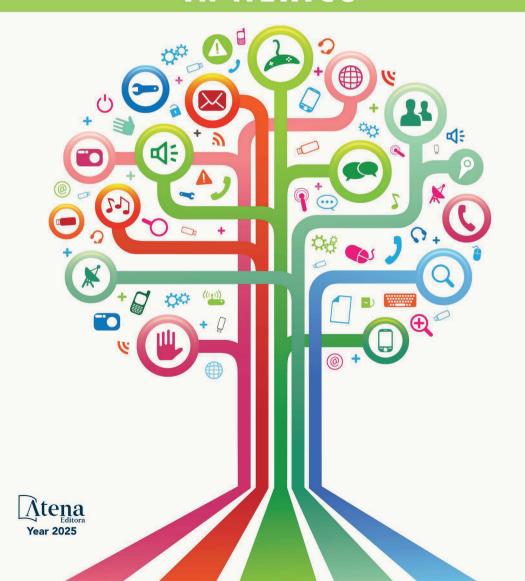
MULTIDISCIPLINARY CRITICAL INSIGHTS

INTO FOREIGN LANGUAGE EDUCATION RESEARCH

IN MEXICO

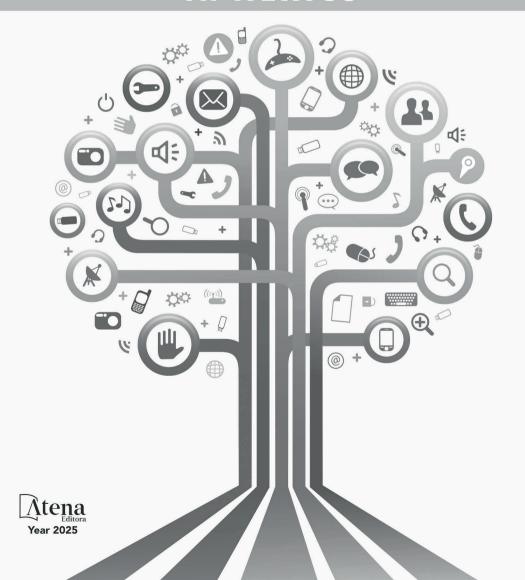


CLAUDIA ANDREA DURÁN MONTENEGRO DIANA GUADALUPE DE LA LUZ CASTILLO

MULTIDISCIPLINARY CRITICAL INSIGHTS

INTO FOREIGN LANGUAGE EDUCATION RESEARCH

IN MEXICO



2025 by Atena Editora
Copyright© 2025 Atena Editora
Text copyright © 2025, the author Edition
copyright© 2025, Atena Editora
The rights to this edition have been assigned to Atena Editora by the author.

Open access publication by Atena Editora

Editor-in-chief

Prof. Dr. Antonella Carvalho de Oliveira

Executive Editor

Natalia Oliveira Scheffer

Images

iStock

Art editor

Yago Raphael Massuqueto Rocha



Atena Publishing is firmly committed to transparency and quality throughout the entire publication process. We work to ensure that everything is carried out ethically, avoiding issues such as plagiarism, data manipulation, or any external interference that could compromise the work.

If any suspicion of irregularity arises, it will be carefully reviewed and handled responsibly.

The content of the book, texts, data, and information, is the full responsibility of the author and does not necessarily represent the opinion of Atena Publishing. The work may be downloaded, shared, adapted, or freely reused, provided that both the author and the publisher are credited, in accordance with the Creative Commons Attribution 4.0 International License (CC BY 4.0).

Each work received careful attention from specialists before publication.

The Atena editorial team evaluated the national submissions, while external reviewers analyzed the materials from international authors.

All texts were approved based on criteria of impartiality and responsibility.

Multidisciplinary Critical Insights into Foreign Language Education Research in Mexico

| Organizers:

Claudia Andrea Duran Montenegro Diana Guadalupe De La Luz Castillo

| Revision:

The autors

| Layout:

Nataly Gayde

| Cover:

Yago Raphael Massugueto Rocha

International Cataloguing-in-Publication Data (CIP)

M961 Multidisciplinary critical Insights into foreign language education research in Mexico / Organizers Claudia Andrea Duran Montenegro, Diana Guadalupe De La Luz Castillo. – Ponta Grossa - PR: Atena. 2025.

Format: PDF

System Requirements: Adobe Acrobat Reader

Access mode: World Wide Web Includes bibliography ISBN 978-65-258-3755-0

DOI: https://doi.org/10.22533/at.ed.550252110

Research and study in foreign language teaching.
 Montenegro, Claudia Andrea Duran (Organizer). II.
 Castillo, Diana Guadalupe De La Luz (Organizer). III.
 Title.

CDD 418.0071

Prepared by Librarian Janaina Ramos - CRB-8/9166

Atena Publishing House

- +55 (42) 3323-5493
- +55 (42) 99955-2866
- www.atenaeditora.com.br
- contato@atenaeditora.com.br

EDITORIAL BOARD

EDITORIAL BOARD

- Prof. Dr. Alexandre Igor Azevedo Pereira Federal Institute of Goiás
- Prof. Dr. Amanda Vasconcelos Guimarães Federal University of Lavras
- Prof. Dr. Antonio Pasqualetto Pontifical Catholic University of Goiás
- Prof. Dr. Ariadna Faria Vieira State University of Piauí
- Prof. Dr. Arinaldo Pereira da Silva Federal University of Southern and Southeastern Pará
- Prof. Dr. Benedito Rodrigues da Silva Neto Federal University of Goiás
- Prof. Dr. Cirênio de Almeida Barbosa Federal University of Ouro Preto
- Prof. Dr. Cláudio José de Souza Fluminense Federal University
- Prof. Daniela Reis Joaquim de Freitas, PhD Federal University of Piauí
- Prof. Dayane de Melo Barros, PhD Federal University of Pernambuco
- Prof. Eloi Rufato Junior, PhD Federal Technological University of Paraná
- Prof. Érica de Melo Azevedo, PhD Federal Institute of Rio de Janeiro
- Prof. Fabrício Menezes Ramos, PhD Federal Institute of Pará
- Prof. Dr. Fabrício Moraes de Almeida Federal University of Rondônia
- Prof. Dr. Glécilla Colombelli de Souza Nunes State University of Maringá
- Prof. Dr. Humberto Costa Federal University of Paraná
- Prof. Dr. Joachin de Melo Azevedo Sobrinho Neto University of Pernambuco
- Prof. Dr. João Paulo Roberti Junior Federal University of Santa Catarina
- Prof. Dr. Juliana Abonizio Federal University of Mato Grosso
- Prof. Dr. Julio Candido de Meirelles Junior Fluminense Federal University
- Prof. Dr. Keyla Christina Almeida Portela Federal Institute of Education, Science, and Technology of Paraná
- Prof. Dr. Miranilde Oliveira Neves Institute of Education, Science and Technology of Pará
- Prof. Dr. Sérgio Nunes de Jesus Federal Institute of Education, Science and Technology
- Prof. Dr. Talita de Santos Matos Federal Rural University of Rio de Janeiro
- Prof. Dr. Tiago da Silva Teófilo Federal Rural University of the Semi-Arid Region
- Prof. Valdemar Antonio Paffaro Junior, PhD Federal University of Alfenas

REVIEW AND SELECTION COMMITTEE

REVIEW AND SELECTION COMMITTEE

COMITÉ DE SELECCIÓN:

Dra. Beatriz Pereyra Cadena

Dra. Cecilia del Carmen Burgos Guerrero

Dra. Claudia Andrea Durán Montenegro

Dra. Elvitz de los Ángeles Gutiérrez Vázguez

Dra. Indira Santiago León

COMITÉ DE REVISIÓN:

Mtra. Ana Isabel De León Sangabriel

Dra. Vilma Arely Vázquez Morales

Dra. Cecilia del Carmen Burgos Guerrero

Dra. Elvitz de los Ángeles Gutiérrez Vázquez

Dra. Beatriz Pereyra Cadena

Mtra. Mabel Jiménez González

Dra. Alicia Marcela Rendón Castro

Dr. José Miguel Sandoval Domínguez

ACKNOWLEDGMENTS

ACKNOWLEDGMENTS

This publication is a heartfelt testament to the power of international collaboration in applied linguistics. We warmly thank the academic bodies: UDG-CA-1156 Transformación Digital y Nuevas Tecnologías para la Educación y la Gestión; UDG-CA-1197 Sociedad Global y Procesos de Enseñanza Aprendizaje de Idiomas; UV-CA 582 Fortalezas Humanas, Investigación e Innovación Educativa; and all the contributors whose passion and dedication made this book a reality. Their collective knowledge has deeply enriched English language teaching around the world. We are also truly grateful to all the students who participated and contributed their energy to this journey.

PROLOGUE

PROLOGUE



It is with great pride and joy that we present the fourth volume published by RED CIIILA (the International Network for Innovation, Research, and Applied Linguistics) This book reflects the ongoing commitment of a dynamic and dedicated collaborative community, aiming to provide a comprehensive exploration of critical themes in language education. It combines rigorous research with practical insights to promote effective teaching and learning worldwide. The chapters cover a wide range of topics, from challenges in educational research and teacher development in secondary education

to strategies for boosting student motivation and fostering cultural awareness through social justice.

The volume also highlights the crucial role of teacher wellbeing and positive psychology in fostering high-quality English instruction. Additionally, it includes specialized linguistic studies such as the teaching of Chinese tonal features and innovative approaches to grammar learning through induction. Together, these contributions provide valuable perspectives for educators, researchers, and policymakers aiming to improve language education across contexts.

This collection invites readers to reflect on current practices and future directions, emphasizing a holistic, socially conscious, and evidence-based approach to language teaching. This book stands as an invitation to continue innovating and collaborating globally, to improve English learning for all.

Claudia Andrea Durán Montenegro

Coordinadora

table of contents

TABLE OF CONTENTS

CHAPTER 1 1
WRITING EDUCATIONAL RESEARCH: LEARNINGS AND FUTURE CHALLENGES IN THE ERA OF GENERATIVE AI
Carlos Rojas Ramírez
Karla Paola Martínez Rámila
María del Carmen Sánchez Zamudio
€ https://doi.org/10.22533/at.ed.5502521101
CHAPTER 212
PRIVATE AND PUBLIC ENGLISH TEACHER'S PERCEPTIONS OF THEIR DEVELOPMENT IN HIGH SCHOOL María Isabel Méndez Carmona
Gloria Ofelia de la Soledad Reyes Méndez
Olga Lidia Sánchez Cruz
https://doi.org/10.22533/at.ed.5502521102
CHAPTER 327
ENHANCING STUDENTS' MOTIVATION IN ELEMENTARY SCHOOL BY USING MEANINGFUL AND RELEVANT INPUT AND MATERIALS Silvia Pastrana Rodríguez
6 https://doi.org/10.22533/at.ed.5502521103
CHAPTER 449
DEVELOPING CULTURAL AWARENESS THROUGH ENGLISH LANGUAGE TEACHING: AN EDUCATIONAL APPROACH TO SOCIAL JUSTICE Emmanuel Cruz Gómez Frank Ramírez Marín
€ https://doi.org/10.22533/at.ed.5502521104

table of contents

TABLE OF CONTENTS

CHAPTER 561
THE IMPORTANCE OF TEACHERS' WELLBEING AND POSITIVE PSYCHOLOGY AS KEY FACTORS IN QUALITY ENGLISH TEACHING
Diana Guadalupe De la Luz Castillo
Berenice Martínez Álvarez
Vilma Zoraida del Carmen Rodríguez Melchor
https://doi.org/10.22533/at.ed.5502521105
CHAPTER 672
TEACHING OF ERHUA, NEUTRAL TONE, AND TONE SANDHI IN CHINESE WITH SPECIFIC EXAMPLES $$
Fengfei Wang
Felipe Gil Muñoz Huerta
Guadalupe Huerta Arizmendi
https://doi.org/10.22533/at.ed.5502521106
CHAPTER 7 83
HOW TO LEARN GRAMMAR INDUCTIVELY
María Guadalupe Talavera Curiel
Alani Belegui Hernández Sánchez
Erika Hernández Andraca
Samantha Malinayi Martínez Hidalgo
€ https://doi.org/10.22533/at.ed.5502521107
ABOUT THE ORGANIZERS99

CHAPTER

WRITING EDUCATIONAL RESEARCH: LEARNINGS AND FUTURE CHALLENGES IN THE ERA OF GENERATIVE AI

Carlos Rojas Ramírez

Karla Paola Martínez Rámila ORCID: 0000-0002-4229-8306

María del Carmen Sánchez Zamudio
Universidad Veracruzana

ABSTRACT: In the following chapter we present a literature review on authorship development in the field of educational research. The review is divided into two sections: firstly, we present the current approaches that have served as a theoretical framework for the study of authorial voice formation in Mexico; secondly, we offer an updated review of the research challenges posed using Generative Artificial Intelligence (GAI). Within this panorama, discursive genres continue to be the predominant approach to explain the construction of specialized discourse, while there is a growing interest in approaches based on biographical methods. For its part, the review of the challenges of incorporating GAI into the field points to a divergence between forms of work that enhance specific aspects of written production. Many of these constitute opportunities to rethink the teaching of academic writing, especially as a strategy to promote critical and creative literacies that enhance the training of specialized authors.

KEYWORDS: Literacy, Authorship, Educational Research, Artificial Intelligence, Academic Writing

RESUMEN: En el siguiente CHAPTER presentamos un estado del arte sobre la formación de autoría en el campo de la investigación educativa. La revisión expuesta se divide en dos apartados: en primer lugar, damos a conocer los enfoques vigentes que han servido de marco teórico para el estudio de la formación de la voz autoral en México; en segundo lugar, ofrecemos una revisión actualizada sobre los retos para la investigación que supone el uso de la Inteligencia Artificial Generativa (IAGen). Dentro de este panorama, los géneros discursivos continúan siendo el enfoque

predominante para explicar la construcción de un discurso especializado, a la vez que existe un creciente interés en aproximaciones basadas en métodos biográficos. Por su parte, la revisión sobre los retos de incorporar la IAGen apunta hacia una divergencia entre formas de trabajo que potencian aspectos específicos de la producción escrita. Buena parte de estos constituyen oportunidades para repensar la enseñanza de la escritura académica, sobre todo como una estrategia para impulsar usos críticos y creativos que potencien la formación de autores especializados.

PALABRAS CLAVE: Literacidad, autoría, investigación educativa, inteligencia artificial, escritura académica

INTRODUCTION

The formation of educational researchers in Mexico has been a significant national educational effort in recent decades, with its primary focus on strengthening postgraduate studies (Avilez Morgado, 2024). The growth of programs offering specializations, master's degrees, and PhDs in educational research (ER) and related areas has revealed issues in academic reading and writing. Although some of these issues resemble those found in other fields (Castro Azuara & Sánchez Camargo, 2016; Carrasco Altamirano et al., 2020), ER has distinctive features that emphasize the need for specific research questions and criteria.

In this context, key questions arise: What is the role of academic literacy in training new generations of educational researchers? What learning experiences and practices have established researchers developed as professional authors in this field? This paper argues that, to answer these questions from a national perspective, the educational research community has conducted studies using four explanatory approaches and models, which include study designs with multi- and interdisciplinary perspectives that deepen our understanding of the phenomenon.

Explanations based on discourse genre theory (Brambila, 2020; Hernández Ramírez, 2018), studies of scientific trajectories (Hamui Sutton & Jiménez Loza, 2012), biographical perspectives (Quesada Mejía & Hernández-Zamora, 2020; Rojas Ramírez, 2022), the intercultural approach (Hernández-Zamora, 2019; Silas-Casillas & Lombardi González, 2021), field theory (Avilez Morgado, 2024), and educational ethnography (Rojas Ramírez, 2024) form a body of current knowledge that details the challenges faced by novice authors in their process of becoming educational researchers who write and publish in high-impact journals and prestigious publishers.

However, the arrival of Generative Artificial Intelligence (GenAI), which started in November 2022, has challenged some of the core research assumptions in key works. Under the banner of this technology, the meanings and methods used in academic literacy for training researchers are currently going through a process

of transformation and adaptation. Recently, a wealth of academic literature has emerged, although it remains limited in the Mexican context, analyzing the educational uses that GenAl requires for textual work in training educational researchers. Furthermore, this body of work highlights issues related to access, use, and cognitive gaps (Ramírez Martinell et al., 2014) that impact critical appropriation capacity, as well as the urgent need to include an axiological dimension analysis.

The hypothesis suggests that integrating GenAl will continue to reshape the landscape of written research culture overall, especially concerning Al itself. This shift would not lead to the gradual disappearance of traditional forms of academic reading and writing, but rather their enhancement, combination, reinterpretation, and diversification across various levels of the digital environment. Emerging literacy practices may continue to favor the development of those community members who have access to the necessary material and symbolic conditions—that is, both availability and access (Kalman, 2003)—which ensures the critical utilization of this technology. Meanwhile, individuals who lack the opportunities and means to access these resources will face exclusionary dynamics that could hinder their academic development.

AUTHORSHIP, SCIENTIFIC *HABITUS*, AND MASTERY OF DISCURSIVE GENRES

In Mexico, the works of Carrasco Altamirano (2011; 2014; 2020; 2021) serve as the starting point for studies on academic and scientific trajectories that examine authorial development. This author's research focuses on postgraduate programs across various fields of knowledge, with the overall goal of exploring the formation of scientific *habitus* through an analysis of the reading and writing practices that academics incorporate into their scientific work. Drawing mainly on Bourdieu (1976) and Bazerman (1988), this author's work emphasizes the different roles researchers assume in their scientific fields, which involve working with various discursive genres and gradually adopting legitimate literary practices. New authors edit texts, proofread drafts, specialize in describing methods and instruments, gather information for specific sections, conduct bibliographic searches, and perform numerous other activities before becoming professional authors recognized by their community of practice.

Authorship and Appropriation of Academic Voices

Soriano Peña (2013; 2017) incorporates the Ibero-American approach of New Literacy Studies (Cassany, 2010; Hernández-Zamora, 2005; Zavala, 2002) to describe the development of the authorial voice as an expression of identity. Developing this

critical literacy involves understanding the logic of textually mediated knowledge production, an element that grants the power of symbolization and a sense of belonging. In line with Freire (1991) and Kalman (2003), becoming an author represents a political act that involves reading and intervening in the context through the enunciation of one's own words.

Navarrete Quezada (2021) explores the thinking of Mikhail Bakhtin. This researcher uses the concept of *heteroglossia* to highlight the specific challenges that thesis writers face when preparing their degree projects. Mastery of academic writing, she points out, is related to the incorporation of research tools and the researcher's emotional and affective maturity. The authors go through various research experiences subject to validation and recognition dynamics, a process that involves different types of possible hardships that they must overcome.

BEING A PROFESSIONAL AUTHOR WITH A HISTORY AND CULTURE BUILT IN

Autobiographical and autoethnographic proposals (Hernández-Zamora, 2020; Rojas, 2022; 2024) represent recent qualitative approaches to understanding how professional authors are formed in the field of educational research. These perspectives analyze the cultural meanings and formative experiences that the community itself recognizes or considers valuable for interpreting the construction of its subjectivity. From these viewpoints, being an author is an enculturation process in which literate individuals participate in numerous literacy events: they undergo continual review and assessment, access different communities of practice where they are read and given feedback, receive invitations to collaborate on publication projects, produce outreach texts, and engage in other activities with texts that foster the development of academic literacies.

Thus, authorship emerges from the development of an academic culture that, through various institutions, creates the material and symbolic conditions necessary for the formation of research groups and spaces, along with editorial mechanisms for publishing and sharing academic texts. It is a collective and generational phenomenon involving social movements, policies to promote scientific growth, and the establishment of research centers and postgraduate programs.

BEING A PROFESSIONAL AUTHOR AS A RESULT OF A CURRICULUM AND METHODOLOGICAL TRAIT

Influenced by Carlino's (2005) ideas, Ramírez Ruedas (2013) has further examined the teaching of academic reading and writing as a learning space for which all educational stakeholders within the university are responsible. Learning

to read and write does not mean mastering neutral, quantifiable, and transferable communication skills; rather, it results from a curriculum and how academic and disciplinary communities organize themselves to integrate these literacies throughout their educational programs.

Initiatives stemming from academic literacy (Carlino, 2015; Padilla, 2019) challenge approaches that view academic writing as merely a skill or a set of techniques recommended for research development (Martínez-Rizo, 1997; 2020). Although the characteristics of academic writing are often described using a set of widely recognized properties—such as clarity, conciseness, objectivity, and rigor—these are commonly found in books and manuals on research methodology. However, the development of academic or disciplinary literacy results from an educational process that emphasizes the epistemic potential of reading and writing genres specific to each field of knowledge or discipline.

GENAI AND ACADEMIC WRITING: PRELIMINARY FINDINGS FROM SYSTEMATIC REVIEWS (2023-2025)

The impact of GenAI on academic writing has sparked unprecedented interest in the global scientific community, providing an opportunity for innovation and dialogue with insights from the Mexican context. Google Scholar records show about 6,500 academic publications from 2023 to 2025 (in both English and Spanish) that specifically explore the relationship between GenAI and academic writing in higher education.

Given this situation, a tertiary systematic review was carried out following the approach by Kitchenham and Charters (2007), which exclusively synthesizes knowledge from secondary reviews, defined as studies that systematically analyze previous systematic reviews. The review focused on three research questions: RQ1: What benefits and limitations do systematic reviews identify regarding the use of generative artificial intelligence in university academic writing? RQ2: How does using GenAI tools like ChatGPT affect the development of authorial formation, critical thinking, intellectual autonomy, and academic integrity based on systematized evidence? And RQ3: What knowledge gaps still exist in systematic research concerning the application of GenAI in academic writing within higher education?

The search was conducted on the SpringerLink platform using the following search string: "academic writing" AND ("Artificial Intelligence" OR ChatGPT) AND "higher education" AND ("systematic review" OR "scoping review"). This search was limited to the period 2023–2025, initially identifying 17 documents classified as *Review Articles*, a category that generally groups works without original empirical research that present critical syntheses of literature, such as systematic reviews. The full

text of each review was analyzed to verify that it included a detailed description of its search strategy, inclusion and exclusion criteria, and evidence synthesis procedure. As a result, five systematic reviews and scoping reviews that met these methodological criteria were selected. Thus, this preliminary tertiary review synthesizes findings derived from a total of 11 secondary studies of high methodological rigor, collectively covering 490 primary studies. Based on this overview, the detailed analysis of the findings is organized below according to the three research questions posed.

Regarding the benefits and limitations identified in systematic reviews about the use of GenAl in university academic writing (RQ1), the studies reviewed confirm that GenAl, such as ChatGPT, improves technical aspects of academic writing: enhancing grammar, style, and coherence, and aiding tasks such as idea generation, literature review, and draft editing (Aljuaid, 2024; Khalifa & Albadawy, 2024). Additionally, Imran and Almusharraf (2023) demonstrate that ChatGPT can serve as a writing assistant by offering real-time feedback and stylistic suggestions in university settings. Shorey et al. (2024) build on these benefits by showing that ChatGPT acts as a virtual writing assistant, providing immediate feedback, helping organize manuscripts, and managing references. Ma (2025) verifies its role in fostering creativity, critical thinking, and personalized learning through conversational interaction and natural language processing capabilities.

Regarding how using GenAl tools affects critical thinking, intellectual autonomy, and academic integrity (RQ2), Aljuaid (2024) and Shorey et al. (2024) warn that relying too heavily on ChatGPT can damage originality and critical thinking by replacing thoughtful reflection with automated output. This risk arises with the concept of "intellectual imposture," where automatically generated content is presented as one's own without understanding or mastery of it. Ansari et al. (2023) note that, although ChatGPT makes academic tasks easier because of its convenience, there are serious worries about the accuracy of its responses, academic honesty, and the impact on cognitive development when students rely too much on the tool. Salih et al. (2025) add that teacher training should include prompt engineering skills and assessment methods that can tell the difference between proper support and unsupervised automatic work.

Finally, regarding knowledge gaps about the use of GenAI in academic writing in higher education (RQ3), studies agree that current literature mainly focuses on functional benefits and efficiency measures, while overlooking key qualitative aspects. Shorey et al. (2024) and Ma (2025) emphasize the lack of detailed research on subjective experiences, emotional factors, and the effects on students' identity development as academic authors. Similarly, Salih et al. (2025) point out the limited number of studies exploring how AI is changing institutional processes such as teaching planning, responsible co-authorship, and professional development for educators.

In conclusion, Sinikallio et al. (2025) highlight the importance of integrating GenAl-assisted argumentative learning tools that strengthen structured critical thinking, address the limitations of automatic generative texts, and encourage explicit reasoning. This is especially relevant in educational settings related to software engineering and social sciences.

CONCLUSIONS

The role of academic writing in shaping educational researchers was analyzed, especially before and after the rise of GenAl. The findings show that, although the four theoretical approaches identified still provide solid explanations of authorial development, these approaches were created in a context before today's technological upheaval. In this regard, the arrival of GenAl in 2022 not only introduces a powerful tool for written production but also presents a fundamental theoretical challenge: are these frameworks still adequate to understand the new ways subjects engage with academic writing when they coexist with generative technologies? This analysis demonstrates that GenAl is transforming both the practices and conditions of academic authorship. The findings reveal that GenAl does not just introduce a new technological tool but also changes how individuals learn to write, argue, and build academic knowledge.

GenAl positions itself as a resource that enhances the technical effectiveness of the writing process across multiple areas: from idea generation to final text editing (Khalifa & Albadawy, 2024). It improves grammar, textual coherence, and clarity in writing, as evidenced by Aljuaid (2024) and Naznin et al. (2025). These time-consuming and effortful functions are optimized, especially in situations where students encounter language barriers or limited teacher support (Shorey et al., 2024; Xiao et al., 2024). The reviews agree that extensive use of tools like ChatGPT can hinder the development of critical thinking, intellectual independence, and reflexivity, which are vital aspects of academic authorship. Likewise, Ma (2025) and Sinikallio et al. (2025) highlight the importance of incorporating pedagogical approaches that enhance argumentation, critical judgment, and metacognition to counteract the automation of writing.

These findings confirm that GenAI is transforming the ecosystem of written culture in higher education. Traditional forms of authorship are being reshaped, expanded, and diversified. In this new context, unequal access to the technologies and knowledge needed for critical appropriation poses risks of academic exclusion. As Kalman (2003) warns, full participation in literacy practices depends not only on the availability of tools but also on the sociocultural conditions that enable their meaningful use, that is, their appropriation. Balalle and Pannilage (2025) stress that this challenge must be addressed through institutional policies that protect academic integrity and ensure the ethical use of AI.

The scientific relevance of these findings lies in their demonstration of a profound transformation in the possibilities for academic authorship, which requires a critical review of traditional explanatory models. The rise of the phenomenon of "intellectual imposture" and new forms of human-machine collaboration forces us to rethink notions of originality, agency, and evaluation in research formation.

From a social and educational perspective, this evidence is essential for developing policies that close the gaps in access to and use of GenAl. In contexts like Mexico, where discussion of these issues is still not well documented in the reviewed literature, it becomes crucial to promote the development of teaching methods that foster critical, contextualized, and reflective use of these tools. Clearly defined ethical frameworks must be established to differentiate between legitimate technological assistance and replacing cognitive processes that learners should develop themselves. Ultimately, the pedagogical challenge is to redesign both teaching and assessment so that not only the final product is valued but also the process of knowledge building and the researcher's ability to critically engage with the proposals generated by artificial intelligence.

REFERENCES

Aljuaid, H. (2024). The Impact of Artificial Intelligence Tools on Academic Writing Instruction in Higher Education: A Systematic Review. *Arab World English Journal*, 1(1), 26–55. https://doi.org/10.24093/awej/chatgpt.2

Ansari, A. N., Ahmad, S., & Bhutta, S. M. (2024). Mapping the global evidence around the use of ChatGPT in higher education: A systematic scoping review. *Education and Information Technologies*, 29(9), 1-41. https://doi.org/10.1007/s10639-023-12223-4

Avilez Morgado, H. (2024). Procesos de formación científica en estudiantes de doctorado: comparación de tres programas doctorales de investigación educativa [Tesis de doctorado inedita]. Universidad Veracruzana.

Balalle, H., & Pannilage, S. (2025). Reassessing academic integrity in the age of Al: A systematic literature review on Al and academic integrity. *Social Sciences & Humanities Open*, 11, 1-12. https://doi.org/10.1016/j.ssaho.2025.101299

Brambila Limón, R. (2020). Red de géneros discursivos de soporte para la escritura de artículo científico en la Física. *Estudios λambda*, 5(2), *1-33*.

Carrasco Altamirano, A. C., & López Bonilla, G. (Coord.). (2014). *Lenguaje y educación. Temas de investigación educativa en México*. SM Ediciones.

Carrasco Altamirano, A. C., & Rollin K. (2011). Leer y escribir en el doctorado o el reto de formarse como autor de ciencias. *Revista Mexicana de Investigación Educativa*, 16 (51), 1227-1251.

Carrasco Altamirano, A. C., Brambila Limón, R., Macías Andere, V., & Serrano Acuña, M. E. (Coord.). (2021). *Literacidades escolares y académicas: actores y espacios educativos*. SM Ediciones.

Carrasco Altamirano, A. C., Méndez Ochaita, M.,& Brambila Limón, R. (2020). Leer y escribir como interpretación de roles, aprender de experiencias de estudiantes de doctorado. *Didac*, (75), 32-39.

Castro Azuara, M. C., & Sánchez Camargo, M. (2016). La formación de investigadores en el área de humanidades: Los retos de la construcción de la voz autoral en la escritura de la tesis de doctorado. *Revista Signos*, 49, 30–51. https://doi.org/10.4067/S0718-09342016000400003

Hamui Sutton, M., & Jiménez Loza, L. (2012). El delicado problema de la formación de doctores. En R. Grediaga Kuri (Coord.), Socialización de la nueva generación de investigadores en México, pp. 287-347. ANUIES/Biblioteca de la Educación Superior.

Hernández Ramírez, L. A. (2018). La construcción discursiva de la postura autoral en las conclusiones del artículo de investigación de investigadores mexicanos [Disertación doctoral inédita]. Benemérita Universidad Autónoma de Puebla.

Hernández-Zamora, G. (2019). De los nuevos estudios de literacidad a las perspectivas decoloniales en las investigaciones sobre literacidad. *Íkala, Revista de Lenguaje y Cultura*. 24 (2), 363-386.

Imran, M., & Almusharraf, N. (2023). Analyzing the role of ChatGPT as a writing assistant at higher education level: A systematic review of the literature. *Contemporary Educational Technology*, 15(4), 1-14. https://doi.org/10.30935/cedtech/13605

Kalman, J. (2003). El acceso a la cultura escrita: la participación social y la apropiación de conocimientos en eventos cotidianos de lectura y escritura. *Revista Mexicana de Investigación Educativa*, 8(17), 37–66.

Khalifa, M., & Albadawy, M. (2024). Using artificial intelligence in academic writing and research: An essential productivity tool. *Computer Methods and Programs in Biomedicine Update*, 5, 1-11. https://doi.org/10.1016/j.cmpbup.2024.100145

Kitchenham, B., & Charters, S. M. (2007). Guidelines for performing Systematic Literature Reviews in Software Engineering.

Ma, T. (2025). Systematically visualizing ChatGPT used in higher education: Publication trend, disciplinary domains, research themes, adoption and acceptance. *Computers and Education:**Artificial Intelligence, 8, 1-14. https://doi.org/10.1016/j.caeai.2024.100336

Naznin, K., al Mahmud, A., Nguyen, M. T., & Chua, C. (2025). ChatGPT Integration in Higher Education for Personalized Learning, Academic Writing, and Coding Tasks: A Systematic Review. *Computers*, 14(2), 1-36. https://doi.org/10.3390/computers14020053

Quesada Mejía, R. M., & Hernández Zamora, G. (2020). La lectura y la escritura universitarias como herramientas para transformar el pensamiento. *Didac*, 75, 40-47.

Ramírez Martinell A., Casillas Alvarado M. A., Morales Rodríguez, A.T., & Olguín Aguilar, P. A. (2014). Matriz para la caracterización de la brecha digital, *Virtualis*, 5(9), 8-18. https://doi.org/10.2123/virtualis.v5i9.90

Rojas Ramírez, C. (2022). Prácticas de lecturas en doctorados en investigación educativa. *ISLAS*, *64*(203), 104–117. Recuperado a partir de https://islas.uclv.edu.cu/index.php/islas/article/view/1250

Rojas Ramírez, C. (2024). Formación autoral y apropiación de discursos en investigación educativa: escritura e interculturalidad [Tesis doctoral inédita]. Universidad Veracruzana.

Salih, S., Husain, O., Hamdan, M., Abdelsalam, S., Elshafie, H., & Motwakel, A. (2025). Transforming education with Al: A systematic review of ChatGPT's role in learning, academic practices, and institutional adoption. *Results in Engineering*, 25, 1-37. https://doi.org/10.1016/j.rineng.2024.103837

Shorey, S., Mattar, C., Pereira, T. L.-B., & Choolani, M. (2024). A scoping review of ChatGPT's role in healthcare education and research. *Nurse Education Today*, 135, 1-11. https://doi.org/https://doi.org/10.1016/j.nedt.2024.106121

Silas-Casillas, J. C., & Lombardi González, K. S. (2021). Artefactos culturales para el desarrollo de la literacidad académica en estudiantes universitarios indígenas. Diálogos sobre Educación, 12(23), 1-28.

Sinikallio, L., Aunimo, L., & Männistö, T. (2025). Systematic review on the current state of computer-supported argumentation learning systems. *Information and Software Technology*, 178, 1-22. https://doi.org/10.1016/j.infsof.2024.107598

Soriano Peña, R. (2013). La formación de investigadores educativos. Una reflexión desde la cultura escrita. En E. Treviño, R. Soriano, & J. C. Valdés Godínes, *La formación para la investigación educativa. Tres emplazamientos para su análisis* (1ª ed., pp. 21-48). Centro Interdisciplinario de Investigación y Docencia en Educación Técnica.

Soriano Peña, R. (Coord.). (2017). Lengua y Cultura Escrita. Newton/UNAM.

Xiao, F., Zhu, S., & Wen, X. (2025). Exploring the Landscape of Generative AI (ChatGPT)-Powered Writing Instruction in English as a Foreign Language Education: A Scoping Review, 0(0), 1-19. *ECNU Review of Education*. https://doi.org/10.1177/20965311241310881

CHAPTER 2

PRIVATE AND PUBLIC ENGLISH TEACHER 'S PERCEPTIONS OF THEIR DEVELOPMENT IN HIGH SCHOOL

María Isabel Méndez Carmona

Gloria Ofelia de la Soledad Reyes Méndez

Olga Lidia Sánchez Cruz Universidad Veracruzana

ABSTRACT: Teaching English as a foreign language has taken an important place in the education programs of public and private institutions in Mexico. The main objective of this paper is to explore the perceptions that English teachers have of teaching English in the private and public sector. The importance of this research is to be aware of the opinions and perceptions that teachers have regarding their teaching experience in either public and private sectors, and how EFL teachers appreciate their own teaching development. Then, knowing this, it could help to identify the strengths and weaknesses they notice in their students. The inquiry took place in four different high schools, two from the private sector and two from the public. The participants were four English teachers, two from private schools and two from public schools. There were some considerations that were considered to choose the participants, for example their teaching experience and their qualifications to get more objective and standardized information regarding their personal perceptions. The length of this study lasted 7 months. The method used in this study has the characteristic of a qualitative research. Some observations were carried out before interviewing teachers as well as open-ended research questions. Four categories emerged from the data:1) teachers' perception; negative and positive, 2) teachers' development including the motivation they have, 3) teachers working conditions and 4) the positive and negative challenges teachers face in the classroom.

KEYWORDS: high school teachers, students' behavior, perceptions, private and public sector, teachers 'role.

RESUMEN: La enseñanza del inglés como lengua extranjera ha ocupado un lugar importante en los programas educativos de instituciones públicas y privadas en México. El objetivo principal de este trabajo es explorar las percepciones de los profesores de inglés sobre la enseñanza del inglés en los sectores público y privado. La importancia de esta investigación radica en conocer las opiniones y percepciones de los profesores sobre su experiencia docente en ambos sectores, y cómo los profesores de inglés como lengua extranjera (EFL) valoran su propio desarrollo docente. Conociendo esto, se podría ayudar a identificar las fortalezas y debilidades que observan en sus estudiantes. La investigación se llevó a cabo en cuatro escuelas preparatorias diferentes, dos del sector privado y dos del público. Los participantes fueron cuatro profesores de inglés, dos de escuelas privadas y dos de escuelas públicas. Se tomaron en cuenta algunos factores para la selección de los participantes, como su experiencia docente y sus cualificaciones para obtener información más objetiva y estandarizada sobre sus percepciones personales. El estudio tuvo una duración de siete meses. El método utilizado se caracteriza por ser una investigación cualitativa. Se realizaron observaciones antes de entrevistar a los profesores, así como preguntas de investigación abiertas. De los datos surgieron cuatro categorías: 1) percepción de los docentes; negativa y positiva, 2) desarrollo de los docentes incluyendo su motivación, 3) condiciones de trabajo de los docentes y 4) desafíos positivos y negativos que enfrentan los docentes en el aula.

PALABRAS CLAVE: profesores de secundaria, comportamiento de los estudiantes, percepciones, sector privado y público, papel de los docentes.

INTRODUCTION

Teaching English as a foreign language has taken an important place in the education programs of public and private institution in Mexico. Nowadays, some educational institutions include English as a part of the comprehensive education of advanced (college) students. However, in some states, their governments have implemented the teaching of English from the early grades of elementary education. This confirms the importance and relevance of English as a foreign language in the curriculum.

The role of the English teacher is highly significant during this time. According to Harmer (2007), an English teacher must perform multi-tasked responsibilities among the students because his or her role is important in the molding of the present generation. The primary aim of an English teacher is to develop language proficiency among the students. Teachers should be aware that there are different methods and strategies to make a good process in teaching and learning English (Fauziah et al 2005). As it is known that students pursue the learning of English

because they are intrinsically motivated and have cultural connections with native English speakers (Borjian A, 2015). For this reason, the function that a teacher performs with students' development acquires great importance in the teaching process (Wright, 1991).

The Mexican education system has four different levels. These are preschools, which provides early education for children aged three to five; primary education consists of six grades; lower secondary education consists of three grades; upper secondary is for three grades and the higher education consist from three to four years and it is mostly provided at large public universities. The government holds the responsibility to provide free of charge basic education and assumes responsibility for teacher education. The principles of the Mexican education system were established in the Third Article of the Mexican Constitution on February 5th, 1917. This article states that compulsory basic education shall be free of charge, non-religious, and publicly provided (Mexican constitution, 1917).

This paper centers on teachers' perceptions of their English teaching development in private and public high schools. More specifically, this research deals with the differences, pros and cons, in each sector. The importance of this research is to show the opinions and perceptions of two teachers who have over five years of teaching experience in private schools and two different teachers whose experience is in public schools.

METHODOLOGY

Qualitative research

The method that was chosen for this study has the characteristics of qualitative research. According to Creswell (2007), qualitative research uses an emerging approach to inquiry, the collection of data in a natural setting, sensitive to the people and places under study. A qualitative approach is used because a problem or issue needs to be explored to identify variables that can then be measured. Qualitative research is conducted because a complex detailed understanding of the issue is necessary, and these details can only be established by talking directly with people and making them share their stories.

Types of qualitative research

There are five approaches to qualitative research. They are narrative, phenomenology, Grounded Theory, Ethnography and Case study.

The first one is the narrative approach, which according to Creswell (2007) retells someone's story across time. The phenomenology approach describes the meaning for several individuals of their lived experiences of a concept of a phenomenon. The third approach is the Grounded Theory; this kind of approach investigates a process, action, or interaction with the goal of developing a theory. The Ethnography approach is an in-depth description of a people group done through immersed participant observation. The Case study approach looks at episodic events in a definable framework bounded by time and setting and the general purpose is to explain "how".

The qualitative method that was chosen for this study was narrative research because its procedure consists of focusing on studying one or more individuals, gathering data through the collection of their stories, reporting individual experiences and ordering the meaning of those experiences. The researcher needs to collect extensive information about the participant and needs to have a clear understanding of the context of the individual's life.

DATA COLLECTION METHOD

Instruments

The instruments used to collect more detailed information for this study were interviews to teachers as well as open-ended research questions. Details can only be established by talking directly with people. The interview pretended to focus on the concentration on how participants perceived their own teaching development. The interview was used to provide first-hand information because the interviewer works directly with the respondent. In order to make this data more reliable, it was necessary to use open ended questions in case any unexpected topic emerged while the interview was taking place.

Interviews

Interviews are defined as a qualitative research technique, which involves conducting intensive individual interviews with a small number of respondents to explore their perspectives on a particular idea or situations. For Neale & Boyce (2006), the main task in an interview is to understand the meanings of what the interviewees say. The purpose of interviewing is not so much to get answers to questions, but rather the lived experience of other people.

Dolbeare and Schuman (as cited in Seidman, 1998) designed a model of an interview that consists of three sections which characterize and allows the interviewer and participant to explore the experience and to place it in context.

Seidman (1998) asserts that the first interview provides the background for participant's experiences. The second interview allows participants to reconstruct the details of their experience. Finally, the last interview is intended to serve as a reflective purpose, to encourage participants to consider the meaning of their experience.

Jamshed (2014) states that semi-structured interviews are those in-depth interviews where the respondents answer preset open-ended questions and thus are widely employed by different healthcare professionals in their research. Semi-structured interviews are based on semi-structured interview guide, which is a schematic presentation of questions or topics and needs to be explored by the interviewed.

As a researcher and interviewer, for preparing an interview it is necessary to choose a setting with the least distraction and a place in which the participant can feel comfortable. It is important to explain the purpose and the format of the interview to the participants in order to have accurate information from them. Moreover, the interviewer needs to be able to clarify any doubt that the participant could have in the process of the interview.

Context

This study was carried out with teachers who work or have worked in private and public institutions. This is so because the researcher needs to have different perspectives of what teaching English is like at these institutions.

This study focused on only one educational level, high school. Of all the teachers that were interviewed, two of them teach English in public institutions and the other two teach English in private schools.

Each participant in this research paper, work in different institutions. Participant one, Amelia works in a private high school, close to one of the main important avenues in the city. This makes it one of the favorite schools for parents and students, as it is easy to reach. Participant two, Orquidea works in one of the biggest private high schools in town, it is a popular school, and students want to belong there. Participant three, Nelly works in a public high school which is located near downtown, as it is a public school and is the most preferred school due to its accessibility. The fourth participant, Gonzalo works in a public high school, which is also located in one of the main avenues; however not as popular as the other schools.

Participants

The participants were four English teachers. Two teachers from private schools and two from public schools. For the data to be more reliable, there were some considerations that were taken into choosing the participants. For example, their teaching experience, public and private sectors, and their studies. Also, it was preferably to hold the BA in English; their teaching experience for over three years or more. It was an important fact that the participants were chosen considering their professional development; they should have also studied an English BA and should have a language certification in order to get more objective and standardized information regarding their personal perceptions.

The participants had to be able to describe their own development of teaching English in the field where they are working. The researcher had to go to each school to ask teachers to participate in this project. Both private school teachers and public-school teachers were chosen randomly from different institutions.

This research paper interviewed four teachers from the public and private sector. The participants from public schools were given a pseudonym to keep their identity safe. Participant one was known as Nelly. She is 31 years old. She studied the BA in English Language at the Universidad Veracruzana; she has not completed her master's in education. She has been teaching English in a public high school for 8 years. Participant two was known as Gonzalo. He is 58 years old. He has a BA in English Language and he is studying a master's in education. He has been teaching English for 10 years.

The participants from private schools were also given a pseudonym in order to keep their identity safe. Participant one was known as Amelia Gonzalez. She is 34 years old. She is Mexican. She lived in the US for 4 years. She studied the BA in English Language at the Universidad Veracruzana. She has been teaching English in a high school for 9 years. The second participant was Orquídea Ramirez. She is 33 years old. She studied the BA in English Language at the Universidad Veracruzana and a master's in teaching English as a foreign language. She has been teaching English for 11 years.

Data collection Procedures

First, the questions of the interview were piloted in order to know if the questions were understandable; then it was necessary to change the first questions because they did not show reliable information. The pilot interview was done to a teacher of the BA. The interviews took place in the participant's area of work while they were in a break. It was not easy to access the teachers, as they were afraid of being in the spotlight. However, they finally acceded to be interviewed so the researcher had to interview them in their workplace.

Data analysis

The data collected was analyzed and interpreted soon after the interviews were done, the researcher transcribed them and started organizing the data. While the researcher was transcribing the information, some questions emerged, and it was necessary to go back to the information to clarify those questions. After that, the categories emerged and they were classified; and the research started to discuss the findings

FINDINGS

After analyzing the data, 4 categories emerged and they are discussed here to show illustrate how teachers perceive their own teaching development as English teachers, the challenges they face in their everyday life and what they do to solve them according to their experiences in the high school level.

Teachers' perceptions: positive and negative

According to Amelia's perceptions of working in the private sectors for more than 11 years, she has felt that English is given more support than in the public sector. At the beginning, Amelia felt comfortable working there because she learnt to be more organized in all aspects. For example, classroom management as well as office work. She remembers that one day, when she was teaching in the school, she noticed that there was always somebody monitoring her and all the teachers. For Amelia being monitored was good because she was used to having all her teaching material, activities and lesson plans ready. Then, this monitoring gave her no negative feelings or anxiety, and the following rules were good for her to get the right teaching development. On the contrary, Amelia added that a negative perception is that working in that sector is difficult to develop professionally, because teachers get stagnate in only one level and they are not able to grow professionally.

Likewise, Amelia's experience, Orquidea commented that the way in which the private institutions develop the classes are more organized than in public institutions. Now, she is on time with all her duties at the institution. That way, the institution made her more responsible. On the other hand, when Orquidea is developing classes, she noticed that discipline in the private sector is very different from public schools. For example, she said that telling off students in private schools is not allowed as parents tend to interfere a lot. This is because most of the students are overprotected and pampered by the parents. Also, she mentioned that as private teachers they need to be careful how they interact with students during the classes. Teachers must be aware of the consequences that could result if they do not behave with the students as the parents want.

Nelly has been working as an English teacher in the public sector, and she perceived that teaching English tends to be more comfortable because teachers can be themselves in the classes; they have more freedom, and work with material and activities they believe to be good for the students. Nelly says that working without feeling under pressure by the institution and the parents make them feel more productive and develop good classes. Nelly remembered when she started teaching English in the institution, her boss asked her to have prepared the classes on time, carry all the material needed in the activities and never be late, but as time has passed, the school's priorities have changed. However, Nelly added that she had noticed that the headmaster wanted teachers treated students as if they were in a private school, justifying the bad behavior during classes in order to decrease problems with the parents.

Similarly, Nelly's experience, Gonzalo mentioned that the biggest advantage of teaching English in the public sector is that it is free of charge, and English is available for most students. Despite this positive perception, Gonzalo commented that some teachers want students with a good English level; however, this is not possible. In addition, he said teachers excluded the weakest students and the different ones. He remembered that some years ago, he had a stammered student. He prepared different activities to help the student to be familiarized with the topics as well as get close to their classmates. Gonzalo also said that it was a good challenge for teachers to have the opportunity to teach all types of students. He argued that it was important to have patience when teachers are working with them. Moreover, Gonzalo had noticed that the syllabus of the English subject in the public sector is very ambitious, and it is not adapted to the students' necessities. He commented that to learn a new language it was necessary to go through it little by little, because for some students this is their first encounter with English.

Teachers' development

Amelia's opinion was that working in the private sector makes her follow rules to be successful in the classes as students are familiarized with the activities. Amelia said that in some cases it was not easy to have a good professional career in that sector, because most of the time teachers usually remain at the same level and are unable to be prominent. Amelia commented that when she started working in the private sector, she noticed that for that institution it was not important whether the teacher was well-qualified and certified, with a BA or an MA degree. They all earned the same salary as someone who spoke the language well but with no qualifications. She said that it was disappointing. Another point she mentioned was about the time given to English; she thought it was enough for the students, to practice vocabulary and grammar more.

According to Orquidea, teaching in the private sector could be easier for the teacher because most students have better English level than students from the public schools. As a result, the English subject is developed productively. Orquidea added that she had more freedom in her speaking activities as many students seemed to understand her. Also, she said that these students could travel; so, they practiced what they saw in classes. Despite Orquidea's education was in the public sector; she has always practiced, worked and developed her career as an English teacher for the private sector. She commented that the private sector was well-organized, classes were smaller than in the public schools, which let them have more control over the development of the teachers. For Orquidea, being controlled by the institution had some advantages such as being always on time with her lessons plan, her material for the classes and some administrative duties as well.

Furthermore, Orquidea mentioned that in the school in which she was working, the way they developed the classes was old-fashioned. She stated that the institution focused on one kind of strategy for teaching and wanted the students to learn in the same way using the same strategy. She believed that the institution could be updated to current activities and methods for classes to be more successful and eye-catching for the students. In addition, she added that there were many activities that could be developed in the classes and being monitored in order to have better results. As reported by Orquidea, the way in which teachers developed their classes was affected by the time given by the institution. She stated that in the private sector, students take more classes than in the public schools, it might be an advantage as students are more exposed to the language.

For example, Orquidea explained that in the school where she worked, English classes lasted two hours, from Monday to Friday. Then, she agreed with Amelia tabout time being an advantage. She mentioned that the time was favorable because she could explain better, and the students were able to practice more, she could solve students' doubts and most importantly, she was able to finish the syllabus and review the topics.

In contrast to what Amelia and Orquidea said about the time given for the English classes, Gonzalo mentioned that, in the public sector, time is not enough neither for teachers nor students. He commented that in the school in which he was working, the English classes lasted 50 minutes, two or three days a week. Thus, he stated that the lack of time was a disadvantage for the teachers because they did not have the opportunity to give students enough material for the topics, to explain carefully the grammar and practice the language. As a result, Gonzalo needed to finish the syllabus in less time; and his teaching quality was not what he expected. However, Gonzalo said that he felt fulfilled when he noticed the progress of his students. He also said that despite the lack of time, he got along well with his students.

According to Nelly, the time allowed for the English classes had pros and cons. For example, the length of her classes was 50 minutes, on Mondays, Wednesdays and Fridays. She complained about time as it was not enough to call attendance, check homework, and teach. Nonetheless, Nelly stated it also depended on the students' disposition of having an excellent class, it might result in good learning from the students' side.

Teacher's working conditions

According to Amelia, the private sector influenced her to be more organized because she got used to having all her duties on time. In addition, Amelia commented that there was someone in her institution who monitored the development of teachers. For Amelia, it was important to have someone watching her because she noticed some teaching mistakes she had been making in the classes. Therefore, being observed helped her correct those mistakes and improve classes. For Amelia, the length of the class was good because she had time even to review grammar and explain more vocabulary.

On the other hand, Amelia stated that working in the private sector made her unable to grow professionally because teachers usually stay at the same level of the language and they were not challenged to improve. Also, she noticed that the institution's authorities were very old-fashioned to the point of settling in the same ideas for years. Amelia explained that private institutions tend to see education as a business and not as a real education; and that bothered her. She complained that the institution did not appreciate the certifications she had, or the other teachers did not have because they all earned the same.

Orquidea agreed with Amelia about the qualities in private institutions, such as the organization, length of classes, and students' progress. Orquidea stated that private institutions, in some cases, offered small classes, this lets them have better control over teachers and students. Orquidea added that the class time was enough to work with her students, explain grammar and practice the language. She said that the results of the exams at the end of the term were the proof of the time well spent. In addition, parents and the school's administrators could notice the progress in students' learning and English was seen as an asset, making the school a popular one. According to Orquidea one advantage she had had, as a teacher in the private sector, was that 9 out 10 students knew more English than in a public school. Therefore, for her, the English subject was more productive because she could teach her class 90% English, and her students could understand almost everything. She explained that one reason might be that some students had had the opportunity to travel and practice the language in the real world. Orquidea also

agreed with the idea that Amelia had about the lack of recognition the institution gave to its teachers. She added that teachers were not allowed to do all the activities they wanted to do in the classes to respect the teaching methodology offered by the school. Orquidea said that one advantage was that teachers could use different devices and equipment in their classes under the schools' supervision, which made them get good results.

However, Orquidea commented that being small schools, they tended to overprotect the students. Teachers are watched over and most of the time the institution focused on the wrong things that teachers did and ignored the right ones. She argued that if something was wrong in the institution, they always blamed the development of the teachers in the school. In addition, Orquidea said if the institution could give her the opportunity to use different methods in the classroom, her classes would be better and the performance of her students as well. Nevertheless, she said sometimes she felt judged by the school for using different approaches during her classes.

According to Nelly's perceptions, the educational demand of the parents and the institution towards teachers in the public sector are not as many as in the private one. Public institutions gave teachers more freedom to use different methods in the classes, then, Nelly said that it let them use all the material they want, teachers' development is better. In addition, Nelly commented that the environment in which she worked was good for her; that the school's English academy was balanced because colleagues behave respectful and professionally. For her, having a good job environment made her give better classes. Nelly added that working in a public school was better because teachers had more opportunities to get a permanent work position, getting a better salary, benefits and perks.

Despite what Nelly said before, she complained about the way her boss treated the teachers. The principal made teachers accept the students' bad behavior in order to lessen the problems with the parents. In addition, sometimes she felt there was no one interested in the teachers' lesson plans and the material they would use in the classes. She noticed the lack of interest in the teachers' material; this had an impact on their development. Additionally, she commented that most of the schools did not have all the material required to give a well-planned English class. For example, in Nelly's workplace, when she wanted to use slides to explain a topic, she had to borrow the equipment some days in advanced since there were very few of them. In addition, Nelly previously said that she agreed with the idea of having a special place for practicing the language. For example, a section in the library where students could find different books in English and dictionaries as well to motivate their learning.

Gonzalo agreed with Nelly about the lack of material in the public sector because that made teachers unable to give a more varied class. Although Gonzalo commented that one advantage of not having all the equipment in the school was that teachers were forced to work with what they had at hand. Also, he said that teachers needed to adapt to any situation. Gonzalo shared Nelly's about having a special place to practice English. He mentioned that public education would put more emphasis on communication than any other skill. For example, he said when students learn a new language it is important for them to be surrounded by an environment where the student can improve the language. So that, the learning process would be enhanced.

Challenges in the classroom (regarding students, parents, institution)

According to Amelia, her first challenge in the classroom was that some students have some knowledge about the language, making them feel superior over their classmates and even with teachers. Amelia commented that to solve the problem she explained that even if they had a better knowledge of English, they would always have something new to learn. To solve that problem, she gave them some advanced material to keep them busy. In addition, she showed good disposition to their questions. She said that students responded positively.

Orquidea said that dealing with parents was one of the challenges she had to face when she started working as a teacher. She mentioned that some students did not bring their homework, so she had to ask their parents to talk to them about their behavior. Another challenge she had to face was that she had to work with mixability classes. Therefore, she had to get used to the different levels during her class, which was not easy but a challenge she could overcome. The solution she had was to help students to produce the language during the classes and let them talk in Spanish some words they did not know. Also, some students did not participate in the classes, this was because students were afraid of being judged by their classmates.

Nelly commented that the biggest challenge she had to face up was that students did not want to have the class in English. They were not used to having the whole class in only English. So; she had to combine the two languages in the class (English and Spanish) as suggested by the principal. Another challenge was the lack of interest students showed in class. What Nelly did to solve the situation was to find new strategies, games and activities to motivate the students and keep their attention. She also explained that teachers had to play different roles in the classroom to provide students with more organized guidance to foster their learning.

Gonzalo mentioned that having large classes results in students' lack of attention during the class; students show little or no interest in the language, then, he agreed with Nelly about this situation, and suggested finding out students' likes and interests to give them different activities to practice. He also stated that when students paid attention, they seemed to improve their learning.

CONCLUSIONS

The aim of this study was to find out the teacher's own perceptions about their teaching development in their workplaces. These perceptions might be either positive or negative of being an English teacher in a private or a public school; their teaching development, their working conditions, and the challenges they during their teaching.

The results of this research paper showed that teachers from both sectors had different perceptions about their teaching. Teachers from the private sector argued that the school taught them to be more organized with all their teaching and administrative duties. Also, the school gave the English class more support than it appeared in the public sector. However, teachers perceived that it was not easy to have and develop a professional career.

On the other hand, teachers from the public sector stated that their institution gave them the freedom to use all the material and activities they wanted to get more organized classes. They might not have support and equipment, but the opportunities to grow professionally are permanent and it motivated them to keep on their teaching training.

According to the teachers interviewed from the private sector, the institution's administrators did not value whether teachers are qualified or had certifications; every teacher earned the same, the ones who are certified seemed to feel undervalued and demotivated. Another thing that was commented was that the time given for the English class in both sectors was different. Teachers who work in the private sector said that it was enough; however, teachers from the public sector disagreed as for them, two or three hours a week seemed to be insufficient to cover all the topics stated in the syllabus.

For private school teachers, being observed and monitored might be helpful to correct their possible mistakes when teaching and improve their classes. It might be a useful way of improvement. They also suggested that the English level of their students played an important role in the classroom because they explained that it helped them planned more varied classes to practice the language and used the language 90% of the time. In contrast, for public school teachers, it was the opposite as they complained about the lack of knowledge and mixability classes. It made them combine Spanish and English so that everybody understands the instructions and activities to be done.

Another challenge that both public and private teachers mentioned was to deal with parents. In the private sector, parents demand too much from the teacher as English is an asset the school offered, and they wanted to see the results in their children language. Whereas in the public sector, parents seemed to be very flexible, students, then, seemed to be more relaxed in the class even to show no interest.

Finally, both group of teachers agreed that having a special place where students could find books, dictionaries and different information sources in English might be good for the students' language learning.

PEDAGOGICAL IMPLICATIONS

The findings of this research paper have some important implications in secondary education. For example, it is necessary to give teachers the importance they have in the educational process. Parents, students, and institutions need to be aware of the effort teachers make when teaching a new language and show some respect to their work. Teachers might face different challenges in their teaching process, but they are always willing to find solutions to deal with them for the sake of the students. It is expected that the result of this study should help those students who want to become teachers understand and be aware of the different scenarios they might find and be prepared for that.

FURTHER RESEARCH

In order to know more about this topic, it would be necessary to study other levels, such as teachers at elementary schools or secondary schools. With this information, a comparison could be made between the perceptions of teachers at different educational levels to have a more illustrated panorama.

REFERENCES

Borjian, A. (2015). *Learning English in Mexico: Perspectives from Mexican teachers of English. Vol. 27.* The CATESOL Journal.

Broughton G., Brumfit C., Flavell R., Hll P. and Pincas, A. (2003) *Teaching English as a Foreign Language*. New York: Routledge.

Creswell, J, W. (2009) *Research design. Qualitative, and mixed approaches.* Washington DC. Sage publications.

Da Silva, M. (2005). Constructing the teaching process from inside out: How pre-service teachers make sense of their perceptions of the teaching of the four skills. TESL-EJ, 9(2), 1-19

Fauziah. P. O. (2009). *A Study On Personality That Influences Teaching Effectiveness*. Malaysia: Universiti Sains Malaysia, http://arr.in.th/Research/detail/26068#top

Harmer, J. (2007) The practice of English Language Teaching. Fourth edition. Longman

Howe, M. J. (1991). A Teachers' Guide to the Psychology of Learning. NY: B. Blackwell.

Jamshed S. (2014) Qualitative research method-interviewing and observation. Journal of basic and clinical pharmacy, 5 (4), 87-88. https://doi.org/10.4103/0976-0105.141942

Mackey J. (2009) A study on personality that influences teaching effectiveness. Malaysia: Universiti Sains Malaysia, Malaysia.

Magno and Sambrano (2008) A study on personality that influences teaching effectiveness. Malaysia: Universiti Sains Malaysia, Malaysia.

Mexican constitution (1917)

Mullins S. N., (2005) *Handbook of personality: Theory and research*. Third edition. New York. The Guidford Press

Patton M.Q. (1990) *Qualitative evaluation and research methods*. Second edition. Newbury Park, CA: Sage publications https://doi.org/10.1002/nur.4770140111

Patton, L, (2010, spring edition) "Hermann von Helmholtz", The Standford Encyclopedia

Pervin L. A., Personality: Theory and research. Ninth edition. Wiley editorial

Richards J. C., Rodgers T. S. (2014). *Approaches and methods in language teaching:A description and analysis*. Third edition. Cambridge University Press

Ramírez, J. L., Sayer, P. (2016). The teaching of English in public primary *schools in Mexico: More heat than light?* Education Policy Analysis Archives, 24(84). http://dx.doi.org/10.14507/epaa.24.2502

Secretaría de Educación Pública. (n.d.). Programas de estudio: primaria [primary school curricula].

Seidman, I, (1998) *Interviewing as a Qualitative Research. A guide for researchers in education and the social sciences*. New York: Teacher's College Press.

Shulman L. S. (1997) *Knowledge and teaching: foundations of the new reform.* Harvard Educational Review. 57 (1)

Wilkins D. A., (1994) *Second language learning and teaching*. Great Britain. Billing and Sons Itd



CHAPTER 3

ENHANCING STUDENTS' MOTIVATION IN ELEMENTARY SCHOOL BY USING MEANINGFUL AND RELEVANT INPUT AND MATERIALS

Silvia Pastrana Rodríguez ORCID: 0009-0008-8785-7547 Universidad Veracruzana

ABSTRACT: Choosing and implementing the most appropriate method and materials to foster the learning of a second language is a challenging process. This dissertation provides some insights into the process of Second Language Acquisition and how two opposing teaching methods can favor this process. The first one is the Natural Approach supported by Stephen Krashen, which poses five hypotheses for language acquisition to keep in mind. Even though all of the hypotheses are important, it is a good idea to draw attention to the comprehensible input, the optimal input, and the affective filter because any of them can lead to a successful or failing class. The second one is the Audiolingual method, which more dynamic and effective communicative methods have surpassed, it still contains some elements that may continue to be exploited, especially if they are combined with other methods. There is also an overview of multilingualism, with the aim of reviewing different perspectives that learners of English as a third language may have. A deeper view of teaching strategies to children and the most appropriate materials for them is reviewed to offer a variety of ideas to be implemented with children, regardless of the level of English or age the students have. However, it is recommended to choose the one that appeals to the teacher the most and adapt it to the students' needs. This analysis poses some possible recommendations for teachers to get the maximum benefit of teaching materials for the sake of creating the best possible learning environment.

KEYWORDS: motivation, language acquisition, optimal input, vocabulary teaching, reflective practice

Motivating multilingual learners in elementary education presents a unique and complex challenge, particularly in culturally diverse and linguistically rich environments. In many indigenous communities across Mexico, such as those inhabited by the Otomí people, children often grow up bilingual—speaking both their native language and Spanish.

However, when English is introduced as a third language in formal education, students frequently struggle to find relevance or motivation to engage with it. This lack of intrinsic or instrumental motivation can hinder their participation and progress in the language acquisition process.

This article explores the central question: How can meaningful and contextually relevant materials enhance motivation and engagement among multilingual elementary learners in English language classrooms? The study is grounded in the real-life experience of Mr.

Martínez, a teacher working in a public school in Hidalgo, where Otomí children take part of the student population. Despite being bilingual, these students initially showed little interest in learning English, perceiving it as disconnected from their daily lives and cultural context.

The case study presented here offers a practical and theoretical perspective into the challenges and opportunities of teaching English in multilingual and multicultural settings.

It highlights the importance of selecting appropriate teaching methods and materials that resonate with students' backgrounds, interests, and linguistic realities. The research draws on foundational theories of second language acquisition, including Krashen's Natural Approach and the Audiolingual Method, to examine how different pedagogical strategies can either support or hinder student motivation.

Moreover, this article emphasizes the critical role of reflective teaching and the thoughtful integration of vocabulary instruction, visual aids, and culturally relevant content. By aligning instructional practices with students' lived experiences, teachers can foster a more engaging and effective learning environment. The findings suggest that when learners are exposed to optimal input—language that is not only comprehensible but also compelling and abundant—they are more likely to participate actively and develop a positive attitude toward English learning.

Ultimately, this work aims to provide elementary school teachers with practical insights and adaptable strategies to enhance motivation in multilingual classrooms. It advocates for a dynamic, student-centered approach that values cultural identity, promotes meaningful communication, and encourages creativity in the use of teaching materials. Through this view, English language learning becomes not just an academic requirement, but a relevant and enriching experience for all learners.

SYNTHESIS OF THE CASE

Mr. Martínez is a teacher at a public school in the state of Hidalgo. He works in a community where Otomí children attend, too. Therefore, all of the children from Otomí backgrounds were already bilingual since they spoke Otomí and Spanish. The children he took care of were from 9 to 11 years old. The group for this case study was not too big, only 15 students. All of the students were required to take English, as it is indicated in the curricula for basic education in Mexico. Unfortunately, the students were not interested in learning English because they did not see any benefit from it in their lives.

Mr. Martínez tried his best to get the students involved in the language and have them participate and learn. However, regardless of what he did, the students did not seem interested. He tried different ways to get the students' attention, such as songs, realia, and games. He even went back to reading about Second Language Acquisition, language learning, teaching procedures, and principles. Nonetheless, any of the activities he did, interested the students.

One fellow teacher advised him to integrate a method called Audiolingualism. Consequently, he immediately went to look for information about it and got all the materials he needed to implement it with his students as soon as possible.

He told his students that their classes would change. When the day to implement it came, he planned his lessons and practiced them again and again. When the day to introduce this method came, the students were excited about what they were doing. They were amazed by the images and sounds they had to repeat. Even though they did not know exactly what they were saying, they had some idea because of the pictures that were on display.

The students were not very sure why they were not writing anymore in their notebooks, but the teacher explained to them that this new method was more about listening and speaking. They started with the lesson, and they were involved. After four weeks, the students started to get bored again.

One day, a supervisor came to Mr. Martinez's class to observe how he was performing the Audiolingual method with his students. He observed that the students were participating by repeating the information from the conversations in the three lessons he observed. Then, he asked the teacher about the following lesson and by the time he played it, he realized that there was some vocabulary that was not appropriate to children. For this reason, the teacher felt embarrassed about what happened because he had not reviewed the material in advance and did not know what content there was. In the end, the teacher accomplished his goal of having the students speak, but it was not exactly the way he expected it.

THEORETICAL FRAMEWORK

Multilingualism

Teaching and learning languages have become a very important part of education worldwide. Schools in our country, as well as the ones in the international context, have placed tremendous importance on the acquisition of a second and even a third language in the classroom. This incident is also known as "multilingualism." According to Cenoz (2013, p. 4-5), "Multilingualism is a complex phenomenon that can be studied from different perspectives in disciplines such as linguistics, psycholinguistics, sociolinguistics, and education".

The international context has been promoting globalization, especially when referring to communication; a major example is the ever-growing use of the Internet. Every day, students from all contexts rely on the Internet to find information, which, in most cases, is presented in English. This has given the language a privileged status in education, gaining new learners every year (Cenoz, 2013).

However, not all people have been able to access the internet the same way. In México, some communities outside the big cities do not enjoy all the advantages new technologies offer. Their interaction with the online environment is little and therefore, their interest in acquiring a different language or getting to know a different culture does not seem necessary for them.

Moreover, some of these people feel threatened by foreign interactions since there has been a slight sense of discrimination against these indigenous cultures and their languages. Holmes (2008) states that when a group does not have a linguistic predominance, they tend to maintain their mother tongue as a symbol of their identity. They are inclined to resist the dominance of other languages in different areas of their lives.

It has been observed that indigenous cultures have learned to speak Spanish out of the need to have access to education. It is also noticeable how in communities next to tourist places, indigenous people have learned to speak English, German, and other languages in addition to Spanish so that they can interact with foreigners. This happens in places such as Cancun, where we can see how people are able to acquire the language due to immersion in a multilingual and multicultural environment.

The Acquisition-Learning Hypothesis

There is a big difference between acquiring and learning a language. According to Krashen (1981:1982), when a person is acquiring a second language, the person does not notice that this process is taking place. It happens in a natural way that

does not require any formal instruction to occur. The acquirers grasp the language regarding the amount of exposure the person has to it. At that moment, the acquirer is not conscious of any grammar rules or the level of complexity of the language being acquired.

On the other hand, learning is a process in which the person is formally instructed. It usually happens in an academic environment and it has a set outline. The person is aware of what and when learning is happening. It involves the learning of grammar rules, and speaking interaction is promoted from the early stages of learning. It is said that it is more common for children to acquire the language and for adults to learn it. However, adults may also acquire the language under the right circumstances and the appropriate amount of comprehensible input (Krashen, 1981).

The Natural Order Hypothesis

This hypothesis states that language acquisition relies on a specific order. It is not appropriate to force anyone to acquire information for which the person is not ready. It is possible to see an example of this when we are teaching grammar. Teachers should preferably start with the most basic structures and vocabulary implicit in the situation to practice, along with the correct amount of exposure. This way, it might become more accessible to grasp. Then, it is advisable that teachers continue to involve more advanced grammar and vocabulary within the situations afterward.

Dulay & Burt (1974:1975, cited in Krashen, 2009) concluded that some studies show children acquire a second language in the same order, from the least complex to the most complex. Krashen confirmed these studies' results and added that adults follow the same pattern of second language acquisition regarding grammar structures.

Nonetheless, Krashen (1981) describes the natural order in which structures are acquired, which does not rely on the instruction or exposure the acquirers receive. As the name suggests, this order appears naturally in the language and is visible despite the acquirer's background, age, or first language.

The Monitor Hypothesis

Krashen (1983) declares that grammatical knowledge is useful to language production in the form of an editor for language utterances. This language production is the result of the information that the person has already acquired previously. Then, there comes a stage similar to a self-revision to see if the statement produced was grammatically correct.

However, it is necessary that the person knows the grammar rules and has enough time to focus on the information that is being produced. This analysis takes time; therefore, time is another essential factor for successful monitoring. Self-correction may occur before expressing the statement or even after. Once the person has realized he made an error, he may be able to correct it.

The Input Hypothesis

This is the most complex one since it relies on the language that has already been acquired, and the person is capable of using it to produce ideas. The actual level of knowledge or competence that the person has is represented as I and for the person to continue to move forward in the acquisition of the language, needs to be presented with some comprehensible language a little beyond where the acquirer is at the time (+1) (Krashen, 1998).

Some people wonder how it is possible that the person understands structures or vocabulary that the acquirer does not know yet. Nevertheless, Krashen (1983) claims that if the person is aided with sufficient meaningful materials and context, the acquisition process can take place. Meaning is the tool that will make acquisition possible rather than form.

It is important to remember that the input hypothesis is related to the acquisition, not to learning, and that meaningful and comprehensive i+1 should be present so that the person can acquire the language. It is also stated that even if you do not provide i+1, if the communication was successful, then i+1 may occur.

The Affective Filter Hypothesis

This hypothesis expresses there is a filter that can affect the learning process. It is said that even though there is a great amount of comprehensible input in class, some people might not be able to acquire the language due to the affective filter. Lightbown & Spada (2006, p. 37) state that "affect" refers to feelings, motives, needs, attitudes, and emotional states. A learner who is tense, anxious, and bored may "filter out" input, making it unavailable for acquisition."

The affective filter is of great relevance because it might or might not interfere with the language acquisition process. When the affective filter is high, the learners will not be able to integrate the language appropriately. This happens because a high affective filter creates a barrier that does not permit the person to acquire the language.

On the contrary, when the affective filter is low, the learner is open to receiving and using the new information that he is being provided. Thus, it is important that teachers make a great deal of effort to keep the affective filter low to enhance an adequate learning environment.

Learners have to be shown the classroom is a safe space where they are capable of interacting with their peers and sharing their ideas regardless of possible mistakes they might make. One good idea to encourage a language learning environment is to involve learners in situations that may be meaningful for them and are of interest so that they find them appealing and their levels of stress are reduced.

Teaching Vocabulary to Children

Teaching vocabulary is critical for language learners regardless of their age. However, it cannot be expected that adults and children should be taught in the same way. One of the most critical parts of teaching is considering the student's needs and trying to cater to those needs as much as possible.

Teaching vocabulary to children has to be handled carefully, and it has to be a well- planned activity so that they can benefit from the activity and be involved and engaged at the same time. Cameron (2001) expresses that it is important to remember that children are still developing vocabulary in their first language as well as their intellectual growth.

Thus, the way vocabulary is introduced might be a helpful tool for the construction of further grammatical ideas that may allow them to increase their discourse. She suggests that the children's background is taken into consideration to know what is of help and what might be a barrier.

Cameron (2001; citing Vygotsky 1962; Wertsch 1985) described that children have a different way of giving meaning to words from adults. Children do not necessarily understand a word the same way because they will associate it with the words they already know in their first language. Nevertheless, it is essential to remember that children are still in the process of setting the meanings of multiple words in their own L1 as well. Consequently, the meaning they give could be partially understood in the same way as adults know the word.

Cameron (2001) summarizes that "to actually know a word, children must be aware of its form (spelling, pronunciation, inflections), its meaning (its conceptual content and how it relates to other concepts and words) and its use (how the word can be applied and in what contexts). Graves (2012) advocates that children must be taught vocabulary in an explicit way. Words should be presented one by one, explaining their meaning, usage, pronunciation, and possible variations.

Classroom Strategies

Different strategies may be used in the language class to support vocabulary teaching. Silverman (2007) suggests these ideas are aimed at helping teachers with the presentation of new vocabulary and to help children foster the understanding, usage, and further acquisition of the same vocabulary in a low affective filter environment. Some of the strategies that have been proven to work are:

- Use engaging children's literature to introduce new words.
- Explain the words clearly.
- Foster children to elaborate examples with such words including different situations from the ones provided in the context.
- Aid students to provide synonyms or antonyms of the given vocabulary.
- Promote that children perform the meaning of the word or represent it with a drawing. Go over pronunciation a certain number of times.
- Review the spelling of the words.
- Use the words continuously in different contexts and for some time until the children are comfortable using them and are less likely to forget them.

The Audiolingual method focuses on structure mainly but it is good for vocabulary, as well. The Audio-Lingual method focuses on repeating some words to memorize (Larsen- Freeman, 1992). This method might be a good way to show vocabulary within a listening exercise. Nita & Syafei (2012) stated that language is taught by focusing attention on the words and the numerous repetition drills about the theme. However, the Audio-visual method can be improved and complemented with other ideas, such as games and always providing comprehensible input.

Krashen (1993) mentioned that it is always essential for acquisition to provide a comprehensible input setting in the classroom. The comprehensible input can be offered by having different cues about the theme that is going to be presented in class. This input could be improved by adding materials such as visual aids or realia. Nevertheless, it is not enough to have any kind of comprehensible input. Krashen & Mason (2020) claim that comprehensible is not enough and explain that there has to be an optimal input. According to them, this optimal input has four characteristics:

- It has to be comprehensible, which does not mean that the learners have to understand each single word.
- It has to be compelling, which means interesting enough so that learners do not get stuck with the word they do not know.
- It is rich in language in a way that supports understanding appropriately.

It must be abundant because it needs to provide several moments to acquire the language.

Mason & Krashen (2019) explain that if optimal input is provided in the classroom setting, the output may surpass the expected outcomes from immersion. Integrating different kinds of games could be a good way to change the pace of a class. Games, in general, are seen as useful classroom materials since "games, by their very nature, focus the students on what it is they are doing and use the language as a tool for reaching the goal rather than as a goal in itself" (Terrell 1982: 121 cited in Richards & Rodgers, 2001). According to Richards & Rodgers (2001), interactive games may be used in audiolingual lessons to motivate and provide a variation in the rhythm of the class, even if the drilling activities are mechanical.

The Role of Motivation in the Language Classroom

Language teaching and learning are influenced by external factors such as the environment and emotions. It is no longer exclusively a cognitive process. Therefore, it is important to consider how the emotional part affects language learning. The main focus would be on motivation to explore the different reasons why a person learns a new language. According to Lightbown & Spada (1993), motivation became the most important variable in learning a new language; it may directly affect whether the learner succeeds or not in the learning process.

Different definitions have tried to explain motivation. Gardner (1985) claimed that there is a close relation between the effort one puts into accomplishing language learning, the desire one has to do it, and the positive attitudes toward this objective. Similar to Gardner, Brown (1994) also describes motivation as the combination of desire and effort directed toward achieving a goal. Regarding language learning, this refers to the learner's willingness to get involved in the language and persist in the learning process.

Dörnyei (1994) proposes a Motivational Framework for Language Learning. According to this framework, there are three primary forms of motivation:

The Overlap of Learning Motivations



Made with ≽ Napkin

- Integrative motivation. It occurs when the learner is interested in learning more about English-speaking communities and their cultures. Learners think of English as a connection to a new culture and environment.
- Instrumental motivation. It occurs when the learner sees a benefit to learning English. Learners are focused on learning English because they see a benefit, such as a better job or academic advancement.
- Intrinsic motivation. It is related to the joy and satisfaction of learning itself. It is usually associated with activities of interest that the learner already does and wants to explore more in-depth, or it may be associated with a love for the subject per se.

According to Dörnyei's Motivational Framework for Language Learning, integrative and instrumental motivation are important and necessary for learning a new language, whereas intrinsic motivation is essential for persisting in the learning process until the person has achieved the goal that the learner had planned before starting the learning process. Dörnyei & Ushioda (2011) explain that intrinsic motivation is essential because it focuses on the level of engagement, enjoyment, personal relevance, and commitment. This motivation maintains a positive attitude toward language learning and helps keep motivation going.

Dörnyei & Ushioda (2011) also state that the class environment and the teacher strongly influences motivation. For this reason, it is recommended that teachers encourage a supportive, unstressed learning environment. They state that it is essential to help students build up their confidence and resilience by using positive reinforcement. Effort is more relevant than any innate ability. This way, the students may build competence and have a sense of progress (Dörnyei & Ushioda, 2011)

Brown (1980) also describes a fourth type of motivation, the extrinsic motivation. Extrinsic motivation comes from external elements and rewards, different from the joy or genuine interest that comes from the activity itself. Brown (1980) explains that the performance of the activity is directly related to the fact of earning a reward or avoiding punishment.

Brown also commented that the most usual extrinsic motivations are to earn good grades, gain approval from others, get a secure job, or any other reward. This kind of motivation can not be sustained for a long time. He also suggests that educators should try to foster intrinsic motivation to encourage long-term engagement and deeper learning in the classroom.

Managing Materials and Resources for Teaching Vocabulary

The importance of adequately selecting materials for children and how material helps to deliver the class. Choosing the appropriate materials will facilitate the delivery of the information. The success of the class does not rely entirely on the materials. Nevertheless, they will enhance the learning experience by fostering a comprehensible input. It is crucial to take into consideration the age, the background, the interests, the needs, the setting, the motivation and the attitude towards the language for choosing the correct material. It is also advisable to consider the students' learning styles in order to cater to the needs of the students as much as possible.

Materials and resources are the most valuable assets for vocabulary presentation and practice. Teachers can quickly contextualize language items in a meaningful and relevant way by properly utilizing the resources available. At the same time, it becomes easier for students to convey the meaning of the language when aided by materials. Some of the most significant strategies for promoting a good use of resources and material in teaching vocabulary are described as follows:

Visual Materials. Scott & Ytreberg (1995) suggest the use of visual aids and realia in the classroom to make vocabulary comprehensible and memorable. They argue that visuals and realia enhance the relevance of the words, making them easier to understand and remember afterward. Visual aids help create a Vocabulary-Rich Environment. The more exposure the children have, the better opportunities to memorize, retain, and use new vocabulary they can take advantage of. Exposure

to vocabulary in the environment supports passive learning as well. Therefore, it is convenient to label objects around the classroom, create word walls, or display thematic posters to help children make connections between words and their meanings.

TPR (Total Physical Response) and Games. Including physical activities to reinforce the internalization of the vocabulary is a particularly suitable idea for children regardless of their age. Asher (1977) mentions that performing activities makes it easier for children to understand and embed the new vocabulary. By acquiring words in this way, children are given the benefit of setting the basis for new language skills in a more natural, fun, and effective way. Wright, Betteridge & Buckby (2006) describe how working with vocabulary words while they are playing educational games is beneficial. They say that games reinforce vocabulary learning and, at the same time, make the learning process more enjoyable.

Songs, Rhymes and Chants. These activities are well recommended due to their simplicity to be recalled for children. Cameron (2001) explains that the fact that songs provide rhythmic repetition allows words to be remembered for a longer period of time. Additionally, the use of songs provides a stress-free learning environment. She mentions that in addition to helping with vocabulary, songs help improve pronunciation and the formation of structures. Moon (2000) points out that songs provide a memorable experience of vocabulary learning because of the music and rhyme. It is repetitive, which favors memorization and language exposure that children need. He suggests that using songs with specific themes might be more relevant and enjoyable.

Storytelling and Picture Books. Presenting vocabulary through literature that is interesting and appealing to children is very useful. According to Krashen (1993), he explains that reading stories and picture books is an excellent way to provide comprehensible input. The comprehensible input that, in this case, comes through stories and picture books allows learning vocabulary in a natural way. He argues that stories show a meaningful context in which the new vocabulary is introduced, making children understand and remember words through the stories and images. Krashen claims that picture books are especially adequate as a result of the combination of images with vocabulary presented in context. This gives children the opportunity to infer the meanings of words that they do not even know. Moon (2000) supports the use of teaching new vocabulary through stories because it is immersive. She explains that for children it is unchallenging to taste vocabulary within the flow of the story.

High-Frequency Vocabulary and Theme-Based Vocabulary. Graves (2012) emphasizes the relevance of teaching learners sets of high-frequency vocabulary because they are words that they may find in everyday language. They are necessary

to have practical language skills. By introducing these words, teachers help learners build a strong basis of vocabulary useful in diverse contexts. Based on what Graves (2012) explained, theme-based vocabulary is essential as well. Here, words are taught within specific categories (e.g., family, food, animals, colors). Using thematic chunks of information allows learners to connect related words and facilitates better retention. The thematic approach makes vocabulary more meaningful because children are capable of understanding groupings of related words.

Reflective Teaching

Reflective teaching is the process by which educators examine their own instructional strategies to determine their overall efficacy. Depending on the results of this analytical process, which is based on critical reflection, improvement or change in teaching methods may be necessary. Reflective teaching practice is one of the important processes in teacher education. It stimulates teachers and students to develop various skills like decision- making, metacognition, and logical thinking (Goodley,2018). Only reflective teachers are able to refine and modify their practices for improved teaching and learning. They are able to accommodate the diverse learning styles of students and contribute to the quality teaching-learning process (Afghani & Ferdowsi, 2015).

Reflecting on the teaching practice is important to be aware of the learning process of students. Teachers can follow a concrete methodology that enables them the tool to reflect on their practice. Salmani Nodoushan (2011) proposes the following steps to a more organized reflection on the teaching practice:

Data collection. Teachers can access several sources of information to collect data. Colleagues may be asked to observe classes, write notes, and discuss them later. Students' learning logs and journals are also useful for this purpose.

Data analysis. Data can be analyzed, and attempts can be made to identify patterns in the data. For instance, the reflective teacher can search the data to see if a pattern of learner reluctance to speak during class activities emerges. If so, the learners can be asked why.

Plan for action. After reflecting, the reflective teacher needs to create a plan to incorporate new insights. The information and insights that emerge from the reflective process should be utilized to improve class action and instructional practice (Farrell, 1998). Through reflection, teachers make visible to themselves what is apparent to others but a mystery to themselves. Reflection is the process of bridging the gap between experience and learning (Salmani Nodoushan, 2011).

DEVELOPMENT OF THE CASE

Mr. Martínez has been struggling to keep his students engaged in English classes. He has tried different ideas, such as bringing realia to class, games, and songs. The latter was the use of the audiolingual method in his classes. It was explained that the lessons served their purpose at the beginning, and he kept the students engaged and participating. It was good that the students grasped the language with the images they saw.

In this case, it was reflected how every method and approach that teachers decide to implement in class has to be contextualized. Otherwise, students might find themselves lost, struggling with words or structures they do not completely understand, or they may fall into the same routine over and over, and then the learning experience becomes tedious. It is good to create a sense of expectation among the students so they do not easily predict what will happen in the following class. Monotony could be an enemy of any class and negatively impact the students' perceptions of the class and the learning process.

A Sample Lesson for Teaching Vocabulary Lesson Design for Student Motivation

This diagram outlines the flow of the lesson designed to enhance vocabulary learning through meaningful, relevant, and engaging materials:

Warm-Up Activity	Vocabulary	Interactive	Production (Clay
(Tasting traditional	Presentation (Visual	Practice (Games +	model & peer
dishes)	aids + repetition)	sentence frames)	interaction)

This flow emphasizes active engagement, multisensory input, and student-centered tasks that contribute to lowering the affective filter and increasing motivation. The activity sequence is aligned with the Presentation-Practice-Production (PPP) model and reflects Krashen's principles of optimal input.

A lesson was designed to practically exemplify the implementation of the strategies previously mentioned in the theoretical framework. This lesson aims to align theory and practice, providing the teacher with a clear reference to follow. The lesson was designed for 50 minutes, considering the specific characteristics of the students described in the case study. The lesson plan can be found in Appendix 1, and the materials and resources in Appendix 2.

The main objective of the class is that students describe traditional dishes they commonly have at home. This objective was chosen considering that all students might have a favorite dish making the class meaningful and relevant to them.

The lesson starts with a fun and engaging warm-up, during which students blindly try three traditional dishes that the teacher has brought to class. This activity will definitely call all students' attention, having them actively participate in the task. Even if not every student will have the chance to try the dishes, they will enjoy their peer doing so. Once pupils have guessed all the dishes the teacher will proceed to ask them to vote for the one, they like the most, explaining that they will work on that dish from now on. Considering students' preferences and involving them in the personalization of the lesson helps raise interest and intrinsic motivation. the teacher will then proceed to present vocabulary by incorporating visual aids (flashcards). The language presented will be the ingredients in the most-voted dish.

The practice will first take place as a controlled one, promoting accuracy in pronunciation and aiding vocabulary acquisition. The teacher will conduct a choral drill about the ingredients presented and then have the students play a "hot potato game" to randomly elicit the words from students. The teacher will use the flashcard to elicit vocabulary to provide scaffolding and comprehensible input.

In addition to the vocabulary presentation, the teacher will also focus on the structures "I like" and "I don't like." The teacher must remember that being grammar is such an abstract concept for children, it is crucial to focus better on meaning and communication than on structural explanations. In this regard, the teacher will use some emojis of happy and sad faces to convey meaning and model the utterance. Then, students will be asked to follow the prompts and produce their own sentences in pairs.

Before class, the teacher asks students to bring some clay of different colors. The teacher then asks students to use their clay to make a model of their favorite dish and label it with the ingredients it has. In the case any of the ingredients was not previously introduced, the teacher will provide the word. Once the models are ready, students stand up and mingle around, showing their dishes to their peers and telling them the ingredients it has and they like or don't.

The approach that is suggested to be used is a deductive one, but, if necessary, the teacher may explain things explicitly to make sure there are no questions. Preferably, use the target language only, but be open to using L1 as needed. Have theme-word posters about foods that are commonly used in traditional Otomi food. It is recommended that the students feel comfortable and confident enough to complete the task and help them realize that they are capable of doing it and then use the content correctly to interact with one another in a collaborative way. The suggested method is the PPP (presentation, practice, and production). That way, the students have the opportunity to be exposed to the vocabulary in a natural context, and they will be able to practice and give a final product afterward.

Suggested Reflective Practice

Only when teachers are aware of their strengths and weaknesses, they are able to improve their practice. This awareness does not come for granted to all teachers. It is difficult to identify the areas to improve and design plans for them. Sometimes, instructors find themselves lost in the overwhelming amount of tasks they have to deliver, making it impossible for them the reflect on their everyday practice. Other times, what is evident to outsiders is not visible to the educator who is immersed in his own practice. Many more times, the need to find suitable strategies for learners leads to frustration and despair, not allowing the educator to recognize the best course of action.

It is in all these situations and more that teachers can benefit from a well-organized routine of reflective practice. As described in Chapter 2, reflective practice requires as a first step, the collection of data. This data is the starting point for all the consecutive improvements. The teacher should consider collecting information from three different sources:

The students. Getting students feedback is essential. The teacher must be open to receiving his pupils' opinions about his class without underestimating the value of these. The teacher can conduct individual interviews, surveys, questionnaires, or even group meetings, caring about finding out the students' feelings towards the language, the class, and the instructor. The teacher can ask students about the activities most enjoy, the ones they enjoy least, the types of interactions they prefer, and their interests. Mr. Martinez can even design and apply a Needs Analysis instrument, which will enormously help him plan the best lesson for his students.

Public education is even all over our country. Therefore, Mr. Martinez is very likely working in a school where there are probably not many English teachers, anyhow he can find very helpful advice from the Spanish teacher. Spanish teachers commonly spend the majority of the day with the students. They know them better than English teachers and know precisely how to handle the intricacies of the class. The teacher should approach these colleagues and ask them for feedback. Even if the Spanish teacher won't be able to help him design the best strategies to foster the acquisition process, they can certainly aid him in classroom management issues.

The Parents. Mr. Martinez must recognize the value of collaborating with parents. Although it is true that many parents are not actively involved in the education of their children, a significant majority are. They like to be considered, they like to be informed, and they welcome being involved in school matters. As a matter of fact, children also like it when their parents are pending on them, and they seek to please them. Teacher Martinez can approach the parents and, at first, ask them about their expectations, what they would like their children to achieve within the

course, what they expect from the teacher, and what they expect from their children in the future. Having this information gathered, he can then design more engaging classroom strategies for his lessons.

The previous will help Mr. Martinez to get a clearer perspective of his class, his students and his own practice. The following step is analyzing all the information gathered. It is important for him to remember that not all parents nor all students will have the same opinions and that while some will prefer certain types of tasks, others won't. The teacher's job is then to include variety. He must balance the diversity of preferences, learning styles, and personalities in the classroom. He can not give everyone what they are expecting in one single class, but he can certainly do it in a sequence of classes, varying types of materials, interaction patterns, and topics.

Finally, Mr. Martinez must consult the bibliography available related to methodologies and approaches. The best teacher is one who has a plentiful supply of resources and strategies to rely on and properly chooses the ones that meet students' specific needs. Having enhanced his understanding of the acquisition process and its implementation, he can design an action plan for the short and long term, selecting appropriate objectives for each stage and defining assessment criteria to analyze the pupils' progress properly.

A Personal Reflection on Vocabulary Instruction in the Classroom

Vocabulary has to be taught to provide the basis of any communication. When babies start to speak, they just produce words. Nonetheless, those words give them the support to start building phrases and then informal and formal utterances. Even with isolated words, children communicate what they want.

Vocabulary then becomes essential. Sometimes, students feel the need to say something in class, but they struggle to find the words they need, and they get frustrated because of the scarcity in their lexicon. Some strategies that, in my experience, have been helpful for such cases are vocabulary presentations, either with peripherals, theme charts, visuals, realia, or contextualization. Another valuable technique is the use of synonyms, true and false cognates, and root words. All these can be adapted for either basic or advanced classes.

When working with children, I've found it helpful to have peripherals and visuals around the classroom. In some cases, those resources can be used to recycle prior knowledge from the past class or before as a way to introduce new related words. Most of the time, I use flashcards to introduce vocabulary. I also use posters, especially when I am going to present theme words. In some cases, I use songs that are good for practicing vocabulary, such as the alphabet song, "Ten Little Indians" for numbers 1 to 10, and "Old McDonald" for farm animals.

However, other songs are very rhythmic and suitable for practicing fluency with simple words such as "Itsy bitsy spider." Those are some of the songs that I have used the most even for adult classes. As a matter of fact, when going over the alphabet, even if I do not use the song, many students repeat the alphabet at the same pace and rhythm as they would do if they were singing it. This shows how songs do help in remembering vocabulary in the long term.

Since there is always a textbook to follow in every school, I also use them to introduce vocabulary through context, using some of the readings that come there as the main source. Then, I direct the student's attention to the individual words to check the meaning. When the children are a little older and more proficient, I also review parts of the speech (verbs, adjectives, or nouns).

As soon as I have finished introducing the vocabulary words, I have the students repeat at least three different times in a choral drill. Afterward, in smaller groups, I try not to do it individually at first because some children may feel embarrassed or not confident enough to speak. Only if I see that there is a student who is not involved in repeating the words, I invite the learner to do it by himself. However, if he/she does not want to say it, I do not force the child. I try it at a different moment of the class or on another day. I usually like to recycle some essential elements such as the alphabet, colors, or vocabulary seen in the first lesson for a few weeks so that the students do not forget them. For instance, in adult classes, I ask for the alphabet in almost every class for the first or even the second weeks of the course, depending on how fast they memorized it. Eventually, I explain to students why I think it is vital for them to know it, as whenever they have to spell their names after introducing themselves to speakers of other languages or write down the name of another person from a business or work setting.

After revising pronunciation, I like to work with spelling. I have seen that the majority of the children want to spell words or get involved in spelling activities. When the students are at basic levels, I ask them to spell basic vocabulary such as their own names, colors, animals, or food. Nevertheless, I have seen that any kind of vocabulary is a good opportunity to practice spelling. Spelling sessions may sometimes be long, but to do it faster, I sometimes play games in teams in which they have to compete, and this way, the student that loses is the one that is going to spell a word from the vocabulary seen in that class. Most of the bilingual schools like to organize the Spelling Bee competition. That is another way to hold classroom contests in order to get the number of participants that are required. I have sometimes participated with my teenage students in the Spelling Bee contest in secondary school.

Once I have introduced the vocabulary and I have had the students repeat and practice pronunciation and spelling, I like to have them use vocabulary in different ways. Since children's courses are usually slower and longer, there is plenty of time

to practice through games. Different games can be played with children. They love competitions, so any kind of game that poses a challenge is interesting for them. Sometimes it could be just having them choose the correct answer from a word bank to complete a small paragraph or write a word on the board or spell them.

I usually organize them into two or three teams depending on the number of students, and from there, we start to play either educational games or a quick quiz to foster. A competitive moment in which students have to use the vocabulary to complete sentences from the book or create their own simple sentences. A simple game can be used to review the answers of an exercise as well. Children like to draw and color; for this reason, I have asked them to create their own picture dictionaries with words that are easy to represent, such as verbs, adjectives, and some groups of nouns like food, animals, or occupations. For most of the children, it is entertaining and a good way to remember the words. If you are working in a bilingual school, students are asked to have an English-English dictionary.

Then, it is a good idea to use it from time to time and ask students to use it to look up the meaning of some words. This strategy also may apply to adult students. They can use online dictionaries. I usually recommend the Cambridge, Oxford, or Merriam-Webster dictionaries. I use it more in advanced groups to find not meanings but derivatives of some root words and the part of speech that they belong to.

In the case of adult classes, I like to ask them to use the vocabulary in substitution exercises, fill the gaps, role-plays, problem-solving activities, write stories with the vocabulary, and also play games the same way as with children. Most of the adults get involved in games and competitions and enjoy them as much as children do. With adults, even more complex games can be played. However, any game that poses a challenge is practical. The only thing that is important to keep in mind is the time because adult classes are faster and shorter.

Nonetheless, it is recommended to have games from time to time, if not every day. Since adults can use their cell phones in a class, it is a good idea to use interactive games with them. It is also possible for children. Nevertheless, the teacher has to be in control of the game because children are not allowed to use cell phones in class. This could make the game less interactive or entertaining than it might be with adults.

A Personal Reflection on Selecting the Proper Resources and Material for the Class

One of the most important tasks when planning a lesson is selecting appropriate resources and materials. This decision depends on several factors: the English level being taught, the learning objectives, and the specific language skills to be developed. Materials must align with these objectives—what works for a grammar lesson may

not suit a listening activity. Coursebooks may serve as a base, but often require adaptation depending on the students' age, goals, and available class time, especially in private lessons.

Other relevant considerations include the use of interactive and authentic resources, which promote engagement and expose learners to real-world language use. Teachers must also account for the diversity of learning styles, the availability of technological tools, and student personalities. Age differences also play a role—what motivates children may not be appealing to adults. Furthermore, classroom logistics and institutional constraints, such as space, equipment, or policy on classroom displays, influence material selection. All these elements highlight the importance of careful lesson planning to ensure that resources support, rather than hinder, the achievement of learning goals.

CONCLUSIONS

The development of this dissertation has demonstrated the value of using intentional strategies to capture students' attention and promote effective learning. It led me to reflect on the importance of selecting appropriate materials, grounded in language acquisition theory, particularly the concept of optimal input. This was a new area of learning for me. I have come to understand its relevance in supporting acquisition and how carefully chosen resources—whether or not a coursebook is used—can greatly enhance classroom effectiveness.

I am satisfied with the work accomplished and the insights gained through this process. I hope this contribution serves as a helpful guide for teachers seeking practical strategies and materials to foster optimal input and boost student motivation. By applying the ideas explored here, teachers may strengthen their practice and better prepare students to participate meaningfully in today's globalized world.

REFERENCES

Asher, J. J., (1977). Learning another language through actions: The complete teacher's quidebook. Sky Oaks Productions.

Brown, H.D., (1994). *Teaching by Principles: Interactive Language Teaching Methodology*. Nueva York, Prentice Hall Regents

Cameron, L. (2001). Teaching languages to young learners. Cambridge University Press.

Cenoz, J. (2013). The influence of bilingualism on third language acquisition: Focus on multilingualism. *Language Teaching*, 46(1), 71–86. https://doi.org/10.1017/S0261444811000218

Cook, V., & Singleton, D. (2014). *Key topics in second language acquisition*. Bristol: Multilingual Matters.

Dörnyei, Z. (1994). Motivation and motivating in the foreign language classroom. Modern *Language Journal*, 78(3), 273–284. https://doi.org/10.1111/j.1540-4781.1994.tb02042.x

Dörnyei, Z., & Ottó, I. (1998). Motivation in action: A process model of L2 motivation. *Working Papers in Applied Linguistics (Thames Valley University, London)*, 4, 43–69.

Dörnyei, Z. & Ushioda, E. (2011) *Teaching and Researching Motivation*, Harlow: Pearson Education.

Graves, M. F. (2006). *The vocabulary book: Learning and instruction*. Teachers College Press. Graves, M. F. (2012). *Teaching vocabulary to English language learners*. Teachers College Press.

Holmes, J. (2008). *An introduction to sociolinguistics*. Harlow, England: Pearson Longman. Krashen, S. D. (1982). *Principles and practice in second language acquisition*. Oxford: Pergamon.

Krashen, S. D. (1993). *The power of reading: Insights from the research.* Libraries Unlimited. Krashen, S. D. (2009). *Principles and practice in second language acquisition* (Internet ed.). Pergamon Press.

Krashen, S., & Mason, B. (2020). The optimal input hypothesis: Not all comprehensible input is of equal value. *Journal of English Language Teaching*, 62(1), 3–9.

Krashen, S. D., & Terrell, T. D. (1983). *The natural approach: Language acquisition in the classroom.* Prentice Hall.

Larsen-Freeman, D., & Anderson, M. (2011). *Techniques and principles in language teaching* (3rd ed.). Oxford; New York: Oxford University Press.

Lightbown, P. M., & Spada, N. (2006). *How languages are learned* (3rd ed.). Oxford University Press

Mackey, A. & Gass, S. (2005). *Second language research. Methodology and Design*. London, Lawrence Erlbaum Associates, Publishers.

Mason, B., & Krashen, S. (2019). Hypothesis: A class supplying rich comprehensible input is more effective and efficient than "immersion." *The Journal of English Language Teaching*, 61(5), 23–26.

Moon, J. (2000). Children learning English. Macmillan.

Nita, S. A., & Syafei, A. F. R. (2012). Involving audio-lingual method (ALM) and communicative language teaching (CLT) in teaching speaking skills at junior high school. *Journal of English Language Teaching*, 1(1), 65–73.

Ortega, L. (2015). *Understanding second language acquisition*. Place of publication not identified: Routledge.

Richards, J. C., & Rodgers, T. S. (2001). *Approaches and methods in language teaching* (2nd ed.). Cambridge University Press.

Scott, W. A., & Ytreberg, L. H. (1990). Teaching English to children. Longman.

Terrel, T. (1977). A natural approach to second language acquisition and learning. *Modern Language Journal* 6: 325–337.

Ushioda, E., & Dörnyei, Z. (2001). *Motivating language learners: A classroom-oriented investigation of the motivational sources for EFL learners.* In Z. Dörnyei & R. Schmidt (Eds.), *Motivation and second language acquisition* (pp. 121–169). University of Hawaii 'i Press.

Van Patten, B., & Williams, J. (2015). *Theories in second language acquisition: An introduction*. New York: Routledge

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

Wertsch, J. V. (1985). *Vygotsky and the social formation of mind*. Harvard University Press. Wright, A., Betteridge, D., & Buckby, M. (2006). *Games for language learning* (3rd ed.). Cambridge University Press.



CHAPTER 4

DEVELOPING CULTURAL AWARENESS THROUGH ENGLISH LANGUAGE TEACHING: AN EDUCATIONAL APPROACH TO SOCIAL JUSTICE

Emmanuel Cruz Gómez ORCID: 0009-0007-9536-0760

Frank Ramírez Marín ORCID: 0000-0003-3098-1586 Universidad Veracruzana

ABSTRACT: This chapter reports the results of an action research study aimed at developing cultural awareness (CA) about racism as a social phenomenon. The development of CA about racism was addressed through the implementation of pedagogical practices for teaching English and was treated as part of the integration of cultural issues and interpersonal interaction in an English as a foreign language course. The study participants were young adult males and females, all English language learners at a public university in the city of Veracruz, Mexico. The study involved the design and implementation of strategies for teaching English with a cross-cultural approach for CA. The data collection process was carried out through classroom observations, surveys, qualitative interviews, and documentation of the activities and linguistic samples generated by the students (essays, homework, etc.). Data analysis included a thematic analysis under the qualitative paradigm through data coding and categorization, as well as identification of themes and generation of assertions. Finally, the results of the analysis showed that the intervention had a positive impact on developing awareness about racism among students and English language learning.

KEYWORDS: Social justice education, cultural awareness, racism, intercultural communication.

RESUMEN: El presente CHAPTER reporta los resultados de un estudio investigaciónacción cuyo objetivo fue el desarrollo de la concientización cultural (cultural awarness CA por sus siglas en inglés) sobre el racismo como fenómeno social. El desarrollo de CA sobre el racismo fue abordado a través de la implementación de prácticas pedagógicas para la enseñanza del inglés y fue tratado como parte de la integración de temas culturales y de interacción interpersonal en un curso de inglés como lengua extranjera. Los participantes del estudio fueron adultos jóvenes, hombres y mujeres, todos estudiantes de inglés en una universidad pública de la ciudad de Veracruz, México. El estudio comprendió el diseño e implementación de estrategias para la enseñanza del inglés con un enfoque intercultural para el CA. El proceso de recolección de datos se llevó a cabo mediante observaciones de clase, encuestas, entrevistas cualitativas y documentación de las actividades y muestras lingüísticas generadas por los estudiantes (ensayos, tareas, etc.). El análisis de los datos incluyó un análisis temático bajo el paradigma cualitativo mediante la codificación y categorización de datos, además de la identificación de temas y generación de aserciones. Finalmente, los resultados del análisis demostraron que la intervención tuvo un impacto positivo para desarrollar conciencia acerca del racismo entre los estudiantes y el aprendizaje del inglés.

PALABRAS CLAVE: Educación para la justicia social, concientización cultural, racismo, comunicación intercultural.

INTRODUCTION

Understanding and reflecting on social and cultural issues is an integral part of foreign language learning. In this vein, students should be aware of socio-cultural dynamics that promote or hinder intercultural interactions. These dynamics can include power relations amongst people and generate conflicts based on differences in attitudes, beliefs, values, etc. Therefore, it is important to integrate topics of cultural and social relevance regarding societies around the world.

From an approach to education that promotes effective intercultural communication and social justice, it is argued students need to be exposed to some critical stances to inter- and multiculturalism and social relations (Francis et al., 2011). According to Hackman (2005), social justice education motivates students to take an active role in their own education and supports teachers in creating critical, democratic, and empowered educational environments. Hackman (2005) also argues that social justice education not only examines difference or diversity, it also pays attention to systems of power and privilege that enhance social inequality, and motivates students to critically examine oppression at institutional, cultural, and individual levels in search of opportunities for social action in the service of social change.

To address the issues above stated, this research study aimed to develop cultural awareness (CA) about racism as a social phenomenon. The development of CA about racism was addressed through the implementation of pedagogical practices

for teaching English and was treated as part of the integration of cultural issues and interpersonal interaction in an English as a foreign language course. To address the challenge of developing awareness of racism with a social justice perspective through English language instruction, this study proposed a pedagogical intervention (action research) in which the participant students were able to explore the social and cultural dimensions of racism. In addition, the study incorporated surveys and activities to measure the impact and perceptions of the effectiveness of the teaching methodology implemented.

RESEARCH PROBLEM

Lack of reflection about social and cultural practices can result in misunderstandings or conflicts when people engage in intercultural communication. Based on our teaching experience as English teachers in Mexican universities, it can be observed that language classes are highly focused on the development of skills and knowledge of the "formal" linguistic system (i.e. grammatical rules) rather than delving into the reality of social and cultural practices of the contexts where English is used. Similarly, the lack of cultural focus is evident in materials such as textbooks, which rarely cover social and cultural issues explicitly in any of their texts. In addition, the curriculum in Mexican universities focuses mainly on the development of language skills or the accreditation of standardized tests and examinations.

Nault (2016) asserts that English is used globally in diverse cultures, so English teachers will not only need to be more culturally and linguistically aware, but also able to design curricula with an approach that includes contexts that embrace the local and the global. Racism, in its various forms, being a prejudice that has existed and continues to exist in societies around the world, should not be ignored by foreign language learners. Likewise, Byram et al. (2020) argues that what the teacher should be asking is not how much additional information about a country and its cultures can be included in the curriculum, but how can he or she develop those other competencies that will help learners interact successfully with people from other cultures and identities.

Mexican universities, both public and private, can be excellent environments to develop this type of studies. Similarly, it is in the university environment where there is room for reflection and change of perspectives and attitudes for better intercultural communication. Among the limitations to approaching such issues is the fact that there may be some resistance, due to the visible polarization of ideologies in social networks. However, it is in the classroom where ideas are debated, and it is important that students of any age develop critical cultural awareness while they learn another language.

RESEARCH QUESTIONS

The research questions that guided the implementation in this study were:

What is the impact of the intervention on the students' development of cultural awareness about racism?

What are the students' perceptions about the intervention regarding cultural awareness in learning and developing English skills?

PURPOSE OF THE STUDY

The purpose of the study was to develop CA (awareness of the phenomenon of racism) in university students through the process of learning English to build a more just, reflective and non-discriminatory society.

OBJECTIVES

To raise students' awareness of racism, internalized racism, interpersonal racism, institutional racism, and structural/systemic racism, considering their culture and that of others.

Develop skills to identify racism in context and in their daily lives.

Change students' attitudes about racism and better understand racism and the inequalities that arise because of racial differences.

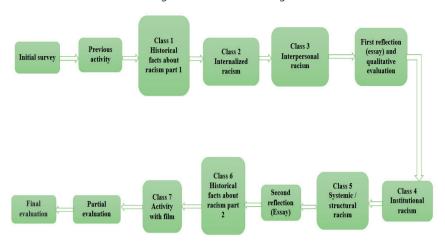
To learn students' perceptions of the intervention as a means of learning English.

METHODOLOGY

Action research was the methodology implemented, as suggested by Burns (2009) for studies focusing on contexts of foreign language teaching (Burns, 2009). In this sense, the methodological stages of identifying a problem were followed, actions were planned, the plan was implemented, and based on the results, reflections were generated to improve teaching practice and students' learning experiences. The intervention included a series of classes and activities to build a more inclusive educational environment and develop awareness of racism (see Figure 1).

This study was conducted at a public university located in the city of Veracruz, Mexico. The group comprised 16 engineering students enrolled in a B1 level English course. The ages of the students ranged from 20 to 24 years old, and the group included 11 females and 5 males.

Figure 1 - Intervention design



DEVELOPMENT

In this section, the phases which comprised the intervention are described:

Survey and pre-activity: the survey consisted of 8 questions that explored prior knowledge about racism. During the pre-activity students researched milestones in the life of a historical figure to have their first contact with the topic of race and racism.

Lessons: All lessons included 2 approaches: Social Justice Approach (EJ) and Linguistic Approach (EL).

Class 1: Historical facts about racism 1. EJ: Participants interpreted images about apartheid, followed by answering the question "What is racism? They then watched a video, identified racist situations they had experienced, and completed a biography. They viewed a second video, worked on a reflective activity, and finally made a list of racist experiences, which they shared with the class. EL: Use of verb tenses to talk about the life of Nelson Mandela. Students practiced past simple, past continuous, present simple, and present perfect by completing the biography.

Class 2 Internalized Racism: EJ: Participants viewed an experiment conducted in Italy and reflected on the reactions of the children. They conducted a reading comprehension and watched another video about the same experiment in Mexico. They reflected on the results of both experiments, defined internalized racism and developed proposals to combat it. The: They made use of the second conditional to answer some questions that included internalized racism. They used modal verbs to write solutions and give advice to fight against this type of racism.

Class 3 Interpersonal Racism: EJ: Students watched a video and defined the concept in their own words. They reflected on a case of racist aggression on an airplane. They conducted a reading comprehension and shared example of microaggressions. They watched a video about another racist incident and reported a few sentences. Finally, they wrote a short text explaining why people engage in racist behavior. EL: Students made use of reported speech to report phrases that a racist person said during an interview.

First Reflection: Students wrote an essay to reflect on interpersonal and internalized racism. They included their own definitions, examples, reasons, comparisons and reflections on both concepts.

Class 4 Institutional Racism: EJ: Students described images and gave their own definition of institutional racism. They watched a video, wrote down unfamiliar words, and answered questions related to the video. They then reflected on whether the same situations in the video occur in Mexico and made a list of examples. After reading a text, they identified key terms from three different definitions of institutional racism and shared ideas. EL: They used modal verbs to suggest ways to prevent institutional racism.

Class 5 Systemic / Structural Racism: EJ: Images were analyzed and ideas were shared. After watching a video, they discussed the video and identified examples of this type of racism. Followed by a reading comprehension, students shared experiences related to the concept. EL: Use was made of the third conditional to hypothetically reflect responses to this type of racism. They shared ideas on the question: what would you have done if you had experienced something like that?

Second Reflection: focused on institutional and systemic/structural racism. They included their own definitions, examples and personal reflections on both concepts.

Class 6 Historical Facts about Racism 2: EJ: Students described images, watched a video about Martin Luther King and made a list of milestones in his life. They commented on a video about the origin of racism in the United States and shared their ideas. A discussion was held about racism in Mexico. EL: Wrote five sentences using various forms of the future to predict how racism will evolve in Mexico.

Class 7 Film activity: Identified scenes of racist acts. Classified the scenes into the four types of racism, creating a list of each to demonstrate their understanding in context.

Evaluation procedures: Formative evaluation: as can be seen in Figure 1, activities related to the evaluation of participants' individual and group progress were implemented. The evaluation included qualitative and quantitative aspects. For example, guided reflections on concepts reviewed in class (essays) and rubrics were used, as well as two exams (partial and final) and feedback was provided on the results obtained.

RESULTS

The results of the implementation of the pedagogical intervention are described in this section in the form of four assertions following the thematic analysis used in the study.

Assertion 1: Students improved their understanding of racism by learning key concepts.

Before the intervention, half of the students could not correctly define racism. For example, in the pre-survey, only 40% were able to provide a relatively accurate definition of racism, and only 33% identified examples of racism in their daily lives. At the end of the study, 81% of participants were able to adequately define the term and connect it to situations in their daily lives. This can be confirmed by the interviews, where 100% of participants stated they had learned more about racism, for example: "I didn't know there were different types of racism, and now I am more aware of whether I commit racist acts or not," "Now I can identify the types of racism and differentiate them." Furthermore, several participants described the concept more precisely, using terms such as discrimination, prejudice, ideology, and violence.

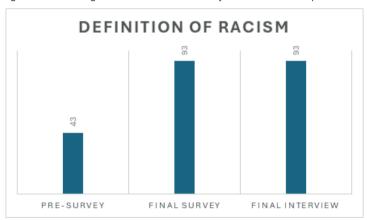


Figure 2 - Percentage of students who correctly defined the concept of racism

Assertion 2: Most students were able to define and differentiate the different types of racism and provide real-life examples.

Before the intervention, none of the participants were familiar with the different types of racism. However, in the final survey, 93% of students demonstrated competence in correctly defining the concept of racism, 81% correctly defined the concept of internalized racism, 50% correctly defined interpersonal and systemic/

structural racism, and again 100% demonstrated competence in defining institutional racism. Furthermore, 100% of participants demonstrated competence in defining racism, internalized racism, interpersonal racism, and institutional racism in the essays, and 83% correctly defined systemic/structural racism in this task. Similarly, 66% to 100% were able to provide examples of each of the different types of racism in the essays, 78% to 90% were able to provide correct examples of each type of racism in the final survey, and 68% to 100% of participants were able to provide examples of each type of racism in the interview.

Table 1 - Students' performance understanding concepts and providing examples

	Correct definitions provided			Correct examples provided			
	Pre- survey	First reflection	Final evaluation	Pre-survey	Essays	Final evaluation (Survey)	Final Evaluation
		Essays	(Survey)				
Racism	43.75%	100%	93.75%	62.5%	-	-	-
Internalized	0%	100%	81.25%	0%	100%	84.37%	87.5%
Interpersonal	0%	100%	50%	0%	83%	87.5%	68.75%
Institutional	0%	100%	100%	0%	100%	90.6%	100%
Systemic/ structural	0%	83.33%	50%	0%	66.66%	78.12%	68.75%

Assertion 3: The intervention promoted learning about topics related to social justice and the English language.

Most of the participants agreed during the interview that the sessions allowed them to develop cultural awareness and improve their English skills. Students noticed an improvement in their vocabulary at the end of the intervention, especially in vocabulary related to emotions and social aspects. For example:

"It was helpful to expand vocabulary and learn more about cultural aspects," "informative and useful in changing people's perspectives," "It was more than just learning about racism; I learned English in a more interactive way," and "They are necessary because people are not aware or sensitive to situations that still exist; some don't even know they are committing racist acts."

Assertion 4: The students were able to identify racist practices in context and in their daily lives, reflecting on their actions and developing a sense of social justice.

The students ´ understanding of the phenomenon was not limited to theoretical issues; They were also able to identify exemplary cases of the phenomenon during a practical activity. That is, in the film activity, 55% of participants were able to identify internalized racism, 88% correctly identified interpersonal racism, and 100% were able to correctly identify both institutional and systemic/structural racism. Similarly, in the final survey, 81% correctly identified internalized racism in different contexts,

62% correctly identified interpersonal racism, 93% correctly identified institutional racism, and 75% correctly identified systemic/structural racism. In the final interview, all participants stated they were able to identify racism in their daily lives and felt more aware of the phenomenon.

Example: "I am more aware of the attitudes that contribute to racism," "I am more careful with my actions and realize that I cannot normalize many things as I used to," "I know that I can identify and be able to help in any situation.", "I can identify if I am racist or if another person is racist towards me even if it is not intentional," "I used to justify certain acts that are racist because they were normalized.".

Figure 3 - Performance of students in the activity focused on identify racist practices in context and in their daily lives, reflecting on their actions and developing a sense of social justice.

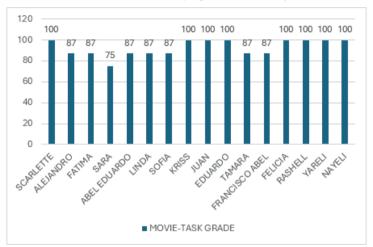


Table 2 - Identification of types of racism in context and daily life

	Pre-survey	Movie-Task	Final evaluation (survey)	
Racism	56.25%	-	81.25%	
Internalized R	0%	55.55%	81.25%	
Interpersonal R	0%	88.88%	62.5%	
Institutional R	0%	100%	93.75%	
Systemic/structural R	0%	100%	75%	

CONCLUSIONS

Through the intervention the students were able to explore racism in different dimensions and contexts, successfully developing a sense of awareness of the phenomenon. This is supported by the information collected through the presurvey, essays, interviews, activities, final survey, and exams. Although the process of teaching using this approach to CA may be challenging, it is necessary to foster cultural awareness by sensibilizing students to embrace these issues with ease, thus avoiding controversy or confrontation. Likewise, teachers must be informed and have knowledge about cultural or social phenomena. The results also showed that students perceived the intervention in a positive way both for learning about cultural and social issues and for learning English. Students agreed that they acquired vocabulary and had the perception of using more authentic, real-life English.

Hackman (2005) asserts that social justice education requires examining systems of power and oppression combined with a prolonged emphasis on social change and student agency in and out of the classroom. Participants showed significant shifts in their understanding of racism, not only learning theoretical concepts, but reflecting on their own experiences, rethinking and reevaluating their perspectives, behaviors, attitudes, and values. The development of cultural awareness is not limited to racism; language learners can develop awareness of issues such as gender, norms, lifestyles, religion, traditions, sexual identity, disabilities, etc. It is evident that more research related to cultural awareness needs to be conducted in language classrooms with the aim of building a more just, diverse, inclusive and equitable society.

REFERENCIAS

Baldwin, J. (2017). Culture, prejudice, racism, and discrimination. In *Oxford research* encyclopedia of communication.

Banaji, M. R., Fiske, S. T., & Massey, D. S. (2021). Systemic racism: individuals and interactions, institutions and society. *Cognitive research: principles and implications*, *6*(1), 8

Barbarin, O. A. (1982). *Institutional racism and community competence*. US Department of Health and Human Services, Public Health Service, Alcohol, Drug Abuse, and Mental Health Administration, National Institute of Mental Health, Center for Minority Group Mental Health Programs.

Belli, S. A. (2018). A study on ELT students' cultural awareness and attitudes towards incorporation of target culture into language instruction. Journal of Language and Linguistic Studies, 14(1), 102-124.

Bonilla-Silva, E. (2021). What makes systemic racism systemic? *Sociological Inquiry*, *91*(3), 513-533

Brondello, E., Ver Halen, N. B., Libby, D., & Pencille, M. (2011). Racism as a psychosocial stressor. *The handbook of stress science: Biology, psychology, and health*, 167-184.

Brown, S. (2024). Beyond ELT: More than just language teaching. ELT Journal.

Burns, A. (2009). Doing action research in English language teaching: A guide for practitioners. Routledge.

Byram, M., Gribkova, B., & Starkey, H. (2002) Developing the intercultural dimension in language teaching: a practical introduction for teachers. Strasbourg: Council of Europe.

Carlisle, L. R., Jackson, B. W., & George, A. (2006). Principles of social justice education: The social justice education in school's project. *Equity & Excellence in Education*, 39(1), 55-64.

Christiansen, M. S., & Silva, D. (2016). Teaching culture in EFL classrooms in Mexico: Current practices and pedagogical recommendations. *Mextesol Journal*, *40*(2), 1-13

Cruz, E., & Ramírez, F. (2024). Developing intercultural competence by building up awareness of racism through ELT. In Proceedings of the 17th International Conference "Innovation in Language Learning" (pp. 290–296). Filodiritto Publisher. https://doi.org/10.26352/IY07_2384-9509

Francis, D., & Le Roux, A. (2011). Teaching for social justice education: the intersection between identity, critical agency, and social justice education. *South African Journal of Education*, *31*(3), 299-311.

Grosfoquel, R. (2016). What is racism? Journal of World-Systems Research, 22(1), 9-15.

Hackman, H. W. (2005). Five essential components for social justice education. *Equity & Excellence in Education*, 38(2), 103-109.

Head, E. (2022). White fragility and racial awareness in ELT in Japan. Retrieved from http://pansig.org Facebook: https://www.facebook.com/JALTpansig

Huber, L. P., Johnson, R. N., & Kohli, R. (2006). Naming Racism: A Conceptual Look at Internalized Racism in U.S. Schools. *Chicana/o Latina/o Law Review, 26*(1). https://escholarship.org/uc/item/2828k8g3

Kubota, R. (2020). Confronting epistemological racism, decolonizing scholarly knowledge: Race and gender in applied linguistics. Applied Linguistics, 41(5), 712-732.

Kurtis, T., Salter, P. S., & Adams, G. (2015). A sociocultural approach to teaching about racism. Race and Pedagogy Journal: Teaching and Learning for Justice, 1(1), 1.

Miles, M. B., Huberman, A. M., & Saldaña, J. (2014). Qualitative data analysis: A methods sourcebook (3rd ed.). Sage Publications.

Nault, D. (2006). Going Global: Rethinking Culture Teaching in ELT Contexts. Language, Culture and Curriculum, 19(3), 314–328

Pawlowski, L. (2018). Creating a brave space classroom through writing. *Teaching race: How to help students unmask and challenge racism*, 63-86.

Pyke, K. D. (2010). What is internalized racial oppression and why don't we study it? Acknowledging racism's hidden injuries. *Sociological Perspectives*, *53*(4), 551–572. https://doi.org/10.1525/sop.2010.53.4.551

Quappe, S., & Cantatore, G. (2005). What is Cultural Awareness, Anyway? How do I Build It? Retrieved from [Microsoft Word - What is Cultural Awareness.doc (insynctraining.nl)]

Smith, J. (2023, June 15). Cultural awareness: What it is and why it matters. Learnexus. Retrieved from https://learnexus.com/blog/cultural-awareness/

Takagi, A., & Moeller, A. J. (2022). Developing critical cultural awareness in the ELT classroom.

Ven, B. (2021). Levinas and Interpersonal Racism Sacrifice of the Self.

Verlot, M. (2002). Understanding institutional racism. Europe's new racism, 27-42

Vrbová, L. (2000). Developing Cultural Awareness in ELT (Thesis). University of Pardubice, Faculty of Arts and Philosophy, Department of English and American Studies.

Wisner, W. (2023, May 26). Race and Social Justice: Cultural Awareness—How to Be More Culturally Aware & Improve Your Relationships. Retrieved from [Cultural Awareness: How to Be More Culturally Aware, Improve Relationships (verywellmind.com)]



CHAPTER 5

THE IMPORTANCE OF TEACHERS' WELLBEING AND POSITIVE PSYCHOLOGY AS KEY FACTORS IN QUALITY ENGLISH TEACHING

Diana Guadalupe De la Luz Castillo ORCID: 0000-0002-8539-5317

Berenice Martínez Álvarez

Vilma Zoraida del Carmen Rodríguez Melchor Universidad De Guadalajara

ABSTRACT: Covid pandemics and crisis contexts create psychologically challenging environments for teachers, who must adapt their strategies amid numerous uncertainties, as highlighted by UNESCO (2025). These crisis conditions are often characterized by political instability, poor public services, insecurity, and economic hardships, which affect countries classified as fragile states, including Mexico. Teachers there face additional personal, academic, cultural, and social challenges, compounded by overcrowded classrooms and insufficient technological resources. The situation places enormous pressure on their wellbeing. UNESCO and related research emphasize that teachers in crisis-affected contexts are not only educators but also serve as caretakers and counselors, taking on complex roles that increase their stress and risk of burnout. COVID-19 has intensified these stressors, impacting their motivation and ability to teach effectively. Teacher wellbeing is thus critical not only for educational quality but as a right in itself, calling for focused psychosocial support, professional development, and safe working conditions to help teachers flourish both inside and outside the classroom. The investigation involving English language teachers at Universidad de Guadalajara aims to diagnose their wellbeing and identify wellbeing practices amidst these demanding conditions to enhance their academic practices and class quality. This approach aligns with global efforts to standardize and contextualize teacher wellbeing policies to better support educators in crisis situations, as recommended by UNESCO and the Inter-Agency Network for Education in Emergencies (INEE) toolkit findings.

KEYWORDS: Teacher wellbeing, crisis contexts, COVID-19 pandemic, Psychosocial support, Professional development.

RESUMEN: Las pandemias de Covid y los contextos de crisis generan entornos psicológicamente desafiantes para los docentes, quienes deben adaptar sus estrategias ante numerosas incertidumbres, tal como destaca la UNESCO (2025). Estas condiciones de crisis suelen caracterizarse por inestabilidad política, servicios públicos deficientes, inseguridad y dificultades económicas, afectando a países considerados estados frágiles, entre ellos México. Los docentes enfrentan además desafíos personales, académicos, culturales y sociales, agravados por aulas saturadas y falta de recursos tecnológicos adecuados. Esta situación ejerce una gran presión sobre su bienestar. La UNESCO y diversas investigaciones subrayan que los docentes en contextos de crisis no solo son educadores, sino también cuidadores y consejeros, desempeñando roles complejos que incrementan su estrés y riesgo de agotamiento profesional. La pandemia de Covid-19 ha intensificado estos factores estresantes, afectando su motivación y capacidad para enseñar eficazmente. Por ello, el bienestar docente es crucial no solo para la calidad educativa, sino como un derecho en sí mismo, requiriendo apoyo psicosocial, desarrollo profesional y condiciones laborales seguras que permitan a los educadores prosperar tanto dentro como fuera del aula. La investigación con docentes de inglés en la Universidad de Guadalajara tiene como objetivo diagnosticar su bienestar y detectar prácticas relacionadas con el mismo en medio de estas exigentes condiciones, para mejorar sus prácticas académicas y la calidad de sus clases. Este enfoque se alinea con esfuerzos globales para estandarizar y contextualizar políticas de bienestar docente que apoyen mejor a los educadores en situaciones de crisis, tal como recomienda la UNESCO y el manual de la Red Interagencial para la Educación en Emergencias (INEE).

PALABRAS CLAVE: Bienestar docente, contextos de crisis, pandemia de COVID-19, apoyo psicosocial, desarrollo profesional.

INTRODUCTION

Covid Pandemics and other crisis context have resulted in risky scenarios for teachers to work in psychologically healthy conditions. They have to adapt their strategies and knowledge to the new classroom characteristics with tons of unknown tasks, challenges and threats, as the United Nations Educational, Scientific and Cultural Organization highlights (UNESCO, 2025). Worldwide speaking, UNESCO also explains the features of crisis context by considering fragile states; places where there is political instability, poor public services, economic uncertainty, poor security, need of shelter, nutrition and protection. Mexico is not far away from that setting, and teachers at schools face not only such problems, but also personal issues and academic ones related to the cultural, economic, social, psychological and neurodivergent differences among students. Following up an endless syllabus plus facing day-to-day routines under underprivileged conditions where classrooms

are overcrowded and not well technologically equipped are some of the daily matters that educations tackle beside commuting and traffic bottlenecks. The main purpose of this paper is to give a general scope of what wellbeing and the Positive Psychology are, and to share the design of an investigation where English language teachers (ELT) at Universidad de Guadalajara are considered in order to diagnose their wellbeing teaching conditions when carrying out everyday labors as well as to point out some wellbeing practices they may or may not have with the goal of improving their academic practices and the quality in their classes.

CONTEXT

Universidad de Guadalajara (UDG) is a public school with more than 300,000 students (UDG, Numeralia, 2025). It has 17 campuses around the State of Jalisco. Three such sites are Centro Universitario de Ciencias Sociales y Humanidades (CUCSH) with more than 12000 students, Centro Universitario de Tonalá (CUTONALA) with more than 9400 students and Centro Universitario de la Costa (CUCOSTA) with more than 7000 students. At this point, all of them offer English classes for students at pre-grade programs such as Law, History, Social Work, Philosophy, Political Studies, Architecture, Video Games Design, Engineering, Economics, Medicine, among others. English classes take place under different conditions and settings: virtual and face-to-face classes, synchronously and asynchronously. Different schedules are covered by teachers: morning shift, afternoon shift, and weekend shift. English teachers face different types of challenges: students who do not eat anything at all before classes, shy, impatient, mischief and unrespectful ones, lack of equipment, long-distance commuting, among others. English teachers regularly attend more than 6 groups a week (teaching 3-6 hours a week each group). Evaluating and teaching such groups become a nightmare every semester.

JUSTIFICATION

Some practices from English teachers are routinary and they depend on how the teacher feels and performs in class. Under that scope, Positive Psychology and The Science of Wellbeing are to innovative options to cope with the issue of having language teachers demotivated and unsatisfied with their job. The impact of this research is on the students of language teachers of 3 sites at UDG where more than 23000 students take pre-grade programs. Those 23,000 can receive the benefit of teachers who know more about wellbeing and how to implement it in the classes. That is why the main objective of this research should be considered since it takes into account the present status of teachers withing their feelings of wellbeing and satisfaction at work by the application of a wellbeing diagnostic questionnaires and an interview about aptitudes and attitudes performed in classes towards wellbeing.

OBJECTIVES

General Objective:

To create a social consciousness of the importance of wellbeing at work among English language teachers (ELT) to improve their wellbeing and their teaching.

Specific Objectives:

- a. To know how Positive Psychology and the Wellbeing Science can contribute to improve English language teachers' practice.
- To promote psychological health and wellbeing among ELT through the promotion of Positive Psychology and the Science of Wellbeing as an ELT training.
- c. To describe the present practices of English language teachers (ELT) within wellbeing in their lives and in their classes for them to improve both.

HYPOTHESIS

If English language teachers (ELT) at UDG are aware of different practices of Positive Psychology and Wellbeing, they can take the decision on how to improve their wellbeing and improve their classes respectively

THEORETICAL BACKGROUND

Positive Psychology is a science and a subdivision of psychology that emphasizes the study of the aspects that contribute to human booming and well-being. It demands a shift in the focus from solely addressing mental illness to shape positive qualities and fortify overall well-being under scientific basis. As mentioned, it addresses strengths and virtues, wellbeing, practical applications and scientific approaches from psychological intervention (Sellingman, 2000). According to Sellingman (2000), happiness can be learned and practiced, and it helps people find career success and personal achievement. Sellingman proposes a model of 5 factors in order to impulse levels of satisfaction. Those factors are: positive emotions, engagement, relationships, meaning and purpose and accomplishment (Villanueva, 2020).

Sellingman pointed out those related to peace, gratitude, inspirations, love and hope as an example of positive emotions (Villanueva, 2020). People can experience inner peace through various practices and approaches, including mindfulness techniques such as meditation and breathing exercises, cultivating a positive mindset, and focusing on self-care and self-compassion. Moreover, practices like understanding, empathy, sympathy, forgiveness, clemency with people and animals and engaging

with nature can contribute to a sense of peace (Lindhard, 2017). Engagement can be experienced when people move towards aspects, actions, issues and people they matter: oneself, likes, relationships, among others (Ashworth, 2020). Traveling, for example, can be and engaging activity as well as feeling progress, recognition and success at work. Additionally, engagement is felt when doing tasks, one is good at, when learning a new ability and when celebrating achievement. To keep motivated in life, Ashworth recommends prioritizing activities, conversations and people that make one feel good sharing gratitude with such individuals around one because saying thank you recharges people's energies. It is significant to be strict about who one's close friends are. It is always important to take cake about not draining energy with negative people around. Acknowledging joy is another task to engage people by mentioning, writing down, journaling or simply visualizing all the things and actions that make one feel joy. Furthermore, when considering giving time to others, people should also take into a count specific time for themselves. Sharing time with others is beneficial, but it is much more worthwhile to assign some time for oneself doing something one really enjoys doing. While being with oneself is valuable, keeping nice, empathetic, trustful, loyal, reliable, cordial, respectful, trouble-free and diplomatic relationships with others is as recommendable as possible to engage in life.

Meaning, purpose and accomplishment are three aspects that can be seen from different perspectives, but can be engaged withing the same activities people do every day. According to Sellingman (2000) and his Positive Psychology, meaning and purpose are reached when people have a sense of belonging to and a sense of reaching something that is bigger than themselves. For instance, teachers can recognize the purpose of working at school, how good it feels to succeed at work and to satisfy the specific needs of students that are under their care. Indeed, that can give a meaning to teachers' work. But accomplishment is more in the sense of how much one person grows in a place. Meaning in life means being coherent and organizing oneself to succeed. That is to say, to live according to what one believes and the purposes that are pursued (Shin and Steger, 2014). Therefore, when reflecting about meaning, purpose and accomplishment, there should be taken into account some others aspects such as satisfaction, pleasure, fulfilment or achievement, comfort, relief and wellbeing.

THE WELLBEING SCIENCE: HISTORY AND PRESENT PRACTICES

The Science of Wellbeing has been described also as a life philosophy. Some authors have described in as a subjective science of pursuing happiness (Diener, 2009). In the Ancient Greece, many philosophers wonder about what a good life was. Some others always wondered about what was desirable in life. This fact of

asking about the meaning and the importance of issues that are good, pleasant or satisfactory in life is called subjective wellbeing. Virtue, pleasure and happiness could be mistaken as hedonism or stoicism (Diener, 2009). Happiness, in this context of subjective wellbeing, is seen as the highest good. Many research papers emerged in the middle of the Twentieth Century, but those were meant to discover how many people and how much they were happy (Gallup, 1976). Even, in the 60's some investigators created a scale of happiness; for instance, Bradburn (1969) developed a scale to measure emotional well-being. Some significant information from the research carried out during that time revealed that happiness was associated to social status, age, family structure and sex, race, education and income, among others. Indicators of life satisfaction were analyzed and it was found that some indicators of mental health affected happiness and wellbeing such as anxiety and stress. Surprisingly, these old studies discovered that the positive affect and feelings around wellbeing were born from social participation rather than income, family structure, education or race, for example. Among the activities associated to positive affect there are: meeting new people, having social participation or membership in charitable organizations, getting new friends, joining friends and getting in touch with relatives.

The Science of Wellbeing is based on savoring the good issues in life. The main focus is on what makes people happy. It emphasizes that money and material things are temporary happiness (Johnson, 2025). The main point is to find what people are good at and find places where to work and develop such skills or find the areas of opportunity to develop the skills that seem to be weak. Practicing gratitude and improving the areas of opportunity in people's life also bring happiness to life. Besides, people should also practice being kind and know how to establish objectives efficiently with a target, an outcome, visualizing problems and planning solutions. The Science of Wellbeing is based on setting and following upright habits. Geffen (2023) highlights the importance of self-discovery. This science is committed with neurosciences and the knowledge from genetics and psychology too. Geffen empathizes the importance of gratitude, mindfulness, and social connections. He states that the main focus should be places in fostering exercise, sleep, and diet or healthy food. The objective is to keep a mind and a body as healthy as possible.

METHODOLOGY

a. Type of research. This research is meant to be qualitative investigation to describe how teachers experience or not their wellbeing and how they can improve it. It is also a study to determine how well they practice wellbeing principles in their lives and classes in order to make them conscious of such practices.

- Subjects: More than 70 English teachers teaching at CUCSH, CUTONALA and CUCOSTA:
- c. Instruments: a wellbeing diagnostic questionnaire about personal practice and wellbeing and a questionnaire about aptitudes and attitudes performed in classes towards wellbeing adopted from De la Luz (2020) (See Appendix 1 and 2). The instruments will be applied in Spanish since most of the teachers have Spanish as there first language (L1)
- d. Chronogram:

Design of the research: June 2025.

Diffusion of the protocol: July, 2025.

Design or adaptation of instruments: June, 2025

Application of Instruments: September, 2025.

Data Analysis: November

Results and Conclusions: December, 2025

Diffusion of results: 2026.

APPENDIXES

1. Self-assessment: personal practices to promote well-being in teachers.

Mark your choice with an (x).

Activity	Always	Almost always	Almost never	Never
I sleep 7-8 hours.				
I eat breakfast and dinner on time.				
I have fruit and vegetables to eat as snacks between meals.				
I have fruit and vegetables to eat as snacks between meals.				
I take a moment each day to rest, especially when my workday is long.				
I exercise daily for at least 30 minutes.				
I spend time with colleagues who share my concerns and provide me with constructive feedback about myself and my work.				
I enjoy one or more hobbies throughout the week.				
I get up on time every day.				
I go to work with my materials organized and planned.				

I keep a planner that shows me day by day the commitments and activities to be done.		
I fulfill scheduled commitments on time and properly.		
I enjoy places or activities that relax me and fill me with tranquility.		
I acknowledge my achievements with myself every day.		
I recognize my achievements in front of others.		
Every day I recognize at least one of my personal attributes, whether intellectual, physical, social, talents, etc		

2. Assessment of teacher attitudes and skills to promote well-being in the classroom.

Mark your choice with an (x).

Activity	Always	Almost always	Almost never	Never
I keep an initial assessment of what my students like to do, eat, listen to, visit, or watch in programs, hobbies, etc., and I take it into account during the course to motivate them.				
2. I start the class with an activity that involves movement and some effort to recall vocabulary, a topic, or something previously seen or known.				
3. I use a firm but friendly tone of voice throughout the class.				
4. I change the tone of my voice during the class to engage students in an activity.				
5. I monitor or supervise the students' work when they are working individually, in pairs, or in teams so that they can express their doubts to me.				
6. I keep a board organized with "key" elements that guide the students throughout the class.				
7. I present one topic per class and during the first 20 minutes of each lesson.				
8. I ask students who appear confident to participate, without trying to expose those who seem nervous.				

9. I appreciate the effort of students who showed anxiety or nervousness during their participation in class. 10. I keep track of situations, activities, topics, or moments that cause them distress, stress, anxiety, or discomfort in their daily life. 11. The homework Lassign in class tries to be simple and manageable for the students. 12. I start the class by asking how my students feel or what types of activities they have done or enjoy. 13. I break the ice at the beginning of my classes by sharing some information about my activities, tastes, and personal experiences before starting dass. 14. I make a daily assessment of the group's mood before starting the class. 15. I begin with activities that include movement, stretching, companionship, competition, and motivation among the students during the first 5 minutes. 16. I implement activities that go from less challenging to more challenging throughout the class. 17. I maintain eye contact with all my students without intimidating them. 18. I try to ensure that all students participate equally (those on the sides, in front, passive, active, and in the center of the classroom). 19. I use a kind and friendly tone of voice. 20. I am clear and firm in my decisions and responses toward students without hurting their feelings. 21. I implement team work and pair work in a varied manner during the same class. 22. I respect students' comments without mocking their opinions. 23. I thank students for their participation when I request it and they provide it. 24. I acknowledge students' correct contributions with kind phrases or gestures. 25. I give clear instructions about what each student should do in the activities.			
during their participation in class. 10. I keep track of situations, activities, topics, or moments that cause them distress, stress, anxiety, or discomfort in their daily life. 11. The homework I assign in class tries to be simple and manageable for the students. 12. I start the class by asking how my students feel or what types of activities they have done or enjoy. 13. I break the ice at the beginning of my classes by sharing some information about my activities, tastes, and personal experiences before starting class. 14. I make a daily assessment of the group's mood before starting the class. 15. I begin with activities that include movement, stretching, companionship, competition, and motivation among the students during the first 5 minutes. 16. I implement activities that go from less challenging to more challenging throughout the class. 17. I maintain eye contact with all my students without intimidating them. 18. I try to ensure that all students participate equally (those on the sides, in front, passive, active, and in the center of the classroom). 19. I use a kind and friendly tone of voice. 20. I am clear and firm in my decisions and responses toward students without hurting their feelings. 21. I implement team work and pair work in a varied manner during the same class. 22. I respect students' comments without mocking their opinions. 23. I thank students for their participation when I request it and they provide it. 24. I acknowledge students' correct contributions with kind phrases or gestures. 25. I give clear instructions about what each student should do in the activities.			
10. I keep track of situations, activities, topics, or moments that cause them distress, stress, anxiety, or discomfort in their daily life. 11. The homework I assign in class tries to be simple and manageable for the students. 12. I start the class by asking how my students feel or what types of activities they have done or enjoy. 13. I break the ice at the beginning of my classes by sharing some information about my activities, tastes, and personal experiences before starting class. 14. I make a daily assessment of the group's mood before starting the class. 15. I begin with activities that include movement, stretching, companionship, competition, and motivation among the students during the first 5 minutes. 16. I implement activities that go from less challenging to more challenging throughout the class. 17. I maintain eye contact with all my students without intimidating them. 18. I try to ensure that all students participate equally (those on the sides, in front, passive, active, and in the center of the classroom). 19. I use a kind and friendly tone of voice. 20. I am clear and firm in my decisions and responses toward students without hurting their feelings. 21. I implement team work and pair work in a varied manner during the same class. 22. I respect students' comments without mocking their opinions. 23. I thank students for their participation when I request it and they provide it. 24. I acknowledge students' correct contributions with kind phrases or gestures. 25. I give clear instructions about what each student should do in the activities.	· · · · · · · · · · · · · · · · · · ·		
or moments that cause them distress, stress, anxiety, or discomfort in their daily life. 11. The homework I assign in class tries to be simple and manageable for the students. 12. I start the class by asking how my students feel or what types of activities they have done or enjoy. 13. I break the ice at the beginning of my classes by sharing some information about my activities, tastes, and personal experiences before starting class. 14. I make a daily assessment of the group's mood before starting the class. 15. I begin with activities that include movement, stretching, companionship, competition, and motivation among the students during the first 5 minutes. 16. I implement activities that go from less challenging to more challenging throughout the class. 17. I maintain eye contact with all my students without intimidating them. 18. I try to ensure that all students participate equally (those on the sides, in front, passive, active, and in the center of the classroom). 19. I use a kind and friendly tone of voice. 20. I am clear and firm in my decisions and responses toward students without hurting their feelings. 21. I implement team work and pair work in a varied manner during the same class. 22. I respect students' comments without mocking their opinions. 23. I thank students for their participation when I request it and they provide it. 24. I acknowledge students' correct contributions with kind phrases or gestures. 25. I give clear instructions about what each student should do in the activities.			
anxiety, or discomfort in their daily life. 11. The homework I assign in class tries to be simple and manageable for the students. 12. I start the class by asking how my students feel or what types of activities they have done or enjoy. 13. I break the ice at the beginning of my classes by sharing some information about my activities, tastes, and personal experiences before starting class. 14. I make a daily assessment of the group's mood before starting the class. 15. I begin with activities that include movement, stretching, companionship, competition, and motivation among the students during the first 5 minutes. 16. I implement activities that go from less challenging to more challenging throughout the class. 17. I maintain eye contact with all my students without intimidating them. 18. I try to ensure that all students participate equally (those on the sides, in front, passive, active, and in the center of the classroom). 19. I use a kind and friendly tone of voice. 20. I am clear and firm in my decisions and responses toward students without hurting their feelings. 21. I implement team work and pair work in a varied manner during the same class. 22. I respect students' comments without mocking their opinions. 23. I thank students for their participation when I request it and they provide it. 24. I acknowledge students' correct contributions with kind phrases or gestures. 25. I give clear instructions about what each student should do in the activities.			
11. The homework I assign in class tries to be simple and manageable for the students. 12. I start the class by asking how my students feel or what types of activities they have done or enjoy. 13. I break the ice at the beginning of my classes by sharing some information about my activities, tastes, and personal experiences before starting class. 14. I make a daily assessment of the group's mood before starting the class. 15. I begin with activities that include movement, stretching, companionship, competition, and motivation among the students during the first 5 minutes. 16. I implement activities that go from less challenging to more challenging throughout the class. 17. I maintain eye contact with all my students without intimidating them. 18. I try to ensure that all students participate equally (those on the sides, in front, passive, active, and in the center of the classroom). 19. I use a kind and friendly tone of voice. 20. I am clear and firm in my decisions and responses toward students without hurting their feelings. 21. I implement team work and pair work in a varied manner during the same class. 22. I respect students' comments without mocking their opinions. 23. I thank students for their participation when I request it and they provide it. 24. I acknowledge students' correct contributions with kind phrases or gestures. 25. I give clear instructions about what each student should do in the activities.			
simple and manageable for the students. 12. I start the class by asking how my students feel or what types of activities they have done or enjoy. 13. I break the ice at the beginning of my classes by sharing some information about my activities, tastes, and personal experiences before starting class. 14. I make a daily assessment of the group's mood before starting the class. 15. I begin with activities that include movement, stretching, companionship, competition, and motivation among the students during the first 5 minutes. 16. I implement activities that go from less challenging to more challenging throughout the class. 17. I maintain eye contact with all my students without intimidating them. 18. I try to ensure that all students participate equally (those on the sides, in front, passive, active, and in the center of the classroom). 19. I use a kind and friendly tone of voice. 20. I am clear and firm in my decisions and responses toward students without hurting their feelings. 21. I implement team work and pair work in a varied manner during the same class. 22. I respect students' comments without mocking their opinions. 23. I thank students for their participation when I request it and they provide it. 24. I acknowledge students' correct contributions with kind phrases or gestures. 25. I give clear instructions about what each student should do in the activities.			
12. I start the class by asking how my students feel or what types of activities they have done or enjoy. 13. I break the ice at the beginning of my classes by sharing some information about my activities, tastes, and personal experiences before starting class. 14. I make a daily assessment of the group's mood before starting the class. 15. I begin with activities that include movement, stretching, companionship, competition, and motivation among the students during the first 5 minutes. 16. I implement activities that go from less challenging to more challenging throughout the class. 17. I maintain eye contact with all my students without intimidating them. 18. I try to ensure that all students participate equally (those on the sides, in front, passive, active, and in the center of the classroom). 19. I use a kind and friendly tone of voice. 20. I am clear and firm in my decisions and responses toward students without hurting their feelings. 21. I implement team work and pair work in a varied manner during the same class. 22. I respect students' comments without mocking their opinions. 23. I thank students for their participation when I request it and they provide it. 24. I acknowledge students' correct contributions with kind phrases or gestures. 25. I give clear instructions about what each student should do in the activities.	_		
my students feel or what types of activities they have done or enjoy. 13. I break the ice at the beginning of my classes by sharing some information about my activities, tastes, and personal experiences before starting class. 14. I make a daily assessment of the group's mood before starting the class. 15. I begin with activities that include movement, stretching, companionship, competition, and motivation among the students during the first 5 minutes. 16. I implement activities that go from less challenging to more challenging throughout the class. 17. I maintain eye contact with all my students without intimidating them. 18. I try to ensure that all students participate equally (those on the sides, in front, passive, active, and in the center of the classroom). 19. I use a kind and friendly tone of voice. 20. I am clear and firm in my decisions and responses toward students without hurting their feelings. 21. I implement team work and pair work in a varied manner during the same class. 22. I respect students' comments without mocking their opinions. 23. I thank students for their participation when I request it and they provide it. 24. I acknowledge students' correct contributions with kind phrases or gestures. 25. I give clear instructions about what each student should do in the activities.	simple and manageable for the students.		
activities they have done or enjoy. 13. I break the ice at the beginning of my classes by sharing some information about my activities, tastes, and personal experiences before starting class. 14. I make a daily assessment of the group's mood before starting the class. 15. I begin with activities that include movement, stretching, companionship, competition, and motivation among the students during the first 5 minutes. 16. I implement activities that go from less challenging to more challenging throughout the class. 17. I maintain eye contact with all my students without intimidating them. 18. I try to ensure that all students participate equally (those on the sides, in front, passive, active, and in the center of the classroom). 19. I use a kind and friendly tone of voice. 20. I am clear and firm in my decisions and responses toward students without hurting their feelings. 21. I implement team work and pair work in a varied manner during the same class. 22. I respect students' comments without mocking their opinions. 23. I thank students for their participation when I request it and they provide it. 24. I acknowledge students' correct contributions with kind phrases or gestures. 25. I give clear instructions about what each student should do in the activities.	12. I start the class by asking how		
13. I break the ice at the beginning of my classes by sharing some information about my activities, tastes, and personal experiences before starting class. 14. I make a daily assessment of the group's mood before starting the class. 15. I begin with activities that include movement, stretching, companionship, competition, and motivation among the students during the first 5 minutes. 16. I implement activities that go from less challenging to more challenging throughout the class. 17. I maintain eye contact with all my students without intimidating them. 18. I try to ensure that all students participate equally (those on the sides, in front, passive, active, and in the center of the classroom). 19. I use a kind and friendly tone of voice. 20. I am clear and firm in my decisions and responses toward students without thurting their feelings. 21. I implement team work and pair work in a varied manner during the same class. 22. I respect students' comments without mocking their opinions. 23. I thank students for their participation when I request it and they provide it. 24. I acknowledge students' correct contributions with kind phrases or gestures. 25. I give clear instructions about what each student should do in the activities.			
my classes by sharing some information about my activities, tastes, and personal experiences before starting class. 14. I make a daily assessment of the group's mood before starting the class. 15. I begin with activities that include movement, stretching, companionship, competition, and motivation among the students during the first 5 minutes. 16. I implement activities that go from less challenging to more challenging throughout the class. 17. I maintain eye contact with all my students without intimidating them. 18. I try to ensure that all students participate equally (those on the sides, in front, passive, active, and in the center of the classroom). 19. I use a kind and friendly tone of voice. 20. I am clear and firm in my decisions and responses toward students without hurting their feelings. 21. I implement team work and pair work in a varied manner during the same class. 22. I respect students' comments without mocking their opinions. 23. I thank students for their participation when I request it and they provide it. 24. I acknowledge students' correct contributions with kind phrases or gestures. 25. I give clear instructions about what each student should do in the activities.	activities they have done or enjoy.		
about my activities, tastes, and personal experiences before starting class. 14. I make a daily assessment of the group's mood before starting the class. 15. I begin with activities that include movement, stretching, companionship, competition, and motivation among the students during the first 5 minutes. 16. I implement activities that go from less challenging to more challenging throughout the class. 17. I maintain eye contact with all my students without intimidating them. 18. I try to ensure that all students participate equally (those on the sides, in front, passive, active, and in the center of the classroom). 19. I use a kind and friendly tone of voice. 20. I am clear and firm in my decisions and responses toward students without hurting their feelings. 21. I implement team work and pair work in a varied manner during the same class. 22. I respect students' comments without mocking their opinions. 23. I thank students for their participation when I request it and they provide it. 24. I acknowledge students' correct contributions with kind phrases or gestures. 25. I give clear instructions about what each student should do in the activities.	13. I break the ice at the beginning of		
experiences before starting class. 14. I make a daily assessment of the group's mood before starting the class. 15. I begin with activities that include movement, stretching, companionship, competition, and motivation among the students during the first 5 minutes. 16. I implement activities that go from less challenging to more challenging throughout the class. 17. I maintain eye contact with all my students without intimidating them. 18. I try to ensure that all students participate equally (those on the sides, in front, passive, active, and in the center of the classroom). 19. I use a kind and friendly tone of voice. 20. I am clear and firm in my decisions and responses toward students without hurting their feelings. 21. I implement team work and pair work in a varied manner during the same class. 22. I respect students' comments without mocking their opinions. 23. I thank students for their participation when I request it and they provide it. 24. I acknowledge students' correct contributions with kind phrases or gestures. 25. I give clear instructions about what each student should do in the activities.			
14. I make a daily assessment of the group's mood before starting the class. 15. I begin with activities that include movement, stretching, companionship, competition, and motivation among the students during the first 5 minutes. 16. I implement activities that go from less challenging to more challenging throughout the class. 17. I maintain eye contact with all my students without intimidating them. 18. I try to ensure that all students participate equally (those on the sides, in front, passive, active, and in the center of the classroom). 19. I use a kind and friendly tone of voice. 20. I am clear and firm in my decisions and responses toward students without hurting their feelings. 21. I implement team work and pair work in a varied manner during the same class. 22. I respect students' comments without mocking their opinions. 23. I thank students for their participation when I request it and they provide it. 24. I acknowledge students' correct contributions with kind phrases or gestures. 25. I give clear instructions about what each student should do in the activities.			
group's mood before starting the class. 15. I begin with activities that include movement, stretching, companionship, competition, and motivation among the students during the first 5 minutes. 16. I implement activities that go from less challenging to more challenging throughout the class. 17. I maintain eye contact with all my students without intimidating them. 18. I try to ensure that all students participate equally (those on the sides, in front, passive, active, and in the center of the classroom). 19. I use a kind and friendly tone of voice. 20. I am clear and firm in my decisions and responses toward students without hurting their feelings. 21. I implement team work and pair work in a varied manner during the same class. 22. I respect students' comments without mocking their opinions. 23. I thank students for their participation when I request it and they provide it. 24. I acknowledge students' correct contributions with kind phrases or gestures. 25. I give clear instructions about what each student should do in the activities.	experiences before starting class.		
15. I begin with activities that include movement, stretching, companionship, competition, and motivation among the students during the first 5 minutes. 16. I implement activities that go from less challenging to more challenging throughout the class. 17. I maintain eye contact with all my students without intimidating them. 18. I try to ensure that all students participate equally (those on the sides, in front, passive, active, and in the center of the classroom). 19. I use a kind and friendly tone of voice. 20. I am clear and firm in my decisions and responses toward students without hurting their feelings. 21. I implement team work and pair work in a varied manner during the same class. 22. I respect students' comments without mocking their opinions. 23. I thank students for their participation when I request it and they provide it. 24. I acknowledge students' correct contributions with kind phrases or gestures. 25. I give clear instructions about what each student should do in the activities. 26. I review instructions so that all students	· · · · · · · · · · · · · · · · · · ·		
movement, stretching, companionship, competition, and motivation among the students during the first 5 minutes. 16.1 implement activities that go from less challenging to more challenging throughout the class. 17.1 maintain eye contact with all my students without intimidating them. 18.1 try to ensure that all students participate equally (those on the sides, in front, passive, active, and in the center of the classroom). 19.1 use a kind and friendly tone of voice. 20.1 am clear and firm in my decisions and responses toward students without hurting their feelings. 21.1 implement team work and pair work in a varied manner during the same class. 22.1 respect students' comments without mocking their opinions. 23.1 thank students for their participation when I request it and they provide it. 24.1 acknowledge students' correct contributions with kind phrases or gestures. 25.1 give clear instructions about what each student should do in the activities.	group's mood before starting the class.		
competition, and motivation among the students during the first 5 minutes. 16. I implement activities that go from less challenging to more challenging throughout the class. 17. I maintain eye contact with all my students without intimidating them. 18. I try to ensure that all students participate equally (those on the sides, in front, passive, active, and in the center of the classroom). 19. I use a kind and friendly tone of voice. 20. I am clear and firm in my decisions and responses toward students without hurting their feelings. 21. I implement team work and pair work in a varied manner during the same class. 22. I respect students' comments without mocking their opinions. 23. I thank students for their participation when I request it and they provide it. 24. I acknowledge students' correct contributions with kind phrases or gestures. 25. I give clear instructions about what each student should do in the activities.	15. I begin with activities that include		
students during the first 5 minutes. 16. I implement activities that go from less challenging to more challenging throughout the class. 17. I maintain eye contact with all my students without intimidating them. 18. I try to ensure that all students participate equally (those on the sides, in front, passive, active, and in the center of the classroom). 19. I use a kind and friendly tone of voice. 20. I am clear and firm in my decisions and responses toward students without hurting their feelings. 21. I implement team work and pair work in a varied manner during the same class. 22. I respect students' comments without mocking their opinions. 23. I thank students for their participation when I request it and they provide it. 24. I acknowledge students' correct contributions with kind phrases or gestures. 25. I give clear instructions about what each student should do in the activities.			
16. I implement activities that go from less challenging to more challenging throughout the class. 17. I maintain eye contact with all my students without intimidating them. 18. I try to ensure that all students participate equally (those on the sides, in front, passive, active, and in the center of the classroom). 19. I use a kind and friendly tone of voice. 20. I am clear and firm in my decisions and responses toward students without hurting their feelings. 21. I implement team work and pair work in a varied manner during the same class. 22. I respect students' comments without mocking their opinions. 23. I thank students for their participation when I request it and they provide it. 24. I acknowledge students' correct contributions with kind phrases or gestures. 25. I give clear instructions about what each student should do in the activities.			
from less challenging to more challenging throughout the class. 17. I maintain eye contact with all my students without intimidating them. 18. I try to ensure that all students participate equally (those on the sides, in front, passive, active, and in the center of the classroom). 19. I use a kind and friendly tone of voice. 20. I am clear and firm in my decisions and responses toward students without hurting their feelings. 21. I implement team work and pair work in a varied manner during the same class. 22. I respect students' comments without mocking their opinions. 23. I thank students for their participation when I request it and they provide it. 24. I acknowledge students' correct contributions with kind phrases or gestures. 25. I give clear instructions about what each student should do in the activities.	students during the first 5 minutes.		
challenging throughout the class. 17. I maintain eye contact with all my students without intimidating them. 18. I try to ensure that all students participate equally (those on the sides, in front, passive, active, and in the center of the classroom). 19. I use a kind and friendly tone of voice. 20. I am clear and firm in my decisions and responses toward students without hurting their feelings. 21. I implement team work and pair work in a varied manner during the same class. 22. I respect students' comments without mocking their opinions. 23. I thank students for their participation when I request it and they provide it. 24. I acknowledge students' correct contributions with kind phrases or gestures. 25. I give clear instructions about what each student should do in the activities.			
17. I maintain eye contact with all my students without intimidating them. 18. I try to ensure that all students participate equally (those on the sides, in front, passive, active, and in the center of the classroom). 19. I use a kind and friendly tone of voice. 20. I am clear and firm in my decisions and responses toward students without hurting their feelings. 21. I implement team work and pair work in a varied manner during the same class. 22. I respect students' comments without mocking their opinions. 23. I thank students for their participation when I request it and they provide it. 24. I acknowledge students' correct contributions with kind phrases or gestures. 25. I give clear instructions about what each student should do in the activities.			
students without intimidating them. 18. I try to ensure that all students participate equally (those on the sides, in front, passive, active, and in the center of the classroom). 19. I use a kind and friendly tone of voice. 20. I am clear and firm in my decisions and responses toward students without hurting their feelings. 21. I implement team work and pair work in a varied manner during the same class. 22. I respect students' comments without mocking their opinions. 23. I thank students for their participation when I request it and they provide it. 24. I acknowledge students' correct contributions with kind phrases or gestures. 25. I give clear instructions about what each student should do in the activities. 26. I review instructions so that all students	challenging throughout the class.		
18. I try to ensure that all students participate equally (those on the sides, in front, passive, active, and in the center of the classroom). 19. I use a kind and friendly tone of voice. 20. I am clear and firm in my decisions and responses toward students without hurting their feelings. 21. I implement team work and pair work in a varied manner during the same class. 22. I respect students' comments without mocking their opinions. 23. I thank students for their participation when I request it and they provide it. 24. I acknowledge students' correct contributions with kind phrases or gestures. 25. I give clear instructions about what each student should do in the activities. 26. I review instructions so that all students			
equally (those on the sides, in front, passive, active, and in the center of the classroom). 19. I use a kind and friendly tone of voice. 20. I am clear and firm in my decisions and responses toward students without hurting their feelings. 21. I implement team work and pair work in a varied manner during the same class. 22. I respect students' comments without mocking their opinions. 23. I thank students for their participation when I request it and they provide it. 24. I acknowledge students' correct contributions with kind phrases or gestures. 25. I give clear instructions about what each student should do in the activities. 26. I review instructions so that all students	students without intimidating them.		
active, and in the center of the classroom). 19. I use a kind and friendly tone of voice. 20. I am clear and firm in my decisions and responses toward students without hurting their feelings. 21. I implement team work and pair work in a varied manner during the same class. 22. I respect students' comments without mocking their opinions. 23. I thank students for their participation when I request it and they provide it. 24. I acknowledge students' correct contributions with kind phrases or gestures. 25. I give clear instructions about what each student should do in the activities. 26. I review instructions so that all students	18. I try to ensure that all students participate		
19. I use a kind and friendly tone of voice. 20. I am clear and firm in my decisions and responses toward students without hurting their feelings. 21. I implement team work and pair work in a varied manner during the same class. 22. I respect students' comments without mocking their opinions. 23. I thank students for their participation when I request it and they provide it. 24. I acknowledge students' correct contributions with kind phrases or gestures. 25. I give clear instructions about what each student should do in the activities. 26. I review instructions so that all students			
20. I am clear and firm in my decisions and responses toward students without hurting their feelings. 21. I implement team work and pair work in a varied manner during the same class. 22. I respect students' comments without mocking their opinions. 23. I thank students for their participation when I request it and they provide it. 24. I acknowledge students' correct contributions with kind phrases or gestures. 25. I give clear instructions about what each student should do in the activities. 26. I review instructions so that all students	active, and in the center of the classroom).		
and responses toward students without hurting their feelings. 21. I implement team work and pair work in a varied manner during the same class. 22. I respect students' comments without mocking their opinions. 23. I thank students for their participation when I request it and they provide it. 24. I acknowledge students' correct contributions with kind phrases or gestures. 25. I give clear instructions about what each student should do in the activities. 26. I review instructions so that all students	19. I use a kind and friendly tone of voice.		
and responses toward students without hurting their feelings. 21. I implement team work and pair work in a varied manner during the same class. 22. I respect students' comments without mocking their opinions. 23. I thank students for their participation when I request it and they provide it. 24. I acknowledge students' correct contributions with kind phrases or gestures. 25. I give clear instructions about what each student should do in the activities. 26. I review instructions so that all students	20. I am clear and firm in my decisions		
21. I implement team work and pair work in a varied manner during the same class. 22. I respect students' comments without mocking their opinions. 23. I thank students for their participation when I request it and they provide it. 24. I acknowledge students' correct contributions with kind phrases or gestures. 25. I give clear instructions about what each student should do in the activities. 26. I review instructions so that all students	the state of the s		
in a varied manner during the same class. 22. I respect students' comments without mocking their opinions. 23. I thank students for their participation when I request it and they provide it. 24. I acknowledge students' correct contributions with kind phrases or gestures. 25. I give clear instructions about what each student should do in the activities. 26. I review instructions so that all students	without hurting their feelings.		
22. I respect students' comments without mocking their opinions. 23. I thank students for their participation when I request it and they provide it. 24. I acknowledge students' correct contributions with kind phrases or gestures. 25. I give clear instructions about what each student should do in the activities. 26. I review instructions so that all students	21. I implement team work and pair work		
without mocking their opinions. 23. I thank students for their participation when I request it and they provide it. 24. I acknowledge students' correct contributions with kind phrases or gestures. 25. I give clear instructions about what each student should do in the activities. 26. I review instructions so that all students			
without mocking their opinions. 23. I thank students for their participation when I request it and they provide it. 24. I acknowledge students' correct contributions with kind phrases or gestures. 25. I give clear instructions about what each student should do in the activities. 26. I review instructions so that all students	22. I respect students' comments		
23. I thank students for their participation when I request it and they provide it. 24. I acknowledge students' correct contributions with kind phrases or gestures. 25. I give clear instructions about what each student should do in the activities. 26. I review instructions so that all students	· · · · · · · · · · · · · · · · · · ·		
when I request it and they provide it. 24. I acknowledge students' correct contributions with kind phrases or gestures. 25. I give clear instructions about what each student should do in the activities. 26. I review instructions so that all students			
24. I acknowledge students' correct contributions with kind phrases or gestures. 25. I give clear instructions about what each student should do in the activities. 26. I review instructions so that all students	· · · · · · · · · · · · · · · · · · ·		
25. I give clear instructions about what each student should do in the activities. 26. I review instructions so that all students			
25. I give clear instructions about what each student should do in the activities. 26. I review instructions so that all students			
each student should do in the activities. 26. I review instructions so that all students			
26. I review instructions so that all students			
	each student should do in the activities.		
know what each activity is about.			
	know what each activity is about.		
	know what each activity is about.		

27. I summarize the class so that everyone reviews any concept, structure, or vocabulary they did not grasp during the lesson.		
28. I implement activities where students recognize the skills and talents of their classmates.		
29. I implement activities where students recall memorable moments, places, or activities.		
30. I repeat dynamics and educational games that the group enjoys.		
31. I implement activities where all students can participate, regardless of their condition, race, color, preference, disability, gender, religion, belief, etc. Implemento actividades donde todos los estudiantes puedan participar, no importando su condición, raza, color, preferencia, incapacidad, género, religión, creencia, etc.		
32. I try not to make racist or discriminatory comments toward the students.Trato de no hacer comentarios racistas o discriminatorios hacia los estudiantes.		
33. I celebrate students' achievements in a credible way.		
34. I design attractive materials that do not promote any type of discrimination and therefore include a variety of topics and possibilities: size of materials for visually impaired students, colorful for visual learners, varied considering cultural, religious diversity, etc.		
35. I avoid sarcastic comments: both mine and among students.		
36. I build an environment of interaction and acceptance among students and toward the teacher.		

REFERENCES

Ashworth, A. (2020). *How to engage fully in life*. Retrieved June 11th, 2025, from: https://www.roadtogrowthcounseling.com/how-to-engage-fully-in-your-life/

Brandburn, N. (1969). *The Structure of Psychological Wellbeing*. Retrieved June 11th, 2025, from: https://www.norc.org/content/dam/norc-org/pdfs/BradburnN_Struc_Psych_Well_Being.pdf

De la Luz, D. (2020). Una nueva balanza e identidad en la formación de docente de idiomas: propuesta para reducción de estrés y ansiedad, incremento de bienestar e inclusión de emociones en el aula. En Roriguez, V. y Scartascini, G. (2020). México en el mundo: Identidad. Inclusión. Interculturalidad. Universidad de Guadalajara, México.

Diener, E. (2009). *Subjective Well-Being*. Retrieved June 11th, 2025, from: https://doi.org/10.1177/00812463090390

Gallup, M. (1976). *Human Needs and Satisfaction*. Retrieved June 11th, 2025, from: https://academic.oup.com/pog/article-abstract/40/4/459/1872209?redirectedFrom=PDF

Geffen, M. (2023). The Science of Happiness and Well-Being: "Unlocking the Power of Resilience for Optimal Joy and Health". Retrieved June 11th, 2025, from: https://Science-Happiness-Well-Being-Unlocking-Resilience-ebook/dp/B0BZB2VQVY

Johnson, A. (2025). Seven Lesson from Yale's Happiness Course. Retrieved June 11th, 2025, from: https://www.acuitymag.com/people/seven-lessons-from-yales-The-Science-of-well-Being-course/

Lindhard, T. (2017). Experiencing Peace Through Heart-Based Meditation on The Self. Retrieved June 11th, 2025, from: https://www.researchgate.net/publication/316490552_Experiencing_Peace_Through_Heart-Based_Meditation_on_The_Self

Sellingman, M. (2000). *Positive Psychology: an introduction*. Retrieved June 11th, 2025, from: https://www.researchgate.net/publication/11946304_Positive_Psychology_An_Introduction

Shin, J. and Steger, M. (2014). *Promoting Meaning and Purpose in Life*. Retrieved June 11th, 2025, from: https://www.researchgate.net/publication/277692354_Promoting_Meaning_and_Purpose_in_Life

UDG (2025). *Numeralia Institucional UDG*. Retrieved June 11th, 2025, from: https://cgpe.udg.mx/sites/default/files/Numeralia/30%20de%20abril%202025.pdf

UNESCO (2025). Teacher wellbeing and the shaping of teacher shortages in crisis-affected contexts. Retrieved June 11th, 2025, from: https://teachertaskforce.org/sites/default/files/2025-01/TTF_Teacher%20wellbeing%20and%20the%20shaping%20of%20 teacher%20shortages%20in%20crisis-affected%20contexts_Jan25.pdf

Villanueva, A. (2020). What makes you happy. Sellingman, father of Positive Psychology. Retrieved June 11th, 2025, from: https://conecta.tec.mx/en/news/national/health/whatmakes-you-happy-martin-seligman-father-positive-psychology



CHAPTER 6

TEACHING OF ERHUA, NEUTRAL TONE, AND TONE SANDHI IN CHINESE WITH SPECIFIC EXAMPLES

Fengfei Wang ORCID: 0009-0007-7220-8133

Felipe Gil Muñoz Huerta

Guadalupe Huerta Arizmendi
Universidad Veracruzana

ABSTRACT: Learning Chinese as a foreign language demands not only mastering the written characters but also acquiring a deep understanding of its unique phonetic features. Among these, three critical phenomena—erhua (retroflex suffixation), the neutral tone, and tone sandhi — play a pivotal role in the accuracy of pronunciation and fluency of verbal expression. These phonological characteristics are fundamental for effective spoken communication and provide insight into the cultural and social nuances inherent in the Chinese language. Understanding and correctly applying these features can significantly enhance comprehension and interaction in various communicative contexts. Furthermore, these phonetic phenomena embody rich linguistic traditions that reflect regional dialectical variations and historical language development. Moreover, in the field of Chinese language education, it is imperative to develop instructional strategies that balance theoretical knowledge with practical application. Effective pedagogy should aim not only at transmitting linguistic concepts but also at developing students' auditory discrimination, pronunciation skills, and a professional attitude towards language use. This article explores these three phonetic phenomena from both linguistic and educational perspectives, reviewing relevant research and identifying challenges faced by learners. Based on this examination, a comprehensive teaching method is proposed that integrates theoretical understanding with hands-on practice through interactive activities and real-life language use scenarios. This approach seeks to facilitate a holistic learning experience, ultimately supporting the comprehensive development of students as proficient and confident speakers of Chinese, well-prepared for professional and intercultural communication.

KEYWORDS: Learning, Chinese, language, phonetics,

INTRODUCTION

Learning Chinese as a foreign language requires a deep understanding of its phonetic features. Among these, three phenomena directly impact pronunciation accuracy and fluency of expression: *erhua* (retroflex suffixation), the neutral tone, and tone sandhi. These phonological features are not only essential for effective spoken communication but also reflect the cultural and social characteristics of the Chinese language (Chen, 2000¹). Moreover, in the context of Chinese language instruction, it is crucial to design effective teaching strategies that not only convey theoretical knowledge but also enhance students' practical abilities and foster a professional attitude. This article examines the above-mentioned phonetic phenomena from both linguistic and pedagogical perspectives and proposes a method that integrates theory and practice in the teaching process to support the comprehensive development of future professionals.

Erhua Phenomenon (Erhua Sound)

Erhua is a typical phonetic phenomenon in Mandarin Chinese, especially common in the Beijing dialect and in the northern regions of China. It is characterized by the addition of the suffix "-r" (er) at the end of a syllable, which alters the pronunciation of the word and, in some cases, affects its meaning or tone (Duanmu, 2007²). This phenomenon is significant in Chinese language learning because it may impact learners' listening comprehension and spoken expression. For example:

- 花 ($hu\bar{a}$) \rightarrow 花儿 ($hu\bar{a}r$): means "flower," with a more colloquial and affectionate tone.
- L 桌子 (zhuōzi) → 桌儿 (zhuōr): a colloquial way to say "table."

TEACHING STRATEGIES

To facilitate students' learning of *erhua*, the following teaching strategies are recommended:

 Introduce the phonetic phenomenon through authentic listening materials: Use recordings of native speakers to help students recognize the phonological changes brought about by erhua in real communicative contexts.

¹ Chen, M. (2000). Tone Sandhi: Patterns across Chinese Dialects. Cambridge University Press. Este es el estudio fundamental sobre los patrones de cambios tonales en diversos dialectos chinos ² Chen, M. (2000). Tone Sandhi: Patterns across Chinese Dialects. Cambridge University Press. Este es el estudio fundamental sobre los patrones de cambios tonales en diversos dialectos chinos

- Conduct repetitive imitation and guided practice: Have students practice
 pairs of words with and without erhua to help them feel the pronunciation
 differences.
- 3. Explain the sociocultural background and appropriate usage contexts: Help students understand when it is appropriate to use *erhua* in communication (Lin. 2007³).

These teaching strategies help students develop phonetic skills, improve listening discrimination, and understand the sociocultural norms of Chinese, enabling them to use the language more accurately and appropriately in professional contexts.

Neutral Tone (Qīngshēng)

Neutral tone is a phonological phenomenon in which certain syllables lose their original tone and are pronounced in a weakened, shortened, and pitchless manner. Neutral tones are commonly found in grammatical particles, suffixes, and unstressed syllables in compound words (Yip, 2002⁴). For example:

- 妈妈 (*māma*): the second "ma" is pronounced with a neutral tone.
- 桌子 (zhuōzi): the suffix "zi" is pronounced with a neutral tone.
- 什么 (shénme): the second syllable "me" is pronounced with a neutral tone.

TEACHING STRATEGIES

To help students master the use of the neutral tone, the following teaching strategies are recommended:

- i. **Step-by-step introduction**: Introduce the concept of the neutral tone at the elementary stage with clear and relatable everyday examples to help students understand its usage context.
- ii. **Listening exercises**: Use audio materials containing natural dialogues to train students' perception and recognition of neutral tones.
- iii. **Speaking practice**: Assign repeated oral practice with sentences containing neutral tones, providing immediate feedback to correct pronunciation errors. **iv. Contrastive Practice**: Present the differences in pronunciation and
- meaning between full tones and neutral tones to help students understand how tonal changes affect semantics (Po-Ching Yip & Rimmington, 2011⁵). These activities help enhance students' listening discrimination and the accuracy of spoken expression, laying a solid foundation for fluent and natural communication in Chinese.

³ Lin, Y.H. (2007). The Sounds of Chinese. Cambridge University Press.

⁴ Yip, P.-C. (2002). Tone. Cambridge University Press.

⁵ Yip, P.-C., & Rimmington, D. (2011). The sounds of Chinese. Cambridge University Press.

Tone Sandhi Phenomenon (Biàndiào)

Tone sandhi refers to the changes in tone that occur in specific tonal combinations, with the most common case in Mandarin being the sandhi of the third tone (low-dipping tone). These changes play an important role in achieving natural pronunciation and accurate semantic understanding (Chen, 2000).

The most common tone sandhi rules include:

i. Third Tone + Third Tone (T3 + T3) Sandhi:

When two third tones occur consecutively, the first syllable changes to a second tone, while the second syllable remains a third tone.

- I 你好 (nǐ hǎo) → ní hǎo
- 很好 (hěn hǎo) → hén hǎo

ii. Tone Sandhi of "-" (yī):

- a. If followed by a fourth-tone syllable, "-" changes to the second tone ($y\hat{i}$).
- 一次 (yí cì), where "次" is in the fourth tone.
 - b. If followed by a syllable in the first, second, or third tone, "—" changes to the fourth tone (*yi*).
- 一条鱼 (vì tiáo yú), where "条" is in the second tone.

iii. Tone Sandhi of "不" (bù):

When "不" precedes a fourth-tone syllable, it changes to the second tone $(b\acute{u})$.

■ 不对 (bú duì), 不是 (bú shì)

These tone sandhi phenomena are not only crucial for producing natural speech flow but also reflect the complexity and regularity of the Chinese tonal system.

TEACHING STRATEGIES

To help students understand and apply tone sandhi rules, the following instructional methods are recommended:

1. Clear explanations with visual and auditory examples, emphasizing common tone sandhi patterns and general rules.

⁶ Chen, M. Y. (2000). Tone Sandhi: Patterns across Chinese dialects. Cambridge University Press.

- **2. Segmental practice and repetitive drills**, allowing students to distinguish between syllable combinations with and without tone sandhi.
- **3. Listening discrimination activities**, such as identifying tone sandhi in dialogues or songs.
- **4. Speaking games and interactive activities** to reinforce students' accurate use of tone sandhi in natural communication (Duanmu, 2007⁷).

These methods promote the development of phonetic skills and foster students' positive attitudes toward tonal accuracy, which is crucial for achieving professional-level Chinese proficiency.

Integration of Skills and Development of Professional Competence

Mastering *erhua*, the neutral tone, and tone sandhi not only enhances pronunciation and comprehension in Mandarin, but also lays the foundation for effective and precise communication in professional settings.

THEORETICAL KNOWLEDGE DEVELOPMENT

To solidify theoretical knowledge, students should understand:

- The phonetic and cultural attributes of these phonological phenomena (Wang & Smith, 1997⁸).
- I The corresponding rules and their exceptions.
- I The importance of context and register in language use.

Implementation methods include:

- Lectures supported by multimedia materials.
- Analysis and reflective exercises using authentic materials.
- Critical discussion and comparison of various dialects and communicative contexts.

SKILLS AND COMPETENCE DEVELOPMENT

Practical skills include:

- Fine auditory discrimination to distinguish tones and tonal variants.
- Accurate and natural spoken expression, with flexible application of learned phonetic features.
- The ability to adjust language style according to communicative context.

Duanmu, S. (2007). The phonology of Standard Chinese (2nd ed.). Oxford University Press.

⁸ Wang, L., & Smith, J. (1997). Chinese pronunciation and phonology: A pedagogical approach. Beijing Language and Culture University Press.

SPECIFIC METHODS

- Active listening training and repeated imitation
- Role-playing and professional simulations
- Ongoing feedback and self-assessment through recordings

CULTIVATING A PROFESSIONAL ATTITUDE

Developing a positive learning attitude involves:

- Respecting the linguistic and cultural diversity of the Chinese language
- Recognizing the importance of phonetic accuracy for effective communication
- Maintaining an open mindset, being receptive to correction, and embracing lifelong learning

These integrated competencies ensure that students are not merely memorizing rules mechanically, but truly becoming professional and communicatively competent users of Chinese.

Conclusion and Teaching Recommendations

The learning of *erhua*, neutral tone, and tone sandhi is a vital component of language literacy for professional learners of Chinese. Although these features may sometimes be considered phonetic nuances, they are in fact key indicators of advanced language proficiency, cultural sensitivity, and communicative competence.

In teaching, it is not enough to simply explain phonetic rules; effective instruction must integrate theory and practice to enhance students' phonological awareness and their application in real-world contexts. Moreover, attitudes and values should also be emphasized, including cultural openness, attention to detail, respect for linguistic variation, and the willingness to continuously improve.

Specific recommendations include

- Incorporate active listening with authentic materials from the beginner level
- Design context-based speaking practices such as dialogues, descriptions, and professional tasks
- Provide standard pronunciation models and continuous feedback
- Utilize educational technology (tone apps, recordings, pronunciation software) to support autonomous learning

Assess not only rule memorization but also the correct application in reallife contexts

A teaching approach that combines phonological understanding, systematic practice, and the development of a professional attitude will enable students to not only pronounce accurately but also communicate effectively in multicultural and professional environments.

CLASSROOM IMPLEMENTATION

- 1. Warm-up (5 minutes)
- I Greetings and introductions
- **Greet students in Chinese**, using "你们好吗?" ("How are you?"), and encourage them to respond simply. **Display the PPT and play the accompanying audio text.**
 - Students listen to the recording while reviewing pinyin and tones. This enhances learning effectiveness by stimulating both auditory and visual perception.

- Interactive Q&A

- Use contrastive analysis to guide students in identifying differences between *erhua*, neutral tone, and tone sandhi versus their usual pronunciation, naturally leading into today's topic.
- Ask: "Did you notice anything different about the pronunciation of these words compared to what we've learned before?"

Guided Exploration (20 minutes)

(1) Learning Erhua (10 minutes)

I PPT Presentation and Interaction

- Use PPT slides and audio recordings, combined with contrastive analysis, auditory and visual comprehension, and spaced repetition to enhance learning.
- Clearly define *erhua* and provide detailed explanations of its pronunciation rules, functions, and usage norms.

I Interactive Correction

During practice, the teacher promptly corrects students' pronunciation and usage errors through systematic drills, reinforcing what was learned.

(2) Learning the Neutral Tone (5 minutes)

I PPT, Audio, and Imitation

Present slides, play audio, and have students identify the phonetic patterns. Explain the definition, pronunciation features, and structural function of the neutral tone. Then guide students through pronunciation imitation, using contrastive analysis, auditory-visual aids, spaced repetition, and affective strategies.

(3) Tone Sandhi (5 minutes)

I Gesture-Based Teaching and Visual Aids

- The teacher briefly introduces the concept of tone sandhi, focusing on the most common patterns:
 - Third tone sandhi
 - Tone change of "—" (yī)
 - Tone change of "不" (bù)
- Combine contrastive analysis, auditory and visual integration, spaced repetition, and contextual guidance to help students understand tone sandhi rules and their real-life application, enhancing the overall effectiveness of instruction.
- I Emphasize the rhythm and natural flow of speech during tone sandhi instruction, enabling students not only to pronounce accurately and fluently but also to gain deeper insight into the connection between Chinese phonology and its cultural context.
- **I** Encourage students to illustrate tone contours using gestures (e.g., rising, falling, dipping motions) or head movements to support memory and reinforce intuitive understanding of tonal variations.

Controlled Practice (25 minutes)

I Platform-based Exercises

- Use the PPT to display vocabulary involving erhua, neutral tone, and tone sandhi. Play recordings and have students imitate the teacher's model. Then, students practice additional words on their mobile apps.
- Students use platforms such as Wordwall and the official Putonghua Proficiency Test simulator for self-guided practice.

I Technology Integration and Active Practice

- Use technological tools to combine imitation, gestures, and pronunciation exercises. This multisensory participation reinforces understanding and application of *erhua*, neutral tone, and tone sandhi.
- I Through multimodal learning, students enhance phonetic awareness and expressive abilities, enabling more accurate and natural pronunciation.

Feedback (9 minutes)

I PPT and Audio Files

Review the key points of *erhua*, neutral tone, and tone sandhi using a PPT. This helps reinforce students' understanding and accuracy in applying these phonetic features.

I Wordwall Game

I The teacher provides QR codes linked to interactive activities focused on *erhua*, neutral tone, and tone sandhi. Students scan the code and access the materials on their own, using audio and interactive practice to check their progress at their own pace, enabling personalized learning.

Reinforcement Practice (1 minute)

I Review Test

- A short test is used to consolidate the day's learning and reinforce key concepts.
- **Assign homework to students** to complete exercises on *erhua*, neutral tone, and tone sandhi, in order to assess the classroom learning content. Through contrastive analysis, auditory comprehension, and spaced repetition, provide timely feedback to reinforce long-term memory and help students identify areas for improvement, thus supporting independent consolidation of knowledge.

ASSESSMENT CRITERIA

Assessment Item	Excellent (3–3.5 pts)	Good (2–2.5 pts)	Pass (1–1.5 pts)	Needs Improvement (0-0.5 pts)
Erhua	Accurately recognizes and uses common erhua words; pronunciation is natural, fluent, and contextually appropriate.	Most erhua words are pronounced correctly; expression is generally natural.	Can pronounce some erhua words correctly with prompts.	Incorrect pronunciation or minimal use of <i>erhua</i> words.
Neutral Tone	Accurately identifies the position of the neutral tone; pronunciation is light, natural, and smoothly connected.	Most neutral tones are correct, though some may be slightly forced or lack natural rhythm.	Occasionally pronounces the neutral tone correctly, but pronunciation is unstable.	Unable to identify or pronounce the neutral tone; mispronounces with stress.
Tone Sandhi (including 3rd tone," ", and " ")	Mastery of tone sandhi rules; pronunciation is natural with no significant errors.	Understands tone sandhi rules; minor inaccuracies in some words.	Recognizes some tone sandhi patterns but lacks fluency in application.	Lacks tone sandhi awareness; frequent errors; needs targeted support.

Overall Score Recommendations (Adjustable as needed)

- **9–10 points: Excellent** (Comprehensive phonetic mastery, natural expression)
- **7–8.5 points: Good** (Basic mastery of phonetic phenomena, with occasional minor errors)
- **5–6.5 points: Pass** (Some understanding, but pronunciation use is not yet stable)
- 0-4.5 points: Needs Improvement (Limited understanding, major issues in pronunciation)

CONCLUSION

Teaching Chinese phonetics—erhua, neutral tone, and tone sandhi—can be a challenging yet highly rewarding process when combined with effective teaching methods and modern technological resources. By integrating traditional approaches with innovative tools, educators can create an interactive learning environment that motivates students to improve their pronunciation and overall language comprehension.

This instructional approach not only supports long-term knowledge retention but also provides students with a rich and meaningful learning experience.

With thoughtful planning and the appropriate use of educational tools, students in language centers can build a strong foundation in Chinese phonetics, laying the groundwork for full mastery of the language. The combination of innovative teaching strategies and technological resources presents an excellent opportunity to transform language instruction into a dynamic and efficient experience.

REFERENCES

Chen, M. (2000). Tone Sandhi: Patterns across Chinese Dialects. Cambridge University Press.

Duanmu, S. (2007). The phonology of Standard Chinese (2nd ed.). Oxford University Press.

Lin, Y.H. (2007). The Sounds of Chinese. Cambridge University Press.

Wang, L., & Smith, J. (1997). *Chinese pronunciation and phonology: A pedagogical approach*. Beijing Language and Culture University Press.

Yip, P.-C. (2002). Tone. Cambridge University Press.

Yip, P.-C., & Rimmington, D. (2011). The sounds of Chinese. Cambridge University Press.

CHAPTER 7

HOW TO LEARN GRAMMAR INDUCTIVELY

María Guadalupe Talavera Curiel ORCID: 0000-0001-5828-2395

Alani Belegui Hernández Sánchez

Frika Hernández Andraca

Samantha Malinayi Martínez Hidalgo Universidad De Guadalajara

ABSTRACT: This study explores the challenges faced by Mexican English teachers in implementing inductive grammar teaching methods and examines the impact of such methods on student motivation. Previous research, including Apolonio (2021), indicates that many Mexican English teachers struggle to adopt inductive approaches due to a prevailing reliance on traditional deductive methods learned during their training. This tendency often limits teachers' ability to effectively engage students using inductive strategies. Additionally, teaching methods can significantly influence student motivation, an important factor in language acquisition. To investigate these challenges, a case study was conducted at a public institution in Veracruz, Mexico, involving 16 college students enrolled in online English courses. An inductive approach to grammar instruction was introduced, contrasting with the students' prior experience of largely deductive, passive learning. Findings revealed that students initially found the inductive method unfamiliar, highlighting the need for active engagement to foster comprehension and motivation. Teachers also reported difficulties adapting to and confidently applying the inductive approach in their instruction. The study underscores the necessity of providing English teachers with targeted training on inductive grammar teaching to overcome existing pedagogical constraints. It also emphasizes the importance of fostering student-centered learning environments to enhance motivation and language development. Ultimately, this research advocates for the development of optimized inductive teaching methodologies tailored to the Mexican educational context, aiming to improve both teaching efficacy and student outcomes in English grammar learning.

KEYWORDS: Inductive grammar teaching, english language teaching, teacher challenges, student motivation, active learning.

RESUMEN: Este estudio explora los desafíos que enfrentan los profesores mexicanos de inglés al implementar métodos inductivos para la enseñanza de la gramática y examina el impacto de dichos métodos en la motivación de los estudiantes. Investigaciones previas, incluida la de Apolonio (2021), indican que muchos profesores mexicanos de inglés tienen dificultades para adoptar enfoques inductivos debido a una dependencia predominante de los métodos deductivos tradicionales aprendidos durante su formación. Esta tendencia limita a menudo la capacidad de los docentes para involucrar efectivamente a los estudiantes mediante estrategias inductivas. Además, los métodos de enseñanza pueden influir significativamente en la motivación estudiantil, un factor importante en la adquisición del idioma. Para investigar estos desafíos, se realizó un estudio de caso en una institución pública de Veracruz, México, con la participación de 16 estudiantes universitarios inscritos en cursos de inglés en línea. Se introduio un enfoque inductivo para la enseñanza de la gramática. que contrastó con la experiencia previa de los estudiantes, basada mayormente en un aprendizaje deductivo y pasivo. Los resultados revelaron que los estudiantes inicialmente encontraron el método inductivo poco familiar, subrayando la necesidad de un compromiso activo para fomentar la comprensión y la motivación. Los docentes también reportaron dificultades para adaptarse y aplicar con confianza el enfoque inductivo en su enseñanza. El estudio destaca la necesidad de brindar a los profesores de inglés una capacitación específica sobre la enseñanza inductiva de la gramática para superar las limitaciones pedagógicas existentes. También enfatiza la importancia de fomentar ambientes de aprendizaje centrados en el estudiante para mejorar la motivación y el desarrollo del idioma. En última instancia, esta investigación aboga por el desarrollo de metodologías inductivas optimizadas y adaptadas al contexto educativo mexicano, con el objetivo de mejorar tanto la eficacia docente como los resultados de aprendizaje de la gramática inglesa.

PALABRAS CLAVE: Enseñanza inductiva de la gramática, enseñanza del idioma inglés, desafíos docentes, motivación estudiantil, aprendizaje activo.

SETTING OF THE PROBLEM

Research indicates that Mexican English teachers often face challenges when implementing inductive grammar teaching methods. A study by Apolonio (2021) highlights the difficulties educators encounter in adopting inductive approaches, noting that teachers tend to rely on the methods they were taught, which may not include inductive strategies. Student motivation can also be influenced by the teaching method employed.

Research conducted at a public institution in Veracruz, Mexico, implemented an inductive approach to teaching grammar to 16 college students enrolled in online English classes. The study found that students were accustomed to passive

learning through deductive instruction, indicating a need for greater emphasis on active engagement when introducing inductive methods. Learning how to use the inductive approach to teach grammar has always been a great struggle for English teachers, so it is intended to find an optimal method.

JUSTIFICATION

This research is meant to impact the English learning process through inductive teaching due to the lack of motivation on students from deductive teaching classes. This happens at different levels; University, high school, middle school and elementary school. So the impact can be at all levels. The main innovations of this approach rely on online settings that can also receive the benefit of this research. In other words, the 2020 pandemic scenario provided an urgent necessity to improve such online settings.

CONTEXT

The research was carried out at Universidad de Guadalajara (UdG) one of the largest public universities in Mexico with 332,903 students (Numeralia UdG, 2024A). UdG has 17 campuses to offer bachelor degrees, master programs and PhD programs.

It also offers classes at high school levels. One of these campuses is Centro Universitario de Ciencias Sociales y Humanidades (CUCSH). This site has 10,406 students (Numeralia UdG, 2024A) The bachelor's degree in Licenciatura en Docencia de Inglés como Lengua Extranjera (LIDILE) or English Language Teaching as a Foreign Language in English, is offered in CUCSH. There are 147 students enrolled in the English teaching program (Numeralia UdG, 2024A). As part of this program, students are asked to get into groups of four called micro-teaching groups to teach basic English classes in 6 levels. Each microteaching group plans and performs a class from 7 to 8 a.m. or from 8 to 9 a.m. Monday through Thursday. LIDILE students are exposed to a teaching program called *Programa Abierto de Lenguas* (PAL) during 4 semesters. The last two semesters of LIDILE, they coordinate PAL by administering students, observing microteaching groups and giving academic feedback. Teachers in LIDILE are also involved as observers to evaluate microteaching groups. In the semester calendar 2025A, there were six groups formed for level 1, level 2, level 3, level 4, level 5 and level 6. This structure and program have peculiar characteristics for teaching online and face to face. As students in this program, we had a valuable opportunity to conduct research with our Mexican classmates. The main goal was to compare how students learn and comprehend new topics by teaching them using inductive and deductive methods. This approach is new in Mexico, so it was important to study the success and difficulties of implementing it.

Inductive grammar is a teaching approach where students discover grammar rules by observing examples and identifying patterns, rather than being explicitly taught the rules first.

According to Anani (2017) in her research called *Teaching and learning of Grammar at the basic level of education: Revisiting inductive teaching approach* at the University of professional studies in Ghana, students who took inductive teaching, showed better skills than those who were taught through the deductive grammar method. She recommended that teachers use it to help students grasp grammar rules easily. This insight provides a better idea of the use and results of inductive grammar. The students are able to understand when they are exposed to the language or interacting with it.

Sousa (2017) states that it is essential to provide them with the necessary tools and opportunities for constant practice. However, it also establishes that: "This does not mean that the brain will receive the information the students find necessary" making it difficult to manage or include an inductive approach in the investigations.

Talaram (2016), in the research *Traditional vs Non-traditional* conducted at Griffith University, notes a lack of collaborative learning opportunities. Mostly due to the lack of students' low motivation levels, a problem that persists even when traditional teaching methods are employed. This brought another perspective to the table on how to use this approach, and it discussed the importance of motivation in students and how it affects their own learning process.

Another aspect supporting this research comes from the words of Mc Laughlin (2010) in his study, *Brain potentials reveals discrete stages of L2 grammatical learning* at the University of Washington. He explains that learners acquire a vast lexicon and acquire a set of well-formedness constraints that applies at multiple levels. This same process can be applied to the present research, where students can explore and learn on their own with the assistance of other tools.

Although numerous studies have addressed the inductive approach on a superficial level, examining its use and cognitive process, it is also crucial to conduct more extensive research on this matter in Mexico. According to Castillo Gallardo (2023) in the research *Perceptions regarding inductive and deductive grammar teaching* at the University of Guanajuato in the division of social sciences and humanities, students perceive the implementation of the inductive approach. It is an indicative teaching strategy that generates an appealing learning environment, unfortunately it took too much time for the students and participants to do some exercises. It can be implemented even though it could take more time as expected, but definitely a good use for the students and a way to learn English grammar effectively.

OBJECTIVES

This research aims to determine how to effectively teach English grammar in Mexican schools using the inductive grammar approach. Additional objectives for this research are to analyze techniques for teaching grammar inductively, to compare inductive and deductive grammar teaching techniques, and to identify which approach is the most appealing and effective for ESL students.

HYPOTHESIS

An inductive teaching approach will lead to greater acquisition and longer-term retention of new grammar points among students.

THEORETICAL BACKGROUND

Overview & proponents

Some important concepts that need to be understood when referring to inductive grammar teaching are explained as follows:

The first issue that is encountered is the traditional teaching-center mode, which is propitious to come into play as a guide, since the teacher supervises the activity by imparting system knowledge and academic opinions. C.Liu & F. Long. (2014). This clearly affects students' perception and prevents them from receiving the wisdom and development of their knowledge.

Unlike this concept, the inductive teaching approach shows that a well-established precept of educational psychology is that people are strongly motivated to learn things they clearly perceive a need to know. In other words, students' learning process is also motivated by their own need to know, as stated by Prince and Felder (2006). Thus, instead of telling them about things they know or asking for previous knowledge; students attempt to analyze the structure and be able to understand what they are learning.

In addition to this, active learning is also an important part of teaching, as the theory emphasizes that individuals learn through building their own knowledge, connecting new ideas and experiences to existing knowledge to form a new enhanced understanding. (Brands Ford, 1999). It is just essential for a proper learning environment to involve the students as much as possible.

Therefore, when choosing learning activities, it is useful to reflect on the learning process and what people actually do when something is learned, which was examined by C. Hughes, S. Toohey and S. Hatherley (1992). Because of this, there are several models of learning that teachers can use.

Furthermore, language acquisition is key in the teaching field, as it is the process by which humans acquire the ability to comprehend and produce language, either as their first or second language, as stated by Franklin UGA. (N.A.). The study of language acquisition provides evidence for theoretical linguistics and has practical applications in language pedagogy. This is heavily related to the foreign language learning, which refers to two phenomena: (a) the provision in one country of instruction in a language whose home base is another country, and (b) instruction in a transnational language such as English or Arabic whose identification with a particular country is minimal.

However, it is true that grammar is often the most important part of a lesson, which is why it is defined by Ur (1991) as follows: "It is the way language manipulates and combines words (or bits of words) in order to form longer units of meaning.". This definition is quite close to the common understanding of what grammar is. The main difference is that it establishes how the rules of language actually work, as stated in the work of Luu, T. & Nguyen, T. (2010). It is understood then that grammar arranges and shapes words.

In this aspect, motivation has also been seen as a key foundational component for predicting skill improvement and language learning achievement (Meltzer & Hamann, 2004). A variety of relevant motivational concepts (e.g., self-regulation, self-efficacy, and attitudes) and theories (e.g., self-determination, attribution theory, and goal theory) have been developed and investigated in literacy and second language teaching and learning settings.

Along with this, cultural context does a great job at creating an immersive class where learners gain insights into the beliefs, customs, and traditions of the target culture, as stated by Berns, M. (2013). This understanding promotes cultural sensitivity and enables learners to engage in respectful and meaningful interactions with native speakers.

Finally, it is important to put into practice the cognitive load theory, which assumes that knowledge can be divided into biologically primary knowledge that humans have evolved to acquire and biologically secondary knowledge that is important for cultural reasons. Secondary knowledge, unlike primary knowledge, is the subject of instruction. It is processed in a manner that is analogous to the manner in which biological evolution processes information, which was examined by Sweller, J. (2011). Thus, when dealing with secondary knowledge, human cognition requires a very large information store, the contents of which are acquired largely by obtaining information from other information stores.

METHODOLOGY

The methodology applied for the following research will use a qualitative and quasi-experimental design. According to Brannam, D, G., Brannam, M, J. & Tenny S. The Qualitative research design uses several techniques to develop a better understanding of the results of the techniques. Such as interviews, focus groups and observations. This design is considered as appropriate to see the results of the learners, being able to discover more of the students' perspectives according to their learning process and in what kind of method they acquire English grammar if they feel they want to learn more.

Finally, the Quasi-experimental design is a form of research that shares characteristics with a traditional experiment. It involves the manipulation of independent variables, such as participants and conditions, while the dependent variables are systematically measured (Cook & Campbell, 1979).

These methods will be used to compare the results and align with the primary objective of this research. It will be possible to determine the effectiveness of the inductive approach in Mexican students. Furthermore, these methods will allow the research to compare the results and suggest improvements to enhance students' learning process through the inductive teaching of English grammar.

INSTRUMENTS & RATIONALE

The study will involve a class taught entirely with an inductive approach. Given that the instruction was online, the activities were designed as digital tasks, which facilitated the inductive teaching method. The activities will center around a "News Reporter and Breaking News" theme to help students relate grammar concepts to a real-life situation. The content will cover grammar points that students have recently learned, allowing us to test the knowledge they acquired after being exposed to the inductive approach

Based on the results, teachers will be able to assess the effectiveness of the approach. It is also planned to teach some lessons using a deductive approach in order to directly compare students' acquisition and learning of the English language. For the class, teachers have chosen to focus on one use of the present perfect (for recent events). Students will be assessed throughout the research by playing an *Educaplay* game designed to test their knowledge.

Finally, the lesson will conclude by having students complete a reflection and commentary on the experience using a Google Forms questionnaire. This will be administered after they have been exposed to the grammar point through both the inductive and deductive approaches. The questionnaire will prompt students

to answer questions regarding their feelings about each method, which approach they found more appealing, and their comfort level with the inductive approach. It will also assess the perceived difficulty of the activity. The questionnaire will be written in Spanish (L1) to allow students to more effectively recall prior experiences of learning English grammar in Mexican schools. This will enable a clear comparison between their previous learning methods and those used in the course.

APPLICATION

The first activity applied was an alphabet game in *Educaplay*, which was used in order to activate the students. They tried to guess the vocabulary related to news or breaking news. The teacher assigned a student to read a word, and even when it was difficult at first, every student was able to perform the task correctly.

The presentation was filled with examples with color coding and missing words. No formula or mention of a formula was needed. Students were exposed to some examples, which included relatable or realistic scenarios that they may have experienced or at least heard of before. After looking at an example of the present perfect, teachers asked students if they noticed any difference between the two examples. Students guessed the correct form without the need of a formula; however, it took some time for them to identify it.

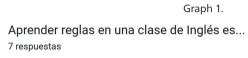
The majority answered correctly by saying that it took place in the present. With this topic covered, the student was able to create original examples, eliciting each example and correcting it. Additionally, a part of choral and individual repetition was necessary since some of the students were having a difficult time trying to pronounce the words.

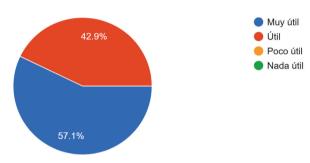
The next exercise was a game of spotting the mistakes in a text. Students demonstrated a high level of comprehension towards the topic. Most of the students were engaged in being able to solve the possible mistakes located in the text.

For the last exercise, students needed to test their knowledge. This activity consisted of choosing between standard news or breaking news. Students chose a piece of news and wrote a report using the present perfect at least three times. The students were assigned with a model as an example. Altogether, the students shared their own news with each other. Finally, students were asked to answer a brief survey about the experience with this approach. Showing different opinions toward this new type of teaching and a different way to learn English grammar in an online setting.

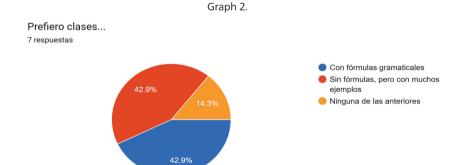
DATA COLLECTION & DATA ANALYSIS

The data needed for the research was collected with the assistance of Google Forms, which was applied right after the class. 7 students in total participated in the survey and the results show their opinions on learning the English language as a whole.





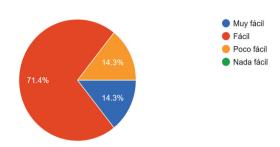
This graph shows that students consider grammatical rules to be a very important aspect of learning the language. Three students mentioned that learning such rules is important as it allows them to follow the structure and create sentences with ease.



This graph shows that 42.9% of students prefer formulas, since it is easier for them to follow a predetermined structure, while the other 42.9% of them prefer to have a class where the formulas are not the focus as it feels unnatural. On the other hand, 14.3% of students prefer to learn by practicing the language first hand, and some also say it must be equal.

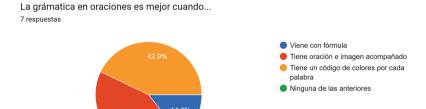
Graph 3.

Adivinar la estructura partir de muchos ejemplos es... 7 respuestas



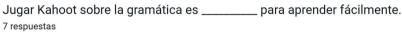
A significant majority (71.4%) of students find it difficult to identify language structure from multiple examples, indicating that despite potential exposure to patterns, it is still perceived as a difficult task. Only a small percentage (14.3%) find it very easy, with another 14.3% of them who think it is somewhat easy. Notably, no one selected simply easy, which may either indicate it is clearly difficult, or just manageable under certain conditions.

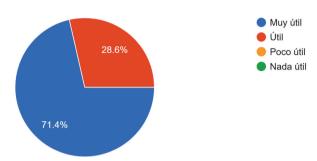
Graph 4.



Students are evenly split between two methods as the most effective way to present grammar: using visual aids and color-coded words (each with 42.9%). Only one person found the use of a formula most effective. No one rejected all listed methods. This might suggest that visual and color-based learning strategies are clearly preferred over abstract, formula-based instruction, at least in the context of understanding grammar in full sentences.

Graph 5.





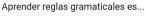
This graph seems to show that Kahoot is perceived by students as a highly effective tool for facilitating grammar learning. The absence of any negative responses indicates how beloved it is among students. This also supports the idea that game-based learning methods are valuable supplements to traditional instruction, particularly in language education.

Graph 6.

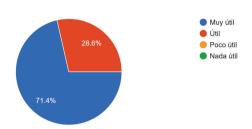


This graph portrays that the majority of students prefer grammar learning methods that are interactive, visual, and contextual, rather than those methods that focus solely on memorization or traditional explanations. This shows tech-based and visual content such as images and dialogues should be incorporated in the class when teaching grammar.

Graph 7.



7 respuestas

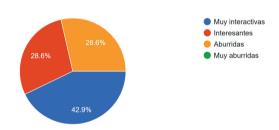


This graph shows that all participants find learning grammar rules at least useful, with a strong majority (71.4%) finding it very useful. This demonstrates that students have a positive attitude towards grammar instruction, even if their preferred learning methods lean more toward interactive and visual strategies.

Graph 8.

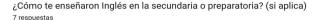
Las actividades donde hay reglas de gramática (ver imagen) son... $\,$

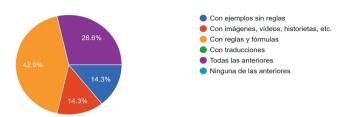
7 respuestas



The graph illustrates that a great majority of students (71.5%) perceive grammar activities as either interactive or interesting, suggesting an overall positive impression. However, a significant minority (28.6%) finds them boring. The absence of responses in the "very boring" category is a positive sign that the activities are not viewed as completely unengaging.

Graph 9.





This graph portrays that a great majority of students were taught English either with rules / formulas or through a mix of all methods mentioned, which emphasizes a strong influence of structured instruction. However, visual and intuitive methods had a smaller role in the learning process of some students (14.3% each), while translation was not reported as a primary teaching method whatsoever. Ultimately, this suggests that grammar-based and mixed approaches were the most dominant ones in the students' education.

CONCLUSION

The results show a great difference between the deductive and inductive approaches as to which is preferred by students. With these results, it is possible to determine the advantages and disadvantages of the inductive approach.

ADVANTAGES

The results of this research have found that inductive teaching is quite successful in the learning process of the students. Most of them have demonstrated engagement thanks to the interactive activities, gamification in class, repetition and multiple examples. These elements facilitated the learning process for students to acquire the grammar points seen in class, and the results after taking an inductive class were quite positive since a great improvement was shown.

Additionally, learners demonstrated to be committed to completing each of the activities as they tested their knowledge on the topics by following the instructions correctly after being exposed to an inductive virtual class. Some key elements used to accomplish this were interactive activities, color-coding, comparing answers with other classmates, doing comparison activities and creating original examples.

DISADVANTAGES

In spite of these positive results, there is also an enormous difference between these two approaches. Students were more comfortable with the deductive approach rather than the inductive approach. Not to mention that there were students who struggled with grammar without formulas. This led to the conclusion that Mexican schools from all levels seem to take this approach for teaching English grammar instead of innovating and encouraging students to get more involved in the class.

OVERALL CONCLUSION

Each one of the graphs demonstrate an interesting perspective about inductive approach in an online setting. It is clear that students went through deductive approach and reasoning as the main path to learn English. It is fascinating to see how students have different preferences when learning English grammar. Some of them are seemingly convinced to learn with rules/formulas, while others seem to prefer inductive classes. This is likely due to the fact that students went through the process of learning grammar deductively their whole life without realizing it.

Despite these traditional preferences, there were students who showed a greater interest in the class when learning grammar through new methods. Ultimately, the inductive approach had a worthwhile effect on the students as they seemed pretty engaged with the lesson, as the student's motivation and engagement increased significantly.

REFERENCES

Berns, M. (2013). Contexts of competence: Social and cultural considerations in communicative language teaching. Springer Science & Business Media.

C. Hughes, S. Toohey and S. Hatherley (1992). "Developing learning-centred trainers and tutors," *Studies in Continuing Education*, 14 (1), 14-27.

- C. Liu Lona. (2014).International Conference on Management, Education and Social https://scholar.google.es/ Science. Extracted from: scholar?hl=es&as_sdt=0%2C5&q=Traditional+teaching&btnG=#d=gs_ gabs&t=1742315645774&u=%23p%3DYQz4KDqyyyYJ
- D., A., Sousa (2017). *How the brain works.* Fifth Edition. CORWIN, A SAGE publishing company. Extracted from: https://books.google.es/books?hl=es&lr=&id=wx9uDQAAQBAJ&oi=fnd&pg=PP1&dq=how+brain+learns&ots=yGlCr FfBLK&siq=82JVOuFSmJJKLCSVn0xkT6WM5L4#v=onepage&q&f=false

E., Andraca, Hernandez. (2025). Language used in news. Alphabet game. Educaplay. Extracted from: https://www.educaplay.com/learning-resources/23258471-new_s_vocabulary_past_participle_verbs.html

Franklin UGA. (N.A.). 142 Gilbert Hall. University of Georgia. Athens, GA 30602-6205. Retrieved from: https://www.linguistics.uga.edu/research/content/language-acquisition#:~:text=Language%20acquisition%20is%20the%20process,practical%20applic ations%20in%20language%20pedagogy.

G., E., Anani (2017) Teaching and Learning of Grammar at the Basic Level of Education: Revisiting Inductive Teaching Approach. University of Cape Coast. Education Journal, Extracted from: https://www.researchgate.net/publication/314591623_Teaching_and_Learning_of_Grammar_at_the_Basic_Level_of_Education_Revisiting_Inductive_Teaching_Approach

J., L., C., Gallardo (2023). *Mexican High School Students' Perceptions Regarding Inductive and Deductive Grammar Teaching*. Center for Open Access in Science.

Open Journal for Studies in Linguistics. Extracted from: https://centerprode.com/ojsl/ojsl0601/coas.ojsl.0601.02011c.pdf

J., McLaughlin. (2010) *Brain Potentials Reveal Discrete Stages of L2 Grammatical Learning*. Language learning a journal of research and language studies. Extracted from: https://onlinelibrary.wiley.com/doi/abs/10.1111/j.1467-9922.2010.00604.x

Luu, T. & Nguyen, T. (2010). *Teaching English grammar through games*. Studies in literature and language. Volume 1. (p. 61).

Prince & Felder. (2006). *Journal of engineering education*. Extracted from: https://scholar.google.es/scholar?hl=es&as_sdt=0%2C5&q=Inductive+teaching&btnG=#d=gs_qabs&t=1742316011095&u=%23p%3D_xoLTMe1ER4J

Paul C. Price, Rajiv Jhangiani, & I-Chant A. (2015). *Quasi Experimental research*. Research Methods in Psychology – 2nd Canadian Edition. Chapter 7: Nonexperimental Research. Extracted from: https://opentextbc.ca/researchmethods/chapter/quasi-experimental-research/#return-footnote-931-1

Sweller, J. (2011). *Cognitive load theory*. Psychology of learning and motivation. Volume 55 (p. 37-76).

Steven Tenny; Janelle M. Brannan; Grace D. Brannan. (2022). *Qualitative Study*, National Library of Medicine, National Center for Biotechnology Information. Extracted from:https://www.ncbi.nlm.nih.gov/books/NBK470395/#:~:text=Qualitative%20research%20uses%20 several%20techniques,that%20every%20participant%20is%20asked.

Tsun-Ju Lin. (2012). Student engagement and motivation in the foreign language classroom. Washington State University.

T., Gurudeo (2016). *Traditional vs Non-traditional Teaching and Learning Strategies - the case of E-learning*. Griffith University. Extracted from: https://research-repository.griffith.edu.au/server/api/core/bitstreams/83fc29d5-e1ea-5776-a0d9-652cb2742901/content

Vez López, E., & Abad Pérez, L. (2024). Implementing inductive grammar instruction with college students taking online English classes. Enletawa Journal, 17(1), 1–23. https://doi.org/10.19053/uptc.2011835X.17610

ABOUT THE ORGANIZERS

CLAUDIA ANDREA DURÁN MONTENEGRO: PhD (Universidad Veracruzana), and Diana Guadalupe de la Luz Castillo, PhD (Universidad de Guadalajara), are the coordinators in this publication. Both are founding members of RED CIIILA (International Network for Collaboration, Innovation, Research, and Applied Linguistics), which fosters research and innovation through a variety of academic events, including the CIIILA Research Seminar at the University of Guadalajara, as well as sports, cultural, and artistic activities, in addition to the International CIIILA Congress.

This publication represents the culmination of a collaborative effort and the integration of faculty from diverse academic groups, reaffirming the importance of training and the active engagement of both professors and students in the creation of knowledge.

MULTIDISCIPLINARY CRITICAL INSIGHTS

INTO FOREIGN LANGUAGE EDUCATION RESEARCH

IN MEXICO



MULTIDISCIPLINARY CRITICAL INSIGHTS

INTO FOREIGN LANGUAGE EDUCATION RESEARCH

IN MEXICO

