

UNIVERSIDAD PEDAGÓGICA NACIONAL

---

UNIDAD 092, AJUSCO

PROGRAMA EDUCATIVO  
ESPECIALIZACION EN ENSEÑANZA Y  
APRENDIZAJE DE INGLÉS COMO LENGUA  
EXTRANJERA.

TITULO  
SECOND LANGUAGE ACQUISITION IN AN INTERCULTURAL ENVIRONMENT FOR  
YOUNG ADULTS.

OPCIÓN DE TITULACIÓN  
TRABAJO RECEPCIONAL

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

P R E S E N T A

MARÍA ISABEL ESCOBAR GALVÁN

ASESOR: DRA. ALMA DANIELA OTERO SOSA

México, CDMX. a 03 DE OCTUBRE DE 2024

---



**EDUCACIÓN**  
SECRETARÍA DE EDUCACIÓN PÚBLICA



**SECRETARÍA ACADÉMICA  
CENTRO DE ENSEÑANZA Y APRENDIZAJE DE LENGUAS (CEAL)  
ESPECIALIZACIÓN EN LA ENSEÑANZA  
Y APRENDIZAJE DE INGLÉS COMO LENGUA EXTRANJERA**

Ciudad de México, 18 de septiembre de 2024

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

Se hace constar que el/la participante Escobar Galván María Isabel con matrícula 230926051 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: "Second Language Acquisition in an intercultural environment for young adults", 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:

Alma Daniela Otero Sosa

Director	Alma Daniela Otero Sosa
Lector/a	Elin Emilsson Ingvarsdottir
Lector/a	Gabriela Ruiz de la Rosa

ATENTAMENTE  
"EDUCAR PARA TRANSFORMAR"

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

C.c.p Miguel Ángel Vertíz Galván-Coordinación de Posgrado  
Asesor/a de trabajo recepcional  
Gabriel Flores Reyes-Departamento de Titulación  
Sustentante

Carretera al Ajusco # 24, colonia Heroes de Padierna, CP. 14200, Tlalpan, CDMX  
Tel. 5556 30 97 00 [www.upn.mx](http://www.upn.mx)



**DECLARACIÓN DE AUTENTICIDAD DE TESIS O TRABAJO RECEPCIONAL  
PARA LA OBTENCIÓN DE GRADO ACADÉMICO ANTE LA UNIVERSIDAD PEDAGÓGICA NACIONAL  
DE LA UNIVERSIDAD PEDAGÓGICA  
NACIONAL PRESENTE:**

Declaración de Originalidad  
de Tesis o Trabajo Recepcional de Posgrado

**C. RECTOR(A)**

Me dirijo a usted en mi carácter de autor(a) original del documento descrito al calce, mismo que presento como parte de los requisitos académicos establecidos para obtener el diploma o grado académico que me corresponde, de conformidad con el Reglamento General de Estudios de Posgrado, los Acuerdos del Consejo de Posgrado y las disposiciones del Instructivo de Operación del programa académico de posgrado en que he estado inscrito(a).

En apego al inciso d del Artículo 42, del Reglamento General para Estudios de Posgrado de la Universidad Pedagógica Nacional, que establece que la Coordinación de Posgrado —por acuerdo del Consejo de Posgrado— será competente para aplicar la sanción de baja definitiva en el caso de que el estudiante: "Presente como propios trabajos académicos que no son de su autoría entre ellos artículos, revistas, ensayos, libros, tesis profesionales o de grado, así como cualquier otro sin consentimiento expreso de su autor", suscribo esta declaración con la finalidad de manifestar a usted —y a quien corresponda— que he redactado mi documento de tesis o trabajo recepcional de manera original en todas y cada una de sus partes.

El documento en cuestión es un trabajo original, en español, no publicado ni presentado a esta ni a otra institución como tesis o trabajo recepcional previamente. Es producto original de mi autoría exclusiva y no contiene citas ni transcripciones ni ilustraciones diversas sacadas de cualquier tesis, obra, artículo, memoria, etcétera (en versión digital o impresa), sin haber mencionado en mi documento de forma clara y exacta su origen o autor, tanto en el cuerpo del texto, figuras, cuadros, tablas u otros que tengan derechos de autor. Asimismo, manifiesto que no he cedido los derechos patrimoniales ni he otorgado autorización a otra persona física o moral que se considere con derechos sobre el trabajo en cuestión.


En caso de existir alguna impugnación con el contenido o la autoría de mi trabajo recepcional o tesis, toda responsabilidad será exclusivamente mía. En este sentido, soy consciente de que el hecho de no respetar los derechos de autor y cometer plagio, son objeto de sanciones universitarias y legales de acuerdo con la normativa vigente.

**Datos de identificación de quien suscribe y del documento en cuestión.**

Título del trabajo recepcional o tesis:	Second Language Acquisition in an intercultural environment for young adults.			
Tipo:	X	Trabajo recepcional		Tesis
Presentado para obtener el grado de:	X	Especialidad		Maestría
				Doctorado
Programa de posgrado:	Enseñanza y aprendizaje del idioma inglés como lengua extranjera modalidad en línea		Tutor(a), Asesor(a) o Director(a):	Alma Daniela Otero Sosa
Nombre completo del(la) autor(a):	María Isabel Escobar Galván			
Matrícula:	230926051			
Domicilio:	Calle Taletec Mz. 234 L14 C.P. 56334, Col. Pescadores, Chimalhuacan, Estado de México.			

Teléfono:	5525001502
Correo electrónico:	marisaescog@hotmail.com

Atentamente,  
Ciudad de México a 23 de junio de 2024.

\_\_\_\_María Isabel Escobar Galván\_   
Nombre completo y firma del(la) autor(a) de la tesis o trabajo recepcional

CCP Tutor(a), Director(a) o Asesor(a) de la tesis o trabajo recepcional:  
Coordinación de Posgrado UPN  
Expediente en el Programa Educativo.

UPN/Coordinación de Posgrado



**Universidad Pedagógica Nacional**

**Unidad 092 Ajusco**

**“Second Language Acquisition in an intercultural  
environment for young adults”**

**By:**

**María Isabel Escobar Galván**

**Especialidad en Enseñanza y Aprendizaje del Idioma Inglés  
como lengua extranjera, modalidad en línea**

**Tutor:**

**Dra. Alma Daniela Otero Sosa**

## Content

Abstract.....	4
Introduction.....	10
Chapter I.- Philosophy and Theory	
1.1.- Teacher identity and philosophy.....	12
1.2.- Who I am as an English teacher.....	16
1.3.- My current teaching.....	18
1.4.- Second Language Acquisition (SLA).....	20
1.5.- Stephen Krashen's hypothesis.....	23
1.6.- Zone of Proximal Development (ZPD).....	25
1.7.- Motivation.....	27
1.7.1.- Types of motivation.....	27
1.8.- Schema theory.....	32
1.9.- Model of communication.....	33
1.10.- Different language teaching methodology and approaches as well as teaching Techniques.....	35
1.10.1.- Direct method.....	35
1.10.2.- Grammar translation.....	35
1.10.3.- Audio-lingual.....	35
a) Repetition.....	35
b) Inflection.....	35
c) Replacement.....	35
d) Restatement.....	35
1.10.4.- Structural approach.....	36
1.10.5.- Total physical response.....	36
1.10.6.- Communicative Language Response.....	36
1.10.7.- Natural approach.....	36
1.10.8.- Task-based-language teaching.....	36
1.10.9.- The silent way.....	37



## Chapter II.- Methodology and Practice.

2.1.- Preparation of my lesson plan...	38
2.2.- Teaching context .....	44
2.3.- My lessons plan.....	45
2.4.- Material .....	63
2.5.- Evidences .....	75
2.6.- Assessment and testing.....	78
2.7.- Rubrics of evaluation... ..	88

## Chapter III.- Experience report.

3.1.- Breakdowns during classes .....	90
3.2.- Final Report.....	93

## Chapter IV.- Conclusions

4.1.- General conclusion. ....	98
References .....	101
Appendices (extra evidences, Transcriptions, images).....	104
URL of video... ..	106



## Resumen

El objetivo principal de este trabajo es comprender que la adquisición de un segundo idioma en un entorno intercultural para jóvenes adultos implica desarrollar competencia lingüística y comunicativa en el idioma objetivo, en este caso, el inglés. Esto no se limita solo a la gramática y el vocabulario del segundo idioma, sino también a entender y adaptarse a diferentes normas culturales, valores y modos de interacción. Más específicamente, los objetivos incluyen:

1. Mejorar la competencia comunicativa: Comunicarse eficazmente en el idioma objetivo en diversos contextos sociales y culturales.
2. Fomentar la competencia intercultural: Ayudar a los estudiantes a entender, respetar y navegar por diferentes culturas, promoviendo la empatía, la adaptabilidad y una mentalidad abierta.
3. Motivar el aprendizaje a través de la inmersión cultural: Crear un entorno de aprendizaje en el que los estudiantes estén expuestos a experiencias auténticas y situaciones de la vida real que refuercen el uso práctico del idioma.
4. Desarrollar habilidades interculturales: Dotar a los estudiantes con la capacidad de gestionar malentendidos culturales y lingüísticos, lo que conduce a una interacción más efectiva en entornos multiculturales.

En resumen, el objetivo es preparar a los jóvenes adultos no solo para alcanzar la competencia en un segundo idioma, sino también para comunicarse y colaborar de manera efectiva en un mundo globalizado y multicultural.

La adquisición de un segundo idioma (L2) en un entorno intercultural ofrece oportunidades y desafíos únicos, especialmente para los jóvenes adultos. Este estudio explora cómo las interacciones interculturales motivan el aprendizaje de idiomas al proporcionar contextos auténticos que incluyen tanto la competencia lingüística como la conciencia cultural. Los hallazgos sugieren que la inmersión en experiencias interculturales acelera significativamente la adquisición del idioma, lo que la convierte en un factor crucial

en la educación de idiomas moderna para los jóvenes adultos. Se discuten las implicaciones para las prácticas de enseñanza de idiomas, destacando la necesidad de enfoques pedagógicos que integren elementos culturales junto con la instrucción tradicional de idiomas.

Representa un proceso complejo influenciado por múltiples factores socioculturales y lingüísticos. Para los jóvenes adultos, aprender un segundo idioma en tal contexto no solo involucra gramática y vocabulario, sino también el desarrollo de la competencia intercultural, que es esencial para la comunicación efectiva en un mundo globalizado. Este estudio investiga el impacto de la exposición intercultural en la adquisición de un segundo idioma entre los estudiantes jóvenes, centrándose en cómo la inmersión en entornos culturales diversos motiva tanto la competencia lingüística como la comprensión cultural.

En este estudio, se puede encontrar que hay muchos factores que influyen en nuestros estudiantes. Por ejemplo, hoy en día necesitamos usar más recursos tecnológicos si queremos alcanzar nuestros objetivos en cada clase. Los estudiantes dependen mucho de la tecnología porque crecieron usándola.

El estudio destaca el papel de la motivación, la negociación de la identidad y la adaptación cultural como factores clave que influyen en los resultados del aprendizaje de idiomas. Además, explora cómo los entornos interculturales promueven más que solo la fluidez en el idioma, contribuyendo al crecimiento personal de los estudiantes, a su mentalidad abierta y a su capacidad para navegar en contextos multiculturales.

También sugiere que los jóvenes adultos se benefician significativamente del aprendizaje de idiomas en entornos interculturales debido a la aplicación práctica de las habilidades lingüísticas y a la necesidad de interactuar con diversas perspectivas. Además, el estudio enfatiza la importancia de incorporar elementos interculturales en las metodologías de enseñanza de un segundo idioma para apoyar a los estudiantes en el desarrollo no solo de la precisión lingüística, sino también de las habilidades sociales y culturales necesarias para una comunicación significativa en contextos multilingües. Se

discuten las implicaciones para el diseño curricular y las estrategias pedagógicas, abogando por un enfoque más integrador de la educación en idiomas que alinee la instrucción lingüística con las experiencias de aprendizaje intercultural.

Además, en este estudio se incluye una clase de muestra de la vida real que fue realizada como parte de este proyecto. Así mismo se incluyen rúbricas de evaluación, pruebas, valoraciones y diferentes metodologías de enseñanza que se pueden usar en el aula.

### Abstract.

The main objective of this work is to understand that second language acquisition in an intercultural environment for young adults is to develop linguistic and communicative competence in the target language in this case English. This is not only grammar and vocabulary of the second language but also understanding and adapting to different cultural norms, values, and modes of interaction.

More specifically, the objectives include:

1. Enhancing communicative competence: To communicate effectively in the target language across diverse social and cultural contexts.
2. Fostering intercultural competence: Helping learners understand, respect, and navigate different cultures, promoting empathy, adaptability, and open-mindedness.
3. Motivating learning through cultural immersion: Creating a learning environment where students are exposed to authentic experiences and real-life situations that reinforce the practical use of the language.
4. Developing intercultural skills: Equipping learners with the ability to manage cultural and linguistic misunderstandings, leading to more effective interaction in multicultural environments.

In summary, the objective is to prepare young adults to not only achieve proficiency in a second language but also to communicate and collaborate effectively in a globalized, multicultural world.

The acquisition of a second language (L2) in an intercultural environment offers unique opportunities and challenges, especially for young adults. This study explores how intercultural interactions motivate language learning by providing authentic contexts that include both linguistic proficiency and cultural awareness. The findings suggest that immersion in intercultural experiences significantly accelerates language acquisition, making it a crucial factor in modern language education for young adults. Implications for language teaching practices are discussed, highlighting the need for pedagogical

approaches that integrate cultural elements alongside traditional language instruction.

It represents a complex process influenced by multiple sociocultural and linguistic factors. For young adults, learning a second language in such a context not only involves grammar and vocabulary but also developing intercultural competence, which is essential for effective communication in a globalized world. This study investigates the impact of intercultural exposure on second language acquisition among young adult learners, focusing on how immersion in diverse cultural settings motivates both linguistic proficiency and cultural understanding.

In this study, you can find that there are many factors which influence our students for examples nowadays we need to use more technological resources if we want to reach our objectives in every class. Students depend a lot on technology because they grew up using it.

It highlights the role of motivation, identity negotiation, and cultural adaptation as key factors influencing language learning outcomes. Additionally, it explores how intercultural environments promote more than just language fluency, contributing to the learners' personal growth, open-mindedness, and ability to navigate multicultural contexts.

This study suggests that young adults benefit significantly from language learning in intercultural settings due to the real-world application of language skills and the necessity of engaging with diverse perspectives. Furthermore, the study emphasizes the importance of incorporating intercultural elements into second language teaching methodologies to support learners in developing not only linguistic accuracy but also the social and cultural skills required for meaningful communication in multilingual contexts. Implications for curriculum design and pedagogical strategies are discussed, advocating for a more integrative approach to language education that aligns linguistic instruction with intercultural learning experiences.

In addition, you can find a real-life sample class which was made as part of this project. Also, rubrics of evaluation, testing, assessment and different teaching methodologies that you can use in your classes.

## Introduction

Currently, in a globalized world, the ability to communicate effectively in English has become a valuable skill, transcending borders and cultures. As the lingua franca of international business, science, technology, and entertainment, English opens doors to countless opportunities and intercultural understanding. Learning English as a second language (ESL) is a process that involves not only the linguistic components—such as vocabulary, grammar, and pronunciation—but also acquiring the cultural features that help you to get an effective communication.

Teaching English as a second language presents its own set of challenges and rewards. Educators must employ diverse strategies to address the varying needs of learners, who come from different linguistic backgrounds and possess varying levels of proficiency. Effective ESL instruction goes beyond traditional ways of learning, incorporating interactive methods that engage students in real-life communicative situations.

Moreover, digital technology has changed the landscape of ESL education, providing tools and resources that help you as a teacher to teach and at the same time learn. Online platforms, language learning apps, and virtual classrooms have made English language education more accessible and flexible, after the pandemic ways to teach have evolved and it was a great opportunity to adapt to a new way of teaching that it is not traditional.

The world of education has changed a lot, the effective design of teaching lesson plans become so important if you want your students learn something that most of the time they are not interested in. However, the creation of lesson plans is insufficient in the pursuit of professional development. To enhance teaching practices and student achievement, teachers must apply rigorous methodologies, strategic approaches, and innovative

techniques in their lesson planning processes. This proactive integration enriches how we change our manner to teach.

We are teaching to new generations who demand more creative methods to learn, I mean they want to develop not only grammar or fill blank spaces on books, they want to use language in real-life situation, they require a communicative approach.

In this specialty, we have learned about methodologies, strategic frameworks, and creative techniques in the design of teaching lesson plans. We contribute not only to the refinement of instructional strategies but also to the accumulation of tangible evidence in portfolios that teachers must have in order to have evidence. Through a comprehensive examination of various methodologies, strategies, and techniques, teachers can create a reflective practice that elevates their teaching and continuous improvement.

In the pursuit of excellence in education, the design of teaching lesson plans serves as a manner to show that you have not stopped to prepare professionally which is too important if you want to be an excellent teacher and to engage students meaningfully. Although, the essence of professional development extends beyond the creation of lesson plans; it is composed by methodologies, strategies, and techniques that are in continuous improvement.

As a teacher you have power of intentional planning to not only gather evidence of their professional growth but also to cultivate a culture of continuous learning and innovation in the classroom.



## Chapter I.- Philosophy and Theory

### 1.1.- Teacher identity and philosophy

When I started this course, I had different ideas about how to give a class because I did not know that there were other strategies that I can use to prepare a class. I remember that in our first module we learned the next meaning of teaching philosophy This philosophy, or set of beliefs about teaching and learning, has three main dimensions: cognitive (intellectual), affective (emotional), and behavioral (action-based). In other words, our teaching philosophy develops as a result of the things we learn either in books or through experience, how we feel about teaching, learning and working, and what we can (or cannot) do in our classes (which can be based on physical, psychological or institutional factors). UPN (n.d.)

Based on the last meaning of teaching philosophy, it is possible to say that during these months I have changed my mind and I teach in a different way because I can use different resources in order to improve my classes and as a consequence the students are more interested to learn and they enjoy to have classes.

When I started to teach English many years ago, it was just to teach grammar, exercises on their student's books and some exercises of homework, also I needed to teach verbs by repetitions or writing them on a piece of paper several times in order to pass one exam, to copy vocabulary and learn it by heart, the same way my teacher did with me, but little by little things changed since today, to teach English means you communicate, understand, express feelings, emotions and integrate into society. You need to teach how to use English into real life.

I have worked in public and private schools and in both cases, students need to get a certification (CEFR document) in order to measure their level. It is a requirement to get their diploma in consequence teachers need to prepare them to do it but this preparation is

not only grammar, listening, writing and speaking, all these abilities are focused to be used in real life, for example speaking exam is based on real life experiences, give opinions or ask for clarification.

Sometimes as a teacher, I am so busy that I forget to do something really necessary if you want to improve your teaching and acknowledgment as a teacher, you need to recognize and appreciate the efforts, achievements, and contributions of students, colleagues, and oneself within the educational context. It encloses verbal recognition, written feedback, and non-verbal cues that affirm the value and importance of individuals and their work. As a teacher, acknowledgment means to create a positive learning environment, builds rapport, and cultivates a sense of belonging and motivation among students and colleagues. It goes beyond to demonstrate respect, empathy, and understanding for the diverse experiences and perspectives within the classroom and school community. Effective acknowledgment involves being attentive, specific, and recognize both big accomplishments and small efforts, but most of all, I need to motivate my students to grow and develop until they reach the main objective to learn English.

On the other hand, my teaching identity refers to be different professions in only one, I mean to understand myself as a teacher, to have strong beliefs, values and principles, to share my experiences with the students so, they could learn more. It involves the integration of personal and professional identities, shaped my background, training, teaching philosophy, and interactions with students, colleagues, and the community. Teaching identity is dynamic and evolving, influenced by ongoing reflection, professional development, and the changing educational objectives. It means to promote student learning and well-being, as well as a recognition of the challenges and responsibilities inherent in the teaching profession. A strong teaching identity serves for effective teaching practices, guiding decisions, actions, and interactions in the pursuit of educational excellence, as we revised in these units, as a teacher I need to achieve that all my students

no matter status, genre, culture, etc. feel that they can learn in the same manner without distinctions.

As an English teacher, I include a multifaceted identity that links passion, purpose, and pedagogy. I am a cultivator of language and a promoter of international communication. As a teacher, I am marked by a profound dedication not just linguistic proficiency, but also promote critical thinking, empathy, and cultural appreciation among my students.

My teacher identity is shaped by experiences, both personal and professional. I need to enhance a classroom environment where every student feels empowered to explore and express no matter their background. I believe that transformation is possible because I myself have suffered this transformation, in the past I used to be a traditional teacher but things have changed after I took this specialization because I already learned many useful things which are really apply in every class. I am committed to cultivating a space where curiosity thrives and learning transcends the limits of the classroom.

I see myself not only as a provider of knowledge but also as a champion for student voices, a facilitator of growth, and a supplier of change. Through personalized instruction, constructive feedback, and support, I try to empower my students to become confident communicators, critical thinkers, and good citizens. Also, I integrate technology, and adapt to the diverse needs of my students. I recognize that my role extends beyond the transmission of information.

Beyond the confines of lesson plans, classes and exams I am the one who can influence students to change their mind and to start to look for objectives that they believe impossible.

As an English teacher, I am also a learner, constantly seeking new ways to innovate, inspire, and adapt changes in education. Students will think that English is the subject that

they just have to pass but teachers need to create a necessity to learn and explain them that if you know different skills you have more possibilities to be successful.

## 1.2.- Who I am as an English teacher

First of all, let me introduce myself, my name is Isabel Escobar since I was a child I always wanted to be an English teacher but many things happened in my life so I decided to study Marketing, when I was looking for a job, I did not know English so to find a job was difficult, after that I decided to study English in an institute when I was there taking my classes my desire to be a teacher started to be stronger, consequently I started to work in the same place where I studied.

I really enjoyed being a teacher, as a result, I have been a teacher for almost 19 years so I have a lot of experience but it does not mean that I could not learn something new every day from my co-workers, new tendencies according to different generations of students and family.

I have worked in private and public schools; they are totally different due to economical level. Thus, it is necessary to teach according to the situation that you are in. I have many anecdotes, some of them are really funny others really hard, after many years of teaching I have had different kind of students but all of them have been adolescents, adults or executives. I have never taught children.

Sometimes I want to give up because there are really difficult situations that when you deal with is really awful for example when the students said that my English class is really boring because we do not play or sing every class. English is not only songs and games; it is something more important that you are going to use in order to succeed in life. I think that one in a while is correct and necessary to have fun through a song or a game but it does not mean that you need to do it every day all the time to satisfied your students and to achieve students' sympathy. However, now that I finish this specialization, I have learned that my class could be dynamic if I use different strategies to do it, they are not necessary games or songs but if I look for material that my students are interested in, or I prepare my class with videos or images where my students can produce instead of be

passive only listening to the teacher, they can speak, write, listen, go around the classroom, guess meaning of new vocabulary, or participate in discussions about a specific topic, using not only their students' books but also their imagination.

In my classroom, I emphasize the importance of communication skills. Mastery of English is not just about correct syntax and rich vocabulary; it's about being able to express oneself clearly and correctly. Now, after learning a lot of new things, I design activities that promote active participation, such as debates, presentations, and collaborative projects. These are not only enhancing language proficiency but also build confidence and public speaking abilities, which are essential in any mayor.

In conclusion, who I am as an English teacher is defined by my dedication to improve myself as a result being a better teacher every day and learn from my mistakes, I am an enthusiastic promoter of the English language, an empathetic teacher, and a lifelong learner myself. Teaching, for me, is a journey of unlimited growth, where both my students and I are continuously discovering new horizons in the world of learning a second language.

### 1.3.- My current teaching

Currently, I am working in Universidad Multicultural CUDEC, it is a private school, I teach English, my groups are not big, I have one of basic level (A2) 21 students and another one intermediate (B1) 17 students, they are really nice, since all of them are different, some come from public schools so their English level is really low and some come from private schools so you need to find an equilibrium therefore all of them can learn.

But now things have changed because I started a new quarter and that means new students, I have just one group with 29 students, I didn't know them so it was so difficult to guess their English level, they are in basic level and all my lesson that I already prepared for my final project, it was a problem, however this group is really nice and they supported me a lot.

It is difficult because most of the teachers from other subjects tell my students that English is not necessary in their professional life that the other subjects are the most important to succeed in life.

My teaching philosophy is an opportunity to reflect on my beliefs about education, learning, and the role of a teacher. After all the things that I have learned in this course, I decided that I need to change many things first of all I need to search information and material that I can use in my classroom so the students, no matter their economical level or background, could be interested and at the same time they learn not only grammar but also how to use it in real life situations.

As an educator, I believe that teaching is not only a profession but a profound responsibility to inspire, empower, and guide learners on their way of learning. Now, my teaching philosophy is based the belief that education is the headstone of personal and societal development, and every student has the potential to succeed with the right guidance

and support. First of all, I need to prioritize the needs, interests, and aspirations of each learner. Recognizing the diversity of backgrounds, learning styles, and abilities among students, later I actively engage them with course material, think critically, and apply their knowledge in real-world contexts. Through interactive discussions, problem-solving activities, and collaborative projects, I need to reach that the students automatize their knowledge that that they think in English

I believe that education extends beyond the classroom and should inspire a lifelong love of learning. As such, I motivate my students a sense of curiosity, self-motivation, and intellectual curiosity that will drive their continuous personal and professional development long after they have left my classroom.

I understand that learning can be a challenge. Therefore, I am committed to creating a supportive and learning environment where students feel safe to take risks, make mistakes, and grow from their experiences. I cultivate meaningful relationships with my students based on trust, respect, and empathy, to provide them with the encouragement and guidance they need to succeed.

The world is changing rapidly so, adaptability and innovation are essential skills for success. To use technologies, and pedagogical approaches that enhance the learning experience and prepare students for the challenges of the future.

My teaching philosophy is guided by a deep sense of passion, purpose, and commitment to excellence. I believe that by empowering students to become active participants in their own learning, they will love learning that extends beyond the classroom, and providing them with the support and encouragement they need to succeed, I can make a meaningful impact on their lives.



#### 1.4.- Second Language Acquisition (SLA).

When we talk about second language acquisition, we refer to learn another language that is not your native language, however, I need to give a better meaning so I decided to take Edge Hill university meaning which is:

Second language acquisition (SLA) is a field of study that investigates how humans pick up languages other than their first. While SLA refers to the field of enquiry, second language (L2) acquisition refers to the process of learning additional languages after the first language (L1) is acquired. Additional languages refer to second language, third language, forth language etc., which the study of SLA includes. Ultimately, SLA researchers aim to discover the factors that determine success in L2 learning so we can be better language teachers and learners.

Also, Edge University hill mentions relevant fields and give the next information: One of the most interesting elements of SLA is that it is multidisciplinary. Much like a magpie that likes to collect different types of objects for its nest SLA draws on a number of distinct disciplines. Three fields that are of relevance to SLA are linguistics, psychology, and education. First, linguistics is the scientific study of language systems and how this is represented in the human mind. Research into first language (L1) acquisition and use can inform us about L2 acquisition also. Second, Psychology is the study of mind and behaviour and can help to give us insight into underlying individual difference factors that influence L2 acquisition such a motivation. Finally, education is the study of language and teaching and is highly relevant to SLA as the ultimate goal of SLA research is to discover how languages can best taught and learnt. Edge Hill University (n.d.)

As we can revise all these factors could affect how learners acquire a second language, additionally they are influenced by the manner you can motivate them because their needs are different so you need to know these factors if you want to design strategies in order to teach you learners.

Second Language is a process of learning an additional language, learners have a process at different pace, it couldn't be the same because there are circumstances which influence their learning. Learners who are exposed to L2 could learn faster than those who do not have contact or they have a little contact.

To understand better, we need to talk about three schools of thought that can be identified in the history of SLA. I learned in this course about three different schools which influence SLA, I am going to explain what every school says:

- 1.- Behaviourism and structuralism. - Behaviourism says that humans learn as a result of receiving both negative and positive reinforcement after responding to a given stimuli.
- 2.- Generative linguistics. – It refers to a set of rules that generates an endless variety of sentences that are considered grammatically correct.
- 3.- Sociocultural Theory. - Language is learned as a result of interactions between different people or culture.

In addition, we need to understand that it is not the same learning than acquiring a new language. Because acquiring is something natural like when you are a baby and all the time your parents talk your mother tongue so you little by little you acquire that language with the correct pronunciation, intonation, increase your vocabulary as you grow up, however it is totally different when you are learning a new language because most of the time you do not have contact with that language, just at school in your classes, you need to learn new structure, pronunciation, intonation and many other things related with that new language.

There is not age to learn another language but I think that when you are an adult, it is a little more complicated because your mother tongue is going to interfere all the time.

You are going to have communication breakdown, after you realize that there are different manners to express the same idea using the correct form.

When I teach a structure, I usually prepare an input that almost everybody could understand. I mean almost all because in every class not all the students are going to understand at the same speed, there are some difficult topics which require more imagination in your input so most of the time you do not reach an intake, which means that they do not learn as you want. Depend on many factors your students could learn one topic or not, even if you prepare an excellent class. Remember that most of the students do not have an interest to learn English because they just want to pass the subject whatever they can. I think this is one of the biggest obstacles at the moment you are teaching English.

There is a difference between learning and acquiring a second language. I will try to explain it language acquisition is a natural, it is your native language, when you are a baby acquires a language with its rules, you can memorize words and expressions, pronunciation, intonation but you are not conscious about it because it is a natural process.

When we talk about learning a language, it does not depend on age, you need to learn how the language works, I mean rules, patterns, expressions, etc. People need to learn a second language because of their jobs or studies, there is another reason where learners want to do it just because of pleasure. People are taught by others such as tutors or native speakers but another way to learn a second language is to do it by yourself.

### 1.5.- Stephen Krashen's hypotheses.

As I explain before to acquire a language is a process that we can explain better by the 5 hypotheses of Krashen's theory of second language acquisition.

- The Acquisition-Learning hypotheses
- The monitor hypothesis
- The input hypothesis
- The affective filter hypothesis
- The natural order hypothesis

We already understand the difference between acquisition and learning because they are two different processes, the acquisition system is the process of learning a mother tongue meanwhile learning system is when you need to learn a second language which require to use monitor in order to correct some deviations.

Another thing that it is used in this hypothesis is input which refers to spoken or written forms of language that the students are exposed to. When you are learning input needs to be comprehensible.

In our classroom we have this hypothesis when we prepare our classes, it is necessary to create a positive and effective input that depend on the students that you have and the conditions around you. A number of 'affective variables' play a facilitative, but non-causal, role in second language acquisition. these variables include: motivation, self-confidence, anxiety and personality traits.

On all the book texts we can see a specific order to teach different topics, no matter which publishing company produces it, all of them have the same order.

Verb to be

Numbers

Plurals

Progressive auxiliary

Articles

Regular and irregular past

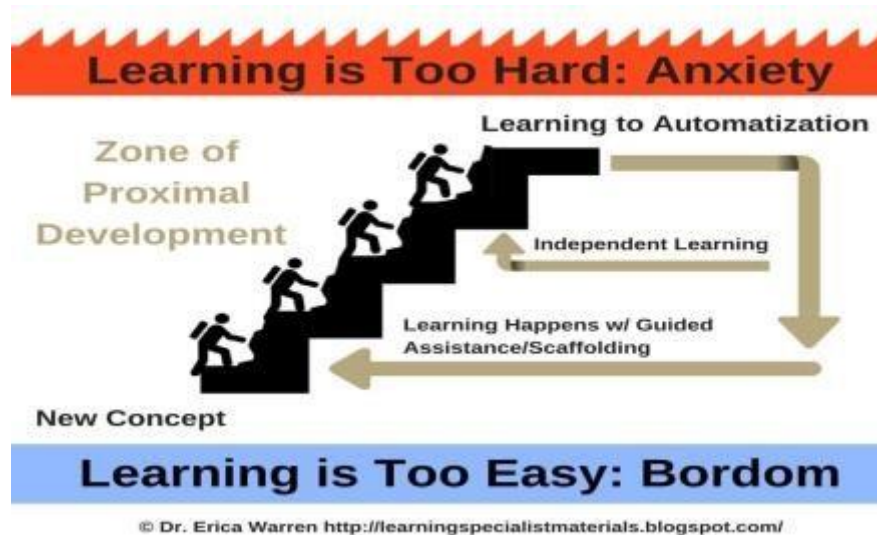
Possessives

Present simple (3er person S/ES)

When the students begin one English course, they have a lot of influence of L1, little by little you as a teacher needs to teach them that there are new grammar rules, new order of ideas and that there are many idioms which they can be translated because they have a specific meaning and use, also the students start to be aware that there are different meanings for one word in English, different from Spanish where we have a variety of words to express our ideas. Stephen Krashen's Five Hypotheses of second language acquisition (n.d.)

### 1.6.- Zone of Proximal Development

Diagram of Zone of Proximal Development.



Retrieved from: [zone of proximal development doctor erika worren imagen - Bing images](http://learningspecialistmaterials.blogspot.com/)

Vygotsky, L. (1978) defined ZPD as “Any function in the child’s cultural development appears twice (each on a different plane). First it appears on the social plane, and then on the psychological plane. In other words, it first appears between people as an interpsychological category, and then within the child as an intrapsychological category”

In this image we have a nice representation of ZPD where we can see that the most difficult part is to make a decision to begin learning something new, the first step is learning with guided assistance, in this step all the students depend a lot on their teachers because they are learning, second step is when the students start to be independent, the last step is when the students are totally independent so they do not need a teacher because they can produce and correct by themselves, but all of this, It is a result of comprehensible input, all this process causes Anxiety because they need to learn many things so they achieve the automatization. To reach this goal you need to make a distinction between the inter-mental

and intra- mental plane. It means that knowledge that once was available on the social plane (inter- mental) It is now internalized (intra - mental).

To understand what the process is, we need to exposed then to a comprehensible input (negotiation, of meaning, feedback, clarification, request, confirmation, checks, repetitions and recast).

This hypothesis considers only input but output is important too in order to measure their advance. We as teacher need to be sure that the students understood what we taught, that is the reason we apply exams, fill-in the gap activities, matching definitions, writings, etc.

Swain, M. (1985), explained: Negotiating meaning needs to incorporate the notion of being “pushed” toward the delivery of a message that is not only conveyed, but that is conveyed precisely, coherently, and appropriately. Being pushed in output, it seems to me, is a concept parallel to that of the I +1 of comprehensible input. Indeed, one might call this the “comprehensible input” hypothesis.

### 1.7.- Motivation.

Brown, D. H. (2007) explains that if we want to understand what kind of things could motivate a person it is necessary to see individual differences like: age, sex, aptitude, personality factors, etc. which are called non- linguistic factors, they are difficult to study although they are really important to explore, it is not easy since they have different context.

The rate of acquisition is an important aspect that we need to consider because adults perform better than children talking about grammar aspects, adolescents learn a little slow but later they can become faster.

In my opinion, I think that depend on the situation both adults and adolescents could learn at the same speed, it is very different to teach adolescents and adults, according to H. Douglas Brown there are principles that we need to consider in order to understand both groups of people.

1.- Intellectual development

2.- Attention span

3.- Sensory input

4.- Affective factors

5.- Authenticity of language/ purpose

Knowing that there are factors that affect how learners acquire language, we need to consider that there is another thing that we need to consider which is motivation.



Gardner, (1985) defined motivation to acquire a second language as: “The combination of effort plus desire to achieve the goal of learning the language plus favorable attitudes towards learning the language”.

### 1.7.1.- Types of Motivation

There are two main types of motivation: **extrinsic motivation** and **intrinsic motivation**.

The former is concerned with doing an activity for external reasons and the latter is concerned with doing the activity for its own benefit.

While extrinsic motivation usually does not last very long, intrinsic motivation can keep the fires of language learning burning forever.

Read on to find out more about the types of motivation in relation to language leaning and try to identify your own motivation type.

Once you identify your own personal motivation for learning a language, you can more quickly work out how to study more effectively and this will make a difference to your progress.

#### Extrinsic Motivation for Learning a Language

We all learn languages for different reasons. This is because we all have our own motivations. One of the most popular reasons for learning when we are at school is to pass exams – and we might possibly not think of our lesson further than this.

Learning a language simply to pass an exam is learning from an **extrinsic motivation**. This means that the motivation for learning a language in this case is from an outside influence. After this short-term goal of passing the exam is achieved, we will have no further use for the language.

Other types of **extrinsic motivation for learning a language** include learning a language in order to please someone else such as a parent, partner or a teacher, to win a prize, or to get a pay rise at work. In these instances, we are only learning to get a reaction from someone else or for more money, not for any reason related to the self.

It is important to keep motivated when learning a language, however, extrinsic motivation is not a lasting type of motivation. EFL students who are only extrinsically motivated will find it very hard to reach a good stage of fluency because the drive is simply not there.

Similarly, it is very difficult to teach students who are only extrinsically motivated, as they will not be as likely to put much effort into the class.

### Intrinsic Motivation for Learning a Language

There is another type of motivation for learning a language: intrinsic motivation.

Intrinsically motivated students are highly motivated for reasons beyond immediate rewards. Intrinsic motivation means a student wants to learn for reasons of enjoyment, curiosity and personal fulfillment.

An intrinsically motivated EFL student is likely to put more effort into learning the language as they want to learn for themselves for deeper, more personal reasons, not simply to pass an exam or to please someone else.

### Identifying EFL Student Motivation

Identifying your own motivation type is a big step in finding the best way to study. Teachers also need to identify students' motivation in order to construct an effective lesson to meet their learning goals – performing a needs analysis will be crucial here.

Often a good way to encourage students to find a stronger intrinsic motivation to learn English is to make the lessons fun.

Using humor in EFL lessons is a great way to turn an extrinsically motivated student into a student who actually enjoys learning because the language is fun.

Interestingly, some studies have shown that providing extrinsic rewards for an extrinsically motivated activity actually results in demotivation for the student.

However, it is often difficult to determine if a motivation is entirely **extrinsic or intrinsic** in the first place and it can often seem to be a combination of both.

#### Intrinsic and Extrinsic Motivation

The desire to learn English in order to integrate better into the community seems to be driven by both types of motivation, both intrinsic and extrinsic. Integration is related strongly to the sense of self, but it is also a motivation outside of the self, related to other people.

Whatever your motivation for learning a language, it is important to identify it so that you can find the learning tools and study techniques best suited to your own goals.

For example, if you want to integrate into a community, it will be a great help to talk to natives. This will help you get used to the accent and more quickly learn the best way to communicate effectively day to day, in real life.

On the other hand, if you are only learning a language to win a prize or pass an exam, it will be useful to focus on formal textbook learning, using the exam syllabus as a guide. This way, you will learn the most useful vocabulary and phrases and cover the most important subject areas that will be tested in the exam. What motivates you to learn English? (n.d.)

## Resultative Hypothesis

This study examines the relationship between success and motivation in Second Language Acquisition (SLA). Its purpose is to determine when her motivation is triggered by previous success in second language learning and, therefore, proves the Resultative Hypothesis (Hermann 1980) true. This piece of research was carried out with a group of ten undergraduate students learning English as a Second Language (ESL) at the University of Vigo, Spain. The students' motivation towards the subject and the learning process, the teacher's role and the influence of assessment have been analyzed. The results indicate that indeed all the students had been successful in learning English already before entering university and that this second language (L2) achievement triggered motivation in them to learn the foreign language further. Moreover, the findings show that the vast majority of the undergraduates were praised by their former English teachers for performing well, which made the learners' motivation boost. The results also demonstrate that the students will be more motivated to learn a foreign language if they are previously experienced success in the foreign language classroom and that ESL teachers had better be generous in praising the learners for performing well in class as it counts as an achievement for the students – an achievement that is invaluable for their motivation. What motivates you to learn language? My English language (n.d.)

### 1.8.- Schema theory

One of the similarities between reading in an L1 and in an L2 is that all reading requires knowledge of **schema**. But let me define: Schema human cognition (n.d.) **Schema**, in [social science](#), mental structures that an individual use to organize knowledge and guide [cognitive](#) processes and behaviour. People use schemata (the plural of schema) to categorize objects and events based on common elements and characteristics and thus interpret and predict the world. New information is processed according to how it fits into these mental structures, or rules. In social science, particularly in [cognitive science](#), it is understood that humans retrieve knowledge from various areas to draw conclusions about missing or non-evidential information, such as during [decision making](#) or political evaluation. Schemata represent the ways in which the characteristics of certain events or objects are recalled, as determined by one's self-knowledge and cultural-political background. Examples of schemata include [rubrics](#), perceived social roles, [stereotypes](#), and worldviews. Schema is divided into linguistic, formal and content.

**Content schema** refers to previous general knowledge we have about a particular topic. We use the knowledge we have about past experiences to make connections to new information in the text. Using content schema can connect old and new information, which can help us understand the message of a text more clearly. The background knowledge that readers bring to the task can include information, ideas, beliefs and values that a reader has. This type of schema is conceptually-driven and resolves ambiguities between alternative possible interpretations. UPN (n.d.)

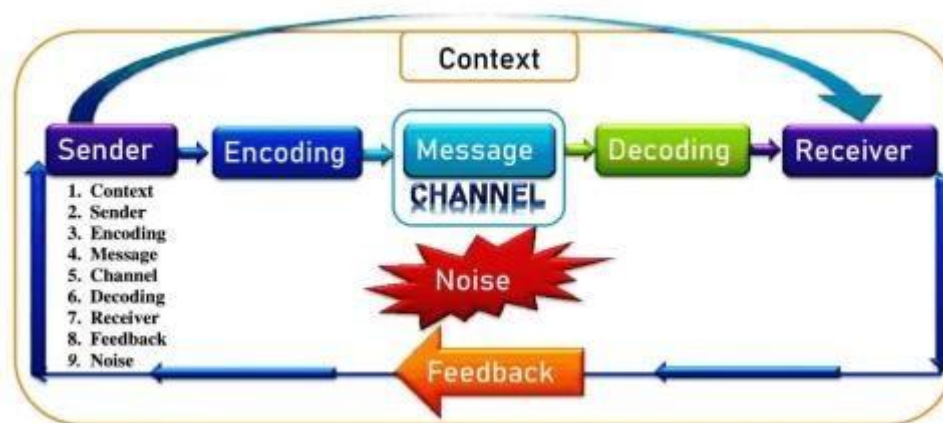
**Formal schema** or rhetorical patterns refer to the knowledge we have about the different organizations of text Meyer, (1975).

**Linguistic schema** refers to the linguistic information we have stored in our mind in order to decode words and their meaning. Singhal, M, (1998).

### 1.9.- Model of communication

I want to start this section by reminding features of language which are: polysemic, conventional and cultural transmission. It means that each word in English could have at least two different meanings, it is conventional because depend on the region pronunciation change and finally cultural transmission is when all the children learn a language relay on the codes that people use to communicate around them.

#### Model of communication



Retrieved by: [imagen model of comunicacion - Bing images](#)

As a teacher you are the sender of the information. Therefore, you need to be careful how you are preparing your class, what kind of material, method or topic you are going to use, remember that no all your students are equal, they understand in different ways and also their feelings are different. Your students are your receivers then they are going to receive your message, also it is important to give feedback at the end of every class because they need to know if their work is correct or not.

We can prepare different kinds of classes; you can use different kind of material but you do not need to forget that nowadays your principal objective is to develop communication where our principal objective as a teacher is to involve the students into real life situation, the students need to communicate, they need to speak even if they have mistaken, sometimes they realize of them others their partners are going to help them to be aware of them or in the last case, at the end of the class the teacher must give feedback.

### 1.10 - Different language teaching methodology and approaches as well as teaching techniques.

Teaching a foreign language can be challenging but you are satisfied when the students can speak in English without your help because they became independent. That is the reason a teacher needs to know about the most popular foreign language teaching methods. There are different but I am going to focus on just nine of them, which I think they are really useful in my case because you can use not only one of them in the same class depend on the type of students that you have because sometimes you have two or three classes of the same level but you as a teacher needs to give the same class in different forms, that is because every class has their own personality.

Jackie Bolen. ESL Speaking (n.d.) mentioned those nine methods and approaches that I already mention are the next:

- 1.10.1.- The direct method. In the direct method, all teaching occurs in the target language, encouraging the learner to think in that language. The learner does not practice translation or use their native language in the classroom, learners should experience a second language without the interference from their native tongue.
- 1.10.2.- Grammar translation. With this method the students learn primarily by translating to and from the target language instructor encourage the learners to memorize grammar rules and vocabulary lists. There is a little or no focus on speaking and listening.
- 1.10.3.- Audio-lingual. The audio-lingual approach encourages students to develop habits that support language learning. Students learn primarily through pattern drills, particularly dialogues, which the teacher uses to help students practice and memorize the language. There are four types of dialogue utilized in this method:
  - A) Repetition, in which the students repeat the teacher's statements exactly.
  - B) Inflection, where one of the words appears in a different form from the previous sentence (for example a word could changes from the singular to the plural).



- C) Replacement, which involves one word being replaced with another while the sentence construction remains the same.
- D) Restatement, where the learners rephrase the teacher's statement.
- 1.10.4 Structural approach. Proponents of the structural approach understand language as a set of grammatical rules that should be learned one at a time in a specific order. It focuses on structures, building one skill on top of another, instead of memorizing vocabulary. One example is teaching the present tense of a verb like "to be" before processing to more advanced verb tenses, like the present continuous that uses "to be" as an auxiliary.
- 1.10.5 Total physical Response (TPR). It allows the learner to respond to basic commands, like "open the door" or "sit down". It combines language and physical movements for a comprehensive learning experience.
- 1.10.6 Communicative language teaching (CLT). It is one of the most popular approaches and methods of teaching. This method stresses interaction and communication to teach a second language effectively, students participate in everyday situations they are likely to encounter in the target language. For example, learners may practice introductory conversations, offering suggestions, making invitations, complaining or expressing time or location.
- 1.10.7 Natural approach. This approach aims to mimic natural language learning with a focus on communication and instruction through exposure. Instructors concentrate on creating a stress environment and avoiding forced language production from students.

Teachers do not explicitly correct students' mistakes. The goal is to reduce students' anxiety and encourage them to engage with the second language spontaneously.

- 1.10.8 Task-Based language Teaching (TBL). The students complete real-world tasks using their target language. This technique encourages fluency by boosting the learners' confidence with each task accomplished and reducing direct mistake correction.

Tasks fall under three categories:

1.- Information gap or activities that involve the transfer of information from one person, place or form to another.

2.- Reasoning gap task that ask a student to discover new knowledge from a given set of information using interference, reasoning, perception and deduction.

3.- Opinion gap activities, in which students react to a particular situation by expressing their feelings or opinions.

- 1.10.9 The silent way. It is an interesting method that isn't common but it does not have some solid footing. After all, the goal in most language classes is to make them as student-centred as possible.

## Chapter II.- Methodology and Practice

### 2.1.- Preparation of my lesson plan (methodology).

1. Understanding Educational Objectives: Before I started planning, I need to understand the educational objectives or learning outcomes I want to achieve. These could be specific skills, knowledge, or attitudes I want my students to gain from the lesson.
2. Curriculum Standards: Ensure that my lesson plan aligns with relevant curriculum standards or educational guidelines. This ensures that my students are meeting the expectations set by educational authorities.
3. Consider Students' Needs and Background: Considering the diversity of my students, including knowledge, learning styles, and cultural backgrounds. We already revised in this specialization that it is necessary to include all your students in your class, I mean, it does not matter if they have the same customs, religion, education, etc.
4. Activity Sequencing: Plan the sequence of activities in my lesson to ensure a logical flow of content. Consider starting with an engaging hook to capture students' attention, followed by instruction, practice activities, and assessment. This time it was so difficult because, I applied my lesson plan in a new group, I do not know them because they have never been my students. All my activities were designed to be applied on intermediate students but my new group is going to be basic level.
5. Assessment Strategies: Plan assessments that align with my lesson objectives and provide opportunities for students to demonstrate their understanding. This could include informal assessments like control activities.

After all this preparation, it is time to describe which method or methods, I am going to use based on what I want to achieve with my students. First of all, sometimes I am going to use direct method because I consider that if they are going to work in a company,

students will face to speak to native speakers so they need to listen and speak in a very well manner. As I learn in this specialization direct method is describe in the next way:

### The Direct Method

The beginnings of the Direct Method were during the late 19th century. Aural (heard) and oral (spoken) aspects of learning a language are more important than reading and writing for this method. Look specifically at the underlying principles.

#### Principles of the Direct Method

The pioneers of the Direct Method were phoneticians. Here is a list of some important principles.

1. Language is not contained in books. Instead, language is connected to words which are produced orally and perceived by the listeners.
2. Language is about communication and not about being able to understand literary pieces of written language.
3. Language learning can be better achieved by finding native speakers as informants.
4. Languages of the world are different and should not be taught by comparing the structures to European languages.
5. All languages have an oral form; not all languages have a written form. This observation explains the importance of oral input in the process of language learning.
6. Children learn oral languages first; only later in life will they acquire a written form.
7. Native speakers learn language not by reading a grammar book but by hearing and using the language.
8. Learners will have more success learning the language if they are interested in the society using the language. UPN (n.d.)

This method refers to use language as we learn our mother tongue, I decided to use sometimes this method because I agree that we learn in an oral form. As Rivers (1981) suggested that to learn a language, the content has to focus on the “here and now”.

Gradually the lesson can include more complex actions by including language used in common situations and settings outside the classroom.

To help learners use the target language from the beginning, teachers use pictures that represent the life and society of the countries where the language is spoken. Using pictures to teach ideas and vocabulary can help both teachers and students use the target language and enable them to avoid using translation in the classroom. In fact, using the native language in classroom is forbidden. Teachers must explain the vocabulary by using simple language or by miming the action. However, I disagree with the idea that if you are learning you cannot translate some things. It is almost impossible that our mother tongue interferes in our learning process, and sometimes it is better to translate to explain something that your students did not understand than to let them be in doubt.

Also, I combine another method which is communicative language teaching. Cook. V. (2001) defined it as **Communicative Language Teaching** (CLT) as a style intended to redefine what students have to learn in terms of *communicative* competence rather than *linguistic* competence; the crucial goal is the ability to use the language appropriately rather than the grammatical knowledge. Like the Audiolingual style, CLT often resembles behaviorist views of learning.

Larsen-Freeman, D. (1986). Describe these characteristics. it should be connected to the grammatical and discursive organizational aspects of language, as well as the functional, sociolinguistic, and strategic components as part of pragmatic aspects. Form and function, among the relationship of language mechanisms, which are designed to engage students in usage of functional and meaningful language.

Fluency and accuracy are not always required to be together, sometimes it is important that student fluency is not stopped by accuracy, consequently students feel meaningfully engaged to an activity. There will be times when you really need to correct

their errors; errors are part of a natural outcome of the development of communication skills and positive feedback from the teacher is basic.

Focus on real-world contexts as students might not feel represented in activities that have no relationship to their environment, therefore activities should exalt the skills necessary for communication in their context.

Autonomy and strategic involvement, in order to provide students with the opportunity to be aware of their strengths, weaknesses, and preferences within their own learning style that will help them develop a sense of autonomy inside and outside the classroom.

The role of a teacher inside a classroom could vary depending on the activity; however, within the CLT context it should be as facilitator and guide, and must be seen as someone who encourages students to construct meaning through genuine linguistic interaction with classmates and teachers. The term “manager” is appropriate when a teacher is likely to promote communication, but during activities is an “advisor” answering student’s questions and monitoring their performance.

The role of the student in a CLT environment is mainly as communicator, with more responsibilities since it implies being a cooperative, collaborating, and active participant of his or her own learning process.

There is information in a web page called the 10 best teaching strategies explained, it was written by Sanako blog. Here explains that this approach is probably now the most popular teaching model for English language teaching globally. In part because it aims to put students in a variety of real-life situations, so that they can learn how to use their languageskills to communicate in the real world. Educators therefore tend to focus on fluency of communication rather than accuracy and lessons are more hands-on than theoretical.

Interactive and relevant classroom activities characterize this approach along with the use of authentic source materials. Teachers are encouraged to provide the students with as much opportunity to give and receive meaningful communication as possible. The use of personal experience is also common in CLT classrooms. UPN (n.d.)

In a web page called the 10 best teaching strategies explained, it was written by Sanako blog. I could find two more methods that I use while I teach English because remember that not all the students have the same type of opportunities so some of them have problems when they try to learn English due to the previous preparation that they have.

#### Task-based language teaching (TBLT)

The focus of [TBLT language teaching](#) is solely on the completion of a detailed task which interests and engages the learners. Learners use the language skills that they already have to complete the task and work through three distinct phases – a pre-task, the task itself and post-task review.

Students might, for example, be asked to deliver a presentation about an important environmental issue. In order to complete it, they will need to read / listen to source material, conduct internet research, as well as writing and delivering the presentation itself. Research suggests that students in TBLT classes are empowered and motivated because they ‘own’ the language and can control the nature of the task response.

#### The Natural approach

Adherents of this approach characterize it as recognizing and highlighting the difference between learning and acquiring a language. For them, learning a language requires structure, textbooks, resources and memorizing grammar rules or vocabulary lists. Whereas acquiring a language only needs teachers to create an environment which immerses students in the repetition, correction and recall of their target language.

Primarily intended to be used with beginner learners, teachers emphasize interesting, [comprehensible input \(CI\)](#) and create low-anxiety situations. As such, lessons delivered using the natural approach focus on understanding messages in the foreign language, and place little or no importance on error correction, drilling or on conscious learning of grammar rules.

I think that you cannot use just one method during your classes because it depends on many factors that influence your classes. 10 best teaching strategies (n.d.)



## 2.2.- Teaching context

I already explain that I am working in a university called Universidad Multicultural CUDEC, every 4 months, I change groups, then my practices are going to be with a new group, 29 students more or less, it is difficult because I have been working with intermediate level, in this occasion I am going to work with basic level A2 and probably most of them will be A1, I already mentioned difficulties because I had done my lesson plans for intermediate level and now I need to adapt them to a different level. They are almost the same age young adults between 18 and 24 years who are studying different majors. It is a private school which is located in La Loma neighborhood, Atlacomulco avenue, Tlalnepantla, State of Mexico.

Most of my students are middle class, it is that they can pay a private school however, some of them do not have a car or enough economical resources. Some studied high school in a public institution, as a result they do not have the same English level.

This university gave me a lot of support because they let me practice my lessons plan in one of my groups but they just authorized 2 hours, one day to apply them. My classroom is so simple, with a whiteboard, projector, chairs and good illumination, even though, I need to have my own equipment to work well for example I need to use my own laptop, speaker and markers.

I am going to use a power point presentation in order to explain vocabulary, one YouTube video, some copies and a digital book.

## 2.3.- My lesson plans

## LESSON PLAN

**SUBJECT: ENGLISH**TEACHER: María Isabel Escobar  
Galván

Week: 4

**DATE: May 28th, 2024**

GROUP (S): 1

**LEVEL:** Intermediate B1 (young adults)**BOOK:** Empower B1**LEARNING AIM:** The students are going to practice listening comprehension**GRAMMAR STRUCTURES:** The students will learn compound nouns**VOCABULARY:** Different Cultures

OBJECTIVE: The students are going to practice listening comprehension in order to improve this skill, they will listen about Kim, Will and Tasia and talk about cultural differences.

UNIT	METHOD	SKILLS	TIME	LEARNING ACTIVITIES	AIDS	OBSERVATIONS
Unit 6	Listening Bottom up	Warm-up Listening Pre-listening Bottom-up processing	10'	The teacher is going to ask the students to write down all the words that they understand and tell the teacher them.	Markers	<b>Possible sub-skills</b>
	Top down	Writing	15'	The teacher is going to introduce using flashcards and meanings in English new vocabulary and expressions, give them some examples and ask the students	Blackboard  Sheets of paper  Projector  Flashcards about	Speaking because the students will answer some questions about cultural differences.  Creative Writing because they need to write their own sentences with new vocabulary  Grammar expansion because the students will learn how to

		Active Listening Top-down processing	20'	<p>write their own ones on their notebooks.</p> <p>The teacher plays track 6.02 page 70, the ss will answer some exercises. First, they need to identify topics that the speakers are speaking about, later they make notes about cultural differences.</p>	different cultures new vocabulary	use compound nouns and modals of obligation
		Extended activity	15'	<p>When we already finished all the exercises students will write their point of view about cultural differences and compare those differences with Mexican culture.</p>	Digital student's book	

## LESSON PLAN

**SUBJECT:** English**TEACHER:** María Isabel Escobar Galván

Week: 4

**DATE:** May 28th, 2024

GROUP (S): 1

**LEVEL:** Intermediate B1 (teenagers)

BOOK: Empower B1 intermediate

**LEARNING AIM:** The students are going to practice speaking skill.**GRAMMAR STRUCTURES:** The students will review comparatives and superlatives**VOCABULARY:** Food**OBJECTIVE:** By the end of the lesson, students will be able to engage in a conversation on a given topic, express opinions, and respond appropriately to questions.

UNIT	METHOD	SKILLS	TIME	LEARNING ACTIVITIES	AIDS	OBSERVATIONS
Unit 6	Semi controlled techniques	Warm-up          Speaking	5'          10'	Greet the students and engage in some small talk to create a comfortable atmosphere.          The teacher is going to ask the students to describe and give their opinions about each dish and where they think the dishes are	Whiteboard   Copies   Projector     Images about eating around the world    Digital student's book	<b>Possible sub-skills</b>  Listening in order to fill blanks  Creative Writing because they need to write their own sentences with new vocabulary.  Grammar expansion because the students will learn how to combine different tenses to write their essay.

		Writing	10'	<p>from. (brainstorming)</p> <p>The teacher is going to introduce using flashcards and meanings in English new vocabulary and expressions, give them some examples and ask the students write their own ones on their notebooks.</p>		
		Speaking Free debate  Technique/ Guided practice	10'	<p>The teacher will separate the group into teams. The students are going to give their points of view about international food and if they have tasted it.</p>		

		Extended activity	15'	When we already finished. The students will receive a worksheet where they need to fill blank spaces. The teacher will play track 6.10 page 72 related to comparatives and superlatives.		
		Listening for detailed				
		Writing	10'	The students will write an essay, where they are going to write an introduction, body and conclusion about cuisine cultural differences.		

1. Lesson plan identification cell.	
Author	María Isabel Escobar Galván
Educational stage	Young adults
Title of your Lesson plan	Reading and Writing skills.
Learning Objective of the plan	The students are going to learn how to read different kinds of texts as well as to write different types of topics.
Communicative skill considered	Listening/Speaking/Reading/Writing
State of the following options	It might be a holiday home, art, music and literature and greetings around the world
Language Functions	Describing a building  To talk about art, music and literature.  To say Hello around the world  Writing on a blog about art, music or literature.
Main Grammar structure	Passive voice, modals of deduction
Other Grammar structures	Present perfect, informal expressions, gerunds and infinitives.
Brief description of the plan	The students are going to practice reading comprehension, pronunciation and learn new vocabulary about different topics. Also, they will practice writing their points of view.
Hours /sessions of the plan implementation	3 hours / 1 hour each one.
Number of sessions	3 sessions
Contents required for the lesson	Reading articles, writing opinions and blogs.

Link of the content	<a href="#">10 Different Greetings from Around the World - AFAR</a>  Empower second edition B1 pre-intermediate, pages 78 and 79.  Empower second edition B1+ intermediate  Pages 80 and 81.
---------------------	--

## 2.- Lesson development

Step of the lesson	Teacher activities	Students' activities	Session number
Introduction activity	<b>GREETING CUSTOMS</b>		
[Describe the introductory activities of the lesson. It must activate prior knowledge, create a context and motivate students to take the lesson]	Ask the students if they have visited different countries. If their answer is affirmative then ask what surprised them. If the answer is negative ask them what they need to investigate before travelling.	The students need to answer the teacher's questions but they need to give as much information as they can.	1
Warm up/ Lead in	The teacher introduces vocabulary and expressions that they need to know.		
	<b>ART, MUSIC AND LITERATURE</b>		
	The teacher will show some pictures of different arts such	The students will write new vocabulary on their	2



	<p>as painting, dancing or music.</p> <p><b>BUILDINGS</b></p> <p>The teacher will ask the students if they have been in a foreign country and where they stayed. If their answer is affirmative then ask what surprised them. If the answer is negative ask them what the need to investigate before travelling.</p>	<p>notebook and the meaning of those words. Later they will use it in an activity. The students will guess the name of the genre.</p> <p>The students will answer those questions and if they haven't been in a foreign country, they are going to look for information.</p>	3
Set the objective of the lesson [Describe how you will present the objective of the lesson]	<p>Understand that every country has different way to greet.</p> <p>Knowing different manners to express feelings or emotions through art, music and literature around the world.</p> <p>Learn about different places that you can live around the world.</p>		<p>1</p> <p>2</p> <p>3</p>

<p>Information processing activity [Describe how students interact with the content of the lesson. This can be done individually or in teams.]</p>	<p>The students are going to work individually and in pairs in order to write a dialogue that they will represent in a roleplay.</p> <p>The students are going to work individually.</p> <p>The students are going to work in pairs in order to interchange their opinions.</p>		<p>1</p> <p>2</p> <p>3</p>
<p>Vocabulary introduction [State the vocabulary to be introduced and the activity(ies) to do so]</p>	<p>The teacher is going to act every word in order to explain new vocabulary.</p> <p>Stick</p> <p>Bump</p> <p>Cheek</p> <p>Rub</p> <p>Shake hands</p> <p>Clap</p> <p>Bow</p> <p>Sniff</p> <p>Elder</p>	<p>The students will guess the word with only a look at the teacher and the vocabulary which is going to be written on the whiteboard.</p>	<p>1</p>

	<p>Introduce each word one at a time. Say the word aloud and have students repeat the word. Then display the word and the definition for the students to</p> <p>The teacher is going to ask the students to reflect about what vocabulary they understand and what they do not, later the students will write all the words on the whiteboard.</p> <p>Album</p> <p>Architecture</p> <p>Classical music</p> <p>Painting</p> <p>Photograph</p> <p>Poem</p> <p>Sculpture</p> <p>TV series</p>	<p>The students are going to write down each word and their meaning, then ask them to give you examples using new words.</p>	2
--	--	--	---

	<p>Novels</p> <p>Drama</p> <p>Romance</p> <p>Mystery</p> <p>Science-fiction</p> <p>The teacher is going to use the word in an example later the students will guess what the new word is and the teacher will write on the blackboard. Then ask the students to look for the meaning in a dictionary and write it on the whiteboard.</p> <p>Apartment/flat</p> <p>House</p> <p>Attic</p> <p>Balcony</p> <p>Basement</p> <p>Block of flats</p>		<p>The students are going to write down each word later they will say if their houses have some of the things mentions in the new vocabulary.</p>	3
--	---	--	---	---

	Doorbell  Floor  Front door  Move house  Neighborhood  Rent  Own  Window  Steps  Stairs  View		
Vocabulary introduction [State the vocabulary to be introduced and the activity(ies) to do so]	The teacher is going to act every word in order to explain new vocabulary.  Stick  Bump  Cheek  Rub  Shake hands	The students will guess the word with only a look at the teacher and the vocabulary which is going to be written on the whiteboard.	1

	<p>Clap</p> <p>Bow</p> <p>Sniff</p> <p>Elder</p> <p>Introduce each word one at a time. Say the word aloud and have students repeat the word. Then display the word and the definition for the students to write them.</p> <p>The teacher is going to ask the students to reflect about what vocabulary they understand and what they do not, later the students will write all the words on the whiteboard.</p> <p>Album</p> <p>Architecture</p> <p>Classical music</p> <p>Painting</p>	<p>The students are going to write down each word and their meaning, then ask them to give you examples using new words.</p>	2
--	---	--	---

	<p>Photograph</p> <p>Poem</p> <p>Sculpture</p> <p>TV series</p> <p>Novels</p> <p>Drama</p> <p>Romance</p> <p>Mystery</p> <p>Science-fiction</p>		
	<p>The teacher is going to use the word in an example later the students will guess what the new word is and the teacher will write on the blackboard. Then ask the students to look for the meaning in a dictionary and write it on the whiteboard.</p> <p>Apartment/flat</p> <p>House</p>	<p>The students are going to write down each word later they will say if their houses have some of the things mentions in the new vocabulary.</p>	3

	Attic  Balcony  Basement  Block of flats  Doorbell  Floor  Front door  Move house  Neighborhood  Rent  Own  Window  Steps  Stairs  View		
1st practice [Describe the students' activities to practice what was presented to them]	The teacher is going to give them an article and they will read it into small paragraphs.	The students are going to read an article and correct their pronunciation.	1



	<p>The teacher is going to ask the students to read small parts of the article and ask them if they have listened about it before.</p>	<p>The students are going to read and correct their pronunciation and answer teacher's questions.</p>	2
	<p>The teacher is going to play some tracks about conversations of buildings in different parts of the world.</p>	<p>The students are going to pay attention on the details of every track so later they could answer some exercises.</p>	3
<p>2nd practice or social interaction [Describe the students' activities to practice what was presented to them, but in different context; preferably the activities must consist in social interactions among participants]</p>	<p>When they already finished reading all the article, the teacher will ask the students to write a role play in pairs, so they are going to represent a country and invent a situation there.</p>	<p>The students in pairs are going to write a short dialogue which are going to represent in a roleplay. The rest of the students need to guess which country they are talking about</p>	1
	<p>The teacher is going to give the students some copies so they could answer some</p>	<p>All the students are going to answer the exercises</p>	2

	<p>exercises related to what they already read.</p> <p>The teacher will give the students some copies, then they could answer exercises related to the tracks.</p>	<p>and give the answer to the teacher.</p> <p>The students will answer some exercises in order to prove if they pay attention in the conversations they already listened and they will write about which place they prefer to stay when they will go on vacation.</p>	3
<p>Grammar Focus</p> <p>[Describe the grammar explanation of the structure presented in the lesson]</p>	<p>Simple past and present continuous</p> <p>Passive voice</p> <p>Modals of deduction</p>		<p>1</p> <p>2</p> <p>3</p>
<p>Summary [Describe how you summarize what was presented on the lesson]</p>	<p>When the lesson has finished all the students will be able to express their own ideas of greetings customs.</p> <p>When the lesson was finished the students had learned about different ways to express feelings and emotions through art, music and literature.</p>		<p>1</p> <p>2</p> <p>3</p>

	After this lesson is finished, the students will be able to write about their point of view and participate in a forum in order to write their opinion.		
--	---	--	--

### **Evaluation**

The students are going to answer some questions related to the articles they already read. Their participation in a roleplay homework and to participate in a forum and bring evidence.

### **Conclusion**

When we already finished all the lessons the students will be able express feelings and experiences as well as learning new vocabulary.

### **Follow up activities**

The teacher will ask the students to enter in this link

[Backpacking Europe - Greet \(greetyourworld.com\)](https://greetyourworld.com/backpacking-europe-greet)

[Greetings - Greet \(greetyourworld.com\)](https://greetyourworld.com/greetings-greet)


[Etiquette & Cultural Expectations - Greet \(greetyourworld.com\)](https://greetyourworld.com/etiquette-cultural-expectations-greet)

So, they could participate in one forum.

## 2.4.- Material

## Lesson 1

## 3 LISTENING

- a  Look at the photos and the information about Kim, Will and Tasia. What cultural differences do you think they noticed when they lived overseas? Compare your ideas with other students.




Kim from England  
went to live in  
Brazil.



Will from the USA  
worked for a  
company in Nigeria.



Tasia from Greece  
went to live in  
the UK.

- b  06.02 Listen to Kim, Will and Tasia. Which of these topics do they talk about? One topic is not mentioned.

being on time   children   getting up early   going to bed  
making eye contact   talking to people

- c  06.02 Listen again and make notes in the table. Then compare with a partner.

Country	Cultural difference	Example(s)	Comments they make about it
Brazil			
Nigeria			
UK			

## Lesson 2





### 'Have you eaten?' 13th May


Singaporeans are my kind of people – they're passionate about food and eating!

People here eat often – they have five or six meals a day. Instead of 'Hello' or 'How are you?' they ask, 'Have you eaten?' And it's hard to believe just how many different kinds of dishes you can get in this tiny country – Chinese, Indian, Arabic, European and many, many more.

The best meal of the day today was lunch. The main course was *muri ghonto* or fish head curry – far more delicious than it sounds! It's a southern Indian dish. You can have it with rice, but we had it the way the Chinese do, with a soft bread roll.

Dessert was *cendol* – coconut milk, ice and green noodles. It's a typical Southeast Asian dish. It wasn't as sweet as I expected, but the noodles were lovely – a bit like jelly.

There are places to eat here to suit everyone – from food stalls in shopping centres to more upmarket (and more expensive!) restaurants. My plan is to try as many as I can in the short time I'm here.



### Hawker centres – street food, but not on the streets 14th May

Singapore is famous for its street food, but it's been illegal to sell cooked food in the streets for many years. So, if you're looking for Singapore's famous street food, hawker centres are the places to go. These are indoor food courts with stalls that sell freshly cooked food. You choose your hawker stall according to what kind of cuisine you want – Thai, Malay, Chinese, Indian, Japanese or Korean.

I went to the Golden Mile Food Centre – it was amazing to see so many different food stalls under one roof. *Sup tulang*, a Malay-Indian dish of beef bones in a red spicy sauce, looked very tasty. But in the end I wanted something lighter, so I chose *ayam buah keluak*, a Paranakan (Chinese-Malay) dish. It's chicken with Indonesian black nuts, served with steamed rice. A good choice – one of the most unusual dishes I've ever tasted.




### Little India, big appetite 15th May

This part of Singapore was full of the sights and smells of India. I ate *thosai* – crispy Indian pancakes made from rice and lentils. They were served with rich and spicy dips and vegetable curry. The meal was light and fresh – delicious!

Still full from my Indian lunch, I explored the Arab Quarter. There was plenty of great food available, but sadly I wasn't hungry! I'll have to come back to Singapore. I didn't have a chance to explore Chinatown either.

By the evening I was hungry again, so I tried some of the barbecued food at *Lau Pa Sat*, an old market. I went for Malaysian chicken *satay*, pieces of chicken on sticks served with spicy peanut sauce. Absolutely delicious!

- a**  **06.10** Complete the sentences with the words in the box. Then listen and check your answers.

a bit longer than   as good as   by far the highest  
much better than   much cheaper   the best

- 1 Japan has \_\_\_\_\_ number of vending machines per person in the world.
- 2 It's \_\_\_\_\_ for sellers to run a vending machine than it is to run a shop.
- 3 But is curry and rice from a machine \_\_\_\_\_ curry and rice from a restaurant?
- 4 It's taking \_\_\_\_\_ I imagined.
- 5 It's actually \_\_\_\_\_ I expected.
- 6 I think it might be \_\_\_\_\_ vending machine meal I've ever eaten.

- b** Circle the adjectives in the sentences in 3a. Then answer the questions.

- 1 Which expression(s) talk(s) about something that is number one in a category?
- 2 Which expression(s) talk(s) about a difference?
- 3 Which expression(s) talk(s) about two things that are similar?
- 4 These words change the meaning: *by far*, *much*, *a bit*. Which mean a big difference? Which mean a small difference?

### Lesson 3

[https://www.youtube.com/watch?v=ekHpCUwXX\\_M&t=1s](https://www.youtube.com/watch?v=ekHpCUwXX_M&t=1s) video from YouTube.

#### Here's How People Greet Each Other Around the World

Here are 10 different ways to politely say hello in different countries and cultures—some of which don't involve any touching at all.



Shaking hands isn't the normal greeting in every country or culture.

Courtesy of Pexels

In many Western countries, a firm handshake with eye contact—or sometimes even a simple fist bump—is considered a warm, respectful greeting when meeting strangers. But in other places in the world ... not so much. Taking the time to learn how locals meet and greet is the first step to making a meaningful connection no matter where you are. After all, there's a certain kind of beauty in knowing that the common greeting varies so much depending on where you are.

From bumping noses in [Qatar](#) to bowing in Laos, here are 10 traditional greetings across different countries and cultures.

1. Stick out your tongue

### *Tibet*

Blame this greeting tradition on a really bad king. It all began with [monks](#), who would stick out their tongues to show that they came in peace—and weren't the reincarnation of a cruel 9th-century king named Lang Darma, who was known for having a black tongue. Needless to say, the greeting caught on.

### 2. Bump noses

#### *Qatar, Yemen, Oman, United Arab Emirates*

Want to demonstrate that you view a potential business contact as a peer? Forget shaking hands; instead, bring your nose in for a few friendly taps. Just remember: Sniffing isn't part of the equation.

[Related How to Say “I Love You” in 10 Different Languages](#)

### 3. Air kiss on the cheek

France, Italy, Spain, Belgium, Portugal, Latin America, Ukraine, and Québec, Canada

In Argentina, Chile, Peru, Mexico, São Paulo (Brazil) and Colombia, one air kiss is standard (either hovering over the right cheek or the left), whereas in Spain, Portugal, Paraguay, Italy, and cities like Paris and Québec, it's two. In Russia and Ukraine, three is the norm, and in some parts of France, it's up to four air kisses on alternating cheeks.

To add a little more confusion to the mix, there are some tricky gender and relationship rules, too. In all of the countries mentioned, women air kiss women, and in most of them, men air kiss women, but only in Argentina do men routinely brush cheeks with other men who aren't relatives or romantic partners. In Belgium, a brief handshake is acceptable for people who don't know each other well, but friends and family will often greet each other with three air kisses.



#### 4.- Rub noses (and sometimes foreheads)

##### *New Zealand*

If air kisses sound too intimate for your taste, try on a *hongi* for size. This pressing together of forehead and nose is what New Zealand's indigenous [Māori people](#) call a “sharing of breath.” The greeting signifies the sacred welcoming of a visitor into Māori culture and is used at *pōwhiri* (Māori welcoming ceremonies)—although the honor requires an invitation and isn't extended to everyone.

#### 4. Shake hands

Botswana, China, Germany, Zambia, Rwanda, and the Middle East

A handshake isn't as simple as it seems when you take it on the road. In Middle Eastern countries, for example, handshakes involve the right hand only, where the left hand is considered unclean. Visitors to China will want to lighten their grip, while folks introducing themselves to Germans should know to stop after one firm downward yank.

Not sure what to do if your hand is dirty or wet? There are country-specific procedures in place for that, too. In Morocco, touch the back of your right hand to the back of the other person's right hand to complete the gesture. In Rwanda, grasp the other person's wrist, unless, of course, their hands are muddy too, in which case, just touch wrists to convey “hello.” In Botswana, things are more complicated, even when hands are clean. The local handshake between two people entails multiple steps: Clasp right hands, shake up and down once, interlock thumbs, raise your arms to a right angle, grasp hands again, then release to a relaxed “shake” position before letting the other person's hand go.

[Related 8 Hand Creams We've Discovered Traveling the World](#)

## 5. Clap your hands

### *Zimbabwe and Mozambique*

There's something kind of nice about applause as part of a hello, isn't there? In Zimbabwe, the clapping of hands comes after folks shake in a call and answer style—the first person claps once, and the second person twice, in response. Just be careful how you slap those palms together. Men clap with fingers and palms aligned, and women with their hands at an angle. In northern Mozambique, people also clap, but three times before they say “*moni*” (hello).

## 6. Put your hand on your heart

### *Malaysia*

It's very formal, but this traditional Malaysian greeting has a particularly lovely sentiment behind it. Take the opposite person's hands lightly in yours. Then, release the other person's hands and bring your own hands to your chest and nod slightly to symbolize goodwill and an open heart. It's polite for the other person to return the gesture. Note that men should wait for local women to extend a hand, and if they don't, a man should put a hand on his chest and give a slight nod.

[Related 15 Podcasts to Help You Master a New Language](#)

## 7. Bow

Cambodia, India, Nepal, Laos, Thailand, and Japan

When it comes to bowing, the question isn't just when to take a bow, it's how to do it. In India, Nepal, Cambodia, Laos, and Thai cultures, press your palms together in an upward-pointing prayer position at heart level or higher, then bend your head slightly forward to take a bow. In India, and Nepal, you might hear the phrase *namaste* uttered during this

greeting; the Sanskrit term translates to “bend or bow to you,” and is considered a sign of respect and gratitude.

In Thailand, taking a bow is referred to as the *wai*, and the higher you place your hands, the more respect you’re showing. In Japanese culture, [on the other hand](#), a deeper bow indicates a higher level of respect than a slight bow (90 degrees is the max) and prayer hands aren’t used. Men bow with their hands at their sides, and women with their hands on their thighs. Among the younger generations, a head bow (like a nod, but more pronounced) is becoming the new norm.

## 8. Sniff faces

### *Greenland and Tuvalu (Oceania)*

There’s nothing quite like the smell of someone you love . . . or someone you’ve just met. In Greenland, *kunik*, the Inuit tradition of placing your nose and upper lip against someone’s cheek or forehead and sniffing, is limited to very close relationships. But on the South Pacific island of Tuvalu, pressing cheeks together and taking a deep breath is a part of a traditional Polynesian welcome for visitors.

## 9. Greeting your elders before younger people

### *Asia and Africa*

Throughout Asia and Africa, honoring your elders is a given. This means greeting seniors and older folks before younger people and always using culture-specific titles and terms of respect upon first meeting. In the Philippines, locals have a particularly unique way of showing their reverence. They take an older person’s hand and press it gently to their foreheads. In India, locals touch older people’s feet as a show of respect. In Liberia, as well as among members of the Yoruba people in Nigeria, young people drop to one or both knees to honor their elders.

What to do if you use the wrong traditional greeting

It happens: You're new to a destination and you aren't quite sure how to greet someone, so you default to whatever is acceptable at home. We've all been there. Sometimes simply going with the flow of what's happening can be a safe bet—maybe someone is leaning in for a cheek kiss.

But the best thing to do is a bit of research before you even leave home. Or simply ask what's customary. A simple “I'm new here and I want to make sure I'm respecting the local culture. Is there a proper way to greet people that I can use?” will go a long way.

This article originally appeared online in January 2018; it was updated on May 17, 2023, to include current information.

Chris Ciolli

Chris Ciolli is a Barcelona-based writer, translator, and artist with Midwestern roots. She shares her adventures as a Missourian in the world at [midwesternerabroad.com](http://midwesternerabroad.com).


TRAVEL NEWS

Retrieved by: [10 Different Greetings from Around the World - AFAR](#)

## Lesson 4

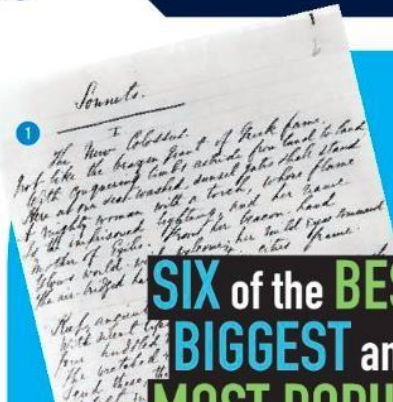
**Learn to talk about art, music and literature**

- G** The passive: present simple and past simple
- V** Art, music and literature



**5**

**1**




**SIX of the BEST, BIGGEST and MOST POPULAR**

Read about some of the most iconic books, music, art, and buildings of all time.

**Lunch Atop a SKYSCRAPER**

This iconic photo shows 11 construction workers having lunch and chatting 260 metres above Manhattan during the construction of the Rockefeller Center in New York in 1932. No one knows exactly who took the photo, nor even who the men in the photo are. In fact, the photo was set up by the photographer, who planned to use it in advertisements for the new skyscrapers.



**6**

**ABBA Greatest Hits**

Since 70s pop group ABBA released the album *Gold: Greatest Hits* in 1992, it has sold over 30 million copies, which makes it one of the most popular albums of all time. Their hit single from 1976 'Dancing Queen' is still played everywhere, and many other bands have made their own versions of it.



**2**

**To Kill a Mockingbird by Harper Lee**

This novel examines the subject of racism in the southern states of the USA through the eyes of a young girl. It is one of the most influential books of all time. *To Kill a Mockingbird* was written by Harper Lee in 1957. After it was published in 1960, Harper Lee didn't publish any other books until *Go Set a Watchman* in 2015. Part of the reason that *To Kill a Mockingbird* has become so well known is that it is read in schools all over the world. It was also made into a film.



**7**

**Beethoven's FIFTH SYMPHONY**

When Beethoven was alive, his Fifth Symphony wasn't his most popular piece of music, but now most people recognise the famous four-note introduction. These opening notes are sometimes used by other musicians to make electro dance, hip-hop, rock and roll and disco music.



**3**

**THE BURJ KHALIFA, Dubai**



**8**

## 2 READING

**a** Look at the pictures and titles in the article. Which of these things do you know about? Which of them have you read, seen or listened to? Do you like them? Why / Why not?

**b** Read the article. Which things do the comments describe? Sometimes there is more than one answer.

- 1 'You can have an expensive dinner and enjoy the view.'
- 2 'It looks natural, but it was planned.'
- 3 'It took some time to become popular.'
- 4 'It disappeared for two years.'
- 5 'It changed the way people think.'
- 6 'People enjoy dancing to it.'

**c** Read the article again. Are the sentences true (T) or false (F)?

- 1 *Mona Lisa* is the English name for the painting *La Gioconda*.
- 2 The start of Beethoven's Fifth Symphony is well known today.
- 3 Harper Lee wrote several more novels after *To Kill a Mockingbird*.
- 4 There's a restaurant at the top of the Burj Khalifa.
- 5 The photo *Lunch Alop a Skyscraper* is by a well-known photographer.
- 6 ABBA's song *Dancing Queen* is no longer popular now.





## Lesson 5



**HOLIDAY HOME**

**1 LISTENING**

**a** Look at photos a–d and discuss the questions.

- Where do you think the buildings are? Are they in the city or the country? Which country? Explain your answers.
- Who do you think lives in each building? A large family? A young married couple? Explain your answers.

**b** **c** **d** **e** **f** **g** **h** **i** **j** **k** **l** **m** **n** **o** **p** **q** **r** **s** **t** **u** **v** **w** **x** **y** **z** **aa** **ab** **ac** **ad** **ae** **af** **ag** **ah** **ai** **aj** **ak** **al** **am** **an** **ao** **ap** **aq** **ar** **as** **at** **au** **av** **aw** **ax** **ay** **az** **ba** **bb** **bc** **bd** **be** **bf** **bg** **bh** **bi** **bj** **bk** **bl** **bm** **bn** **bo** **bp** **bq** **br** **bs** **bt** **bu** **bv** **bw** **bx** **by** **bz** **ca** **cb** **cc** **cd** **ce** **cf** **cg** **ch** **ci** **cj** **ck** **cl** **cm** **cn** **co** **cp** **cq** **cr** **cs** **ct** **cu** **cv** **cw** **cx** **cy** **cz** **da** **db** **dc** **dd** **de** **df** **dg** **dh** **di** **dj** **dk** **dl** **dm** **dn** **do** **dp** **dq** **dr** **ds** **dt** **du** **dv** **dw** **dx** **dy** **dz** **ea** **eb** **ec** **ed** **ee** **ef** **eg** **eh** **ei** **ej** **ek** **el** **em** **en** **eo** **ep** **eq** **er** **es** **et** **eu** **ev** **ew** **ex** **ey** **ez** **fa** **fb** **fc** **fd** **fe** **ff** **fg** **fh** **fi** **fj** **fk** **fl** **fm** **fn** **fo** **fp** **fq** **fr** **fs** **ft** **fu** **fv** **fw** **fx** **fy** **fz** **ga** **gb** **gc** **gd** **ge** **gf** **gg** **gh** **gi** **gj** **gk** **gl** **gm** **gn** **go** **gp** **gq** **gr** **gs** **gt** **gu** **gv** **gw** **gx** **gy** **gz** **ha** **hb** **hc** **hd** **he** **hf** **hg** **hh** **hi** **hj** **hk** **hl** **hm** **hn** **ho** **hp** **hq** **hr** **hs** **ht** **hu** **hv** **hw** **hx** **hy** **hz** **ia** **ib** **ic** **id** **ie** **if** **ig** **ih** **ii** **ij** **ik** **il** **im** **in** **io** **ip** **iq** **ir** **is** **it** **iu** **iv** **iw** **ix** **iy** **iz** **ja** **jb** **jc** **jd** **je** **jf** **jj** **jh** **ji** **jj** **jk** **jl** **jm** **jn** **jo** **jp** **jq** **jr** **js** **jt** **ju** **jv** **jw** **jx** **ji** **jj** **jk** **jl** **jm** **jn** **jo** **jp** **jq** **jr** **js** **jt** **ju** **jv** **jw** **jx** **ji** **jj** **jk** **jl** **jm** **jn** **jo** **jp** **jq** **jr** **js** **jt** **ju** **jv** **jw** **jx** **ja** **jb** **jc** **jd** **je** **jf** **gg** **gh** **gi** **gj** **gk** **gl** **gm** **gn** **go** **gp** **gq** **gr** **gs** **gt** **gu** **gv** **gw** **gx** **gy** **gz** **ha** **hb** **hc** **hd** **he** **hf** **hg** **hh** **hi** **hj** **hk** **hl** **hm** **hn** **ho** **hp** **hq** **hr** **hs** **ht** **hu** **hv** **hw** **hx** **hy** **hz** **ia** **ib** **ic** **id** **ie** **if** **ig** **ih** **ii** **ij** **ik** **il** **im** **in** **io** **ip** **iq** **ir** **is** **it** **iu** **iv** **iw** **ix** **iy** **iz** **ja** **jb** **jc** **jd** **je** **jf** **ga** **gb** **gc** **gd** **ge** **gf** **gg** **gh** **gi** **gj** **gk** **gl** **gm** **gn** **go** **gp** **gq** **gr** **gs** **gt** **gu** **gv** **gw** **gx** **gy** **gz** **ha** **hb** **hc** **hd** **he** **hf** **hg** **hh**

## 2.5.- Evidences









## 2.6.- Assessment

### Assessment 1<sup>st</sup> lesson

Listening to a conversation(stimulus) - every student needs to answer some comprehension questions. Fill blanks in order to know if they understood the conversation (response).

### Assessment 2nd lesson

Listening to different sentences(stimulus) - every student needs to fill the blanks. Later they will identify what adjectives are and answer the questions (response).

They are going to practice present perfect as a free activity where I need to assess the students individually because they will write an essay about their favorite food using the vocabulary just taught.

### Assessment 3<sup>rd</sup> lesson

Read a passage so the teacher can assess their pronunciation and intonation, later they will write some sentences using new vocabulary. After that the teacher is going to guide the students to write their own role play using new vocabulary. Finally, they will have a free activity writing on a forum related to greetings

### Assessment 4th lesson

Write sentences using new vocabulary. Read about an article related to art, literature and music, later the students will answer some questions related to so it is the stimuli. Later I will explain that they will have a free activity so they are going to write on a forum relatedto literature, art and music.

### Assessment 5th lesson

The students are going to write sentences using new vocabulary, then they will describe some pictures so they could practice vocabulary and structures, later they will listen to a track (listening for detail), after the students answer some question related to the narration. Finally, they will have a free activity where they will write their own ideas on a forum related to buildings.

### Testing

<b>Ciclo 24-2</b>	<b>Final Exam 100%</b>	<b>Tipo A</b>
-------------------	------------------------	---------------

Asignatura: INGLÉS INDIANA

Grupo: 1

Nombre del profesor: María Isabel Escobar Galván

Nombre del alumno:

			<b>CALIFICACIÓN DEL EXAMEN</b>
Apellido Paterno	Apellido Materno	Nombre(s)	

FIRMA DE  
ALUMNO

### INSTRUCCIONES GENERALES:

- El alumno sólo podrá tener en su banca lápiz, pluma, goma y sacapuntas al momento de iniciar el examen.
- En caso de que algún examen no este registrado el nombre del alumno, tendrá cero de calificación.
- El alumno sólo podrá presentar examen mostrando su credencial vigente al pasar lista y depositándola en la banca.
- Se deberá contestar con pluma de tinta negra o azul. No se permiten rayones, acaso se puede utilizar corrector.
- Si se detecta algún alumno(s) copiando, tratando de copiar, en actitud sospechosa o sea sorprendido haciendo un acto deshonesto automáticamente se retirará el examen, sin

oportunidad de continuar y se anulará en su totalidad el examen, y su calificación será cero.

- Durante el examen no podrá estar encendido el celular (ni en vibrador). Cualquier aparato electrónico deberá permanecer apagado y guardado en la mochila.

**OBJETIVO GENERAL DE LA ASIGNATURA:** Students will be able to communicate in everyday situations using basic grammatical forms that allow them to increase their communicative competence

**1.- LISTENING SECTION.**

**Listen to part of a conversation between two students at the university. Are the sentences true (T) or false (F) (10 points).**

**1.- Gavino has written six essays this term\_\_\_\_\_**

**2.- Gavino is in his first year at university\_\_\_\_\_**

**3.- Gavino was late for class for two weeks\_\_\_\_\_**


**4.- Gavino failed his exam \_\_\_\_\_**

**5.- Gavino studies for the exam every Wednesday\_\_\_\_\_**

## 2.- READING SECTION (10 points)

# CITY MAKES PROGRESS FOR DISABLED

**This week is the first anniversary of Mayor Alex Walker's promise to make life in our city easier for disabled people. We asked disabled athlete Ayesha Omar to tell us about her experiences in the city.**



Just over a year ago, *City News* invited me here for the day to do an interview. It turned out to be a visit I will never forget – unfortunately, for all the wrong reasons. As someone in a wheelchair, it was almost impossible for me to get around the city. There was not nearly enough access to public transport and I discovered that taxis were no better: none of them had the special doors I need to carry my wheelchair. The day was such a nightmare that I decided to write a story about my experience in the paper. After I wrote my story, Mayor Alex Walker promised to make things better in the city and gave £6 million to the project. Last week, I returned to see if the city had improved.

I arrived at the train station early in the morning. One year ago, the station only had stairs up to the exit. That meant that three men had to carry me off the platform, which was by far the most embarrassing thing that happened to me during my last visit. This year, I saw immediately that they

had built a new lift. 'Wonderful!' I thought – but then I remembered something: the buttons. On 'normal' lifts, the buttons are sometimes too high for a person in a wheelchair. That means I have to ask someone to push the buttons for me. However, the lift in the station had buttons that were much lower, so I was able to push them myself. I was really pleased.

I decided to take a taxi into the city centre, so, first of all, I needed to get some money from the bank. Again, I am very pleased to say that when I found the line of three cash machines outside the station, one of them was lower than the other two and so it was the right height for wheelchair users. Later that day, I took a bus and a tram and visited all the main museums, galleries and shopping centres. There was access for wheelchair users everywhere I went. Things are still not perfect and there is a long way to go, but I can honestly say that Alex Walker has kept his promise to disabled people in the city!

Read the adverts. Are the sentences true (T) or false (F)?

1.- How long has Alex Walker been mayor of the city?

- a.- at least one year
- b.- exactly one year
- c.- less than one year

2.- What does Ayesha say about taxis during her first visit?

- a.- It was impossible for her to find one
- b.- She was not able to use them
- c.- They were better than public transport

3.- Why is Ayesha writing another report about the city?

- a.- She had been invited to an anniversary party in the city
- b.- She has become a professional journalist
- c.- She heard that a lot of money had been spent on the city

4.- How many of the cash machines at the station can Ayesha use easily?

- a.- one
- b.- two
- c.- three

5.- How many different forms of transport did Ayesha use to get around the city?

- a.- one
- b.- two
- c.- three

### **3.- USE OF ENGLISH SECTION**

**I.- Write the correct comparative or superlative (10 points)**

- 1.- My mother is \_\_\_\_\_ than my father. (old) (2 points)
- 2.- What is \_\_\_\_\_ movie you have ever seen? (funny) (2 points)
- 3.- That movie was bad, but it wasn't \_\_\_\_\_ I have ever seen. (bad) (2 points)
- 4.- Rachel's hair is not as \_\_\_\_\_ as Sara's (long) (2 points)
- 5.- Yesterday's exam was \_\_\_\_\_ than the one last month. (difficult) (2 points)



**II.- Complete the sentences with the correct preposition: on, in, at, to, about, . (10 points)**

- 1.- My train will depart\_\_\_\_\_7 a.m.
- 2.- We need to think\_\_\_\_\_that problem.
- 3.- We are looking forward\_\_\_\_\_your response.
- 4.- All the students are\_\_\_\_\_the classroom right now
- 5.- She is very good\_\_\_\_\_singing opera.

**4.- VOCABULARY**

I.- Write the next verbs in simple past and past participle. (10 points)

- |             |                 |                 |
|-------------|-----------------|-----------------|
| 1.- Sink    | _____ (1 point) | _____ (1 point) |
| 2.- Seem    | _____ (1 point) | _____ (1 point) |
| 3.- Read    | _____ (1 point) | _____ (1 point) |
| 4.- Mistake | _____ (1 point) | _____ (1 point) |
| 5.- Have    | _____ (1 point) | _____ (1 point) |

**II.- Match the pictures with the adjectives. Write the number on the line. (10 points)**





1.- Fit \_\_\_\_\_

2.- Healthy \_\_\_\_\_

3.- Thirsty \_\_\_\_\_

4.- Tired \_\_\_\_\_

5.- Unhealthy \_\_\_\_\_

## 5.- WRITING

**I.- Write at least 75 words. Write about cultural differences. (20 POINTS)**

---

---

---

---

---

---

---


---

---

Ximena Uribe Lopez

May 28<sup>th</sup> 2024

### 3 GRAMMAR Comparatives and superlatives

- a  06.10 Complete the sentences with the words in the box. Then listen and check your answers.

a bit longer than    as good as    by far the highest  
much better than    much cheaper    the best

- Japan has by far the highest number of vending machines per person in the world.
- It's much cheaper for sellers to run a vending machine than it is to run a shop.
- But is curry and rice from a machine as good as curry and rice from a restaurant?
- It's taking a bit longer than I imagined.
- It's actually much better than I expected.
- I think it might be the best vending machine meal I've ever eaten.

Good Job!

- b Circle the adjectives in the sentences in 3a. Then answer the questions.

- Which expression(s) talk(s) about something that is number one in a category? the best
- Which expression(s) talk(s) about a difference? as sweet as
- Which expression(s) talk(s) about two things that are similar? as many as
- These words change the meaning: by far, much, a bit. Which mean a big difference? Which mean a small difference?

- c  Now go to Grammar Focus 6B on p. 154.

- d Use the ideas below to write sentences with comparatives, superlatives and (not) as ... as.

cheap    fun    good for you    healthy  
interesting    nice    spicy    sweet    tasty

- street food / food in expensive restaurants / home-made food
- Japanese food / Mexican food / Indian food
- vegetarian food / meat dishes / fish dishes
- food from my country / food from other countries



#### 'Have you eaten?'

13th May

Singaporeans are my kind of people – they're passionate about food and eating!

People here eat often – they have five or six meals a day. Instead of 'Hello' or 'How are you?' they ask, 'Have you eaten?' And it's hard to believe just how many different kinds of dishes you can get in this tiny country – Chinese, Indian, Arabic, European and many, many more.

The best meal of the day today was lunch. The main course was muri ghonto or fish head curry – far more delicious than it sounds! It's a southern Indian dish. You can have it with rice, but we had it the way the Chinese do, with a soft bread roll.

Dessert was cendol – coconut milk, ice and green noodles. It's a typical Southeast Asian dish. It wasn't as sweet as I expected, but the noodles were lovely – a bit like jelly.

There are places to eat here to suit everyone – from food stalls in shopping centres to more upmarket (and more expensive!) restaurants. My plan is to try as many as I can in the short time I'm here.

Andrea Alamilia Aguilas

May, 28<sup>th</sup>, 2024

### 3 GRAMMAR Comparatives and superlatives

a **06.10** Complete the sentences with the words in the box. Then listen and check your answers.

- Box words: **1** a bit longer than, **2** as good as, **3** by far the highest, **4** much better than, **5** much cheaper, **6** the best - **7** ci mejor
- Handwritten notes: **1** (1) **Por mucho mas alto**, **2** **Por mucho mas barato**, **3** **Por mucho mas alto**, **4** **Por mucho mas alto**, **5** **Por mucho mas barato**, **6** **Por mucho mas alto**, **7** **Por mucho mas alto**
- Japan has **2** number of vending machines per person in the world.
  - It's **5** for sellers to run a vending machine than it is to run a shop.
  - But is curry and rice from a machine **2** curry and rice from a restaurant?
  - It's taking **1** I imagined.
  - It's actually **4** I expected. (by far the highest)
  - I think it might be **6** vending machine meal I've ever eaten.

b Circle the adjectives in the sentences in 3a. Then answer the questions.

- Which expression(s) talk(s) about something that is number one in a category? **The best** **1**
- Which expression(s) talk(s) about a difference? **2**
- Which expression(s) talk(s) about two things that are similar? **3**
- These words change the meaning: *by far, much, a bit*. Which mean a big difference? Which mean a small difference?

c **Now go to Grammar Focus 6B on p. 154.**

d Use the ideas below to write sentences with comparatives, superlatives and (not) as ... as.

cheap fun good for you healthy  
interesting nice spicy sweet tasty

- street food / food in expensive restaurants / home-made food
- Japanese food / Mexican food / Indian food
- vegetarian food / meat dishes / fish dishes
- food from my country / food from other countries



#### 'Have you eaten?'

13th May

Singaporeans are my kind of people - they're passionate about food and eating!

People here eat often - they have five or six meals a day. Instead of 'Hello' or 'How are you?' they ask, 'Have you eaten?' And it's hard to believe just how many different kinds of dishes you can get in this tiny country - Chinese, Indian, Arabic, European and many, many more.

**The best** meal of the day today was lunch. The main course was *muri ghonto* or fish head curry - far more **delicious** than it sounds! It's a southern Indian dish. You can have it with rice, but we had it the way the Chinese do, with a soft bread roll.

Dessert was *cendol* - coconut milk, ice and green noodles. It's a typical Southeast Asian dish. **It wasn't as sweet as I expected**, but the noodles were **lovely** - a bit like jelly.

There are places to eat here to suit everyone - from food stalls in shopping centres to more upmarket (and more expensive!) restaurants. **My plan is to try as many as I can in the short time I'm here.**

Sanchez Gonzalez Roberto Ivan

28/05/2024

### 3 GRAMMAR Comparatives and superlatives

a **06.10** Complete the sentences with the words in the box. Then listen and check your answers.

~~on average~~ ~~far~~ ~~much better than~~ ~~as good as~~ ~~by far the highest~~  
~~much~~ ~~as good as~~ ~~much cheaper~~ ~~the best~~

- 1 Japan has as good as number of vending machines per person in the world.
- 2 It's much cheaper for sellers to run a vending machine than it is to run a shop.
- 3 But is curry and rice from a machine as good as curry and rice from a restaurant?
- 4 It's taking a bit longer than imagined.
- 5 It's actually far better than expected.
- 6 I think it might be the best vending machine meal I've ever eaten.

Good Job!

b Circle the adjectives in the sentences in 3a. Then answer the questions.

- 1 Which expression(s) talk(s) about something that is number one in a category? about something
- 2 Which expression(s) talk(s) about a difference? much
- 3 Which expression(s) talk(s) about two things that are similar? The short time
- 4 These words change the meaning: by far, much, a bit. Which mean a big difference? Which mean a small difference? much

c **Now go to Grammar Focus 6B on p. 154.**

d Use the ideas below to write sentences with comparatives, superlatives and (not) as ... as.

cheap fun good for you healthy  
 interesting nice spicy sweet tasty

- street food / food in expensive restaurants / home-made food
- Japanese food / Mexican food / Indian food
- vegetarian food / meat dishes / fish dishes
- food from my country / food from other countries



#### 'Have you eaten?'

13th May

Singaporeans are my kind of people - they're passionate about food and eating!

People here eat often - they have five or six meals a day. Instead of 'Hello' or 'How are you?' they ask, 'Have you eaten?' And it's hard to believe just how many different kinds of dishes you can get in this tiny country - Chinese, Indian, Arabic, European and many, many more.

The best meal of the day today was lunch. The main course was muni ghonto or fish head curry - far more delicious than it sounds! It's a southern Indian dish. You can have it with rice, but we had it the way the Chinese do, with a soft bread roll.

Dessert was cendol - coconut milk, ice and green noodles. It's a typical Southeast Asian dish. It wasn't as sweet as I expected, but the noodles were lovely - a bit like jelly.

There are places to eat here to suit everyone - from food stalls in shopping centres to more upmarket (and more expensive!) restaurants. My plan is to try as many as I can in the short time I'm here.





## Chapter 3.- Experience report

### 3.1.- Breakdowns during my classes

First of all, when you are preparing a class, there are different breakdowns that could occur. This report identifies and analyzes the common breakdowns experienced during the execution of my lesson plans.

#### 1. Internet Disruption

At the beginning of my class, Internet was not working because all the school had an interruption of signal, I had to start my class since time was running, I need to have access online resources or multimedia content like: digital book, some audios on the platform and a YouTube video.

#### Solution

I already did a backup plan with offline activities and resources.

I pre-downloaded essential materials and videos.

Finally, I communicated with students about expected internet issues and alternative ways to continue learning. At the end all worked out well.

#### 2. Low English Proficiency Levels

As I wrote before it was a new group with a low level that I used to teach so students with varying levels of English proficiency can struggle to understand instructions, participate in discussions, and complete tasks effectively.

### Solution

I used visual aids and simplified language to explain concepts.

I pair students with higher proficiency with those who need more help.

I need to translate some essential instructions or meanings in order to help my students to understand.

I provided additional support and practice materials for students to improve their English skills.

### 3. Use of Spanish in the Classroom

Students all the time tried to speak Spanish during class but it was both a challenge and an opportunity, depending on the context and the goals of the lesson. I think that it could be an advantage because if they understand and learn the objective of the lesson is reached, but if they want to translate all the time, it changes into a big problem because it may slow down the progress of learning English.

### Solutions

At the beginning of the course, I establish clear guidelines for when Spanish is permissible.

I tried to use Spanish strategically to explain complex concepts or instructions.

I encourage students to use English as much as possible through interactive activities.



#### 4. Time Management Issues

Running out of time to complete all planned activities can be a common issue, it could affect your main objective, because I did not have internet, I started my class 15 minutes late, I could not finish all the activities that I already planned.

##### Solutions

The next time I am going to prioritize key activities and build flexibility into the lesson plan.

I need to plan better each activity and stick to the schedule. I must incorporate extra time for unexpected delays.

Those were the principal breakdowns that I had and they will require proactive planning, flexibility, and the use of varied instructional strategies. By implementing some useful strategies for this group and their English level.

### 3.2.- Outcomes

The lesson plan focused on enhancing the language skills of young adults in the context of intercultural activities in this case Greetings around the world. The specific learning objectives were to improve comprehension, articulate ideas clearly in speaking, enhance listening for detailed information, and develop coherent and structured writing.

#### **Reading:**

##### 1.- Activities:

Students were assigned an article on Greetings around the world to read and annotate.

##### 2.- Assessment:

Comprehension exercises based on the article.

Participation in group discussion.

##### 3.- Outcomes:

Most students demonstrated weak comprehension skills, with an average score of 50% because they can explain what they just read but it was expected due to the lack of knowledge. Remember that this lesson was design for intermediate level in consequence my students do not have a lot of vocabulary.

Surprisingly, some students did not struggle with more complex vocabulary and abstract concepts.

Students enjoyed the topic but requested more pre-teaching of challenging vocabulary.

#### 4.- Reflection:

Consider integrating more extensive vocabulary pre-teaching in future lessons.

To utilize varied reading materials of different proficiency levels.

Planning Reading activities according to their real level so they are motivated to learn.

### **Writing**

#### 1.- Activities:

Students wrote a short essay on their opinions about the article's topic.

They received feedback.

#### 2.-Assessment:

Rubric evaluating coherence, structure, grammar, creativity, etc.

#### 3.- Outcomes:

Students produced well-structured essays, according to their English level.

Common areas for improvement included clarity and grammatical accuracy.

#### 4.- Reflection:

Introduce new useful expressions and grammar before the writing task.

Provide a structured peer review guide to improve feedback quality.

## **Speaking**

### **1.- Activities:**

Students participated in a debate on the article about food around the world.

Pair discussions to practice viewpoints.

### **2.- Assessment:**

Evaluation of clarity, fluency, argument strength, and engagement through a rubric.

Observation of pair discussions.

### **3.- Outcomes:**

Students struggled to form complete sentences, just basic simple statements, at least they try to do it.

Students speak a lot of Spanish because they do not have enough vocabulary to use.

Some students were hesitant to participate actively in pair discussions.

They were eager to give their points of view because they really like Mexican food.

### **4.- Student Feedback:**

Students enjoyed the debate but suggested to practice with smaller, easy speaking tasks.

### **5.- Reflection:**

Incorporate more frequent, informal speaking activities.

Create a supportive environment to encourage shy students to participate.

## **Listening**

### **1.- Activities:**

Listening to a podcast related to three people from different countries that speak about punctuality.

Exercise where the students needed to look for specific information so they can complete one chart.

### **2.- Assessment:**

Listening comprehension exercise

Summarizing the podcast.

### **3.- Outcomes:**

Students struggled to understand listening comprehension so it is important to practice not only in class but also at home with some tasks.

Students scored an average of 40% on the listening quiz, indicating a poor understanding of the main ideas and details.

Group discussions revealed that just some students could effectively summarize and analyze the podcast content.

Most of students had difficulty with fast speech and accent variations in the podcast.

### **4.- Student Feedback:**

Students found the podcast challenging due to the speaker's speed and accent.

#### 5.- Reflection:

Provide a variety of listening materials with different accents and speeds.

Offer transcripts or slower-paced audio according to their English level so Little by Little they could improve.

#### Overall Reflection:

The lesson plan successfully engaged young adults in improving their reading, writing, speaking, and listening skills. While students met their areas for improvement include providing more support for complex vocabulary and grammatical accuracy, as well as increasing opportunities for informal speaking practice. Future lessons will incorporate these elements to better cover students' needs and enhance their language proficiency.

## Chapter 4.- General conclusion.

### Conclusion

Teaching and learning English as a foreign language is a dynamic and multifaceted process that involves various pedagogical strategies, learner engagement, and contextual considerations. The global meaning of English as a *lingua franca* and the importance of effective language education, all of them can empower individuals with enhanced communication skills, cultural understanding, and career opportunities, especially if you are teaching young adults who are studying a university major.

Effective teaching methodologies must be adaptive and student-centered, incorporating a mix of traditional and innovative approaches to adequate various learning styles and needs. Technology plays a crucial role in modern language education, offering interactive and immersive tools that can facilitate both classroom and self-directed learning. The integration of technology into ESL education has enriched the learning experience, providing dynamic tools and resources that support both teachers and students. These advancements facilitate personalized learning, greater accessibility, and interactive engagement, making English language education more effective and less boring.

Learners, on the other hand, benefit from consistent practice, exposure to authentic language use, and opportunities for real-life communication. All of these benefits help students to have self-confidence to speak in public and not to be afraid to have errors while they are speaking.

The success of ESL education is a collaborative effort between teachers, learners, and the community. An environment that values cultural diversity and promotes practical language use, we can empower individuals to achieve their personal and professional goals.

As the world continues to evolve, the importance of English as a bridge for cross-cultural communication and understanding will only grow, as educators we need to understand that the vital role of ESL education helps in building a more connected and inclusive global society.

The process of creating and implementing a lesson plan involves careful consideration of various factors, including educational objectives, student needs, instructional strategies, and assessment methods. Through the breakdown of these elements, we have explored the importance of understanding learning outcomes, aligning with curriculum standards, and considering the diversity of students.

Throughout the planning process, it is common to encounter challenges and breakdowns. But when you are in a real-life situation, it is totally different because you need to change some activities, explanation or switch some steps if you want to reach your objectives. These are difficulties in involving all the students, include diverse learning needs, or effectively assessing understanding. However, these challenges present opportunities for growth and innovation.

While I was giving my class, several breakdowns appeared some of them I already plan a solution but there were some that suddenly happened and I needed to solve at the moment with all the resources that I had. Keeping in mind my goals, I need to take in consideration individual student's needs, since it is the most important part of teaching.

Reflecting on the experience of giving classes in a different way, it is clear that flexibility and adaptability are key. Embracing new instructional methods, technologies, and pedagogical approaches can lead to motivate student engagement and learning. In addition, learning new methods and techniques outside of traditional teaching practices like in this specialization we did, allows teachers to cultivate creativity, critical thinking, and problem-solving skills in their students.



As educators, it is essential to continuously assess our teaching practices to meet the evolving needs of our students which also I already learned new ways to do it. Innovation, collaborating with colleagues, and open your mind to new ideas can create dynamic and impactful learning experiences that empower students to succeed in the world.

The process of creating and implementing a lesson plan is not only a task to be completed, it is also exploration, discovery, and growth for both educators and students.

At last, the goal of teaching and learning English as a foreign language is not just to achieve linguistic competence but also to cultivate global citizens who can contribute to a multicultural world. As educators and learners continue to adapt to the evolving landscape of language education, the emphasis on communicative competence, cultural literacy, and learning from other cultures.

In conclusion, learning and teaching English as a second language (ESL) is a transformative journey that is more than a linguistic proficiency. For learners English opens up a world of opportunities and an easy way to communicate in a globalization, access diverse educational and professional prospects, and immerse themselves in different cultures. For educators, teaching ESL is both a challenging and fulfilling effort that demands innovative and adaptable approaches to meet needs of each student.

## References

- Adrian Doff, Craig Thainne, Herbert Puchta, Jeff Stranks, Peter Lewis-Jones (2022), Empower Student's book A2, Cambridge University Press, second edition.
- Brown, D. H. (2007). Teaching by principles: an interactive approach to language pedagogy. White plans (NY): Pearson.
- Brown, H. Douglas. (2004). Language assessment: principles and classroom practices. New York: Pearson/Longman.
- Cook, V. (2001). Second Language Learning and Language Teaching. Oxford: Oxford University Press.
- Gardner, R. C. (1985). Social Psychology and Second Language Learning: The Role of Attitudes and Motivation. London: Edward Arnold, page 10.
- Larsen-Freeman, D. (1986). Techniques and Principles in Language Teaching. Oxford: Oxford University Press.
- Rivers 1981, cited in Omaggio Hadley, A. (2001). *Teaching language in context*. Boston: Heinle & Heinle.
- Singhal, M, (1998). *A comparison of L1 and L2 reading: Cultural differences and schema*. The internet TESL journal. Retrieved March 13, 2010.
- Spolsky, B. (1995). Measured Words: The Development of Objective Language Testing. Oxford: Oxford

Swain, M. (1985). Communicative competence: Some roles of comprehensible input and comprehensible output in its development. In S. Gass & C. Madden (Eds.), *Input in Second Language Acquisition* (pp. 235-256). New York: Newbury House, p. 248-249.

Vygotsky, L. (1978). *Mind in society: The development of higher psychological processes*. Cambridge: Harvard University Press, page 57

UPN (n.d.) forum our teaching

philosophy <https://eeaille.upnvirtual.edu.mx/mod/book/view.php?id=4940&chapterid=10793>

Edge hill university (n.d.) Defining SLA <https://www.futurelearn.com/info/courses/tesol-teaching-english-to-speakers-of-other-languages/0/steps/292389>

Cambridge University Press as assessment (n.d.), English Language assessments

<https://www.cambridgeenglish.org/learning-english/parents-and-children/how-to-support-your-child/what-are-the-different-levels-of-learning-a-language/>

UPN (n.d.) Seven basic characteristics of CLT

<https://eeaille.upnvirtual.edu.mx/mod/book/view.php?id=5156&chapterid=11452>

UPN (n.d.) The direct method: Principles of direct method

<https://eeaille.upnvirtual.edu.mx/mod/book/view.php?id=5156&chapterid=11443>

<https://sanako.com/the-10-best-language-teaching-strategies-explained>

Stephen Krashen's Five Hypotheses of second language acquisition (n.d.) [Stephen Krashen's Five Hypotheses of Second Language Acquisition | Beelinguapp Blog](#)

What motivates you to learn English? (n.d.) [What Motivates You to Learn a Language? My English Language](#)

What motivates you to learn language. My English language (n.d.) [\[PDF\] The Resultative Hypothesis – Myth or Reality ? On Motivation and Success in the Foreign Language Classroom | Semantic Scholar](#)

Schema human cognition (n.d.) [Schema | Cognitive Benefits & Applications | Britannica](#)

UPN (n.d.) Fundamentals of reading schema

[http://www.amazon.com/Organization-Effects-North-Holland-studies-theoretical/dp/0720493005/ref=la\\_B001HPSZGI\\_1\\_2?ie=UTF8&qid=1354377137&sr=1-2](http://www.amazon.com/Organization-Effects-North-Holland-studies-theoretical/dp/0720493005/ref=la_B001HPSZGI_1_2?ie=UTF8&qid=1354377137&sr=1-2)

UPN (n.d.) Fundamentals of reading schema [http://www.amazon.com/Organization-Effects-North-Holland-studies-theoretical/dp/0720493005/ref=la\\_B001HPSZGI\\_1\\_2?ie=UTF8&qid=1354377137&sr=1-2](http://www.amazon.com/Organization-Effects-North-Holland-studies-theoretical/dp/0720493005/ref=la_B001HPSZGI_1_2?ie=UTF8&qid=1354377137&sr=1-2)

UPN (n.d.) Fundamentals of reading schema [M2. Unit 1. Lesson 1 Student's Guide Book: Formal Schema \(upnvirtual.edu.mx\)](#)

Jackie Bolen. ESL Speaking. ( n.d.) [Methods and Approaches in Language Teaching: CLT, TPR, TBL \(eslspeaking.org\)](#)

UPN (n.d.) Important distinctions: Testing Vs assessment in the productive and Receptive skills.  
<https://eeai.e.upnvirtual.edu.mx/mod/lesson/view.php?id=5833&pageid=461>

## Appendices

### Lesson 1

#### Unit 6 exercises A, B and C page 70 student's book Cambridge Empower B1+ Audioscript

together in the evening and there are adults and children, at a certain time, maybe 7:00 or 8:00, all the children have to go to bed and after that it's just adults. And for me that seems really strange, because in Greece children can usually stay up as long as they want if there's a party going on or a family get-together, you know, they don't have to go to bed at a fixed time. If they feel tired, they can just lie down for a bit. And my friends in the UK tell me it's important, they have to sleep because they have school the next day and so on, and I do get that. I can see it's very sensible, and their children probably learn better, but I think children should join in the life of the family and it's a pity if they can't be part of it, you know? That seems more important to me.

#### Audioscript

**KIM** Well, I've been living in Brazil now for a long time, and my friends here always say that there's real time and then there's Brazilian time and I think it's true in a way. There is Brazilian time and it moves a bit more slowly. So if a meeting starts at 10:00, you don't have to be there at 10:00, you can come maybe fifteen or twenty minutes later and that's fine. Or if people invite you for a party at 7:00, you definitely shouldn't arrive at 7:00 'cause it'll be too early and no one will be there. You should arrive maybe half an hour or even an hour later. Some friends of mine here are from the UK and Germany, and they grew up with the idea that you always have to be punctual and they sometimes find it pretty difficult when people don't show up on time. But I really like it, it's so much more relaxed and I think people have more time for each other and that's really important. The funny thing is that because I'm from England and people know that English people are supposed to be punctual, they expect me to show up on time. They always say, 'No, you mustn't be late, you must come on time' – even though they're often late themselves. We always laugh about that.

**WILL** I remember when I was working in Nigeria, there were a few things I had to get used to. Like for example, if you're talking to someone you don't know well, you shouldn't look right at them and you mustn't look them in the eye; instead you look down slightly. When I was first there I found that really strange. I thought, 'Well, don't people like me or what?' But in fact it's a sign that you respect the other person, so I had to get used to that. Actually, it's the opposite from the USA. In the USA, you should definitely look the other person in the eye when you talk – people think that shows you're honest, but in West Africa people think that seems aggressive and it's polite to look away slightly. But I have to say, I never really got used to it. I always wanted people to look at me... that's my culture, I guess!

**TASIA** I've been in Britain for a couple of years now, so everything seems pretty normal to me, but one thing I still find a bit strange is attitudes toward children, especially bedtimes. Like if you're getting

Lesson 2  
Unit 6 exercise A, page 72  
Audioscript

Answers

- 1.- by far the highest
- 2.- much cheaper
- 3.- as good as
- 4.- a bit longer than
- 5.- much better than
- 6.- the best

[Video YouTube lesson 3](#)

[https://www.youtube.com/watch?v=ekHpCUwXX\\_M&t=1s](https://www.youtube.com/watch?v=ekHpCUwXX_M&t=1s) video from YouTube.

## MY LESSON PLAN VIDEO

[https://drive.google.com/file/d/1BGz8390pdnYmu1d1ke\\_4\\_y6F2SiTSyit/view?usp=sharing](https://drive.google.com/file/d/1BGz8390pdnYmu1d1ke_4_y6F2SiTSyit/view?usp=sharing)

g