that contrasting the students' culture with other cultures will create a moment of reflection for the students in which they can better appreciate their own social and cultural identity.

#### **2.1.4.3 Recording videos to promote the development of speaking skills**

One resource that will be used in this lesson plan will be the recording of videos. This strategy will be used in the development of the second sequence of this lesson plan and its main focus is to promote speaking skills. According to Kondal and Prasad (2020) "video recording is one of the modes of media that can be used to enhance students' speaking skills, because the students can witness their speaking performance to self-reflect"

(p. 42). The integration of this educational tool will serve two main purposes. First, video recording has been used successfully in previous sessions. It has also been observed that students' engagement increases when they have to complete a task that involves this strategy.

On the other hand, due to the number of students in the classroom, it is easier to follow their development through this type of task. By having evidence of student work, it is possible to set learning goals for each student and accurately determine their level of proficiency achieved at the end of the semester. In addition, when students are able to compare their language use from the beginning of the semester to the end of the semester, they can be aware of the progress they made during the school year. Through recorded video speaking tasks, students can confidently review and enhance their own performances (Azkiya & Rahayu, 2018). This critical self-assessment allows students to understand what they need to improve the way they use the language.

#### **2.1.4.4 Gamification to promote learning**

Using a quiz (Appendix 3) to provide more information on the topic chosen for this lesson plan will increase students' interest in what they are learning. Sheldon (2020) mentions that gamification entails incorporating game mechanics into real-world activities. This approach to teaching provides an opportunity for students to step away from traditional learning and participate in the development of these activities, which provide a non-stressful learning scenario. In addition, Díaz and Zajia (2020) state that:

It could be said that the fact of seeking, creating and developing another type of more dynamic learning strategies has as its main purpose to increase the motivation

of the students to reach the acquisition of knowledge or skills in a more attractive way. (p. 870)

By incorporating games into what students have to learn, students show more interest in participating in the development of the class, and it has been observed that students retrieve information more easily when they can remember the activity they did in class. It is also easier to introduce new vocabulary and develop their critical thinking skills through these types of activities.

#### **2.1.4.5 Use of visual aids to promote vocabulary learning**

The use of visual aids is prominent in this lesson plan. According to Harris and Caviglioli (2003), visual tools serve as powerful aids for retention that enhance comprehension of the vocabulary taught. This approach to vocabulary instruction allows students to connect their own knowledge with the new vocabulary presented in class. Moreover, the use of these educational tools serves two main purposes. First, the students' primary learning style is visual. They need a picture to relate to the word or grammatical structure they are going to use. Second, students have a better understanding of the vocabulary they are learning when they can associate that word with a specific image. This connection between an image and vocabulary also makes it easier for students to retrieve vocabulary reviewed in different sessions.

#### **2.2 Description of the assessment tools**

Formal and informal types of assessment will be used to evaluate how students work and perform in developing this lesson. Regarding the latter type of assessment mentioned, Dlasaka and Krekeler (2012) suggest that "In informal language assessments,

learners can obtain feedback not only from the teacher; feedback can also be given by peers or be the result of self-assessments” (p. 341). This type of assessment will be mainly done through the feedback given during pair work. The expectation is that through peer assessment, students will have a different perspective on their work than their teacher does. It will also be an opportunity for students to put into practice their assessment skills.

With regard to the formal evaluation that will be conducted in this lesson plan, two instruments have been created. First, a rubric for evaluating the travel brochure that students will do as part of the first lesson was designed to assess the quality of the information contained in this learning product. The main aspect considered in the creation of this evaluation instrument was practicability. This concept refers to the practical and feasible use of the assessment method or procedure selected to evaluate students’ work (Bachman & Palmer, 1996). Due to the time constraints and the number of students in this group, the main objective of the assessment must be related to the way it can be easily used in the teaching practice and the quick way to get a result of the students’ performance during the lesson.

### **2.2.1 Results of the implementation of the assessment tools**

Using a rubric (Appendix 4) to evaluate writing and a checklist (Appendix 5) to assess students’ creation of a video offered a fresh perspective on the way students’ performance is perceived. On the one hand, the use of a rubric to assess students’ writing added a new dimension to the teaching process because, before this project, the main goal of assessing writing was to correct grammar and spelling mistakes. However, this approach to writing assessment was not as successful because students tended to forget their feedback. For this reason, this rubric enabled both students and teachers to pinpoint specific



areas needing improvement. In addition, providing verbal feedback to students was easier because the teacher could reflect on the notes written in the rubric and give students a detailed explanation of their work and what they needed to improve for the next assignment. An illustration of how this tool was employed is depicted in the image below.

### Image 3

*Sample of the rubric used to evaluate writing.*

Team:	Lupita and Are		Score: 10 / 12
	1	2	3
Organization	The brochure's format and organization of material are confusing to the reader.	The brochure has some organized information with random formatting.	The brochure has appropriate formatting and well organized information.
Content	The information presented is irrelevant.	The information presented is appropriate and fits the description of the task.	The information included in the brochure is presented in a coherent and cohesive way.
Vocabulary used	The vocabulary used is not related to the objective of this exercise.	For the content of the brochure, the vocabulary used is somewhat appropriate.	The vocabulary included in the brochure meets the expectations set for this task.
Teamwork	One or two people did all or most of the work.	Most team members participated in the work.	The workload was divided and shared equally by all team members.
General comments: • Have a better communication with your classmate. In that way you can ensure that you'll <del>also</del> have the same workload. • Don't rush! When you speak too fast we can't understand what you say. • Good effort w / pronunciation.			

In terms of the design of this tool, there are some improvements to be made. First, more elements should be included to get a broader perspective of the content students include in their writings. For example, a category could be added to evaluate the relevance of the information taken into account for the writing. By analyzing the importance of the information considered, the teacher could offer suggestions to students about more accurate information. This could also allow students to be more critical about what they include in their work. Second, a category to evaluate the grammatical structures used in this brochure could have increased the practice students could get for the vocabulary and grammar

reviewed in class. Finally, there was no category to evaluate the students' presentation of their travel brochure. Even though this did not affect the students' performance on the assignment, only informal feedback was provided to the students through the comments section.

On the other hand, it is important to note that prior to this project, the evaluation of the videos created by the students was quite informal. Due to the time constraints and the number of videos they only received a grade and they rarely received feedback of any kind. Thus, using a checklist to evaluate students' creation of videos was an important aspect incorporated in the assessment of this project. An example of how this tool was employed is depicted in the image below.

#### **Image 4**

*Sample of the checklist used to evaluate students' videos.*

Memo, Karen and Anne	Yes	No
1. Students present accurate information.	X	
2. Students provide a coherent justification for the ideas presented in the video.	X	
3. Students provide examples to reinforce their arguments.	X	
4. Students pay attention to the pronunciation of the words used, making emphasis on the word stress.	X	
5. Students took into account the time frame designed for the creation of this video.	X	
6. Students participate equally in the development of the video.	X	

This tool provided a more personalized assessment of students' oral production and offered a better way to let students know that their work was being evaluated according to certain guidelines. In addition, the categories established in the checklist allowed students to see a framework within which to create their video. This direct guide to their work helped them to focus their attention on presenting accurate and well-organized information in some cases.

As far as the design of this checklist is concerned, it also needs to be adapted in two main ways in order to increase its effectiveness. First, adding more categories that evaluate specific aspects of pronunciation, such as intonation, rhythm, or elision, should be implemented to broaden the perspective of what needs to be worked on in the classroom

regarding students' pronunciation. It is possible that this deeper analysis of their verbal production would support a better selection of exercises and activities aimed at fostering a richer development of students' communicative skills. Second, an additional element was needed to determine the level of achievement because using "yes" and "no" was restrictive. Sometimes students could not be accurately assessed because these categories did not allow for a more nuanced evaluation of their performance. Therefore, a different system for evaluating student performance will need to be assigned for future checklist creation.

## 2.3 Evidence of students' work

### 2.3.1 Reflection on the effectiveness of worksheets

In the following section, a review of the implementation of the worksheets created for this project will be presented. First, the worksheet below (see Image 3), which was used to classify information from the video, was easy for students to complete.

#### Image 5

*Sample of student's work.*

Exercise 1. What can you do in these cheap and affordable destinations? Choose the correct answer according to the information in the video.

1. Memphis, Tennessee:			
<input checked="" type="checkbox"/> Visit Graceland	<input type="checkbox"/> Go to a music festival	<input checked="" type="checkbox"/> Visit the civil rights museum	<input type="checkbox"/> Go to a fashion show
2. Kansas City, Missouri:			
<input type="checkbox"/> Take a hot air balloon ride	<input checked="" type="checkbox"/> Eat tasty BBQ	<input type="checkbox"/> Sleep in a luxurious hotel	<input checked="" type="checkbox"/> Visit Nelson Atkins Museum of Art
3. New Orleans Louisiana:			
<input checked="" type="checkbox"/> Try a beignet at a cafe	<input type="checkbox"/> Dine at waterfront restaurants	<input checked="" type="checkbox"/> Walk through the historic St Louis Cemetery	<input type="checkbox"/> Hike in the most dangerous canyon in the world
4. Albuquerque, New Mexico:			
<input checked="" type="checkbox"/> Hike in the Petroglyph National Monument	<input checked="" type="checkbox"/> Visit the Albuquerque museum	<input type="checkbox"/> Explore iconic landmarks in the city	<input checked="" type="checkbox"/> Take a hot air balloon ride
5. Austin, Texas:			
<input type="checkbox"/> Take guided tours of historical sites	<input checked="" type="checkbox"/> Check out the live music at the Continental	<input checked="" type="checkbox"/> Visit the bat colony at Congress Avenue Bridge	<input type="checkbox"/> Try local cuisine and food specialties
6. Pittsburgh, Pennsylvania:			
<input checked="" type="checkbox"/> Go to the Andy Warhol Museum	<input type="checkbox"/> Attend a baseball game	<input type="checkbox"/> Appreciate the architecture of notable buildings	<input checked="" type="checkbox"/> Visit the Phipps Conservatory and botanical gardens
7. Phoenix, Arizona:			
<input checked="" type="checkbox"/> Visit the Desert Botanical Garden	<input checked="" type="checkbox"/> Hike in Camelback Mountain	<input type="checkbox"/> Participate in cooking classes	<input type="checkbox"/> Embark on a guided ghost tour
8. Indianapolis, Indiana:			
<input checked="" type="checkbox"/> Visit the Indianapolis Museum of Art	<input type="checkbox"/> Hike in Camelback Mountain	<input checked="" type="checkbox"/> Visit the Indianapolis Motor Speedway	<input type="checkbox"/> Visit local breweries and taste what they make

The familiarity with this type of exercise allowed students to focus on the content of the activity instead of worrying about the unfamiliar vocabulary. In addition, using a video in the creation of this exercise provided a visual reference for the unknown vocabulary. Next, in the second session, two worksheets were used. In one (see Image 4), students had to complete a series of sentences after reviewing the structure of the second conditional.

### Image 6

*Exercise to promote the recognition of the second conditional.*

**Exercise 1. Form sentences using the prompts below.**

*Example: If / had free time / would visit*  
*If I had more free time, I would spend a month in Oaxaca.*

1. If / won the lottery / would go to  
If I won the lottery, I would go to Miami
2. If / had a plane ticket / would  
If I had a plane ticket I would go to France
3. would visit / if / went to  
I would visit if Dubai I went to stadium
4. would eat / if / travel to  
If I travel to Hawaii I would eat coconut
5. If / didn't live in Guanajuato / would live in  
If I didn't live in Gto I would live in Sinilo
6. If / had a car / would drive to  
If I had a car I would drive to Spain
7. If / were a tourist in Mexico / would  
If I were a tourist in Mexico I would Oaxaca

After modeling the structure of the sentences, the students had to use the prompts in the worksheet to form the sentences. One problem with this activity was that the students who did not pay attention to the entire explanation given before this exercise did not form some sentences correctly. As can be seen in the image above, this student had trouble recognizing how to structure a correct sentence when the if particle was placed in the middle of the sentence. When this error was detected, the teacher gave the student an

individual explanation and asked him to do more exercises on the board to make sure that the student knew how to form sentences correctly using this structure. In the second worksheet (see Image 5) used in this session, students had to fill in the blanks with the words do or don't according to a video blog.

### Image 7

*Listening activity, session 2.*

**Exercise 2. Complete the sentences using Do or Don't according to the information presented in the video.**

1. Do disrespect elders or forget to bow.
2. Don't sit on the floor to eat or sleep.
3. Don't eat or drink while walking.
4. Don't use 1 hand to give or receive objects.
5. Don't pass food with chopsticks.
6. Don't wear shoes inside.
7. Don't rub chopsticks together.
8. Do not tip. This can be considered rude.
9. Do speak in a formal manner when addressing an elderly person.
10. Do sit and take the time to appreciate your food.
11. Do put your money on a small tray when you pay at a seven eleven or in a coffee shop.
12. Do say "arigato gozaimasu" to thank someone for their service at a restaurant.

As mentioned before, working with videos with this group of students is a useful strategy because it provides a visual reference for completing different exercises. The only aspect that could be improved in the design of this activity is that the sentences should be organized according to the sequence shown in the video. It was thought that the disorder of the sentences could increase the complexity of this exercise, but what it caused was some confusion in the completion of the exercise.

### 2.3.2 Reflecting on the materials designed

It is worth noting that in the process of reflecting on the efficacy of the activities implemented in this project, one aspect of the material design came out as an area of opportunity. This means that an error found in the materials presented to the students had a negative impact on the implementation of an activity. The error on the slide shown in Image 6 is that the second line should read “Things we could bring” instead of “Things we could do”.

**Image 8**

*Chart to compare touristic destinations.*

	U.S.	Mexico
City		
Things we could do		
Itinerary		
Budget		

This caused initial confusion for the students because they could not understand what to write on the second line. Consequently, the teacher had to explain that she made a mistake on the slide and that they should write the things they could bring on the second line and the things they could do on the third line. After clarifying this situation, the students continued to work without problems and completed the activity. A sample of this work can be seen in Image 7 below.

## Image 9

*Sample of student's work.*

	U.S.	México
City	Las Vegas, Nevada	Cancún, Quintana Roo
Things we could do	Nice outfits, a lot of money, luxury suitcase, passport, elegant clothes, hills, cap	Bikinis, money, sunscreen, sunglasses, hat, camera, sandals
Itinerary	Tour in the city, visit casinos, Gran Cañon and Area 51	Visit the beaches, Chichen Itzá, museums and archaeological area
Budget	\$300,000	\$20,000

Examining the effectiveness of such materials has provided some insights into the creation process. Perhaps, the workload and time constraints involved in developing these materials present a challenge that hinders a thorough revision of the final product before a class. Therefore, greater attention needs to be directed towards the visual aids utilized in the teaching process.

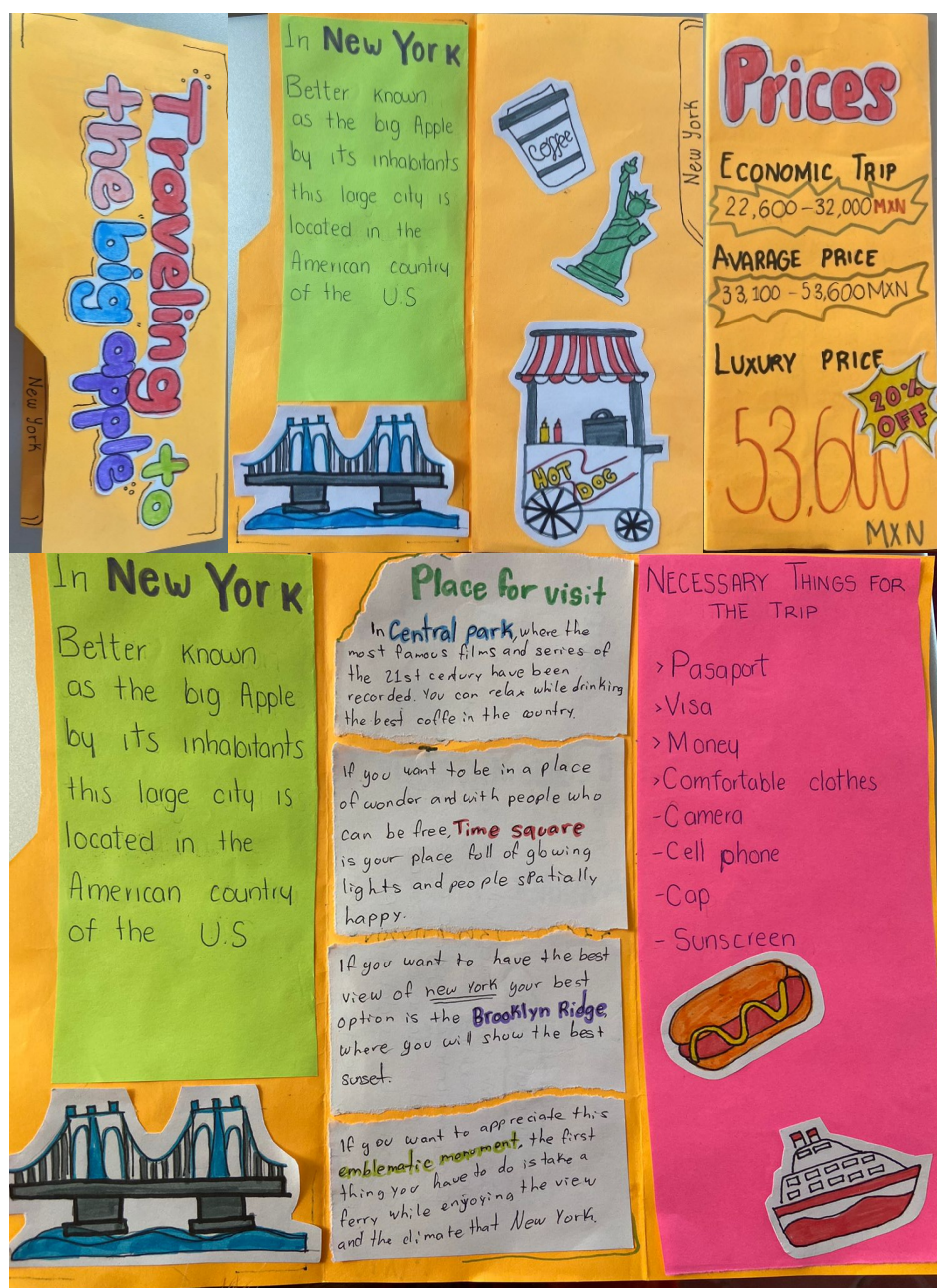
### 2.3.3 Impact of writing exercises

The creation of the travel brochure (Appendix 6) was a good activity for the students. They put a lot of effort into the task and working together fostered great interaction among them. Most of the students spent some time researching the places they chose for the brochure and had some discussions to select the best places to include in their work (see Image 5).



Image 10

Sample of student's travel brochure.



In addition, the presentation of this exercise had a positive and a negative side. On the one hand, presenting in small groups allowed students to feel more comfortable in front of the class. This also increased their motivation to share their work because they had peers to help them if they did not know what to say. On the other hand, when one student's

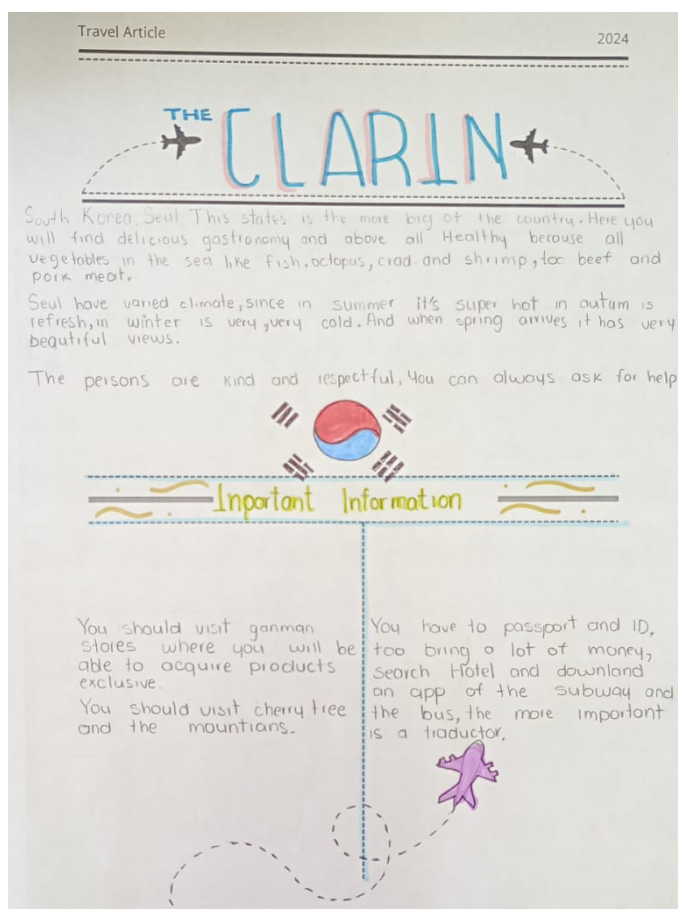


presentation was recorded, she was very nervous and gave a regular presentation that did not represent her usual work. She explained that she felt unprepared for the recording and forgot most of what she was going to say. To prevent this situation from affecting the student's future performance, the teacher assured her that she had done well and asked the student to present again without the recording.

In the second session, the students designed a travel article (see image 11). They carried out this task by completing specific stages in which they wrote a draft, received feedback from their peers, and reorganized the information they needed to include before integrating their final work. This step-by-step approach helped to improve the quality of the students' work and to minimize errors in the production of this type of text.

### Image 11

*Sample of students' travel brochure.*



Moreover, providing a template for students allowed them to focus on the content of their articles instead of being worried about the unknown vocabulary. This led to better management of the time available for this exercise. Another aspect to consider is that fostering collaborative work for the writing exercises increased students' engagement in the assignment because they could share their ideas and get feedback. This constant interaction with their classmates minimized the impact of working alone on a complex task like writing a text in English. Finally, to reflect on the impact of the two activities described above, it is important to note that the students made a great effort in each of these activities, and even if they still made mistakes in the way they used the language, they showed more interest in this type of exercise.

## **Chapter 3: Experience report**

### **3.1 Comparison between prior expectations and outcomes**

The most relevant aspect to describe in this section is the pessimistic perception that was conceived before the application of this lesson plan. It was believed that students would not want to learn about other people's culture, because in previous attempts to implement interculturality as part of the teaching process, students had shown a lack of interest in the content of the lesson. This negative attitude towards learning about the cultural and social implications of language use meant that the focus of teaching should remain on providing students with the vocabulary and grammar that might be useful to them.

This approach to teaching and learning in the context of ENSOG worked in a way, but the students did not have a good understanding of what it means to speak a different language. Thus, as a result of this project, the perception of the importance of interculturality in the learning process has changed. By observing the students' positive attitudes and involvement in the development of this project, it can be said that interculturality could provide a deeper understanding of the importance of English. In addition, making a connection between what students have learned through their experiences outside the classroom and what they can see in their learning process is a reliable way to demonstrate to them the usefulness of language.

Therefore, the teaching practices that will be implemented in the following school years will be based on what social and cultural aspects should be included in the planning of the English courses. This broader focus on teaching could allow students to also construct an identity as English speakers through the comparison and analysis of their own experiences as Spanish speakers. In addition, the implementation of interculturality in the English courses for students in the B.A. in English could prepare them to effectively implement many of the topics and didactic sequences that students will be required to teach as part of *La Nueva Escuela Mexicana*.

### **3.2 Managing distractions in the classroom**

One area that requires improvement is managing distractions in class. During the week when the first teaching sequence was implemented, some students were occupied with their lesson plans, diverting their attention during English class. While it can be challenging for students to focus on multiple subjects simultaneously, it is advisable for ENSOG teachers to prioritize students working on their lesson plans. Therefore, in future instances where interculturality is integrated into the teaching process, it would be beneficial to schedule these lessons around the students' time for lesson planning to minimize distractions from other schoolwork.

On the other hand, the issue of electronic device usage is a significant challenge during classes. This remains a persistent concern for various teachers throughout the school, as school policies mandate caution due to potential infringement on students' rights if their cell phones are confiscated. To address this issue, various techniques and strategies will be implemented to minimize students' downtime. For example, incorporating supplementary activities for students who finish their exercises quickly could offer diverse learning opportunities. These activities might include expanding vocabulary, practicing specific communication skills through targeted exercises, or engaging in educational games. This approach could enhance students' exposure to input and enrich their overall development in the classroom.

### **3.3 Lack of work on reading skills in the classroom**

In the creation of this lesson plan, reading was included in this process as a way to provide input and a model for students to complete their writing exercises. However, upon reflection on the role of reading in the teaching process, it was concluded that there was minimal teaching intention to promote this skill in the learning process. Perhaps the materials used and the students' attitudes toward reading as a whole influenced this posture toward reading. Nevertheless, this analysis has sparked a desire to give reading a more prominent role in the educational process.

In order to achieve this goal of increasing the role of reading in the teaching process, a new approach will be applied in the next school cycle. Some of the actions that will be integrated as part of this initiative to enrich the development of reading skills are the organization of a book club and the design of more activities focused on the interests and professional development of the students. By doing this, students are expected to become more open to developing this English skill and begin to realize how important reading is.

## **Chapter 4: Conclusions**

The reflection in this process has shed light on the main areas of opportunity that should be addressed in the following school years. The first aspect is the lack of persistence in using different teaching techniques. This means that when a new strategy or activity is used and it does not work as intended, it is forgotten and never used again. The result of this avoidance of using different techniques and strategies due to previous failed experiences reduces the scope in which teaching can take place. Thus, when a new technique or instructional strategy is applied, different approaches will be considered before deciding that they are not appropriate for the instructional context.

Second, the perception of teaching about culture has changed greatly. Prior to enrolling in this program, the main belief that permeated teaching practices carried out at ENSOG was that students did not care about other people's cultures. However, throughout the development of this project, this perception has changed positively. The students' performance in the implementation of this lesson plan showed that the way culture is addressed will be the defining element that will determine the students' engagement in this type of lesson. In addition, when students have prior knowledge of what will be taught, they will be more eager to develop the activities.

Thirdly, the issue of not paying attention to the materials created must be addressed given its critical role in the teaching process. In this project, some mistakes led to confusion among students, raising concerns about the negative consequences that these materials could have for spreading incorrect information. Therefore, greater emphasis will be placed on carefully reviewing the content of materials used in various English classes to prevent such situations.

Lastly, reading remains to be the skill that is not as developed or focused as the other skills. This is mainly because in a way the students refuse to read because they do not like to do it, even if it is Spanish. Thus, the most important aspect to improve in the teaching practices that take place at ENSOG is the promotion of reading. Perhaps, finding techniques that increase students' interest and intention to read will be a practical solution for the way reading is perceived in this educational context.

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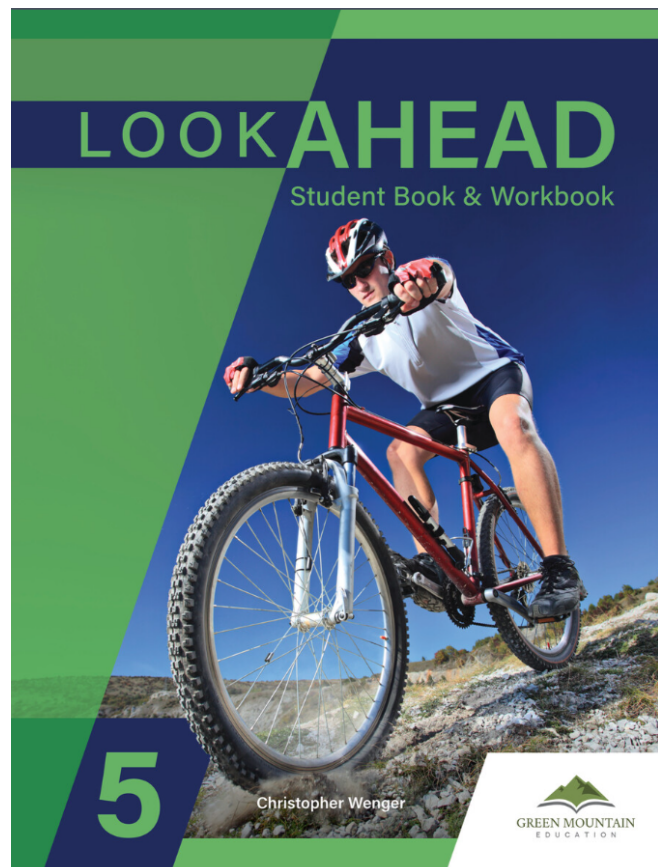
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## **Appendices**

### **Appendix 1. Recording of class.**

<https://www.youtube.com/watch?v=QpEBmyfnDI4>

## Appendix 2. Textbook used.



## MODULE 2



### LESSON 6

Common Idioms  
Literal and Idiomatic Phrasal Verbs  
Advice Column: Ask Aunt Annie  
■ Dealing with Emotions Survey



### LESSON 7

What I've Been Doing Lately  
Hobbies and Jobs  
Present Perfect Continuous  
Entertainment Blog: Unusual Hobbies  
■ Preparing for a Goal



### LESSON 8

Vacations Around the World  
Interesting Attractions  
Second Conditional  
Travel Article: Adventurous? Or Dangerous?  
■ Dream Vacations



### LESSON 9

Actions That Have Consequences  
Talking About Consequences  
Third Conditional  
Personal Email: No Regrets!  
■ Comic Strip



### LESSON 10

Life Milestones  
Sharing News  
Verb Tense Review  
Biography: A Chef Feeding the World  
■ Personal Timeline





**RESPONSIBLE  
DECISION-MAKING**  
Factors Influencing Our Decisions  
Project: Would You Rather...? Survey





**TRANSVERSALITY  
PROJECT**  
Physics  
Thermal Energy Transfer

### Appendix 3. Sample of quiz.

 <b>Question 3</b> In which state is Times Square?	a) Pennsylvania
	b) Nevada
	c) New York

 <b>Question 4</b> The world's largest aquarium can be found in which U.S. city?	a) Atlanta, Georgia.
	b) Nashville, Tennessee
	c) Long Beach, California

**Appendix 4. Sample rubric used to evaluate the travel brochure created by students.**

Team:	Crista and Erik		Score: <u>12</u> / 12
	1	2	3
<b>Organization</b>	The brochure's format and organization of material are confusing to the reader.	The brochure has some organized information with random formatting.	The brochure has appropriate formatting and well organized information.
<b>Content</b>	The information presented is irrelevant.	The information presented is appropriate and fits the description of the task.	The information included in the brochure is presented in a coherent and cohesive way.
<b>Vocabulary used</b>	The vocabulary used is not related to the objective of this exercise.	For the content of the brochure, the vocabulary used is somewhat appropriate.	The vocabulary included in the brochure meets the expectations set for this task.
<b>Teamwork</b>	One or two people did all or most of the work.	Most team members participated in the work.	The workload was divided and shared equally by all team members.
<b>General comments:</b> - Well done guys! - Next time check the spelling of some words. - Be careful with pronunciation, sometimes you didn't pronounce the correct sounds. - Next time try to have a better organization when presenting.			

**Appendix 5. Sample checklist used to evaluate the video created by students.**

Jebus, Isai and Chris		
	Yes	No
1. Students present accurate information.	X	
2. Students provide a coherent justification for the ideas presented in the video.		X
3. Students provide examples to reinforce their arguments.		X
4. Students pay attention to the pronunciation of the words used, making emphasis on the word stress.		X
5. Students took into account the time frame designed for the creation of this video.	X	
6. Students participate equally in the development of the video.	X	

Patty, Ash, and Sofi		
	Yes	No
1. Students present accurate information.	X	
2. Students provide a coherent justification for the ideas presented in the video.		X
3. Students provide examples to reinforce their arguments.	X	
4. Students pay attention to the pronunciation of the words used, making emphasis on the word stress.		X
5. Students took into account the time frame designed for the creation of this video.	X	
6. Students participate equally in the development of the video.	X	



## Appendix 6. Samples of students' travel brochures.



### TIPS

- Use public transportation to get around the city.
- Drink plenty of water, as the weather in Las Vegas can be very hot and dry.
- Dress comfortably, as you will be walking a lot.
- Be prepared for crowds, especially during weekends and holidays.
- Have fun and enjoy everything Las Vegas has to offer

