

## **UNIVERSIDAD PEDAGÓGICA NACIONAL**

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**UNIDAD 092, AJUSCO**

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

#### **PROPUESTA DE INTERVENCIÓN EDUCATIVA A HUMANISTIC VIEW TO ENGLISH LANGUAGE TEACHING IN RURAL MEXICO THROUGH CONTEXTUALIZED EDUCATION**

#### **TRABAJO RECEPCIONAL**

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

**PRESENTA:**

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**CIUDAD DE MÉXICO, 10 DE JULIO 2024**

## **UNIVERSIDAD PEDAGÓGICA NACIONAL**

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**UNIDAD 092, AJUSCO**

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

**EDUCATIONAL INTERVENTION PROPOSAL  
A HUMANISTIC VIEW TO ENGLISH LANGUAGE  
TEACHING IN RURAL MEXICO THROUGH  
CONTEXTUALIZED EDUCATION**

**DEGREE OBTAINING WORK**

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

**PRESENTS:**

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ATENTAMENTE  
"EDUCAR PARA TRANSFORMAR"

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## Abstract

This paper outlines the creation and implementation of a lesson plan that integrates interculturality within a contextualized English language teaching framework in a rural high school located in Tlaxcala, Mexico. The lesson plan was developed as part of *the Specialization in English Language and Teaching as a Foreign Language* at the *Universidad Pedagógica Nacional*. Specifically, it was designed for implementation with a cohort of twenty second-semester students at Centro de Bachillerato Tecnológico Agropecuario 134-01 Extensión Ixtenco. These students demonstrated proficiency levels in English that ranged from A0 to A1, according to the Common European Framework of Reference for Languages (CEFR).

The primary objective of the lesson plan, as outlined in this paper, was to integrate English language learning with the recently implemented educational curriculum of the Nueva Escuela Mexicana. This curriculum emphasizes a holistic, humanistic approach to education that also prioritizes the development of socio-emotional skills among students. By focusing on this aspect of education, the lesson plan aimed to reduce anxiety and increase motivation among learners. Motivation, or rather the lack of it, has been identified as one of the main challenges affecting the school community, a situation that can be attributed to various contextual factors, such as socio-economic conditions and limited resources.

To support the development of the lesson plan, several theoretical frameworks were employed. First, the concept of linguistic communicative competence provided a foundation for understanding how students can effectively use English in real-life situations. Intercultural competence was also key, given the importance of understanding and respecting different cultural contexts in the process of language learning process. Furthermore, Stephen Krashen's Second Language Acquisition Theory was central to the pedagogical approach. Krashen's theory highlights the importance of creating low-anxiety environments to foster language acquisition, which aligns with the humanistic and socio-emotional goals of the Nueva Escuela Mexicana curriculum.

In the course of this paper, several challenges inherent to teaching in a rural, resource-limited setting are examined. One of the primary concerns is the lack of materials and access to resources, which affects the efficacy of the lesson plan. This paper reflects on how these

limitations influenced both the delivery of the lesson and the outcomes observed among students. Assessment tools, student progress, and the limitations of the classroom environment are discussed in depth to offer a comprehensive evaluation of the lesson's impact.

Additionally, the paper emphasizes the importance of adapting pedagogical practices to the specific needs of students in rural settings. By contextualizing the lesson to address the students' socioemotional and motivational needs, the lesson plan was more effective in promoting language acquisition. The experience of designing and implementing this lesson plan also highlights the significance of teacher awareness and flexibility in facilitating learning. The broader implications of this experience are also considered, particularly in relation to the professional and personal growth of the educator involved. Overall, this paper underscores the necessity of integrating intercultural and humanistic perspectives into English language teaching, especially in contexts characterized by limited resources.

## Introduction

Language represents a fundamental aspect of human communication and culture, functioning as a medium for the expression of thoughts, emotions, and knowledge. As Crystal (2003) asserts, language serves not only as a conduit for interpersonal communication but also as a vital instrument in the formation of social identity and cultural heritage. Given the pivotal role language plays in our globalized world, the learning and teaching of languages is of paramount importance. However, this process extends far beyond the mere acquisition of grammatical structures and vocabulary. It encompasses the cultivation of competencies that are crucial for effective communication and cultural understanding.

The following paper examines a lesson plan developed as part of the *Specialization in English Language and Teaching as a Foreign Language* at *Universidad Pedagógica Nacional*. This lesson plan is grounded in the theoretical foundations of linguistic communicative competence, intercultural competence, and intercultural communication within the context of language teaching. It begins with an explanation of how language skills are incorporated to facilitate a comprehensive understanding of the learning activities' design. The paper then integrates assessment tools to evaluate the activities and discusses the challenges encountered in developing the lesson plan, along with strategies for achieving successful outcomes. Finally, it presents an overview of the general outcomes and a reflection on the learning process experienced during the Specialization.

The application of the lesson plan is situated at Centro de Bachillerato Tecnológico Agropecuario 134-01 Extensión Ixtenco (CBTa) in Tlaxcala, Mexico. The plan was implemented with twenty second-semester high school students who have begun their education under the new "La Nueva Escuela Mexicana" (NEM) model. This educational model aims to ensure academic education for all Mexican students and prepare them to be responsible, active citizens.

This context is essential to the development of the plan, as the school is situated in a rural area where teaching English presents a number of challenges, including a lack of materials, students with diverse backgrounds, and varying levels of motivation to learn. Rose (2014) reports that the lack of basic resources such as textbooks, learning materials, and infrastructure significantly undermines the quality of education and hampers student learning

outcomes. In consideration of these challenges, the lesson plan was developed with the objective of fostering students' sense of purpose in learning English. This was pursued by adopting a humanistic approach to teaching practices, with the aim of overcoming or minimizing the environmental difficulties that may impede the students' learning process in a public-school setting.

The lesson plan is based on Stephen Krashen's (1982) Second Language Acquisition Theory, specifically the Affective Filter and Input hypotheses. Krashen's theory suggests that students' learning progress is influenced by factors such as motivation, self-confidence, and personal circumstances. The lesson plan adopts a humanistic perspective on teaching, prioritizing the holistic development of the learner and recognizing the importance of emotional and psychological well-being in effective learning. Consequently, the curriculum aims to create an environment that reduces anxiety, increases motivation, and builds self-confidence in students.

This project presents a pedagogical philosophy that is firmly rooted in theoretical frameworks and humanistic principles. It articulates the concepts that have shaped the pedagogical approach adopted throughout the specialization, thereby outlining the ideals that inform my teaching practice. This investigation examines the influence of teacher awareness on student learning trajectories and motivation to study. This philosophy has been contextualized within my teaching context, as proposed by Van Oers (1998) learning is most effective when situated within a meaningful context that is relevant to the learners. Therefore, it is important not only to contextualize learning, but also to contextualize the aspects that underpin my teaching philosophy and practice.

The examination will also encompass the design of assessment tools and their application at various stages to evaluate the learning process of the students. Moreover, the evidence of work completed during the implementation of the lesson plan and the observed outcomes will be presented. In conclusion, the paper will include a reflection on these results, exploring both the theoretical and practical aspects of teaching English and its importance in the development of expertise as an English teacher, considering the influence of this specialization on personal and academic growth.



## CHAPTER 1: Philosophy and Theory

### 1.1 Teaching context, identity, and philosophy

#### 1.1.1 Teaching context and students' profile

An understanding of the environment in which teaching occurs enables educators to adapt their instructional methods, approaches, and theories of learning to align with the specific needs and challenges inherent to the context. In this section, I present the context in which I have developed as a teacher.

CBTa, or "Centro de Bachillerato Tecnológico Agropecuario," is the designation for the Agricultural Technological Baccalaureate Centers in Mexico. These institutions function as upper secondary educational institutions that specialize in technical and vocational education, particularly in agriculture and rural development. These educational institutions integrate general education courses with specialized training in agricultural science and technology, equipping students with the knowledge and skills necessary for careers in agriculture, agribusiness, and rural development.

The responsibility for overseeing CBTa schools is delegated to the *Dirección General de Educación Tecnológica Agropecuaria y Ciencias del Mar* (DGETAyCM), a branch of the Mexican Ministry of Public Education (SEP). Its mission is to establish educational standards, design curricula, provide teacher training, and oversee school administration in order to ensure the delivery of quality agricultural technical education throughout Mexico.

CBTa 134-01 Ixtenco represents a recently established extension of CBTa 134 San Francisco Tetlanohcan, which has been operational for five years in the community of Ixtenco, in the state of Tlaxcala. The educational facility is situated in a former seed warehouse that has been adapted for this purpose. The school commenced with a few modest offices and a single classroom. However, as the student population has expanded over time, the available space and the number of staff have become insufficient. There is currently no available space for teachers to work on assignments or wait for the next class. For the current

academic year, there are two groups of each semester, resulting in a total of six classrooms with approximately thirty students per classroom.

The CBTa 134 is responsible for providing the extension with the necessary material. However, there is a perception that the extension is not a priority, and the extension is left with its useless material. This is due to the fact that the offices are equipped with two outdated computer devices, which means that students are unable to use computers or access the internet. One projector is available, but no speakers or the correct wire connections have been provided, so teachers must provide their own materials.

In light of the aforementioned information, it can be reasonably concluded that the CBTa presents certain structural limitations that impede the optimal development of both teachers and students. In my assessment, these factors represent the most significant challenges to the delivery of quality education within the CBTa.

The students we serve are between the ages of fifteen and nineteen. They are typically those who were not accepted into other schools, those who were sent by their parents because they did not want to study, those who failed multiple years of school, or those who had to work to support their household's economy and lost years of studying.

A considerable proportion of the CBTa population hails from Ixtenco, a town with a longstanding tradition and a strong cultural identity. Despite the fact that the Otomí language is not widely spoken, it remains an important aspect of the town's heritage. The school also serves students from Huamantla, a more urbanized city, and San Pablo Zitlaltepec, a rural town near Ixtenco. However, there are students from more urbanized areas who do not come from more favorable life situations. This results in a population that is highly diverse, yet all share a common rural and agricultural heritage.

It has become evident that English language learning is not a priority for the students at CBTa. The context in which they grow up does not require them to use the language. The majority of students do not intend to pursue further studies; instead, they aspire to work in their communities. Some students aspire to pursue majors related to agriculture and farming, while others intend to pursue a range of other majors.

This paper will present a lesson plan designed for a specific student group, namely Group A of the second semester, comprising students aged fifteen to seventeen. Although most students did not initially select CBTa as their first choice, twelve out of twenty students in this cohort expressed a preference for studying there. The academic year began with thirty students; however, eight left due to various factors, primarily because they are a vulnerable group facing challenges such as substance abuse or opting to work instead of study. Additionally, two students chose to continue their studies at other schools.

I have been engaged in collaborative work with this group for a semester. Based on my observations, the students in this group are initiative-taking and enthusiastic, demonstrating a powerful desire to learn and develop their academic abilities. The students are currently at an A0 – A1 English level according to the Common European Framework of Reference and have demonstrated a strong interest in improving their English skills.

As previously stated, English language learning may not be a priority for them. However, in this globalized world, they recognize the importance of going to school and learning English. As they are in their first year of high school, they are uncertain about their future decisions. However, half of them have expressed a desire to continue their studies.

This group's English development has been small but has demonstrated notable progress. While they have not had extensive exposure to English outside of the classroom or online, such as through video games and songs, they have been able to comprehend simple structures and vocabulary. The students are eager to learn and frequently inquire about vocabulary.

The students in question commenced their high school education at *La Nueva Escuela Mexicana* (NEM), an institutional educational program that adheres to a pedagogical approach centered on the development of cognitive and social abilities. These abilities are designed to equip students with the requisite skills to utilize English in a practical manner within their daily lives.

### **1.1.2 Teaching persona and philosophy**

The role of the teacher transcends the mere transmission of knowledge and embodies a multifaceted persona that profoundly shapes the learning experience, as Palmer (2007) points out: "Good teaching cannot be reduced to technique: good teaching comes from the identity

and integrity of the teacher". The importance of developing a teaching persona extends beyond the confines of the classroom. It serves as a cornerstone for establishing rapport with students, instilling confidence, and fostering an atmosphere conducive to learning.

In both my pedagogical practice and my everyday life, the cultivation and expression of my identity and teaching philosophy have become fundamental aspects of my professional identity. An introspection and examination of my pedagogical practice is essential to nourish my teaching practice and my pedagogical approach. However, this necessity became evident as I enrolled in the *Especialización en Enseñanza y Aprendizaje de Inglés como Lengua Extranjera* (EEAILE) from *Universidad Pedagógica Nacional* (UPN). Prior to this, I was unaware of the importance of a teacher identity and philosophy.

In the course of my three-year experience as teacher, I have encountered a multitude of challenges. One of the most significant challenges has been the lack of motivation among the students. Facing a large group of students with minimal interest has led to frequent instances of frustration, particularly when I was first developing as a teacher. As a result, one of the main reasons for my enrollment in the EEAILE was to mitigate the frustration that I and my students experience when learning and to enhance their motivation. However, the conditions in which I developed as a teacher constituted a significant obstacle, as the context itself acted as a deterrent to motivation. This is in accordance with the views of Pintrich (2003), who emphasizes the role that different contextual and cultural practices play in students' motivation and how they interact with and are connected to intrapsychological construals, processes, and beliefs.

It is crucial to recognize that my linguistic approach to the language was shaped by my studies at the university where I obtained a degree in European Languages. I encountered a variety of instructors with distinct pedagogical approaches that shaped my own teaching identity. One of the most significant experiences was learning French. The instructor utilized techniques such as the Natural Approach proposed by Krashen (1983), the direct method, and task-based language teaching, as Nunan (2004) outlines, this practice focuses on the use of authentic tasks to promote meaningful communication. She exclusively spoke French and facilitated discussions, projects, and problem-solving activities to develop language skills in context.

As is the case with the study of English at the university level, the classes were teacher-centered and focused on the memorization of grammar structures and rules. The teacher frequently relied on memorization exercises, which often included reciting phrasal verbs. I acquired the ability to utilize the language as a system, yet I did not fully comprehend its potential as a tool for communication until I had the opportunity to work in the United States.

The perception of language teaching that was developed through these life experiences was a teacher-centered and grammar-focused practice. The teacher-centered approach highlights the transmission of knowledge to students within a learning environment where the teacher assumes primary responsibility (Mascolo, 2009). I was aware that this approach was not effective and resulted in absenteeism, students' misbehavior, and frustration of the students.

I lacked the necessary tools and knowledge of language teaching and learning. However, through the EEAIL I have been able to strengthen my practice with a solid foundation. The process of specialization led to the emergence of a number of reflections, including the construction of a teaching persona and teaching philosophy. This latter construct revealed a humanistic approach to be foundational in my teaching practice. In accordance with García Fabela (2006),

Humanistic education is defined as indirect, since in it the teacher allows students to learn while encouraging and promoting all the explorations, experiences, and projects that they preferably initiate or decide to undertake in order to achieve meaningful experiential learning. (p. 4)

This approach is of critical importance for students' holistic development, as it provides a comprehensive framework for fostering their intellectual, emotional, social, and ethical growth. This encompasses not only academic achievement but also the nurturing of intellectual, emotional, social, and ethical aspects, as well as the development of critical thinking and creativity.

Furthermore, this pedagogical approach is based on empathy and sensitivity, which enables the recognition of the student body as a diverse group with varying backgrounds, experiences, and needs. In order to establish a teaching identity, it is essential to acknowledge

and appreciate the distinct identities and perspectives of students. As stated by García Fabela (2006),

According to the humanistic paradigm, students are individual entities, unique, different from others; people with initiative, with personal needs to grow, with the potential to develop activities and to solve problems creatively. In its conception, students are not beings that only participate cognitively, but persons with particular affections, interests, and values, who must be considered in their total personality. (p. 4)

By fostering positive and constructive relationships with students through a humanistic approach, my pedagogical practice can offer invaluable assistance and guidance to those students who may be confronting academic difficulties, personal challenges, or mental health concerns.

## **1.2. Foundations of Teaching: Shaping Identity and Practice**

In consideration of the aforementioned information, it is my intention to implement a student-centered space within my English practice. This approach integrates students into their learning process, recognizing them not only as knowledge recipients but also as active participants. By adopting this approach, it becomes feasible to actively involve students in the learning process. This can be achieved by prompting them to connect new knowledge with their existing understanding and engage in discussions with their peers (Brophy, 1999). This methodology provides students with the tools to become empowered and confident. Furthermore, this approach allows me to prioritize inclusivity and equity by valuing and honoring the diverse backgrounds, experiences, and perspectives of my students.

My pedagogical approach is not solely focused on the academic aspects of teaching practice; it also encompasses the emotional aspects. To facilitate this development, it is of paramount importance to consider Stephen Krashen's Second Language Acquisition Theory (1982), in which he proposed five hypotheses, including the affective filter and the input hypotheses, which are the most relevant for my teaching practice. The Affective Filter Hypothesis posits that a learner's emotional state, attitudes, and motivations are of paramount importance in the process of language acquisition. These factors can influence the learner's perception of language learning.

It is of the utmost importance in my pedagogical practice to effectively address the barriers to learning and to foster a secure learning environment for my students. This is achieved by reducing anxiety and enhancing motivation, which in turn facilitates a sense of motivation and confidence, thus promoting effective language acquisition and learning. By identifying and alleviating obstacles that impede student progress, I seek to reduce the affective filter, thereby ensuring that each learner has an equal opportunity for success in a secure and nurturing learning environment. This is done in order to facilitate a sense of comfort, motivation, and confidence among students.

Conversely, Krashen (1982) put forth the Input Hypothesis, which posits that learners should be exposed to structures that are slightly beyond their current competence level, yet not excessively challenging, to facilitate optimal language acquisition. He designated this type of input as "i+1," where "i" represents the learner's current level of proficiency and "+1" denotes the next level of complexity. This approach guarantees that learners are consistently progressing without becoming overwhelmed.

Nevertheless, in my pedagogical practice, I recognize that I often utilize materials that are readily accessible within my immediate context. This inadvertently constrains my students' exposure to a narrow range of linguistic inputs. This limitation can impede language development by failing to provide sufficient opportunities to encounter and process new structures and vocabulary that lie just beyond their current proficiency level.

Consequently, it is my objective to enhance the diversity of input materials for my students. This entails the incorporation of a more expansive range of texts, multimedia resources, and interactive activities that provide varied and nuanced language experiences. The objective is to provide students with a more extensive range of linguistic structures and contexts, thus enabling them to make gradual and consistent progress in language acquisition.

Furthermore, I am dedicated to fostering a predominantly English-language learning environment. This immersion strategy aligns with Krashen's hypothesis by maximizing exposure to the target language in a natural and meaningful context. It is my objective to establish an optimal learning environment in which students can confidently navigate new linguistic challenges and demonstrate consistent improvement in their language proficiency.

In contrast, interculturality and contextualized learning have become foundational principles of my pedagogical approach, particularly within the context of the NEM. According to the Council of Europe (2016), the intercultural competence is the ability to mobilize and deploy relevant psychological resources in order to respond appropriately and effectively to the demands, challenges and opportunities presented by intercultural situations. Therefore, interculturality is not only the ability to communicate, but rather to interact, and collaborate effectively with individuals from diverse cultural backgrounds.

Byram, Gribkova, and Starkey (2002) developed a model of intercultural competence that considers five elements. The first element is intercultural attitudes, which involves the curiosity and openness towards other cultures and the self. The second element is knowledge of social groups. This component pertains to having knowledge about social groups and their customs, practices, and products. The third element is skills of interpreting and relating. This element pertains to the ability to interpret, explain, and relate to events of another culture. Then we encounter the skills of discovery and interaction, these pertain to the capacity to gain new knowledge about diverse cultures and adapt it. Finally, the critical cultural awareness is the ability to critically evaluate one's own cultural perspectives and practices in comparison to those of other cultures.

The NEM advocates for the advancement of English language proficiency and critical thinking abilities to transcend conventional pedagogical approaches. Consequently, the implementation of activities that cultivate critical cultural awareness is crucial for the attainment of not only linguistic competence but also for the provision of instruments to comprehend the milieu in which language is developed and to cultivate an appreciation and respect for diversity across the globe. Students are encouraged to explore and reflect upon their own cultural identities and the multifaceted cultural contexts of English-speaking countries.

This educational model prioritizes inclusivity, respect for cultural diversity, and the advancement of social justice, which aligns perfectly with the principles of interculturality. It is my objective to cultivate cultural competence among my students, fostering empathy, respect, and an appreciation for diverse ways of life. This approach not only broadens their perspectives but also prepares them to thrive in an increasingly globalized world.



Furthermore, contextualized learning links academic content to students' genuine experiences, thereby enhancing the significance and applicability of learning. By situating lessons within tangible, real-world contexts and local realities, students can facilitate a deeper comprehension of the practical value of the knowledge they are acquiring. This method is particularly efficacious within the NEM context, where education is tailored to reflect the cultural and social dynamics of the community. Such an approach enables students to perceive the immediate consequences of their learning on their own lives and on their surrounding environment, thereby fostering greater engagement and motivation.

When students perceive the relevance and applicability of the knowledge they are acquiring, they are more likely to retain the information and utilize it effectively. This relevance-driven approach also equips students with critical thinking and problem-solving skills, essential competencies for navigating complex and diverse environments. By embedding these skills within the cultural and social fabric of their education, I strive to develop well-rounded individuals who are not only academically proficient but also socially conscious and culturally aware.

### **1.2.1 Teaching methods**

The Direct Method, also known as the Natural Method, emerged in the late 19th and early 20th centuries as a reaction to the Grammar-Translation Method. It prioritizes speaking and listening skills. Language instruction is conducted entirely in the target language, avoiding translation. This immersion helps students think directly in English rather than translating from their native language, Larsen-Freeman (2000). This method has been considered in my teaching practice as I prioritize the learning of the grammar and vocabulary structures to maximize latter the production skills.

In the context of second language teaching, the Communicative Approach places a significant emphasis on communication as the primary objective of the learning process. This approach enables students to utilize the language effectively in authentic, real-life situations. This communication-centered approach focuses on developing learners' ability to use language for genuine communication, emphasizing speaking and listening skills. It places greater emphasis on the semantic elements of language than on the grammatical elements. It prioritizes the ability to communicate effectively and appropriately in various social contexts.

The approach encourages the use of authentic language and tasks that replicate real-life situations, Richards (2006).

For this approach to be used it has to be considered that the learning has to be contextualized for learners to understand the cultural and social aspects of the language and how these aspects influence communication. The use of authentic materials is used to expose learners to language as it is actually used in the target language culture and students can be encouraged to use it to accomplish specific tasks or solve problems.

As the principal goal of this approach is to communicate students are given opportunities to interact in various activities, such as role-plays or discussions, the errors produced by them are seen as natural part of language learning, so they are not punished but seen as opportunities of learning and improvement, as they become more proficient, accuracy is given more attention.

## **CHAPTER 2: Methodology and Practice**

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

Effective teaching is contingent upon the establishment of a comprehensive lesson plan. This plan serves as a roadmap for educators, guiding them through the various stages of the teaching process. It encompasses a range of activities and assessment tools, which enable teachers to identify areas for improvement and growth.

Since August 2023, the new education model of La Nueva Escuela Mexicana (NEM) has been implemented. This model focuses on developing cognitive and social abilities that enable students to use English practically in their daily lives, and to achieve specific learning goals, progressions have been established. Each progression expresses the knowledge, abilities, and vocabulary that students have to develop, as well as how to conduct this development, the purpose of the learning goals, and general information about the contents.

In the development of a lesson plan for Group A of second-semester high school students at CBTa 134-01, the linguistic competence is planned to be developed through the progression three and progression four of the *Progresiones de Aprendizaje del Recurso*

*Sociocognitivo Lengua Extranjera (Inglés)* for the second semester of the NEM curricular framework of Higher Secondary Education.

Progression 3 establishes that the student employs the past simple tense of the verb to be (was/were) in its affirmative form to describe states, attributes, or characteristics of self and other people, places, objects, and events through the use of reading materials or dialogues. The vocabulary established for this progression is national festivities.

Progression four establishes that students employ the past simple tense of the verb to be (was/were) in its negative and interrogative forms to negate or inquire about states and situations in a specific moment of the past through reading and dialoguing strategies. For this progression, it was established that data on famous people from the past would be utilized.

In the development of a lesson plan the activities proposed for progression three include discussions of the significance of national festivities in diverse cultures. These celebrations can serve to highlight the role of students in the promotion of cultural awareness, respect for differences, and cross-cultural communication. This occurs as students gain insights into the customs, values, and beliefs of various cultures, thereby fostering a deeper understanding of the world's diversity. Concurrently, students cultivate abilities such as empathy, adaptability, and cultural sensitivity, which are vital for navigating multicultural environments.

The investigation of the theme of famous people in progression four provides a lens through which to view diverse cultures and histories. This approach facilitates the acquisition of language skills while providing insights into human experiences. By studying this topic, students gain an understanding of societal norms and historical contexts. Moreover, an examination of creativity and intellectual contributions enhances comprehension of universal themes and discussions about famous people, with the objective of expanding self-cultural awareness and understanding of diverse perspectives and achievements, which serve as sources of inspiration.

This learning sequence comprises five sessions of 60 minutes each, distributed over two weeks. The first week encompasses two sessions which encompass listening, speaking, and writing activities related to national festivities, while the last three sessions encompass the four language skills and the topic of data on famous people. The past simple form of the verb

to be (was/were), the personal pronouns, and adjectives are the grammar elements considered for the lesson plan.

The lesson plan contemplates the initial stages of each objective's development with the objective of fostering linguistic competence. This is achieved through an emphasis on grammar structures and vocabulary, which serve to establish the foundation for the subsequent lessons. The middle sessions are considered to develop communicative competence, which allows students to take the previous information and shape it to use it in the presented scenarios. Finally, the decisive moments of the lesson plan are dedicated to the development of intercultural competence. This is accomplished by equipping students with the linguistic instruments to communicate efficaciously and to discern the cultural milieu in which the class is conducted.

### 2.1.1 Designing a lesson plan for success.

Lesson Plan for Progression according to the NEM	
Teacher	Mariana Caridad Zepeda Flores
Semester and group	2nd Semester, group A
Time considered	3 hours
Progression	Progression 3: Students employs the past simple tense of the verb to be (was/were) in its affirmative form to describe states, attributes, or characteristics of self and other people, places, objects, and events through the use of reading materials or dialogues. The vocabulary established for this progression is national festivities.
Title of the class	National Festivities: Celebrating Culture.
Communicative skill considered	Listening, writing, and speaking.

Main Grammar structure	Past simple tense of the verb to be(was/were) in its affirmative form.
Brief description of the plan	<p>At the end of the lesson, the student will be able to use the grammatical structure of the verb “was” and “were” in affirmative form while discussing national festivities.</p> <p>Students will develop cultural awareness and intercultural communication skills.</p>

### Lesson development

First Sequence	Time	Materials
<b>Opening</b> <ul style="list-style-type: none"> <li>- T shows images of different national festivities in Mexico (e.g., Day of the Dead, La Guelaguetza, Independence Day, etc.).</li> <li>- T asks students to describe what they see and guess the names of the festivities.</li> <li>- T provides feedback on their use of vocabulary and comprehension of the task.</li> <li>- T introduces vocabulary related to national festivities.</li> <li>- Ss repeats the vocabulary words and practice the pronunciation.</li> </ul>	10 minutes	Projector Laptop Speaker Whiteboard Markers
<b>Development</b> <ul style="list-style-type: none"> <li>- T provides the grammar structures of affirmative form of the verb to be in simple past “was/were” through a digital presentation.</li> <li>- Ss takes note of the grammar information and asks questions to clear doubts.</li> <li>- T provides simple sentences using “was” and “were” in affirmative form to describe past festivities.</li> </ul>	40 minutes	Projector Laptop Presentation Whiteboard Markers

<ul style="list-style-type: none"> <li>- T pairs Ss and ask them to discuss a festivity from their community, and to write some conclusions of their discussion using “was” and “were.”</li> <li>- T provides informal assessment through observation of students’ participation, and corrective feedback and reinforcement when necessary.</li> </ul> <p>to contribute to their existing glossary.</p> <ul style="list-style-type: none"> <li>- T shares a completion-test sheet and asks Ss to complete the sentences with the correct form of the verb to be in simple past.</li> <li>- Ss asks for translation of unfamiliar words from Spanish to English.</li> </ul>		
<b>Closure</b> <ul style="list-style-type: none"> <li>- T encourages a discussion about the significance of national festivities in preserving culture and fostering national identity.</li> </ul>	10 minutes	Whiteboard Markers
<b>Evaluation</b> <ul style="list-style-type: none"> <li>- T asks Ss to share their ideas and conclusions about the importance of culture and national festivities for the community and for themselves.</li> <li>- At the end of the class, T checks groups’ work.</li> <li>- T evaluates through the completion test.</li> </ul>		
<b>Second Sequence</b>	<b>Time</b>	<b>Materials</b>
<b>Opening</b> <ul style="list-style-type: none"> <li>- T reviews the previous session’ vocabulary and grammar structure.</li> <li>- T have Ss share interesting facts about festivities that have place in their communities.</li> </ul>	10 minutes	Whiteboard Markers
<b>Development</b>		Projector



Lesson Plan for Progression according to the NEM	
Teacher	Mariana Caridad Zepeda Flores
Semester and group	2nd Semester, group A
Time considered	3 hours
Progression	Progression 4: students employ the past simple tense of the verb to be (was/were) in its negative and interrogative forms to negate or inquire about states and situations in a specific moment of the past through reading and dialoguing strategies. For this progression, it was established that data on famous people from the past would be utilized.
Title of the class	Famous people: Exploring Famous People's lives
Communicative skill considered	Listening, writing, reading, and speaking.
Main Grammar structure	Past simple tense of the verb to be(was/were) in its negative and interrogative form.
Brief description of the plan	At the end of the lesson, the student will be able to use the grammatical structure of the verb "was" and "were" in negative, and interrogative form while discussing facts about famous people from the past (name, profession, date and place of birth, nationality, etc.)

First Sequence	Time	Materials
<b>Opening</b> - T begins the class by showing pictures of famous deceased	10 minutes	Whiteboard Markers



<p>people and asks to the class “Who was I?” and brain-storming a list of people according to the characteristics of the people.</p> <p>- T asks Ss to share what they know about the previous people presented.</p>		
<p><b>Development</b></p> <p>- T provides the grammar structures of negative and interrogative form of the verb to be in simple past “was/were” through a digital presentation and shares examples and explanations of the structures.</p> <p>- Ss takes note of the grammar information and asks questions to clear doubts.</p> <p>- T distributes short biographies about famous people from different time periods with important personal information.</p> <p>- T asks Ss to read the biographies and underline instances of “was” and “were” in the text.</p> <p>- T encourages Ss to pay attention to the negative and interrogative forms of the verbs.</p> <p>- T shares a completion test to the Ss for them to complete with the correct form of the verbs according to the statements presented in the previous biographies.</p> <p>- T provides support informal assessment and guidance as Ss works on their texts.</p>	<p>15 minutes</p> <p>25 minutes</p>	<p>Projector</p> <p>Laptop</p> <p>Presentation</p> <p>Whiteboard</p> <p>Markers</p>
<p><b>Closure</b></p> <p>- T asks Ss to share their final products to the class and their conclusions.</p> <p>- T encourages Ss to share any cultural connections or historical context related to the individuals mentioned.</p>	<p>10 minutes</p>	<p>Whiteboard</p> <p>Markers</p>
<p><b>Evaluation</b></p> <p>- At the end of the class, T checks groups’ work.</p>		

Second Sequence	Time	Materials
<b>Opening</b> - T reviews the previous session' vocabulary and grammar structure. - T provides examples of the grammar structures and encourage Ss to practice writing five sentences.	10 minutes	Whiteboard Markers
<b>Development</b> - T creates teams and presents a game to the Ss "Guess the famous person," through a presentation, T shares pictures of diverse famous people around the world and through history. - T presents the pictures and the Ss has to create questions using "was" or "were" to ask if the character is who they think they are until they guess the character. - T clears doubt and provides vocabulary if necessary. - T asks Ss to write a couple of sentences using "was" and "were" about a famous person or group in their communities and what made them famous. - T offers guidance and support to the Ss in their writing works. - T assess Ss work with a checklist. (Appendix 3).	30 minutes          10 minutes	Projector Laptop Speaker Worksheet Whiteboard Markers
<b>Closure</b> - T encourages a discussion about what does being famous mean and how do they see the fame in other countries. - T encourages Ss to share their insights, asks questions and makes connections between different famous people around the world.	10 minutes	Whiteboard Markers
<b>Evaluation</b> - At the end of the class, T checks groups' work. - T checks the words added to the glossary.		

Third Sequence	Time	Materials
<p><b>Opening</b></p> <ul style="list-style-type: none"> <li>- T begins the class by asking Ss what culture and interculturality are and why are they important.</li> <li>- T introduces the concept of intercultural competence and its importance in understanding and appreciating diverse cultures.</li> <li>- T encourages Ss to share their insights and to create a healthy space of discussion to discover the various aspects of culture.</li> </ul>	10 minutes	Projector Laptop Speaker Whiteboard Markers
<p><b>Development</b></p> <ul style="list-style-type: none"> <li>- T plays a video from YouTube “Remedios Varo” with information about her life and achievements (Appendix 4).</li> <li>- T gets together the teams created last class and asks them to create a presentation with the information they brought about the famous person they chose using the “was” and “were.” This presentation has to explore the cultural and intercultural relevance of their person in today’s world.</li> <li>- T walks around the classroom providing feedback and guidance to the Ss when needed.</li> <li>- T encourages Ss to share their presentations with the class, highlighting interesting cultural insights.</li> </ul>	15 minutes     20 minutes     10 minutes	Projector Laptop Speaker Worksheet Whiteboard Markers
<p><b>Closure</b></p> <ul style="list-style-type: none"> <li>- T lead a reflective discussion on the importance of intercultural competence.</li> <li>- T encourages students to share their thoughts and experiences related to learning about diverse cultures.</li> <li>- T wraps up the lesson by summarizing the key concepts covered.</li> </ul>	10 minutes	Whiteboard Markers

### **Evaluation**

- At the end of the class, T checks groups' work.
- T checks the words added to the glossary.

## **2.1.2 Rationale behind**

### **Listening activities**

In the development of the listening activities there where formally two activities contemplated, under the pre-listening activities approach.

The selection of this approach is designed to activate prior knowledge, build interest and engagement in students, and establish clear learning objectives to guide students' focus during the listening task. This objective is achieved through the use of warm-up activities in which vocabulary words are revealed, as well as through the incorporation of brainstorming activities to prepare students for the listening tasks while promoting critical thinking, cultural awareness, and language development.

The first listening activity can be found in the second sequence of the first lesson plan, as the first activity in the development section. This activity consists of playing a YouTube video called "El día de Muertos en México (inglés)." Thereafter, there is a moment for contemplation to clear any remaining doubts and prepare students to listen a second time and to answer a worksheet with comprehension questions. These questions are intended to assess the students' comprehension. In this initial listening activity, the pre-listening approach is situated at the outset, where a vocabulary review and a brainstorming exercise are employed to engage students in the topic under discussion.

Pre-listening activities can have a significant impact on the entire class, particularly for those who are not accustomed to listening activities due to background difficulties or lack of personal development in an English-speaking context. These activities establish a path for students to identify key elements that make them feel more comfortable when presented with listening activities. Additionally, students can make use of transcriptions or visual aids. According to Gardner (1983), intelligence is not a singular entity, but rather a combination of various cognitive abilities that include unique strengths and learning styles. Recognizing

these differences in educational settings can effectively support student learning and development.

The second listening activity can be found in the third sequence of the second lesson plan, as the first activity in the development section. This activity consists of playing a YouTube video titled “Remedios Varo.” As Rintaningrum (2018) comments, there are some English learners who find more difficulties in listening than others, therefore there are strategies that can be applied to assist learners in the not only receptive skill of listening, but in the active process that is implicated.

The intention of this listening activity is to serve as an example of the use of the grammatical structures that have been previously reviewed and as an example of the expected speaking activity that is incorporated in this section. A comprehension worksheet with grammatical elements and vocabulary is shared with the students to assess their comprehension. In this listening activity, the pre-listening approach is situated at the outset, where a brainstorming and discussion exercise are employed to engage students in the topic.

### **Reading activities**

The reading activity formally considered in the lesson plan is one, but the reading skill is implied in the listening activities as the transcription of the videos are shown in both activities. As previously mentioned in the integration of language skills, the reading activity is approached through the interactive reading model and the content schema to address the activity found in the second lesson plan, in the first sequence as the second activity in the development section. In this activity, students are presented with a biography of a famous person from a different country and historical period. They are then required to identify the grammatical structures that have been previously reviewed.

Teaching vocabulary through reading is essential in language education as it enhances communication skills and fosters language exploration. Zimmerman (2009) suggests that strategies such as asking questions can improve students' understanding of words. Guessing word meanings is another strategy which aids vocabulary development but may not always be effective due to linguistic and cultural barriers, and local and global clues may not be sufficient for exact word meanings. Consequently, the commencement of classes is marked

by the initiation of activities that engage students' prior knowledge and facilitate their comprehension of the subject matter. This approach can also serve to alleviate anxiety among students, as it offers a preliminary introduction to the subject matter and provides a foundation for subsequent learning.

The rationale behind this approach is to engage students, develop their decoding skills, and contextualize their understanding of grammar by allowing them to interpret information based on their experiences and cultural context. The reading activity selected for this lesson plan is designed to provide vocabulary through the use of the guessing word strategy, which can be identified in this activity as the inference of meanings to contribute to their glossary.

Additionally, the activity serves as a platform for developing cultural competence in communication. Students not only enhance their language skills but also learn to communicate effectively across cultural boundaries as they review topics related to cultural relevant personalities and make cultural and historical connections between their context and others.

Consequently, reading activities are integrated at various points throughout the class, encompassing instructions, materials, and formal reading exercises, consistent with the classroom's English-only policy. Students are continuously developing their reading abilities by interpreting the meanings of presented written words and employing provided tools to facilitate comprehension exercises. This approach eliminates the need for translation time, redirecting it towards addressing any queries students may have and focusing on and correcting pronunciation, without the objective of enable students to develop native-like proficiency but to ensure mutual understanding in the target language (Çimenli 2015).

### **Writing activities**

The lesson plan for the writing activity follows Hyland's (2002) language structures approach, which consists of four stages. First, students become familiar with the grammar behind the past simple of the verb to be (was/were), use personal pronouns and adjectives to describe events and people, this to allow them to develop controlled writing by following patterns and substituting ideas in sentences. Third, they engage in guided writing by imitating

the text presented by the teacher, and finally, they engage in free writing to demonstrate what they have learned.

The aforementioned activities in the first lesson plan include the students writing sentences using the verbs "was/were," writing a short presentation about the Day of the Dead, designing an altar on which they write sentences to explain their designs, and developing these activities. In the course of these activities, students utilize diverse grammar structures, which they are becoming familiar with.

Similarly, in the second lesson plan, the final activity in the development section requires students to write a concise text about the cultural significance of a particular famous person, using the negative and interrogative grammar structures of the past simple of the verb to be.

In the second sequence of the second lesson plan, as part of the final activities of the development section, students are required to write sentences using the grammar structures and vocabulary previously reviewed. These activities serve as controlled writing exercises that imitate the teacher's examples, leading to the final part of skill practice, which is the freewriting identified in the preparation of a presentation of a famous person.

### **Speaking activities**

The speaking skill is implied in most of the activities, as students are required to speak English in the classroom. However, in this lesson plan design, we can encounter diverse speaking activities incorporated in diverse moments, from sharing their perspective from a point of view to presenting a topic. As previously stated, contextualizing speaking activities is of paramount importance. The activities proposed aim to achieve three key objectives: linguistic competence, communicative competence, and intercultural competence. In order to achieve this, students are placed in a context that they can identify with and relate to, enabling them to compare it to others and identify similarities. Furthermore, students are equipped with the ability to recognize how to use language to approach other cultures and situations.

The practice of the speaking skill can be identified as discussion, wherein students are required to utilize the grammar structures and vocabulary previously reviewed. In this context, students engage in discussions about the cultural importance of certain practices

around the world. They are then able to share their opinions and perspectives. Additionally, students present about festivities from diverse places around Mexico and important people for them and their culture, with the goal of raising cultural awareness, fostering respect for others, and creating a respectful opinion environment.

Finally, a contextualized speaking activity was developed as a game to allow students to express themselves and adapt language structures to their needs. The objective was to facilitate knowledge of culture, to enable students to make connections between their beliefs and the reality established, and to encourage the practice of confident speaking skills. These activities were designed to explore the previously mentioned competences and confidence in using the target language in diverse contexts and situations.

In light of the aforementioned considerations, the strategies proposed for approaching the speaking skill in the current lesson plan are designed to contextualize speaking activities. This is because it is of paramount importance for learners to develop confidence and motivation to communicate in the target language, as stated by Ur (1996). Therefore, the activity should take place in a familiar context that students feel confident in, without limiting it to the intercultural necessities of learning the target language.

By focusing on context, students can utilize their existing knowledge to communicate effectively and overcome social and cultural barriers that may arise from the original language. This allows students to express themselves and adapt language structures to their needs. This holistic approach to language learning fosters not only linguistic proficiency but also intercultural understanding, communicative competence, and confidence in using the target language in diverse contexts and situations.

## **2.2 Designing assessment tools**

The development of this paper has involved the writing and reshaping of a lesson plan that integrates various elements to enrich it with diverse elements. These include intercultural activities and assessment components, which are used to evaluate the students' progress and identify areas for improvement in both the students' learning and the teachers' practice.

Testing and assessment are foundational elements of the teaching-learning process. These tools serve a multitude of purposes, including the measurement of learning outcomes, the



provision of information for the development of instructional plans, the promotion of accountability, the identification of learning needs, and the facilitation of curriculum development, among others. The first step in incorporating these tools is to distinguish between testing and assessment. Testing is the formal evaluation of students' language skills, whereas assessment encompasses a broader range of activities designed to gather information about students' language knowledge and skills.

Informal assessment is found in several activities when feedback is given to guide the processes they are developing, it is used as a tool to guide students to the correct pronunciation or to point out some grammatical errors that can be addressed at that moment. As Dlasaka and Krekeler (2012) suggest, "In informal language assessment, learners can receive feedback not only from the teacher; feedback can also be given by peers or be the result of self-assessment" (p. 341). This assessment is considered to be related to working in teams in order to broaden the perspective of their performance and highlight the elements that need to be improved or that have been successful. Also, there have been created evaluation tools, these include comprehension questionnaires and completion tests, which refers to *fill-in-the-blanks* and *short answer* tests. In the developing of these tests, it was considerate the minimization of ambiguities making them clear, so students know what to do.

Formal assessment of the above activities will be conducted using two instruments. The first is a rubric that will be used to evaluate student performance in the design and execution of the Day of the Dead presentation that serves as the culminating activity for the first lesson plan. In developing this instrument, practicality, and clarity. This concept refers to the practical and feasible use of the assessment method or procedure selected to evaluate student work (Bachman & Palmer, 1996), were identified as foundational principles, with an objective scoring system employed.

The second tool is a checklist designed to evaluate the student's performance in the game "Guess the Guest", this instrument was developed to be clear in the criteria to ensure students understand the aspects that are evaluated, making it practical to correctly use the time available for the class, by simply checking off items the personal judgment minimized this contributes to reduce the affective filters that can mean being tested.

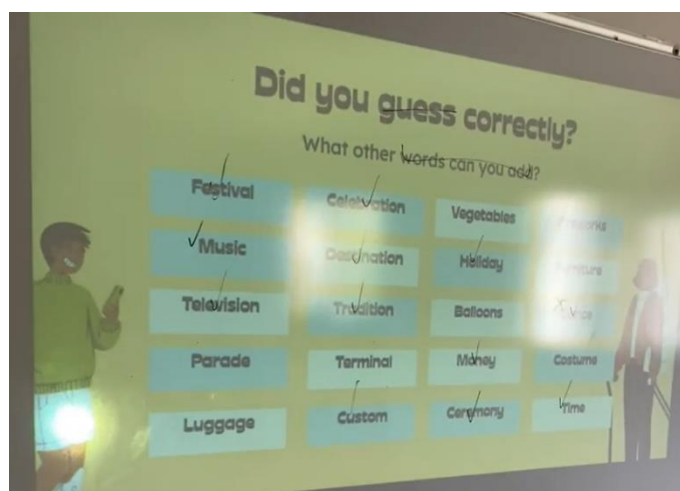
## 2.3 Evidence of the activities

This section will present the activities completed by the students and the outcomes of their performances.

The initial elements addressed in the classes are vocabulary and grammar, with the objective of reducing the anxiety typically experienced by students when required to complete activities. Consequently, the opening activities are related to these two elements. As illustrated in Image 1, the vocabulary warm-up is designed as a game to engage students.

**Image 1.**

*Vocabulary review.*



In the second sequence, a listening activity was conducted, during which students were required to complete a comprehension questionnaire. This activity was divided into three phases. The initial phase of the activity involved reading the worksheet aloud in order to collectively address any uncertainties pertaining to grammatical or lexical elements. This was done with the intention of facilitating comprehension of the listening material and reducing the stress that can be associated with listening. The second phase of the activity involved the initial viewing of the video, which allowed students to identify any remaining uncertainties resulting from the exercise and to complete the worksheet with the information they had acquired. Subsequently, the video was played a second time, allowing students to complete any remaining information and verify the accuracy of their responses. Once the exercise has been completed, the answers are collectively evaluated.

As evidenced in Image 2, the students demonstrated proficiency in the completion of the exercise, exhibiting comprehension of the assignment and utilization of vocabulary previously reviewed. The anxiety-reduction technique employed proved effective, allowing the students to inquire in the target language and thereby facilitate the completion of the activity.

## Image 2

### *Day of dead worksheet*

Activity: Read the following sentences and answer the questions related to the video clip.

1. Where and when is the day of the dead celebrated?  
In Mexico, on November 2nd
2. The day of the dead was a tradition started by...  
it was started by Aztec people
3. Were the altars decorated with marigold flowers?  
NO
4. What was on the altars for the spirits?  
pictures, music, food, drinks, flowers, bobles, books, water, sugar, etc. copal, petate candies
5. Were the people in the video dressed in costumes?  
costume
6. How long was the celebration?  
there days
7. Was there food and music during the celebration?  
yes, there was music and food
8. What were the main colors used in the decorations?  
orange, yellow, brown, black, purple
9. Was the Day of the Dead a happy or sad event?  
It was happy because we remember the people who passed away

The final activity of this sequence was a writing and speaking activity. The students prepared and developed a presentation about the Day of the Dead celebration in two distinct locations: their own community of Ixtenco and the city of Patzcuaro in the state of Michoacán. The objective was to identify and acknowledge the differences and similarities between the two cultural practices within the same country and to establish connections between them.

Image 3 depicts a group of students presenting their work outside the classroom due to the unfavorable conditions of the classroom. As the students demonstrated inattentiveness and a lack of focus, the activity had to be adjusted to accommodate their needs. This resulted in a successful presentation. It became evident that the students had a clear comprehension of the grammar structures and the use of the communicative method during the classes. This

resulted in the students communicating in English, relying on their notes to express themselves.

### **Image 3**

*Students' presentation of Day of dead*



As part of the learning progression, the activities commenced with a game utilizing questions with the verbs "to be" and "to was" to ascertain the identities of the celebrities depicted in the images. Students were required to construct accurate questions and sentences following the successful identification of the celebrities, which served as an introductory exercise for the topic of "Famous People" and the corresponding grammatical structures. The objective of this activity was to identify the characteristics of an individual who plays a significant role in a community, to compare these characteristics with their personal and community beliefs, and to ascertain the cultural importance of these individuals.

The students were engaged in the activity, participating in groups, and utilizing English throughout. While not all of their attempts at language use were successful, it was evident that they benefited from their peers' assessments, corrections, and assistance. Figure 4 illustrates the students' engagement and collaborative work.

#### Image 4

*Students collaborative work*

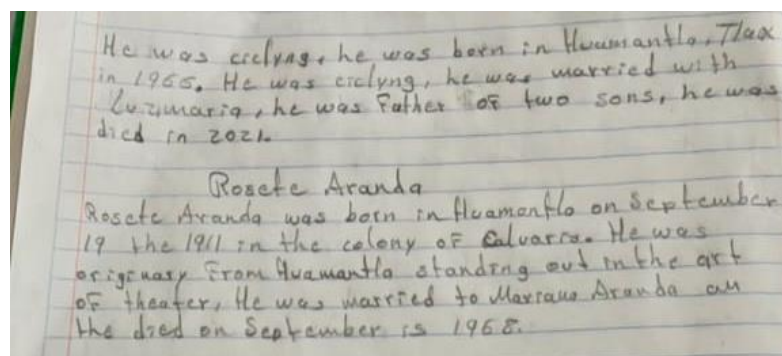


In addition, the curriculum for progression four included listening and reading activities with biographies, which utilized realia materials. A written biography of Remedios was presented, and students were required to read it and identify the verbs "was" and "were" that were present in the text. Then, a video of Remedios was played, following the same structure as the previous listening activities. Finally, students were divided into groups and engaged in discussion about a notable figure from their community. They then proceeded to write a brief biography in the past simple tense, using the verb "to be."

One of the students' products can be observed in Image 5, in which the students selected a culturally important person for their community. Additionally, the use of the English language with correct grammatical structures can be observed.

#### Image 5

*Biography written by the students.*



## 2.4 Evidence of the assessment tools

### Imagen 6

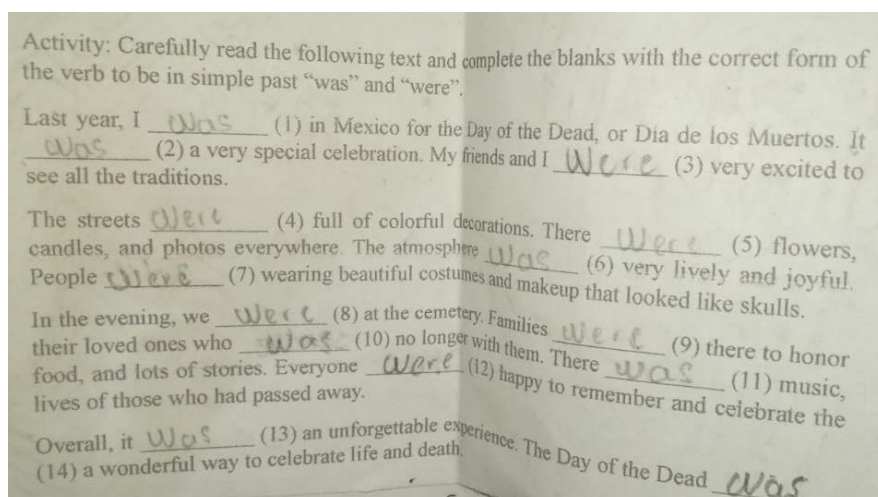
#### *Day of dead rubric*

CRITERIA	Excellent (4)	Proficient (3)	Basic (2)	Below basic (1)
Content knowledge	Demonstrates good understanding of the Day of the Dead traditions and significance. Presentation is informative, accurate, and engaging.	Shows understanding of the Day of the Dead customs and importance. Presentation is mostly informative and accurate.	Shows some understanding of the Day of the Dead traditions but lacks depth. Presentation is somewhat informative but lacks accuracy.	Demonstrates limited understanding of the Day of the Dead customs. Presentation lacks coherence and accuracy.
Use of Past Simple (was/were)	Consistently and accurately uses the past simple tense ("was" and "were") in appropriate contexts throughout the presentation.	Mostly uses the past simple tense ("was" and "were") accurately, with occasional errors or inconsistencies.	Attempts to use the past simple tense ("was" and "were") but with frequent errors or inconsistencies.	Rarely or incorrectly uses the past simple tense ("was" and "were"), hindering comprehension.
Organization and clarity	Presentation is well-organized, with clear introduction, body, and conclusion. Transitions between ideas are smooth, and key points are effectively communicated.	Presentation is organized, with a clear structure. Ideas are mostly coherent, but transitions may be slightly abrupt or unclear at times.	Presentation lacks organization and coherence, with unclear structure and disjointed ideas. Transitions between points are unclear or absent.	Presentation is poorly organized, with little coherence or logical flow. Ideas are disjointed and difficult to follow. Transitions are nonexistent or confusing.
Language proficiency	Demonstrates a high level of English proficiency, with clear pronunciation, appropriate vocabulary, and varied sentence structures.	Shows adequate English proficiency, with understandable pronunciation and appropriate vocabulary, although language use may be somewhat repetitive or simplistic.	Demonstrates limited English proficiency, with noticeable pronunciation difficulties and limited vocabulary. Sentence structures are basic and repetitive.	Displays poor English proficiency, with frequent pronunciation errors, limited vocabulary, and simple, repetitive sentence structures.



## Image 6

### Grammar completion test



The outcomes of the assessment were successful; however, informal assessment resulted in better outcomes compared to formal assessment. A notable attitude of concern and preoccupation was observed when sharing the rubric that would be used to evaluate their work. This reaction highlights a common issue with formal assessments, which often induce anxiety and stress among students. This anxiety can hinder performance and does not always accurately reflect a student's true capabilities or understanding of the material.

I acknowledge the importance of assessment tools and the evaluation process, as they not only display the highlights of students' accomplishments but also identify areas of opportunity for both the students and my teaching practice. Effective assessment is crucial for providing feedback that can guide future learning and teaching strategies.

Nevertheless, the design of these tools necessitates a greater investment of time and a more profound comprehension of the objectives of the evaluated activities in order to overcome the students' negative sentiments and thoughts about evaluation. It is of the utmost importance to align assessment methods with the learning goals and to ensure that students are fully aware of the purpose and benefits of the assessments.

To enhance the efficacy of assessments and mitigate student anxiety, I can implement strategies such as clearly communicating the objectives and criteria of assessment. When

students possess a clear understanding of the expectations, they are more likely to approach the assessment with a cheerful outlook. Furthermore, the use of a diverse array of assessment methods can yield insights that may not be apparent when employing a single approach.

### **CHAPTER 3: Experience Report**

The initial aspect to be reviewed is the student's engagement in the development of the initial lesson plan. The students were actively participating in the activities, although not all students were interested in the class at the beginning. A variety of techniques were employed to engage the students, including the use of questions, solicitation of opinions, and encouragement to read or participate. The incorporation of digital elements yielded two distinct outcomes. The incorporation of digital elements proved an effective means of capturing the attention of students, thereby engaging them in participation. However, the conditions of the classroom and the school, in conjunction with the characteristics of the projector, resulted in an extremely hot environment, which led to the rapid loss of students' attention. On numerous occasions, students were observed to leave the classroom in search of cooler temperatures.

In consideration of the classroom environment, it became necessary to modify the activities in terms of both time and format. For instance, the presentation of students' work on the Day of the Dead in various regions of the country had to be adapted to the constraints of the classroom setting. The aforementioned activity was conducted and presented outside the conventional classroom setting. Conducting this activity outside its conventional setting resulted in a workspace that was uncomfortably confined and less than ideal for students. Despite these challenges, students successfully completed the activity. They sought feedback from teachers and peers to enhance their presentation, although they occasionally faced distractions from their surroundings.

In terms of language use, students demonstrated active participation during classes, attempting to communicate in English and inquiring about the correct pronunciation of certain words to enhance their responses. It was observed that the use of the native language was minimal, and the majority of students participated actively. Another aspect of language



use that could be identified is the clarity of the grammar elements employed by students in the completion of exercises, in their participation, and when correcting their peers when they have mistaken in their production or comprehension.

The development of the lesson plan was successful. However, due to the scholar calendar, the continuous class suspensions of the month of May, and the assessment of the second unit, the application of this lesson plan was not fulfilled as planned due all the constraints mentioned above.

The anticipated and actual outcomes of the students' work exhibited a notable degree of alignment. The students completed the activities in a satisfactory manner. However, the environment in which they developed on a daily basis had a significant impact on the effectiveness of the lesson plan. This resulted in constraints on the learning process. The necessity of compelling students and teachers to adapt their activities in order to complete assignments represents the most significant challenge in the development of the lesson plan.

Nevertheless, this has led to increased student engagement with the activities. There is a perception that students have come to recognize the importance of learning English and its value in the real world. Additionally, students have observed their teachers' awareness of their needs and the willingness to accommodate their comfort and address their demands.

The favorable outcomes observed from employing the humanistic approach in this lesson plan were evident in several ways. Students demonstrated higher levels of participation, expressed more enthusiasm for the subject matter, and showed greater improvement in their skills and knowledge. The respectful and supportive environment helped reduce anxiety and created a positive learning experience, which is essential for effective education.

This approach not only helps students to develop their language skills but also provides them with tools to develop themselves in all the contexts involved in the school. I have observed that it has a positive effect on students' attitudes, with even the "most problematic" students being the first ones to pay attention to the class. This is despite the fact that they are not the most successful English speakers; they are, however, better students. They behave differently and try to overcome their weaknesses. The humanistic approach seems to make

them feel empowered and capable of learning, despite all the negative comments they are customarily subjected to.

The path to becoming a teacher has been a multifaceted journey. At the outset, I possessed a dearth of knowledge about teaching, apart from the fact that I had spent a considerable number of years as a student. The prospect of assuming a role where I would be responsible for guiding the learning of others was daunting and came with a significant degree of responsibility. Nevertheless, I derived considerable enjoyment from the act of teaching. The EEAILE proved to be of the utmost importance in shaping my teaching practice. It afforded me the chance to gain insight into my own actions and to identify areas where I could make necessary adaptations or corrections to ensure the success of my teaching methods.

As part of the evidence supporting the design of the lesson plan, there is a video (see Appendix 5) that demonstrates how the activities were carried out and how the students responded to them. In the process of self-observation, it became evident that there is still a considerable scope for improvement. While certain practices align with the theoretical tenets of my teaching philosophy, they have yet to be fully integrated into my teaching practice as it is the case of the student-centered classroom.

I will develop strategies that permit me to assume a less central role in the learning process. One such strategy is the introduction of grammar, which will be conducted in a manner that allows students to intuitively uncover the grammar structures through engagement in the activities, as well as the incorporation of ludic activities that activate the students' creativity and motivation in the aforementioned contextualized classrooms.

## **CHAPTER 4: Conclusions**

This paper elucidates the theoretical foundations of linguistic communicative competence, intercultural competence, and intercultural communication, emphasizing their role in preparing students for effective communication and cultural understanding. By integrating these competencies into the design of a lesson plan, an enriching learning experience can be created that empowers students to navigate diverse linguistic and cultural landscapes with confidence.

The lesson plan outlined in this paper not only aims to enhance students' language proficiency but also cultivates their ability to communicate effectively in various contexts and interact sensitively with individuals from diverse cultural backgrounds. Through activities that in the four language skills within culturally relevant themes, students are provided with comprehensive language learning experiences that transcend traditional pedagogical approaches and assessment tools to optimize the learning-teaching experience.

The implementation of the lesson plan was largely successful. The students demonstrated an elevated level of engagement and completed the majority of activities with considerable success, indicating a solid grasp of the target language. The students demonstrated active participation in discussions, effective collaboration in group activities, and an enhanced confidence in using English to describe daily routines.

Nevertheless, it became evident that the classroom environment presented certain limitations on the full development of the students' abilities. The limited space and resources available constrained the implementation of more dynamic and interactive activities. Furthermore, external noise on occasion disrupted concentration, thereby affecting the overall effectiveness of the lesson.

Despite these challenges, the students demonstrated notable progress, and the experience highlighted the importance of creating an optimal learning environment through a humanistic approach. Future lessons will incorporate strategies to mitigate these environmental limitations, such as rearranging the classroom layout in a more effective manner and utilizing more portable and adaptable teaching aids.

The implementation of the lesson plan had two main outcomes. Firstly, as the context places us in an adapted warehouse, the conditions where the students develop are inadequate, there is a hot environment that makes students less attentive to the class, and the classes had to be adapted to overcome this situation. Although the students were uncomfortable with the environment, they showed active participation, a great understanding of the topics reviewed, they tried to speak English at every moment and asked in English how to say something in the target language, the products of the students' work were developed and presented successfully leading to discussions that promotes the interculturality, overall the

implementation of this approach does show a change in the students' motivation and development of their learning process.

Consequently, the lesson plan will be modified to accommodate the time constraints that have become evident, as well as the incorporation of material design that minimizes the environmental obstacles to engage students' interests and motivations to learn English. This will entail the implementation of a multifaceted approach, encompassing the utilization of a projector, hands-on activities and discussions, in order to accommodate a diverse range of learning styles.

In conclusion, the EEAILL provided me with the essential resources to become a teacher who is aware of their students' needs and preferences, thereby enabling self-reflection and critical thinking. I have become a teacher who is not only proficient in the mechanics of teaching but also strives to facilitate a brighter future for students. A teacher who is confident in their practice is aware of the underlying principles that inform the design of activities and recognizes the value of assessment tools in enhancing the performance of all those involved in the learning-teaching process.

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## APPENDIXES

Appendix 1. The Day of the Dead.

[https://www.youtube.com/watch?v=DyngH\\_dsmdc](https://www.youtube.com/watch?v=DyngH_dsmdc)



El día de muertos en México (inglés) - Saber latino

Appendix 2. Rubric: Day of the Dead Presentation Evaluation.

CRITERIA	Excellent (4)	Proficient (3)	Basic (2)	Below basic (1)
Content knowledge	Demonstrates good understanding of the Day of the Dead traditions and significance. Presentation is informative, accurate, and engaging.	Shows understanding of the Day of the Dead customs and importance. Presentation is mostly informative and accurate.	Shows some understanding of the Day of the Dead traditions but lacks depth. Presentation is somewhat informative but lacks accuracy.	Demonstrates limited understanding of the Day of the Dead customs. Presentation lacks coherence and accuracy.
Use of Past Simple (was/were)	Consistently and accurately uses the past simple tense ("was" and "were") in appropriate contexts throughout the presentation.	Mostly uses the past simple tense ("was" and "were") accurately, with occasional errors or inconsistencies.	Attempts to use the past simple tense ("was" and "were") but with frequent errors or inconsistencies.	Rarely or incorrectly uses the past simple tense ("was" and "were"), hindering comprehension.
Organization and clarity	Presentation is well-organized, with clear introduction, body, and conclusion. Transitions between ideas are smooth, and key points are effectively communicated.	Presentation is organized, with a clear structure. Ideas are mostly coherent, but transitions may be slightly abrupt or unclear at times.	Presentation lacks organization and coherence, with unclear structure and disjointed ideas. Transitions between points are unclear or absent.	Presentation is poorly organized, with little coherence or logical flow. Ideas are disjointed and difficult to follow. Transitions are nonexistent or confusing.
Language proficiency	Demonstrates a high level of English proficiency, with clear pronunciation,	Shows adequate English proficiency, with understandable pronunciation and	Demonstrates limited English proficiency, with noticeable pronunciation	Displays poor English proficiency, with frequent



	appropriate vocabulary, and varied sentence structures.	appropriate vocabulary, although language use may be somewhat repetitive or simplistic.	difficulties and limited vocabulary. Sentence structures are basic and repetitive.	pronunciation errors, limited vocabulary, and simple, repetitive sentence structures.
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Score:

- Excellent 16-20 points.
- Proficient 11-15 points.
- Basic 6-10 points.
- Below basic 1-5 points.

### Appendix 3. Checklist

#### CHECKLIST GUESSING GAME

**QUESTION FORMATION**

- ☐ Formulates questions using the past simple tense of the verb "was" and "were" appropriately.
- ☐ Demonstrates understanding of question structure and word order in English.

**AFFIRMATIVE SENTENCES**

- ☐ Constructs affirmative sentences using the past simple tense of "was" and "were" accurately.
- ☐ Uses appropriate subject-verb agreement with "was" and "were".

**NEGATIVE SENTENCES**

- ☐ Construct negative sentences using the past simple tense of "was" and "were" accurately.
- ☐ Applies the appropriate negative form of "was" and "were".

**CHARACTER IDENTIFICATION**

- ☐ Successfully guesses the character based on the questions, affirmative, and negative sentences provided by other players.
- ☐ Provides clear and logical reasoning for their character guess.

**PARTICIPATION AND ENGAGEMENT**

- ☐ Actively participates in the game by asking questions, providing responses, and engaging with other players.
- ☐ Demonstrates enthusiasm and interest in the game throughout the duration of the activity.

**COMMUNICATION SKILLS**

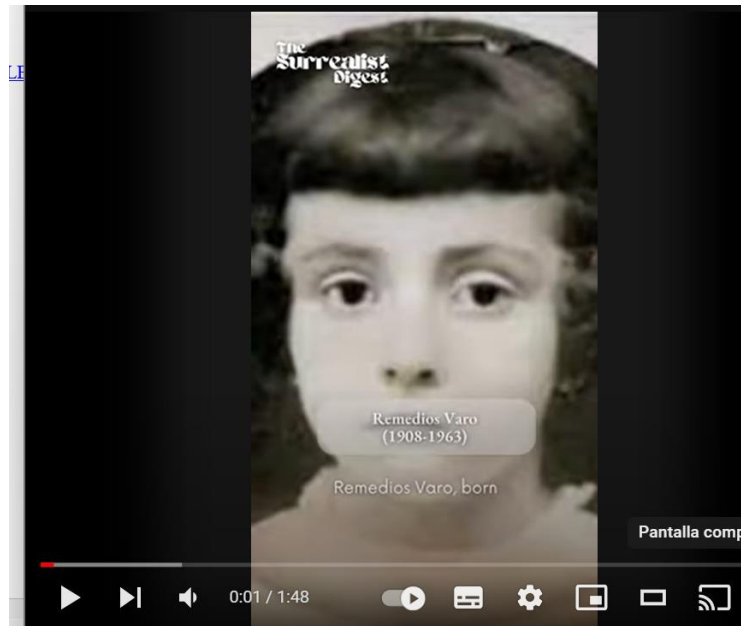
- ☐ Communicates clearly and effectively in English, using appropriate pronunciation and intonation.
- ☐ Demonstrates understanding of English vocabulary related to the game.

**NEGATIVE SENTENCES**

- ☐ Collaborates with other players to gather information, solve clues, and make informed guesses.
- ☐ Demonstrated teamwork by supporting and encouraging other players during the game.

#### Appendix 4. Remedios Varo Biography.

<https://www.youtube.com/watch?v=mqImrLE1C0o>



#### Appendix 5. Video of the application of the lesson plan.

<https://youtu.be/GXJcN7GewdI>