UNIVERSIDAD AUTÓNOMA DE NUEVO LEÓN

FACULTAD DE FILOSOFÍA Y LETRAS

SELF-FULFILLING PROPHECY FOR EFL LEARNING IN A1 STUDENTS

PROPUESTA DIDÁCTICA

QUE PARA OPTAR AL GRADO DE

MAESTRÍA EN LINGÜÍSTICA APLICADA

A LA ENSEÑANZA DE LENGUAS EXTRANJERAS

PRESENTA:

JESSICA ANAÍ TREVIÑO CANTÚ

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DRA. GABRIELA SATURNINA ALANÍS URESTI

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SUBDIRECCIÓN DE ESTUDIOS DE POSGRADO

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"Self-fulfilling prophecy for EFL students in A1 level"

Comité de evaluación de la Propuesta Didáctica

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San Nicolás de los Garza, N.L., Octubre de 2020

"ALERE FLAMMAM VERITATIS"

_____

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Subdirectora de Posgrado

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Abstract

The prejudices of a teacher can make a student fail. The educators may label a student from the beginning by believing s/he will not succeed and letting them know this consciously or unconsciously through verbal and non-verbal communication. The probability that the pupil will be affected increases when they already present certain conditions like low self-esteem or no motivation. So, a vicious circle begins; the student starts failing because of the teacher's attitude towards him and this failure fulfills the initial thought of the teacher.

The research was conducted at the Language Center from Philosophy and Arts, UANL. Observing the emotional environment teachers create with their believes and expectations given to their students when learning English as a Foreign Language (EFL). The methodological design implemented is action-research which describes a continuous process of research and learning in the researcher's long term relationship with a problem.

There is so much importance in the interaction that gets involved in a classroom teacher-student and mainly which are the perceptions that the student gets from that interaction: high expectations or low expectations from the teacher and what impact they have on the outcome of the students' learning. For that spoke reason, empathy is the factor most analyzed in the study, to understand how it can affect the individual's learning.

Key words: empathy, prejudices, believes, expectations, and learning.

> "Interactions between learners are unpredictable in content but typically are said to involve exchanges of affect. Learner exchanges deepen in intimacy as the class becomes a community of learners. The desire to be part of this growing intimacy pushes learners to keep pace with the learning of their peers" (Richards & Rodgers, 2001, p. 91).

Resumen

Los prejuicios de un maestro pueden hacer fracasar a un alumno. Los educadores pueden etiquetar a un estudiante desde el principio creyendo que no tendrá éxito y haciéndole saber esto consciente o inconscientemente a través de la comunicación verbal y no verbal. La probabilidad de que el alumno se vea afectado aumenta cuando ya presenta determinadas condiciones como baja autoestima o falta de motivación. Es ahí cuando comienza un círculo vicioso; el alumno empieza a fallar por la actitud del maestro hacia él y este fracaso cumple el pensamiento inicial del maestro.

Esta investigación se realizó en el Centro de Idiomas de Filosofía y Artes de la UANL. Observando el ambiente emocional que los maestros crean con sus creencias y expectativas que les dan a sus estudiantes cuando aprenden inglés como lengua extranjera (EFL). El diseño metodológico implementado es investigación-acción que describe un proceso continuo de investigación y aprendizaje en la relación a largo plazo del investigador con un problema.

Hay tanta importancia en la interacción involucrada en un aula profesor-alumno y principalmente cuáles son las percepciones que el alumno obtiene de esa interacción: expectativas altas o bajas del profesor y qué impacto tienen en el resultado de aprendizaje de los alumnos. Debido a ello la empatía es el factor más analizado en el estudio, para comprender cómo puede afectar al aprendizaje del individuo.

Palabras clave: empatía, prejuicios, creencias, expectativas y aprendizaje.

"Las interacciones entre los estudiantes son impredecibles en contenido, pero normalmente se dice que implican intercambios de afecto. Los intercambios de estudiantes profundizan en la intimidad a medida que la clase se convierte en una comunidad de estudiantes. El deseo de ser parte de esta intimidad creciente empuja a los alumnos a seguir el ritmo del aprendizaje de sus compañeros" (Richards & Rodgers, 2001, p. 91).

Contents

Introduction

The study has as name 'Self-fulfilling Prophecy for EFL learning in A1 students' taken from the next Greek mythology legend about Pygmalion. He was a passionate sculptor who lived on the isle of Crete, who desired so much something that in the end his expectations and desire became reality. One day, inspired by the lovely Galatea, he carved a marble statue so beautiful he fell deeply in love with it, so deeply that he begged the gods to give life to her so that he could love her as a real woman. Venus decided to grant him his wish, and gave life to the sculpture, who became the lover and companion Pygmalion so desired (Sodaro, 2015).

An analogy with the Greek mythology legend is made in sense that the research study has as purpose to make teachers and students completely aware of how the expectations and prejudices of a leader or ourselves can transcend in the study of English as a Foreign Language. What people think about us seems to become a self-fulfilled prophecy (Pygmalion effect), shaping our behavior. "Cognitive psychology has stressed the importance of internal thought, processes of beliefs, and of mental representations in determining how and why individuals behave in a certain way" (Madrid & Perez, 2001, p. 336).

Eden Dov mentions that "a Self-Fulfilling Prophecy (SFP) occurs when the expectation of an event induces the behavior that increases the likelihood of the event's occurrence" (1990, p.871). In other words, the self-fulfilling prophecy which is also known as Pygmalion effect occurs when "a teacher initially has an erroneous expectation about a student, the teacher then acts on that expectation through social interaction; and that interaction causes the student to behave in a way that confirms the originally false (but now true) expectation" (Levesque, 2011).

Chapter 1 Problem Statement

The student when trying to learn English as a foreign language can face many obstacles presented by the teacher when thinking the student is not good at learning English and demonstrating this opinion through unconscious nonverbal behavior and in the worst instances through verbal behavior. Making the pupil believe and act confirming the initial thought of the teacher.

1.1 Literature Review

The next section has some researches similar to the study, which were of help to find methodologies that could be useful to the study, the similarities helped in order to not repeat the same findings than other authors, and consequently discover new knowledge. Also, they can be of use for knowing the different proposals that each author gives about why is it important to investigate this particular topic or domain.

Robert Rosenthal & Lenore Jacobson in 1994, carried out the first research titled: Pygmalion in the Classroom.

> "All of the children in the study were administered a nonverbal test of intelligence, which was disguised as a test that would predict intellectual 'blooming' (The Harvard Test of Intelligence Acquisition) There were 18 classrooms in the school, three at each of the six grade levels 20% of the children were chosen at random to form the experiment group" (Rosenthal,1994, p.176).

Rosenthal (1994) remarks that these names were given to the teachers, being told that these particular students are going to show an intellectual gain, and telling the teachers that they must not tell the students.

Rosenthal's most famous study was conducted with Lenore Jacobson at an elementary school. His purpose was to discover what would happen if the teachers behave differently to certain students if being told, that these students were expected to learn more quickly than the others.

Teachers appeared to hold false expectations for the late bloomers and consequently two years later when the researchers administered the Test of General Ability, a nonverbal intelligence test the 'late bloomers' indeed showed greater gains in the IQ than control group students.

As a conclusion it can be said that there is a better performance by the students when they get greater expectations put on them. Teachers tend to create a warmer climate also in the nonverbal channels for those bloomers. There is also the input factor, in which teachers teach more material to those kids. There is the called response opportunity if the teacher expects more of them, she or he lets them talk more, they call them more often. The last is feedback if more is expected from the kid, the kid is praised more positively for getting a

good answer mentioned (Rosenthal & Jacobson, 1994). Summing up: the difference between the intellectual growth of the children was made by the mind of the teacher.

Recommendations: Change the control group. Apply this theory to teenagers or adults to see if even the teacher may know the student before (reputation), the teacher would believe a student is going to get intelligence bloom just by being told so. Or vice-versa would an adult respond better if getting positive expectations?

The second investigation: The Threat of Stereotype was made by Joshua Aronson (2004) and Joshua Aronson & Steele (2005).

In their study some data on college performance is what got them close to the matter, which was measured by grades and SAT scores and percentages. Their research started with a simple hypothesis about stereotype and how it can make students anxious, obtaining as a result depress on their performance, and on challenging tasks naming as an example: tests.

They tested this reasoning with several simple experiments. The data was clear and consistent from study to study. Also, Aronson did hundreds of interviews to black colleagues' students. The research shows that negative stereotypes do suppress students' achievement. Stereotypes "are common phenomena that arise when humans interact across cultural or racial divides" Aronson & Steel, (2005). The study focuses on understanding how people cope with the unflattering stereotype of groups about intelligence inferiority.

The data showed that even when black and white students had the same economic status, similar skills and that they attended parallel schools; there is a significant achievement gap. This gap is partially the result of how is the differential treatment black students receive at school. The focus of their study was to look at the situation through the eyes of the students who were being stereotyped with negatives expectations. The very real possibility was that they tend to confirm the stereotypes of inferiority in the eyes of others, and sadly in their own eyes.

According to the study, "everyone is vulnerable to stereotype threat, women on math tests, Latinos on verbal tests, and elderly individuals on tests of short-term memory; Even groups who carry no stigma like some white male engineers who performed significantly awful on a difficult math test when they were told that their performance would help us to understand Asian's mathematical superiority" Aronson & Steel, (2005).

Conclusion: Understanding how stereotype works, it can help educators' narrow persistent achievement gaps. Stereotypes are seen as pictures in the head that simplify our way of thinking about other people. It produces expectations about how certain people are like and how they will behave. Such expectations on part of the teacher can influence the performance of his or her scholars. The good news is that stereotype is partly situational it varies in intensity as a function of social climate and more importantly perhaps in the student's perception of oneself.

The research is showing that many conditions are threatening basic motives such as our sense of competence, our feelings of belonging and our trust in people around us can dramatically change our intellectual capacities and motivation.

Recommendations: Go further in how there are many other variables besides stereotyping that produce changes on the performance of an individual, training teachers in how to face these problems, and training them to know better what to say to their students to feel better about any unflattering comment they may hear, or read about their group.

Another important study was done by Lisel Alice Murdock-Perriera & Quentin Charles Sedlaceck in 2018 about "Questioning Pygmalion in the twenty-first century: the formation, transmission, and attributional influence of teacher expectancies."

They did an empirical research. Collection analysis of data where they emphasized a distinction between the phenomena known as self-fulfilling prophecies, which are mediated by student's behavior and beliefs, and the expectancy effects which are created by the teacher on students but this time focusing more on the formation and transmission of expectancies than on their effects. Murdock & Quentin (2018) hypothesis that "empathy could play a role in mediating a relationship between expectancies and attributions" (p.691).

> "Like others before them, they argue that teacher's expectations, the forms they take, the methods of their transmission, and their effects upon the attributions on the students may be influential contributors to student's performance.
>
> The problem is not simply that teachers form different expectations for different students, but that such expectations can be formed in response to information unrelated to the student's actual knowledge and skills, and such information can influence the teacher's behavior and consequently in the students' response" (Murdock & Quentin, 2018).

In this reading, the authors lay a foundation for doing connections between what is known about expectancy effects and how we can apply that knowledge while doing research. And finally is proposed a research agenda focused on the transmission, mediation and attributional effects of teacher expectancies.

Recommendations: comprehend what role does empathy play in creating expectations?

There is a research by Li, Zheng in 2014, named "Teachers Matter: Expectation Effects in Foreign Language Classroom at University."

> "Mixed methodology was used in this research to survey 4,617 first-year undergraduate students (116) classes and their 50 teachers from 2 Universities in China. Teacher expectations, student prior achievement, and achievement at the end of the school year were collected. Teacher interviews and students focus groups were conducted" (Li, 2014, p.1).

This study is focused on how expectancies of teachers create a positive or negative outcome, but they take the group as a whole rather than the individual. Li (2014) showed that "the different effects for the overall class achievement of classes for whom teachers held low or high-class level expectations. Generally, the overall class achievement varied in line with class-level teacher expectations by the end of the school year" (p.112).

It appeared that teachers with lower expectations were more likely to be older and more experienced instructors, and younger and less experienced teachers were more likely to have higher expectations. The study suggests that normative teacher expectations effects probably are a function of teacher variables and teachers perhaps carry more weight in the formation of expectations and the production of expectancy effects than other factors, such as student characteristics.

(Li, 2014) indicates that "teacher beliefs and practices played a more decisive role in forming expectations and generating expectancy effects than students did. Differing instructional practices and classroom climates in the different teacher expectation groups seemed to result in differing learning opportunities and experiences for students".

The study provides evidence that teacher expectations appear to play a part in influencing student achievement in learning English as a Foreign Language. (Li, 2014, p.118) indicates "One reason may be because of the pedagogical characteristics of the foreign language curriculum, in which instructional practice mainly consists of dialogue, conversation or discussion. There are more frequent and direct interactions between the teacher and

students". And because of the frequent interaction involved in a classroom, we understand how English teachers are weaker when trying to hide expectations and beliefs put in an individual.

The teacher expectation effect is a function of teacher characteristics. Individual differences in teachers lead to different expectation levels, different teacher behaviors, different instructional and socio-emotional environments in the classroom, and consequently different student learning outcomes.

Recommendations: Offer previous empirical evidence of whole class expectancy effects. A focus of further research can be: why the majority of old teachers tend to categorize groups with low expectations? A research directed to teacher variables for promoting positive expectancy effects and eliminating negative expectations effects could be helpful.

I also found an investigation titled "Subjectivity of teacher judgments: Exploring student characteristics that influence teacher judgments of student ability" by Kane Meissel, Frauke Meyer, Esther S. Yao & Christine M. Rubie-Davies in 2017.

> "The study utilized reading and writing achievement data collected at the end of the 2012 and 2013 academic years as part of a professional development project in New Zealand. They selected all students from approximately 8-13 years old. Grades 3 to 7 who had an end of year standardized achievement score from the same subject domain, in addition to their teacher judgment after having worked with each student for a complete year" (Meissel, Meyer, Yao & Rubie-Davies, 2017, p.47).

The final sample for reading included 4771 students within 194 classrooms attending 44 schools, and for writing, 11,765 students within 561 classrooms across 105 schools. Around 20% of schools provided data from both writing and reading.

This study measured the relations between teacher judgments and the achievement of the students in writing and reading. Knowing that "judgements from the teachers can impact the level of support or the level of the task's difficulty that the student receives" (Meissel, Meyer, Yao & Rubi-Davies, 2017, p.48).

"Teacher expectations and teacher judgments are similar in that both represent subjective teacher estimates about student achievement. They mainly differ in how expectations are typical predictions about future achievement while judgments are a current estimate about

student's performance" (Meissel et al, 2017, p.49). The study provides factors that affect overall teacher judgments.

Their findings indicated that "judgments were systematically lower for marginalized learners after controlling for standardized achievement differences. And, classroom and school achievement composition were inversely related to teacher judgments. These discrepancies are concerning, with important implications for equitable educational opportunities". (Meissel et al, 2017).

Recommendations: More research is needed, because of the lack of previous research concerning teacher judgments, also the study points on how reliability and validity statistics were not available, creating it more difficult to determine precisely what overall teacher judgments measure.

J. Benjamin Hinnant, Marion O'Brien, and Sharon R. Ghazarian did an article named "The longitudinal Relations of Teachers Expectations to Achievement in the Early School Years"

> "Data from 1,000 children and families at first, third and fifth grades were included. Child sex and social skills. Children at 10 different geographic sites were followed from birth to fifth grade. From 1 month through the preschool years, children and families were visited at home on six occasions, mothers and children came to the laboratory on four occasions, and the children who were in non-maternal care were observed in the child care setting.

> Once children entered school, they were observed in their first, third, and fifth-grade classrooms as well as at home, their cognitive skills were assessed in the laboratory, and their teachers completed questionnaires about the children's academic and social functioning as well as their own education and experience" (Hinnant, O'Brien & Ghazarian, 2009).

> Hinnant et al, (2009) mention that "at first, third, and fifth grade, teachers rated children's reading and math ability using the Academic Skills questionnaire adapted for the NICHD SECC from the Early Childhood Longitudinal Study." The Language and Literacy scale faces the four skills which are listening, speaking, and premature reading and writing. They are focused on mastering the skills through different activities supportive to reach the goal.

> The longitudinal Relations of Teachers Expectations to Achievement in the Early School Years was an investigation about teacher's expectations as a predictor of future academic achievement in reading and mathematics for young children.

"The present study allows an investigation of the possibility that teacher expectancy effects may be especially important at school entry and that these effects accumulate over time. We anticipate that teacher expectations will be more highly related to later academic performance in children from groups perceived to be more at risk: minority children, those from low-income families, and those with poor social skills. Besides, we anticipate teacher expectations to be more highly related to later performance in reading for boys and in math for girls" (Hinnant et al, 2009).

It is common that instructors sometimes unconsciously push a fulfilling prophecy because of their perception in the individual. For example, one factor that can rise the way of seeing the student might be the stereotypes, just for mentioning some: the status of the student, or they can be beliefs like when people think that boys are better with numbers than girls, even some other factors that can influence the perception of the teacher could be the child sex, ethnicity, the color of the student.

Recommendations: The potential links between teacher expectations for these boys, the boys' beliefs about themselves, and their trajectories of school performance are especially important topics for further study. The sample of teachers was almost all female and predominantly white, making it impossible to examine differences in teacher expectations, or the outcomes of teacher expectations, based on the match or mismatch of gender and ethnic background between teachers and children.

The next investigation research did by Kuklinski, M. R. & Weinstein, R. S. in 2001 is titled "Classroom and developmental differences in a path model of teacher expectancy effects"

Methodology: "291 participants, 53% male, first-grade children attending to two small city school districts in South Central Texas. They have distributed about 84 classrooms during the fall of 2002. Children's mean age was 6.55 years. Children's intelligence measured with the Universal Non-Verbal Intelligence Test was 94.74. The majority of the sample spoke English in the home 91.8%. Approximately 15.1% were bilingual" (Kuklinski, & Weinstein, 2001).

The research investigation focuses on peer's perceptions of classmates' academic abilities on children's social acceptance, cognitive competence and classroom engagement. They were interested in the social and motivational consequences caused by that peer's perception about the other.

They measured the degree in which classmates agree on perceptions of who is smart, and made associations between actual ability and one's social status and academic motivation. In the research, it is said that for those children who are "doubly disadvantaged" due to lower academic skills at entry and less supportive social relations in the classroom, the odds of academic failure are greatly increased.

Girls scored higher on reading achievement scores and were perceived by teachers as being more engaged in the classroom. There is a positive relationship between reading achievement and peer liking which was stronger with higher classroom ability.

Recommendations: Include if high achievers have more emotional support, choice, praise, response opportunities, and special privileges than low achievers.

There is one research titled "Expecting the best for students: Teachers expectations and academic outcomes" by Christine Rubie-Davies, John Hattie and Richard Hamilton.

"The participants were 540 students of 21 primary teachers in Auckland schools. Of these students, 261 were New Zealand European, 88 were Maori, 97 were Pacific Island and 94 were Asian. At the beginning of the year, the teachers completed a survey related to their expectations for their students' achievement in reading and, at the end of the year, they judged the reading levels their students had achieved. The survey data were compared with running record data" (Rubie-Davies, Hattie, & Hamilton, 2006).

The teacher uses background information of the student for the formation of its expectations, Rubie-Davies et al, (2006) mention that these include "gender, ethnicity, social class, stereotypes, diagnostic labels, physical attractiveness, language style, the age of the student, personality and social skills, names, other siblings and one parent background".

Teacher's expectations which were reflected in the student's grades, had had a significant impact on the educational achievement of the student. Minority group students are more susceptible to teacher's low expectations. The study showed that ethnicity may be a factor in teacher's expectations independent of social class and student achievement.

Recommendations: To study better the backgrounds of each student, to not go just with the idea that ethnicity is the one who tells the story about a pupil but to know their parents, their homes. Also, we have to have in mind that minority students have anxieties because of the stereotypes formed on them, and it causes a decline in performance.

The next article that can be of use to the study was done by Abbas Pourhosein and Narjes Banou and they called it "Teacher's Belief in English Language Teaching and Learning"

An empirical research was done counting with a collection analysis of data.

Teacher's belief has been an interesting topic for researchers because of the improvement they provide for English language teaching and learning. Also, the teacher's beliefs affect what they accomplish in their classroom, their attitudes, and their learner's beliefs.

Beliefs are related to human behavior and learning. (Pourhosein & Banou, 2017) conclude that "learners have strong beliefs about the nature of language, its acquisition process, the success of learning strategies and teaching methodologies".

Recommendations: Whenever you can, try to match the positive beliefs a student has about learning English as a Foreign Language and your own belief about they, learning appropriately the language, because as the investigation pointed out when this happens if teacher's and learner's beliefs match with each other, learning will be increased.

The last article that helped the research is the one from Barreto, Francisco, J. in 2017. Achievement motivation, study habits, school climate and family climate as predictors of academic performance in high school students.

The objective of the study was to analyze the relationship between different factors: motivation, study habits, scholar atmosphere and family atmosphere; the summative of them might be the outcome of academic performance. Four scales to evaluate these factors were used. Indices of reliability, and factor analysis were needed to determine the stability of the dimensions contemplated. The sample was composed of 303 young people, where 154 were men, and 149 were women.

It was possible to explain how the personal and family variables affect in school development. It is also concluded that there exists empirical evidence which shows how intrinsic motivation is the variable that better explains positive academic performance in young students from high school (Barreto, 2017). Also, it was established that study habits

are of great importance for academic achievement, and the importance of family and scholar atmosphere but they were not seen as predictors for high school development in high school students.

It is recommended to establish a program about the importance of motivation, study habits, the school climate and the family climate in the students and how these variables have great importance in the scholastic and personal development in the students for teachers who have the mentoring role in classes.

1.2 Problem & Justification

The little relevance that everyone gives to the opinion of a third party, even the one formulated by the individual, and how these types of comments are being put aside by the educational members and occasionally by the family members and the suspicious that this could be powerful in learning, give the justification of the project. This needs to be studied because we are living in a world where we are giving less relevance to what people hear, maybe society thinks we are shaped enough to know what to listen and what to leave behind.

Our education is going to get better in the way we treat others as the educated person we are meant to be. The schools as the individuals are going to be profit, and the project approaches in how to take advantage of the Pygmalion effect to acquire English as a Foreign Language, which can only be acquired through "humanistic techniques as those that blend what the student feels, thinks and knows with what he is learning in the target language. Rather than self-denial being the acceptable way of life, self-actualization and self-esteem are the ideals the exercises pursue" (Richards, Rodgers & Theodore, 2001, p.90).

Every teacher needs to believe that every single student is capable enough for reaching the goals for learning English. According to Piaget's theory, "all children go through the same developmental sequence but that they do so at different rates" (Slavin, 2009, p.42). We need to center on the learner and stress the humanistic side of language learning.

Not taking expectancy effects for granted, giving significance to student's daily lives and their interactions with their teachers. The funds of knowledge concept acknowledged "celebrating cultural differences, stereotypes may actually be reinforced rather than diminished" (Grace 2008, p. 137) cited in (Little, Sabine & Chesworth, Liz, n.d. p.2).

1.3 Objectives

Different targets are to be followed through the project for reaching our general objective, and understanding the stated problem above by the found results.

1.3.1 General Objective

- Describe how empathy affects students' learning English as a Foreign Language.

1.3.2 Specific Objectives

1. Identify how students from the language center at UANL perceive teachers' prejudices.
2. Analyze the classroom atmosphere in a daily basis in language center at UANL to identify factors that affect students' willingness to learn EFL.
3. Propose the design of a Pygmalion Leaders' Model by which educators will attain students learning EFL.

1.4 General Research Question

How does empathy affect students' learning English as a Foreign Language?

1.4.1 Research Questions

1. How the prejudices of others and our low self-esteem can make us fail?
2. How is classroom's atmosphere developed in a daily basis in language center at UANL?
3. How can Pygmalion effect theory be used to develop a better outcome in students' EFL learning?

1.5 Assumptions

1. The prejudices of teachers about social class, skin color, eyes color, and nationality can label the capacity of a student without even having had contact with the student before. The way you look is the way teachers treat you. Also having low self-esteem can make you fail, you do not value yourself and you are not conscious of your ability for learning a new language.
2. For students to present less anxiety, teachers should focus on physical elements like how big is the classroom, for how many students, pay attention in the way the

chairs are organized, and what is posted on the walls, if the classroom counts with air conditioner. But also and more importantly in the emotional environment, the tone of voice the teacher uses with their students and the emotional boundary that exists between them.

3. We can help the students to feel willing to learn English as a Foreign Language with the adequate motivation, not talking just about how English is now a necessity, but a challenge for them to visit a new culture, and they can reach a lot more information if they manage the language. There are plenty of things we should remember them they are going to get when stepping in a language classroom.

One way we can make students change to a positive attitude about how they think their capacity works through the learning of EFL is by making one long story short and remembering them to not quit grasping the fact that slow progress is also progress.

Chapter 2 Theoretical Framework

The next are some important theories that support the project. The authors sought are opinions that strengthen the work to express a clearer idea of what is needed to achieve in the proposal. Let's approach each one of them:

Carol Dweck (2000) claims the importance of creating thought, affect and guiding behavior for the outcome of academic performance. In her self- theories.

2.1 The entity theory or fixed mind set

Some people believe that they have a certain amount of intelligence that they cannot change. They see challenges as treats of self-esteem and they prefer to look smart than to challenge themselves to new discoveries. There are teachers who have this fixed mind set and they think the same about the performance of any student, that they were born with that intelligence, and if they are not good or the best at something they should not waste the time in trying, but in finding to what you are actually good at without having to put any effort on doing so.

This type of fixed mind set is what stops students of succeeding in skills they were not conscious they could better, they are stopped for prejudices of people who has a fixed

mindset and lamentably they believe what an authority expects of them or a colleague who is close to them, even family, and this person who at first might had different thinking about future progress in that skill s/he was trying to improve, will probably fall in the category of understanding that not everyone is born with the capability to be great in certain area, this person will eventually stop trying and a fixed mindset is going to prevail, before trying anything new.

2.2 Incremental theory or growth mind set

People with growth mind set know that intelligence is not static, one can always be learning new things, and they do not care to look dumb but knowing that thanks to errors being corrected they are constantly being smarter than the day before, they love challenges and even people without self-esteem but adhered to this theory would run with the challenged presented to learn every possible time with more difficult tasks.

The main goal of this project of action research would be to make students and teachers know about the existentialism of a growth mind set, making people aware about the two sides, and what should be increased, reaching this through mindfulness, which will be explained better in the proposal model.

Effective teachers create a classroom atmosphere of welcoming class environment, making students feel secure to give their personal opinion and motivate students to share their knowledge with others. Teachers and students manifest their willingness to go beyond the call of duty.

2.3 Social cognitive learning theory

"People are only partial products of their environments. Just as important is the fact that we create beneficial environments and then proceed to exercise control over them. By selecting environments carefully, we can influence what we become. Our choices are influenced by our beliefs as well as our capabilities" (Bandura, 1997, p.14). Finally, we encounter with a theory that acknowledges how the perception of oneself and the others create an already expected outcome.

2.4 Self-categorization theory

Turner (1985) points out that "Self-categorization theory is a theory of self-perception which anticipates that aspects of social behavior, especially group behavior, can be explained by variations in self-perception. That is, the way people act in social situations depends on the way that they perceive themselves in those situations, and in particular, the way in which people perceive themselves to be similar to or different from other people".

2.5 Keywords

The following are some keywords supporting the project action research:

Language Darder (2012) who stated, "It is critical that educators recognize the role language plays as one of the most powerful transmitters of culture, and as such, its central role to both intellectual formation and the survival of subordinate cultural populations" (p. 36).

"**English** as an International Language, of the 4,000 to 5,000 living languages, English is by far the most widely used. The 300 million native speakers of English are to be found in every continent, and an equally widely distributed body of second language speakers, who use English for their day-to-day needs, totals over 250 million" (Broughton, Brumfit, Flavell, Hill & Pincas, 2003, p.1).

"English, which we have referred to as a lingua franca, is pre-eminently the most international of languages. Though the mention of the language may at once remind us of England, on the one hand, or cause association with the might of the United States on the other, it carries less implication of political or cultural specificity than any other living tongue" (Wierzbicka, 2006, p.4).

To know English is not an option but a necessity nowadays, the city of Monterrey, N. L is so close to the United States that we should be able to talk the language and comprehend it, for many things, not just traveling. For example, at schools, there is the subject of English in every private or local public institution. Students need to obtain some English percentage of performance to obtain the title of university.

Brown (2000) comments "English is increasingly being used as a tool for interaction among non-native speakers. Well over one-half of one billion English speakers of the world learned English as

a second (or foreign) language. Most English language teachers across the globe are non-native English speakers, which means that the norm is not monolingualism, but bilingualism" (p.118).

English is Universal, we can find the language in movies, music, video games, technology, instructions, clothes, etc. Non-native English speakers are all around the world, learning or teaching the language. This because the United States of America are first World.

   "**English as a Foreign Language** that is, it is taught in schools, often widely, but it does not play an essential role in national or social life" (Broughton et al, 2003, p.6). Brown (2000) defined "EFL as learning English in one's own culture with few immediate opportunities to use the language within the environment of that culture" (p.193).

> English as a Foreign Language "is taught for example in Spain, Brazil, and Japan, where Spanish, Portuguese, and Japanese are the normal medium of communication and instruction: the average citizen does not need English or any other foreign language to have his daily life or even for social or professional advancement.
> Learners of EFL have a choice of language variety to a larger extent than second language learners" (Broughton, Brumfit, Flavell, Hill, & Pincas, 2003, p.7).

   EFL is learned in every place outside the target language, studied by non-native speakers, it is more difficult to practice for the reason that is not present outdoor classes. It is adept for people whose first language is not English. People taking a foreign language class in their own country.

> **Englishes** "the notion that there are many varieties of English, the distinction, for example between British English and American English is widely accepted as useful, the traditional bases of English, where it is the primary language the USA, UK, Ireland, Canada, Australia, and New Zealand. There is an outer circle like Indian English, Nigerian English, and Singapore English" (Wierzbicka, 2006, p.5).

   Englishes is possible because of the expansion of English worldwide, so many different varieties of English are being used with differences in terms of pronunciation, lexis, expression, and even grammar, it is a big expression of culture because the language is practiced in so many different societies and different cultural traditions.

Self-fulfilling prophecy "is a situation in which beliefs lead to their fulfillment; a person becomes or exemplifies what it is he or she was believed to be" Merton, (1948) cited in Hinnant, O'Brien, & Ghazarian, (2009).
Self-fulfilling prophecy "A term used to describe any situation in which the initial beliefs of one person about another lead them to act in such a way that the other person is lead to confirm those initial beliefs with their behavior" (Stukas & Snyder, 2016, 2).

Merton (1948) cited in Stukas & Snyder, (2016) "is usually credited with having coined the term 'self-fulfilling prophecy' to refer to situations in which false beliefs about the possibility of certain outcomes lead people to engage in new behaviors that make these otherwise unlikely outcomes more likely".

A self-fulfilling prophecy occurs when you strongly think something, and is so powerful how much you believe in it, that it finally happens, the law of attraction. We need to nourish our thoughts and be selective on what to listen to and what to forget.

Students in this study refer to undergraduates in the Philosophy and Arts Language Center. Who are **adults**, Brown (2000) mentions that "they have superior cognitive abilities that can render them more successful in certain classroom endeavors. Their need for sensory input can rely a little more on their imaginations.
Their level of shyness can be equal to or greater than that of children, but adults usually have acquired self-confidence not found in children. And because of the adult's cognitive abilities, they can at least occasionally deal with language that is not embedded in a 'here and now' context" (p.90).

A student is a person who takes interest in a particular subject, in this case, the language of English, is someone interested in the language and who spends time learning about it, a student is enrolled in an institution to accomplish goals. Is someone who uses the four skills listening, speaking, reading and writing to communicate, and that is learning at school or in a teaching environment. In this project, the students observed are adults who possess a bigger intrigue to acquire knowledge of a foreign language. Most of the pupils are in their twenties.

"**Teachers** and students engage in a dialogic relationship, that is scaffolded by the teacher, and they apply certain principles to language learning" (Harmer, 2007, p.75), and students learn because they get to express what they want to say. "Teachers must have some knowledge or skills that the learner does not have, teachers must know the subject matter that they are expected to teach. And they need to have knowledge of how to transmit information" (Slavin, 2009, p.3).

"Teachers of the 21st century have to create students of the 21st century with soft skills. The 21st-century teachers need teaching skills content mastery as well as integrating teaching with technology. Teacher development programs are much important. The impact of good teaching is increasingly cited as a major determinant of the economic well-being of society. A useful & productive system of teacher compensation functions as an important lever for attracting well-qualified and highly motivated people to the teaching profession. The quality of teachers determines the quality of education and linked with the nation's development. With the emerging technologies, the teaching-learning is transforming from teacher-centered, lecture-based to student-centered learning environment" (Hafsah, 2017, p.20).

"A teacher is the only person who is capable of imparting knowledge and shaping the youths to the wider scope of knowledge. Teachers are capable of living and molding the youths such that their power is paramount as they determine the fate of the society. Both teachers and parents live with the children for a long time and hence they are capable of imparting knowledge, skills, and values that cannot be easily challenged by the society." Nyerere (1966) cited in Zombwe (2013, p.31).

Teachers are guidance for students, to know what is the most essential aspect on a particular topic, to provide examples, teachers are there for clarifying doubts and creating some others, to question yourself. They are the biggest authority in the classroom, but they act as friends also. The professionalism of teachers is a key factor in the realization of a good education.

Learning "the ability of students to learn and teachers necessitate the knowledge of the structural relationship between languages and of relevant pedagogical methods to allow them to monitor the learning process, checking if is optimally effective and to intervene to shape it" (Caldwell, 2010, p.97). "When students remember what they have been taught,

when being assessed or communicating ideas effectively it shows that students are learning." (Slavin, 2009, p.4). A change in individuals that result from experience. Learning is a change in knowledge produced through experience and it can be placed only in long term memory rather than short term memory, which is an adding of new knowledge. Learning can take place in very different contexts where communication is being made. It is also known as a skill acquired through studying. "True human learning is both cognitive and affective. This is termed whole-person learning. Such learning takes place in a communicative situation where teachers and learners are involved in an interaction" (Richard & Rodgers, 2001, p.92).

> "The process of learning a new language is like being reborn and developing a new person, with all the trials and challenges that are associated with birth and maturation, is divided into five stages and compared to the ontogenetic development of the child.
> 1. (Birth stage): feelings of security and belonging are established.
> 2. As the learner's ability improves, the learner as a child begins to achieve a measure of independence from the parent.
> 3. The learner speaks independently, often rejecting unasked-for advice.
> 4. The fourth stage sees the learner as secure enough to take criticism.
> 5. The learner merely works on improving style and knowledge of linguistic appropriateness. The child has become an adult." (Richards & Rodgers, 2001, p.92).

Capacity The United Nations Development Programme (2006) defined capacity as: "…the ability of individuals, institutions, and societies to perform functions, solve problems and set and achieve objectives in a sustainable manner" (p.3).

> "Capacity has to do with collective ability, i.e. that combination of attributes that enables a system to perform, deliver value, establish relationships and renew itself. Or put another way, the abilities that allow systems ─individuals, groups, organizations, groups of organizations─ to be able to do something with some sort of intention and with some sort of effectiveness and at some sort of scale over time" (Morgan, 2006, p.7).
> Capacity is the individual's mental or physical ability and potential; it can be talked about the maximum aptitude of a person or faculty when referring to it. The capacity is the ability to understand, to learn or to produce. The power of holding knowledge.

Lightbown & Spada (2006) "The term '**Intelligence**' has traditionally been used to refer to performance on certain kinds of tests" (p.57). "Intelligence is the general aptitude for learning, often measured by the ability to deal with abstractions and to solve problems" (p.116). In Gardner's theory (2004) cited in Slavin (2009, p.117) "a person has eight separate abilities: logical/mathematical, linguistic, musical, naturalist, spatial, bodily/kinesthetic, interpersonal and intrapersonal, known as multiple intelligences"

"In the cognitive domain, however, we are constantly compared with others, we compete with each other at a cognitive level for the best courses at universities, the best jobs, and for the best partners in life". Gottfredson (1997) stated, "…no other ability has been shown to have such generality or pervasiveness of effect as does intelligence" (p.6) cited in Forgarty, (1999).

"The ability to use memory, knowledge, experience, understanding, reasoning, imagination and judgment in order to solve problems and adapt to new situations." AllWords Dictionary, (2006) cited in (Legg, Shane & Hutter, 2006, p.2).

"The general mental ability involved in calculating, reasoning, perceiving relationships and analogies, learning quickly, storing and retrieving information, using language fluently, classifying, generalizing, and adjusting to new situations." Columbia Encyclopedia, sixth edition, (2006) cited in (Legg, Shane & Hutter, 2006, p.2).

Intelligence has been defined in many different ways the one we are going to take into consideration is "emotional intelligence, which is the ability to identify and manage one's own emotions, and the emotions of others" (Alamanova, 2019). An emotionally intelligent person knows his or her feelings very well and can manage them –frustration, sadness. They have a sensitivity well-developed and that can help with relationships like being a better friend, parent, leader, coworker, etc.

Aptitude: "ability to learn quickly", John Carroll (1991) cited in Lightbown & Spada (2006, p.57). "General abilities of students to learn or to perform particular types of tasks" (Slavin, 2009, p.459).

"Aptitude means a natural ability, natural skills or talent. A natural or acquitted disposition of capacity for a particular purpose, or tendency to a particular action or effect" (Mankar, 2013, p.1).

Aptitude is an ability a student posses, for acquiring knowledge easily of a particular topic or domain. Teachers should help the students to identify in which subject or even which of the four skills, they have a greater aptitude, so they can take the best advantage of it.

Learner beliefs: "All learners have strong beliefs and opinions about how their instruction should be delivered. These beliefs are based on previous learning experiences and the assumption (right or wrong) that a particular type of instruction is the best way for them to learn" (Lightbown & Spada, 2006, p.67).
"Negative beliefs may lead to class anxiety, low cognitive achievement, and negative attitudes" Victori & Lockhart (1995) cited in Zainol, Mohamad; Mohammadi & Alzwari (2012, p.120).

Learner beliefs are based on the best way a student has acquired knowledge more easily, with a particular type of approach because of a teacher who used only a manner to teach. They get used to those techniques and may see it as the only way to learn the best, a student enters the classroom with his own beliefs, about how the class should progress.
A clear understanding of the learner's self-beliefs needs to be done because it is crucial for making a greater sense of the individual's motivation and behavior of FL students.

"Thus, a person who holds strong beliefs that positively valued outcomes will result from performing the behavior will have a positive attitude toward the behavior" (Hamed, 2013).
Nowadays we know that there is not only one way to teach, but many and the best is to have a mixture of methods in class for all the different students with different aptitudes to catch the most knowledge they can.
High expectations "highly effective teachers present high expectations they care about their students and believe in them also they are superior motivators" (Gunning, 2008, p.20).

High expectations are very important in every student, they need to have their high expectations through any situation because it is the only way they are going to act as they can challenge whatever they face through a class problem, or even outside the school.

"**Teacher expectancies** have been defined as inferences based on prior experiences or information about the level of student performance that is likely to occur in the future, consequently, they reflect the interplay among affect, evaluation, and knowledge" (Good & Nichols, 2001, p. 113) cited in (López, 2017, p.194).

Teacher expectancies are based on a slight but noticeable way to treat students differently according to what is thought they are capable of. Some of the pupils get the ideas more clearly than others and that shows, the teacher then acts differently unconsciously giving them more activities with a higher difficulty to work on. Or doing facial expressions like smiling more frequently or raising the eyebrow when listening to someone participates.

Eagly & Chaiken (2007) cited in Bohner & Dickel (2011) explain the concept of **attitude** as "psychological tendency, expressed by evaluating a particular entity with some degree of favor or disfavor" (p.393).
"The matter of learner's attitude is acknowledged as one of the most important factors that impact on learning language" Fakeye (2010) cited in Zainol, Mohamad; Mohammadi & Alzwari (2012, p.119).

The concern on the learners' attitudes headed to the target language was accentuated by Gardner (1985) cited in Zainol et al, (2012, p.120) "He stated that the learners' attitudes towards learning another language play a key role in enhancing and motivating them to learn that language. This, in turn, affects their performance, too".
Attitude is hard to change, a student has its thoughts, feelings, and beliefs about the best way for them to learn and you as a teacher need to be a guide for improving their chosen way.

Self-esteem is "self-confidence knowledge of yourself, and belief in your own capabilities for an activity" (Brown, 2000, p.145). Slavin (2009) explains "global self-

esteem or feelings of self-worth appear to be influenced most strongly by physical appearance and then by social acceptance from peers" (p.82).

As Harter (1999, p.5) cited in Mercer (2008, p.182) "explains, self-esteem is focused 'on the overall evaluation of one's worth or value as a person', and she uses the terms 'self-esteem' and 'self-worth' interchangeably".

Self-esteem is the key for letting yourself go and participate in class just for the pleasure of practicing the language, a pupil that participates can be said that has the adequate belief and confidence in oneself for improving the language, even if at first the answers are wrong. Communication will be a way for improvement. Researchers have conceptualized self-esteem as an influential predictor of outcomes like academic achievement and happiness.

Slavin (2009) points out "**motivation** is an internal process that activates, guides, and maintains behavior over time. Motivation to learn is critically important to students and teachers" (p.321).

Madrid & Pérez (2001) observe "**motivation** is usually defined by psychologists as the set of processes which involve the arousal, direction and sustaining of behavior (conduct). It is employed to indicate, for instance, a subject's persistence and his/her pervasive work on certain tasks and not on other activities" (p.321). "In plain language, motivation is what gets you going, keeps you going, and determines where you're trying to go" (Slavin, 2009, p.297).

"A behaviorist would define motivation as *the anticipation of reinforcement*" (Brown, 2000, p.73). "The difference in the cognitive definitions lies in the sources of motivation and the power of self-reward. Those who see human drives as fundamental to human behavior claim that motivation stems from basic innate drives. Ausbel (1968) cited in Brown (2000, p.73) elaborated on six different drives: exploration, manipulation, activity, stimulation, knowledge, and ego enhancement".

"Motivation refers to the intensity of one's impetus to learn" (Brown,2000, p.75). A student needs to be motivated, so he can learn in a faster way, because thanks to the external motivation, a pupil succeeds in what he does, showing others that he is capable, he gets what he wants that can be since a teacher's compliment till a parent's gift.

In another way, we count with the internal motivation which does not look for anyone's approbation, but oneself. The student counts with enough motivation to study, pay attention, do homework, practice, and so on.

"As commonly used in psychology *prejudice* is not merely a statement of opinion or belief, but an attitude that includes feelings such as contempt, dislike or loathing" (Plous, 2003, p.1).

(Dovidio, Hewstone, Esses, p.5) "Prejudice is typically conceptualized as an attitude that, like other attitudes, has a cognitive component (e.g., beliefs about a target group), an affective component (e.g., dislike), and a conative component (e.g., a behavioral predisposition to behave negatively toward the target group)".

(Allpoart, 1954) cited in (Dovidio et al, p.5) "Prejudice is 'an antipathy based on faulty and inflexible generalization. It may be felt or expressed. It may be directed toward a group as a whole, or an individual".

Prejudice, is not based on reason or real experience, it is a judgment without facts and it frequently causes harm to the second person or group of people.

"Academic Performance is the outcome of education— the extent to which a student, teacher or institution has achieved their educational goals" (Annie, Howard & Mildred, 1996) cited in (Muhammad, Arshad; Muhammad, Syed & Mahmood, Khalid., 2015).

Academic Performance means the academic success a student develops through the course. It can be reflected in their test scores, but it can also be on how they develop on extracurricular activities or how they behave as leadership.

"Performance is about execution and implementation or the result of the application/use of capacity" (Morgan, 2006, p.7).

Richards and Rodgers (2011) cited in (Celce-Murcia, M; Brinton D. M; & Snow, M., 2014) remark **methodology** applied to language teaching "as the most general and overarching term. Under method, they have the terms approach, design, and procedure".

"Methodology**:** Pedagogical practices in general. Whatever considerations in how to teach are methodological" (Brown, 2000, p.15).

Methodology is one way of dealing with method.

Edward Anthony (1963) cited in Brown (2000, p.14) illustrates his concept of **method** "which was the second of three hierarchical elements, namely approach, method, and technique. An approach was a set of assumptions dealing with the nature of language, learning, and teaching. A method was described as an overall plan for systematic presentation of language based upon a selected approach." A method according to Richards & Rodgers (1982) cited in Brown (2000, p.14) was "an umbrella term for the specification and interrelation of theory and practice."

"Method: A generalized set of classroom specifications for accomplishing linguistic objectives. Methods tend to be concern primarily with teacher and students' roles and behaviors and secondarily with such features as linguistic and subject matter objectives, sequencing and materials. They are almost always thought of as being broadly applicable to a variety of audiences in a variety of contexts" (Brown, 2000, p.16).
Method, based upon or related to approach.

Classroom Atmosphere "There are physical elements such as wall art, arrangement of desks, or resources. Also, there are intangible elements such as the energy of the classroom, the rules, or the sounds within the room. Each of these can impact a student's focus and achievement in the class. They can also affect a teacher's attitude in the class. Included in each of these elements of the classroom is the emotional environment" (Hannah, 2013).

(Hannah, 2013, p.3) explains that "If it is English subject, then the teacher could have a corner of the room set up like a theatre where the students could act out scenes from various plays that they are reading. There could be an area of the room with comfortable chairs and a small library where they could pick a book to silently read if they have finished all of their work for the day. This could be viewed as warm and inviting for a student who does not like to read because now they see that English can involve moving around. The small library will also allow them to choose what they want to read, rather than them having to read what was assigned."

Izard (2010) states that **emotion** "consists of neural circuits (that are at least partially dedicated), response systems, and a feeling state/process that motivates and organizes cognition and action. Emotion also provides information to the person experiencing it, and may include antecedent cognitive appraisals and ongoing cognition including an interpretation of its feeling state, expressions or social-communicative signals, and may

motivate approach or avoidant behavior, exercise control/regulation of responses, and be social or relational in nature" (p.367).

Feng and Chen (2009) stated that "Learning process is an emotional process. It is affected by different emotional factors. The teacher and his students engage in various emotional activities in it and varied fruits of emotions are yield."
"Attitude can help the learners to express whether they like or dislike the objects or surrounding situations. It is agreed that the inner feelings and emotions of FL learners influence their perspectives and their attitudes towards the target language" (Choy & Troudi (2006) cited in Zainol, Mohammadi & Alzwari (2012, p. 122).

Emotion is a state of mind which changes according to the circumstances, is one's mood in a particular situation, when we teachers talk about emotions we talk about feelings like love, anger, happiness, sadness, excitement, nervousness. In a classroom, a student can present each of the emotions or all of them daily.

(American Psychiatric Association [APA], 2000) cited in (Hanie & Powell, 2009,p.50) explains that **"anxiety** is defined as a subjective sense of fear, distress, or worry that may exhibit both physical sensations (e.g., headaches or nausea) and emotional symptoms (e.g., fear or nervousness)."

Anxiety "is a constant companion of education. Every student feels some anxiety at some time while in school; but for certain students, anxiety seriously inhibits learning or performance, particularly on tests" (Cassady & Johnsson, 2002; Everson, Smodlaka, & Tobias, 1994) cited in (Salvin, 2009, p.311). "If anxiety is reduced, the student's self-confidence is boosted" (Larsen, 2000, p.108).

Anxiety has different levels of fear, apprehension, and worry which can have a bad consequence on students in the way that they close themselves as incapable to understand what they are trying to at the moment. But there is also the level of anxiety which is good because to stop feeling that little anxiety on the chest a day before a delivery of a task, students get that motivation to start, so they take that feeling away, and that happens with a day before an exam, what you do to not feel anxious on that particular day is study for the test.

Failure "A negative result indicating: An inability to perform and a lack of success" (Manz, 2001). "Failure creates a negative self-image, a sense of inadequacy that may hinder future learning. And 'failure' need not be real; it may be merely an inability to measure up to one's standards of those of parents, teacher, or brothers and sisters" (Slavin, 2009, p.48).

"External factors such as distraction by others, difficulty of work and poor teaching were more often cited as reasons of failure in learning a foreign language" (Williams, Burden, Gérald & Maun, 2007, p.19).

Failure for a student can be damaging if he did make an effort to succeed on what he failed, the student could think that he is not good at all for that particular subject. Implementing the self-fulfilling prophecy in an adversely way, where the student is going to keep failing or avoiding that area where he thinks he is not capable enough to succeed.

Belief According to (Pehkonen and Pietilä, 2003) cited in (Pourhosein, Abbas & Banou Narjes, 2017, p.79) "a belief is a kind of knowledge that is subjective and experience-based." According to (Rokeach, 1972 & Pourhosein, 2012), a belief "is any premise that starts with the term 'I believe that'".

Belief is very influential on how things are going to work, it is also known that if you believe something is going to happen, unconsciously you do things for it to be done. State of mind or conscious where everything is placed on a thing or a person, you believe he is intelligent you put your confidence on that individual. You as a teacher give him hints and extra work because you know he can reach more.

Stereotype defined by (Lippmann, 1992) cited in (Dovidio, Hewstone, Glick, Esses) is "the typical picture that comes to mind when thinking about a particular social group". "Stereotypes are cognitive schemas used by social perceivers to process information about others" cited in (Dovidio, et al, p.16).

A stereotype is a simplified image of a person or thing, is a preconceived idea about the characteristics of an individual assumed that they will behave in a particular way, just because the way they look or similar factors they share like nationality, race, sexual orientation and most of the time it is a wrong idea.

Teachers have a main goal in education which is to create effective ways for the students to develop skills. The intervention methodologies of the proposal are '**competency based language teaching**' and '**flipped classroom**' they will be described below.

Richards & Theodore (2001) demonstrate there are many areas that involve CBLT for example adult living, survival, and functioning proficiently in the community. It attempts to inculcate learning competencies, skills, attitudes, behaviors and values. CBLT seeks to teach language in relation to the social contexts in which it is used, so we focus on special needs for the learner when applying this methodology, especially on the emotions presented inside the classroom because coaches never really give the period for expressing and sharing them.

Secondly, we get the help of what is called flipped classroom according to Ozdamli & Asiksoy (2016) is a special type of blended learning seen as a student-centered approach formed to increase the quality of period within class. The main aim of this approach is to provide preparation of student before the course (individual teaching directly on computer) and during the course (learning activities). Flipped learning is also seen as homework done in home and completed in class. Examples of flipped learning activities are:

- Watching videos.
- Listening podcasts.
- Reading articles.
- Taking notes.

"Social learning theories stress that learning occurs in interaction with others and that learning is an aspect of all human activities" (Säljö, 2000). Recently most schools have changed their curriculums to online curriculums, by different reasons for example it can be the result of merely innovative education, or distance learning is needed for external factors that are not under control of the student.

According to (Özgür, 2015) "Online course is one of the most dynamic and enriching forms of distance learning that exist today", virtual education has become really popular in recent years. A **virtual** classroom is managed for applying the didactic proposal using the application *Microsoft Teams,* it is an online learning environment that provides collaboration through a platform where the teacher and students can share files, the platform has a chat room and most importantly you can make video conferences with the

whole group, face to face interactions. Screen sharing makes too easy to get everyone in the same page, video or audio.
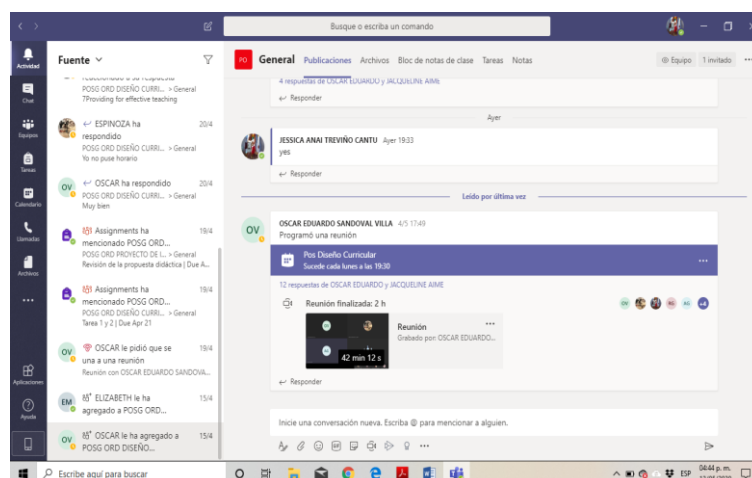

Figure 1: Microsoft Team *Platform*

Mindfulness exercises will be performed, which is a meditation technique that integrates the eastern teachings of the Buddha and the most scientific western investigations, ideal for dealing with anxiety and emotional factors.
"The term **mindfulness** derives from the Pali language word sati meaning 'to remember' but as a mode of consciousness it commonly signifies presence of mind" (Bodhi, 2000). Mindfulness can range from different type of awareness: "simple awareness, protective awareness, introspective awareness, to forming inspiring conceptions, and also can transform one's cognitive process" (Kuan, 2008).

Chapter 3 Methodological design

3.1 Action-research

Latorre defines action research as a set of criteria and theoretical principles on educational practice which is also a methodological framework following a series of actions (2002, p.32). According to Cunningham (1993), 'action research' "is a term for describing a spectrum of activities that focus on research, planning, theorizing, learning, and development. It describes a continuous process of research and learning in the researcher's long term relationship with a problem" (p.4). More recently, it has been stated that action research "offers a form of systematic inquiry that is usually appealing to teachers as it

allows a focus on areas of their own practice that they consider worth investigating" (Burns & Westmacott, 2018, p. 16).

This research methodology is applied by teachers who are looking for a change or an improve and it seeks to empower not only teachers but students, the researcher intervenes in and during the research. This project is based on what Lewin describes as action research or "cycles of reflexives actions" (1946) cited in Latorre (2002, p.35). The interventions are an experimental manipulation, and problem-solving is the goal. Bringing change where knowledge and theories will appear as outcome.

3.1.1 Design

The action research model implemented by Lewin (1946) and applied in my current methodological design consists of three cyclical phases, first, we have 'planification' where we need to develop an action plan to improve current practice. The plan must be flexible so that it allows adaptation to unforeseen effects. The second phase is 'action' to implement the plan in a purposive and controlled way (see chapter 4 didactic proposal), and the final phase corresponds to 'the evaluation of the action', in which we have to analyze the results of the action observing pieces of evidence to obtain proof that we can evaluate.

The topic studied is "The self-fulfilling prophecy for EFL learning in A1 students" that is a socio-psychological phenomenon of someone predicting success or failure of their student or classmate and this prediction or expectation becoming true, just by the fact of someone believing it must be true. And this believer, as a result, treats these people in an unconsciously way creating verbal and nonverbal behavior that s/he may not notice. The general objective of the research is to propose the design of a Pygmalion Leaders' Model by which educators will attain students learning EFL.

For answering to the question: how can analysis of our practice contribute to theory? I developed the next action hypothesis, in the way that I can continually work for understanding what is currently happening in the area being studied.
The creation of a Pygmalion model will allow teachers to implement a technique that can raise the willingness of a first-level student when learning English as a foreign language.

My research implements the described phases as follows.

1. Planification:

The problem that derives from this study is that teachers frequently give negative comments to their students, when correcting them, we do not realize that we can fall on being tactless, and we as instructors who have the power of the voice, should consider what impact a phrase, a movement or a look can have on a student, on its performance and on its willingness to continue learning English as a foreign language.

Sampling

It is the process of selecting many individuals for a study. "A sample is a smaller but hopefully representative collection of units from a population used to determine truths about that population" (Field, 2005). This research is was conducted mainly to students from the language center, philosophy and arts U.A.N.L who are adolescents among the ages 15-20 years old, from the first level of English, morning schedule.

Instruments (see annexes).

The instruments used for conducting the research and clarifying the problem were written in Spanish for the main reason that the students observed in the research are from A1, and for not altering the results I preferred to leave them on the native language. The next four mentioned instruments were selected according to the objectives and the research question.

Individuals were studied in a naturally occurring situation. Tests complemented nicely the data collection with observation and interviewing. "A test is any structured performance situation that can be analyzed to yield numerical scores, from which interferences can be made about how individuals differ in the performance construct measured by the test" (Gall, Gall & Borg, 2003, p.189).

Some of the tests implemented on the study and according to Gall, et al. better known as 'self-report measure' (2003, p.189) were used as instruments "whose items yield numerical scores which inferences can be made about how individuals differ in various aspects of self-concept, such as empathy, personality traits, learning styles, attitudes, values, motivation, and interests". (See Appendices A. and C).

"Measures of self-concept is defined as the set of cognitions and feelings that each individual has about himself or herself. Many measures of self-concept include an assessment of self-esteem, which refers to how positively individuals feel about themselves generally or about specific aspects of the self as a student" (Gall et al, 2003, p.214).

"Attitude scales, an attitude is an individual's viewpoint or disposition toward a particular object (a person, a thing, an idea, etc.). Attitudes are considered to have three components (1) an affective component, which consists of the individual's feelings about the attitude object; (2) a cognitive component, which is the individual's beliefs or knowledge about the attitude object; and (3) a behavioral component, which is the individual's predisposition to act toward the attitude object in a particular way" (Gall et al, 2003, p.214).

Index of interpersonal or empathic reaction: (Davis, 1983; Mestre, Pérez, Frías & Samper, 2004). It is an instrument that allows you to evaluate the empathic disposition through four factors or subscales:

Fantasy (FS), tendency to identify with characters from the cinema and literature, that is, assess the imaginative ability of the subject to get into fictitious situations.

Perspective-taking (PT), ability to understand the point of view of the other person

Empathic concern (EC), feelings of compassion, concern, and affection for others.

Personal discomfort (PD), feelings of anxiety and discomfort that the subject manifests when observing the negative experiences of others.

(Kawulich, 2012) reported that "observation, is a tool used regularly to collect data by teacher-researchers in classrooms, by social workers in community settings, and by psychologists recording human behavior". Observation permits the researcher to tell his version and the version of other people.

I observed the class of a teacher and I took notes of the comments that are emotional not related with the class, but instead with the relationship with their students, also the attention focused on the nonverbal language from the educator and the students when being corrected or applauded from the teacher.

Latorre (2002) explained Interviews as conversations between two or more people, the interviewer tries to obtain information or manifestations of opinions or beliefs of the other person. Thanks to this instrument I will be able to interpret feelings, impressions, emotions, intentions, and thoughts even actions that have already happened (p.70). (See Appendix D).

For better results, through the phases a diary is used for registering every change noticed or thought we may have come out with at any moment, this can help us to put in order our ideas for creating a better teaching practice.

Supported by Latorre (2002) a diary are literal narrative descriptions of key incidents that have a particular meaning observed in the natural environment in which the action takes place.

3.1.2 Analysis and interpretation of results from the first phase

Two groups of English A1 were analyzed, the first level at Language Center FFyL from ages 15-20 years old, 12 women and 24 men. Firstly, it was important to know how is their level of empathy, because in this way if they have a high sensitivity about other's people opinion, then they could be easily influenced for not liking or instead of loving English as a Foreign Language if approached appropriately early. When analyzing the graphics, the next results were found. Half of the analyzed population gets to be emotionally empathetic. The other half is situated at a lower level for being emphatic. But on average there are always more feelings involved that none at all. (See graphic 1).
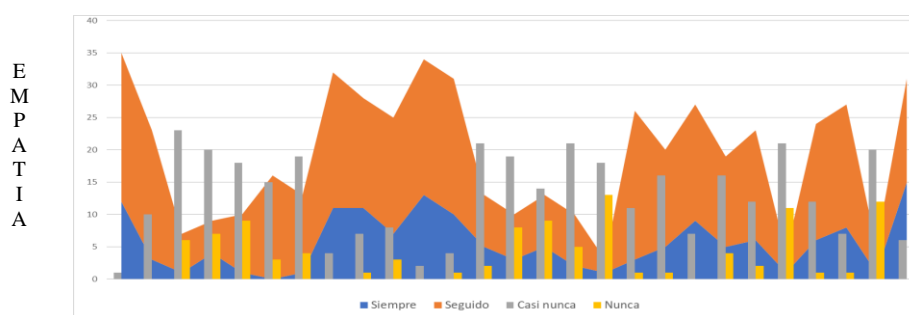
Graphic 1. Empathy

Secondly, their opinion about different strategies to be a better learner was evaluated, so the Pygmalion model can be created according to their favorite strategies for being a good student. This also reflected their attitude toward learning English as a foreign language. (See graphic 2). The majority of 21 persons from 36 where between totally agreed and agreed on the phrase a good student is willing to make mistakes. It can now be understood how it was that the students did not care about the teacher correcting them when being wrong. They appreciated it but felt a little embarrassed anyway.

Also, 22 students out of 36 think that analyzing their conversation as their classmates' talking helps to increase their learning because in that way they can correct themselves or the others and paying attention to their classmates' participation and commenting back can help them to be sure that they can use the language for its main goal that is to communicate.

And another characteristic that they think is important for a good learner is to have a lot of confidence in oneself as a very good physical appearance or image. 23 students out of 36 were convinced that this is a point to check when learning English as a foreign language. And this way they will not feel bad when someone gives them a comment that they are not asking, for example, their perception about how bad of a student you are, if they know themselves and are confident enough with their knowledge of the subject, the perception of this external person, will not affect their perception through how well they are developing.
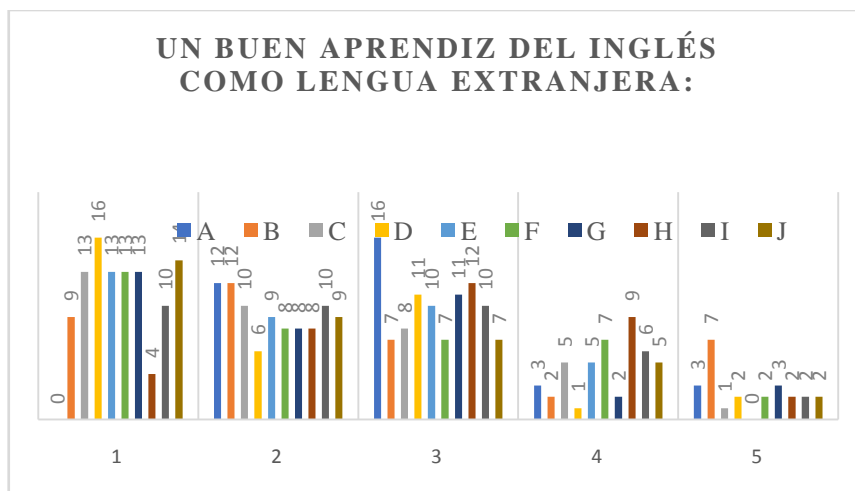
Graphic 2. Characteristics of a good English learner

In the interviews, some interesting answers were found, important to understand the emotions involved in the daily week of the students when studying English. A girl of 18 years old from English A1, thinks that having errors and being corrected in front of the whole group makes her feel embarrassed, so she prefers to be quiet as much as she can. This involves to not participate voluntarily. And she never corrects the teacher because she has the ideology that the teacher is never wrong.

The last question was if a teacher classifies you as a good student or bad student will that perception will affect your academic performance? 'Yes, because if s/he tells you that you are a good student you will be motivated to get better grades, but if he thinks you are a bad student, you will do as he says. You will not find the motivation to succeed'.

Male student, 16 years old. He likes it when being corrected because he knows this is a way of improving, and he also corrects the teacher when he notices something wrong. He points out that his classmates have made fun of him when being wrong, but that does not make him feel bad. When the question: do you think that teachers can have a preference

for a student for its physical appearance? Was made, he gave as an example that if there is a pretty lady s/he may treat her better.

And the last question about how a teacher can classify a pupil as good or bad, the student answered that he would not care that much, that he would only find it motivating and challenging, but he mentioned that for other people that perception of the teacher is really important, because if s/he thinks you are a failure. They will think of it likewise.

Another male student of 18 years old gave the next answers when being asked about if it bothers him when being corrected by the teacher, he answered that sometimes it does bother him because he feels naked in front of the group. But he also pointed out that he corrects the teacher whenever he notices grammar errors. He says, that his classmates make fun when he is wrong.

And when questioning the nonverbal behavior of the teacher he was the only student who has noticed this language, he said that the teacher should be more professional and when interacting teacher-student he should give more confidence to the student, because he feels threatened with its gestures before giving his opinion.

Observations:

When correcting a student about how to form the plural, the teacher made some expressions like opening bigger his eyes and speaking in a louder voice, as a result the student just got quiet and looked kind of embarrassed for its wrong answer.

When correcting the intonation of a student, the teacher smiles and corrects him, then he cannot help on laughing, but that does not seem to bother the students, and he laughs too. Also when the same student said a good answer the teacher praised with happiness, and their classmates applauded.

In the following day a student structured the sentence 'My sister loved eating her' every student started laughing and the teacher yelled at her "NO" so she got her face reddish. Then they were doing a listening and when a student gave a correct answer the teacher got really happy, his facial expressions changed and her classmates followed with big applauses. In this activity the students were getting ten extra points. Something observed was that the teacher can never hold his laugh when students make funny mistakes.

And another thing to point out, was on the activities where they can collect points, the teacher said: "You can give your points, you can share them, just look for someone you

can say he is really not doing well, he actually needs them" Even though it sounds as something good, imagine to get classified as the person who needs extra points from someone else.

3.1.3 Preliminary Conclusion

In the interview, the following answer as an important reflection of the Pygmalion effect was found:

If a teacher classifies you as a good student or bad student will that perception will affect your academic performance? 'Yes, because if s/he tells you that you are a good student you will be motivated to get better grades, but if s/he thinks you are a bad student, you will do as he says. You will not find the motivation to succeed'.

For students it's really meaningful what the teacher perceives when giving them feedback, their classmates reactions to their mistakes seem to be important just for few of them. But they say that when being interviewed, and they show something different when being observed, they may not feel bad, but they do sometimes feel ashamed, they get nervous or their face gets blushed when being corrected.

When being more empathetic, the importance of the words and opinions a dominant give are listened to and accepted as a fact. There are people who are not empathetic or at least not in an extreme, and they are able to discern between commentaries that are not determinant to their future outcome, and also there are students who have still not developed being empathetic and they are the ones who give unpleasant commentaries to their classmates, trying to be funny or not realizing that they are hurting their friends.

Chapter 4 Didactic Proposal

Design and implementation of a teaching proposal focused on competency-based language teaching.

<u>Mindfulness as a technique for becoming fully aware of our emotions.</u>

4.1 Proposal Contextualization

Students are always dealing with trying to focus most of their attention on the teaching, the activities, and the present moment. When teachers are completely lost on trying to educate students with content: they teach them how to read, how to write, vocabulary, and many more things. What difference would make to teach students how to train their attention?

Commentaries and expressions of third parties influence the outcomes of students. But students should be the ones letting phrases, suggestions, or nonverbal behavior of authority or classmates create changes in their production. In this way, if students learn to train their attention, they would know what to receive and what to ignore, also the learning of all the skills that educators every day try to improve in every student would be boosted by applying a technique known as mindfulness.

Introduction

Mindfulness as a technique for becoming fully aware of our emotions is a proposal of intervention to the prophecy for English as a Foreign Language Learning. Using competency-based language teaching and flipped classroom as tools for developing its application.

The didactic proposal is created with the intention of good handling of emotions and knowledge. Being mindfulness would finally be complemented in the contents of the curriculum, to offer to future generations not only a rich formation of knowledge and content, but also the wisdom to know their feelings, the ability to lead, listening, and strengthening themselves and being able to share that with society.

Justification

Being aware of our emotions and developing emotional competences, allows us to develop resilience and guide our students with leadership characterized by ethics, accompaniment, pedagogy, and peer support. Favoring greatly social actions.

The next one is a preventive proposal of possible future problems of conduct and attitude, facing situations of daily life. Making us reflect on a broader formation of the person in the face of multiple controversies in today's world and the important relationship of oneself with others. The kind of teaching and learning that will take place in the proposal is humanistic language teaching to facilitate the cognitive in language learning and to help with the development of a person as a whole.

Problem

Being empathic or the opposite is just a factor that can predict the performance of a student talking about the development of his emotional intelligence, but it is just a factor, there are many factors teachers can talk about for predicting success or failure. The importance of the results obtained on the action-research are very important to point out to question: how to solve this problem?

When you know that in the classroom exists a lot of different levels of empathy from student to student, the best option is to implement a course that will help the students to manage these emotions and to understand what are those feelings because is a very subjective theme, so first, they need to identify, to know themselves, and comprehend that they are not quite aware of the influence of emotions in the learning of English as a Foreign Language.

4.2 Objectives from the didactic proposal

Once the problem has been raised, a general objective is written, with some specific objectives helping to reach the general one.

4.2.1 General objective

Upon completion of the course, the student will be able to demonstrate how mindfulness works when creating outcomes shortly, after a mindfulness' reading, a video or a reflection.

4.2.2 Specific objectives

1. The student will define mindfulness doing note-taking after watching some videos and a Power Point Presentation in a class session.

2. The student will select wisely the phrases given by a third party in any given context.

3. Before the course is completed the student will be able to point out compliments or good thoughts they have had about each of their classmates in sentences.

4.3 Application of the proposal

The design of the proposal is set by the next items:

1. Demonstrate what mindfulness is and how it can help, through a PowerPoint presentation.
2. Use classic music before any class session.
3. Apply mindfulness during a regular class, giving students control over their feelings.
4. Conclude with an empathy exercise that can connect students emotionally.

Competences involved

1. Problem-solving skills
2. Creativity
3. Critical thinking
4. Sensitivity
5. Respect
6. Appreciation of others points of view

Temporization and space

- Autonomously at any time, inside and outside the classroom.

Grouping

- There are individual activities and group activities.

Resources

- Online videos about a mindfulness conference.
- PowerPoint Presentation.
- A bell.
- Music.

4.3.1 Methodology and development of the activity

Competency-based language teaching.

The syllabus framework the model will carry is a competency-based syllabus "one based on a specification of the competencies learners are expected to master concerning specific situations and activities. Competencies are a description of the essential skills, knowledge, and attitudes required for the effective performance of particular tasks and activities." (Richards, 2001, p.159). The syllabus was selected because the student needs to reach a specific attitude when learning English in any place, the learning will be occurring, the student will be connected to the process.

For the student to master this attitude, there will be some tasks s/he needs to fulfill and practice, so s/he can reach the level where the consciousness of learning English will be reached. Teach competencies and not merely content will help us to create a mind shift.

The didactic proposal has three units and their objectives:

Unit 1 What is mindfulness?

- The student will familiarize with the meaning of the technique they are going to be working with along the course.

Unit 2 Technique plus English learning.

- In this unit, the students will apply the theory for learning English as a foreign language at the same time they will operate mindfulness during a class session.

Unit 3 One in a million.

- This unit goes back to mindfulness, the students will operate the technique as a whole after reading and watching every mindfulness source presented and practiced along the course. And without focusing on any grammar chart from English, they will distinguish themselves involved with the language when listening to the instructions and practicing activities for reaching mindfulness.

The application of the activities below have been organized contemplating the time left and Covid-19.

Session	Month	Place	Activity	Resources
Session 1 Unit 1	May	Microsoft Teams	What is mindfulness?	Internet Music PowerPoint Videos
Session 2 Unit 1	May	Microsoft Teams	Reading applying mindfulness and a reflection	Internet Text Music
Session 3 Unit 2	June	Microsoft Teams	Grammar: Demonstratives and determiners mixed with mindfulness	PowerPoint Presentation A bell Music

Session 4 Unit 3	June	Microsoft Teams	What makes you unique? & Unexpected text	Flipchart Markers Music Notebook Pen Cellphone

4.3.2 Phases of the proposal

The next is the scheduling process followed during the application.

1. Design and elaboration of the intervention proposal from March to May.
2. Implementation of the said proposal from May to July.
3. Evaluation of the process June to August.

The tool selected for the application of this proposal is *Microsoft Teams* an online application chosen because students continued the semester by distance because of Covid-19. The Language Center from Filosofía y Letras is having classes through this modality.

4.3.3 Course: Mindfulness as a technique for becoming fully aware of our emotions

UNIT ONE What is mindfulness?

The approach you will want with older students is different from focusing on being silly and having fun, they may appreciate a simple break from the routine and some good information on how mindfulness can help them.

Activity 1

Lesson: Mindfulness. The objective is that the students will demonstrate what mindfulness is and how it can help with the aid of note-taking when the lecture is given, the competence to develop is awareness.

The class starts by listening to some classic music, just one song. Where they can disconnect from everything if they want they can close their eyes, and just let go. After they reach this status of calmness, the teacher will lead the class presenting them a technique they may never had heard of it, or if they do they have not applied it in class.

After all the explanation, they will take as homework some links given by the teacher, about more information on this technique and its benefits. The videos are in English, so they are practicing the language at the same time they are learning a new technique. Note-taking is an important aspect of this activity.

Lesson	Mindfulness		
Teacher	Jessica Treviño	Level	A1
Approach	Competence-Based Language Teaching & Flipped classroom	Competence	Awareness
Language item		Objective	Demonstrate what mindfulness is and how it can help
Time	30 minutes	Activity type	Instructional
Preparation	• PowerPoint Presentation • Speakers • Music •		
Warm-up	Start with 3-4 minutes of listening in silence some classic music		
Production	Explain a PowerPoint presentation of what mindfulness is and how it can help.		
Closure	As homework, they are going to look for some videos given by the teacher and take notes about things they liked about this new technique we are going to be working on.		
Evaluation	Students are going to practice mindfulness with the help of the teacher, next session.		

Activity 2

Lesson: Mindfulness in practice. The objective is that students will be able to build a place of inner peace, through meditation. The class will start with a classic song, and when the song is over the class is going to discuss everything they learned from the homework they did the day before: watching videos, and doing a little research by themselves. They can share their notes and ask doubts they may have come up with while doing the activity.

When all the class is in the same symphony about what they understood about mindfulness and how it can help, they are going to put in practice all the theory through an activity following instructions given by the teacher, that reading is designed to apply the

technique, and there is not a better way than introducing how it works practicing it the whole group together. In the end, students are going to be asked to answer a reflection, to analyze what they thought, felt, and noticed when practicing the technique.

Lesson	Mindfulness in practice		
Teacher	Jessica Treviño	Level	A1
Approach	Competency-based language teaching	Competence	Meditation Listening
Language item		Objective	Build a place of inner peace
Time	30 minutes	Activity type	Group
Preparation	Speakers Music Reading Copies		
Warm-up	Listening to the first 3 minutes of classic music, then talk about the notes they wrote from the watched videos.		
Production	The students are going to listen to the instructions given by the teacher, following a reading (See annex E) and closing their eyes they are going to let the reading reach their inner thoughts.		
Closure & Evaluation	To see how the activity worked, in the end, the students are going to answer a reflection (See annex F).		

UNIT TWO Technique plus English learning.

Activity 3

Lesson: Going shopping. The objectives are that the student will be able to apply mindfulness during a regular class, and they will be able to ask for items and prices. In this class session, the student will be using mindfulness for learning English as a foreign language. The language items from this class are demonstratives and determiners.

As a new routine, the class starts with a classic song, from 3-4 minutes. Then the teacher gives some new instructions this first time to a leader of the group, chosen by the classmates. He is going to be the aid for having control over feelings during the whole session. How is he going to make this? A bell is going to be given to this student, and the next instruction will need to be followed: whenever you feel that the atmosphere of the

group is feeling dull or your classmates are feeling tired or the opposite they are more talkative than usual, even distracted… You are going to make the bell ring.

Everyone will stop what they are doing, and all the group together are going to practice mindfulness for a minimum of 10-15 minutes. The activity that can be interrupted starts with the description of the clothes students are wearing, vocabulary about clothes. It continues with some discussion about what a student imagines the demonstratives are in some sentences wrote on the board. A grammar chart is going to be explained and memorized and when everything is clear, the class closes with the introduction of the possessives.

For the evaluation of the activity, students will answer how they felt when having their activities interrupted, breaking the cycle of a class, and giving them some free time to control their feelings in that precise moment.

Lesson	Going shopping		
Teacher	Jessica Treviño	**Level**	A1
Approach	Competence-based language teaching	**Competence**	Control over feelings Speaking
Language item	Demonstratives and determiners	**Objective (s)**	Apply mindfulness during a regular class Asking for items and prices
Time	30 minutes	**Activity type**	Conversational
Preparation	Speakers Music Bell		
Warm-up	Start with 3-4 minutes of listening in silence some classic music		
Production	The teacher is going to instruct one selected leader of the group about a bell, the student is going to be in charge. Whenever he feels that the atmosphere of the group is feeling dull or the classmates are tired, maybe talkative, distracted, and not engaged with the activity. He is going to make the bell ring. Everyone will stop what they are doing, and we will practice mindfulness' technique. The class starts with a discussion about the description of the clothes students are wearing, to point out vocabulary. Then it continues with some sentences where the students are asked to find what they think are the demonstratives when the activity is over a grammar chart is going to be explained.		

Closure	The class finishes with the introduction of "possessives."
Evaluation	Students are going to answer some questions (See annex G) about what they felt when having activities interrupted by having control over their feelings.

Activity 4

The lesson 'my things' has as objectives that the student will be able to use possessive determiners before any given item and when applying mindfulness, s/he will be able to identify desired changes with a list. The competences the student will be practicing are writing and speaking.

The warmup is the listening of a classic song that the teacher is going to play while everyone gets in silence. When the song is over, an explanation of the grammar for possessives is given and some exercises accompany that explanation. In the closure of this lesson the student will identify what are the things he wants to change, s/he is going to make a list about the things that he can change, and the things that are not under his control. Then a discussion is going to be led by the teacher. And a reflection of this activity will be reached. For certainty, they will go home thinking about this last activity. We seldom take any time to analyze problems out of our comfort zone.

Lesson	My things		
Teacher	Jessica Treviño	Level	A1
Approach	Competence-based language teaching	Competence	Writing Speaking
Language item	Possessive determiners	Objective (s)	Use possessive determiners before items. Identifying desired change.
Time	30 minutes	Activity type	Individual and teamwork
Preparation	Paper Pen Speaker Music		

Warm-up	The class starts with 3 minutes of classic music.
Production	The topic possessive determiner is explained, the students do a fill in the blanks to see if they understood the new grammar, and also they will be asked to find items in the room and create a description (those are her black shoes).
Closure	The closure will be a mindfulness activity, ask the students to write a list about things they want to change. Then a list about those things they wrote but selecting just the ones that are under their control. (See annex H).
Evaluation	Reflection: Together with your students look at the controllable list and ask them if they can think of moments when they dealt with those kinds of situations. They can share their answers with the group or if they feel more comfortable we can try team-work. Now ask your students how do they let go of the uncontrollable?

UNIT THREE One in a million

Most people believe that each person is unique. People are special because we are all different, we all can develop every skill but there is always one that sparks between the others, and that makes an individual original.

Activity 5

The lesson 'what makes you special is…' has as objectives for the students to identify what makes their classmates special and they will be able to label themselves to the contributions we all make. The competence they are going to put in practice is empathy and they are going to accomplish this by starting the class as usual now, listening to a song that is going to put them in a relaxed mood.

Then the teacher will explain the instructions: think about what you have in common with a given classmate and also what is different between you two. Just think… Next, they are going to fold a sheet of paper and they are going to draw on one side what makes them unique in the school and on the other side, what makes them unique in the classroom. If they have no idea, they can ask their partners if they can share what they thought about them in the first activity.

The teacher will take control of the class, leading a discussion on how every single thing can make someone special, for example being quiet and introvert creates an atmosphere of calmness but being extrovert makes their partners confident and they share things, exchange ideas and learn new things. Finally, as evaluation complimenting their classmates will create a connection, a better atmosphere and a good self-feeling from one and other.

Lesson	What makes you special is…		
Teacher	Jessica Treviño	Level	A1
Approach	Competence-based language teaching	Competence	Empathy
Language item		Objective (s)	Identify what makes you and your classmates special. Relate to the contributions we all make.
Time	30 minutes	Activity type	Group
Preparation	Music Flip chart Markers		
Warm-up	The class starts with 5 minutes of a classic song. The teacher asks to think about something that they have in common with an assigned partner and then something different.		
Production	In a sheet of paper that students are going to be asked to fold, they are going to draw on one side something that they think is unique they do in school, and on the other part, something they do that makes them special in their home.		
Closure Evaluation	A discussion lead by the teacher will start, about how every single thing makes valuable a person. Students are going to paste the flipchart on their back, and they are going to be moving around writing things that they appreciate about the other classmate.		

Activity 6

The lesson unexpected text has as objectives that the students will be able to apply mindfulness to know how to respond rather than react after getting a text message.

Listening and empathy will be practiced as competences during the lesson. The class starts as usual now, listening to some classic music, then it continues with some videos about mindfulness that the students will copy kinesthetic each movement. To know how to apply basic mindfulness anytime. The function of the technique 'dot be' is going to be explained to the group.

For homework, the teacher is going to assign pairs. Who will have as an instruction to text their classmate .*b* through *WhatsApp*, at any time they feel like doing so, and the person who reads the message needs to interrupt any activity s/he may be doing and apply what they learned about mindfulness.

As evaluation next class, the students will share if they noticed their thoughts and what was going on in that interrupted moment without self-judgment. And any comments about the dynamic responding honestly if they liked it.

Lesson	Unexpected text		
Teacher	Jessica Treviño	**Level**	A1
Approach	Competence-based language teaching Flipped classroom	**Competence**	Empathy Listening
Language item		**Objective (s)**	Apply mindfulness to know how to respond rather than react.
Time	20min	**Activity type**	Group and pair work
Preparation	Cellphones Music Speakers Youtube		
Warm-up	Listen to 3 minutes of classic music.		
Production	In class, students are going to watch some videos about mindfulness and they are going to practice the technique.		
Closure	Apply the procedure .*b* which is known as dot be 'stop and be' Every student will be in charge of sending a text message that will only say .b and when the partner receives the message he has to stop whatever he is doing, maybe he is in the middle of an argument and he will have to stop and just be, he will not talk but focus on his breathing, let his mind in blank, he will try to feel how his toes feel, the top of his finger, all his body. In other words, the students will be putting mindfulness in practice		

Evaluation	anywhere they are. The students will share the next class if they noticed their thoughts and what was going on in that interrupted moment without judgment.

Chapter 5 Conclusion

How does the mind work? Self-knowledge to correct and strengthen ways of being, is needed. Consciously or unconsciously, the human happens to self-sabotage, so distinguish between conversations that accelerates this outcome should be of importance.

The mind has certain designs or ways in which it inevitably operates: it associates any word, circumstance, object, with a particular vivid situation situated in the past. For example; when you are talking with somebody a word in the conversation can bring a non-positive memory and you will reflect it with nonverbal language, expressing sadness or even an apathetic state of mind could be shown, disconnecting yourself from that conversation. Not hearing, because you associate, and the person who is perhaps talking to you about a big project on mind where you would be a potential collaborator; does not know, and does not get your sudden change of mood because you did not tell him, or explained why you stopped paying attention. Knowing that not communicating creates big problems in relationships.

This is only an example of how powerful is language, and the mind itself, the world we perceive its clearly described by words. The mind plays two roles; we need to identify: reality or fantasy. What our mind says is what we believe, we never stop to question. But we clearly should, and that is why we need a filter: for innovating, for moving forward, for being more creative.

There is where mindfulness stepped in. There is the whole world to blame, we say it was because of that teacher who did not speak the way he should when I was fifteen, then, you may hear, it was because family, they sometimes give a negative comment, and it was taken so seriously. So you adopt it as a mark, and I can keep giving examples on how many people affected on the expected development of an individual, but you will hardly never listen, it was me. And, if there is something the individual can manipulate…it is language! With mindfulness students and teachers would be learning to take care of oneself.

Teachers need to be careful when trying to implement a new philosophy or discipline in a classroom, but if you act from your deepest principles and good emotions for teaching them to be critical, tactful and harmonious with every individual when speaking, they are going to transform themselves in the best version, and the outcome will reflect only positive learning.

5.1 Limitations

There were some limitations on the study the most concerning was the change of modality to virtual using Microsoft teams for closing the semester, all this due to Covid-19. Students had to adapt to the new reality, everything happened out of the sudden, no one expected that something would change. So, this affected in a huge way to the application of the proposal, which I developed, but could not try, because students were passing through a though moment with their subjects; the new way of learning; adapting; and they were emotionally going through a big moment too. We still are. For reasons of time I had to reach into the conclusion with expected outcomes, based in the tools used along the project.

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Appendices

Anexo A. Encuesta para maestros y estudiantes.

El siguiente instrumento es diseñado con la finalidad de obtener resultados para comprender en mayor extensión la problemática de emociones. La información recabada es de carácter anónimo.

Instrucciones: Subraya la información con la que te sientas identificado.

1. Sexo
   ( ) Femenino   ( ) Masculino

2. Edad
   ( )15-20 años   ( )21-25 años   ( ) 26-35 años   ( )36 años o más

3. Sueño y fantaseo, bastante a menudo, acerca de las cosas que me podrían suceder.
   a) Siempre   b) Seguido   c) Casi nunca   d) Nunca
4. A menudo tengo sentimientos tiernos y de preocupación hacia la gente menos afortunada que yo.
   a) Siempre   b) Seguido   c) Casi nunca   d) Nunca
5. A menudo se me hace difícil ver las cosas desde el punto de vista de otra persona.
   a) Siempre   b) Seguido   c) Casi nunca   d) Nunca

6. A menudo no me siento muy preocupado por los demás cuando estos tienen problemas.
   a) Siempre   b) Seguido   c) Casi nunca   d) Nunca

7. Verdaderamente me identifico con los sentimientos de los personajes de una novela.
   a) Siempre   b) Seguido   c) Casi nunca   d) Nunca
8. Me siento aprensivo e incómodo en situaciones de emergencia.
   a) Siempre   b) Seguido   c) Casi nunca   d) Nunca

9. Soy normalmente objetivo cuando veo una película u obra de teatro y no me involucro completamente.
   a) Siempre   b) Seguido   c) Casi nunca   d) Nunca
10. Intento tener en cuenta cada una de las partes (opiniones) en un conflicto antes de tomar una decisión.
   a) Siempre   b) Seguido   c) Casi nunca   d) Nunca

11. Cuando veo que a alguien le están "tomando el pelo" tiendo a protegerlo.
   a) Siempre   b) Seguido   c) Casi nunca   d) Nunca

12. Normalmente siento desesperanza o tristeza cuando estoy en medio de una situación muy emotiva.

a) Siempre b) Seguido c) Casi nunca d) Nunca

13. A menudo intento comprender mejor a mis amigos imaginándome cómo ven ellos las cosas (poniéndome en su lugar).
 a) Siempre b) Seguido c) Casi nunca d) Nunca

14. Cuando veo a alguien herido tiendo a permanecer calmado.
 a) Siempre b) Seguido c) Casi nunca d) Nunca

15. Normalmente no me molestan mucho las desgracias de los demás.
 a) Siempre b) Seguido c) Casi nunca d) Nunca

16. Cuando estoy seguro de que tengo la razón en algo no pierdo tiempo escuchando los argumentos de los demás.
 a) Siempre b) Seguido c) Casi nunca d) Nunca

17. Después de ver una obra de teatro o cine me siento como si fuera uno de los personajes.
a) Siempre b) Seguido c) Casi nunca d) Nunca

18. Cuando estoy en una situación emocionalmente tensa me asusto.
 a) Siempre b) Seguido c) Casi nunca d) Nunca

19. Cuando veo a alguien que está siendo tratado injustamente a veces no siento ninguna compasión por él.
 a) Siempre b) Seguido c) Casi nunca d) Nunca

20. Normalmente soy bastante eficaz para ocuparme de emergencias.
 a) Siempre b) Seguido c) Casi nunca d) Nunca

21. A menudo estoy bastante afectado emocionalmente por cosas que veo que ocurren a mi alrededor.
 a) Siempre b) Seguido c) Casi nunca d) Nunca

22. Pienso que hay dos versiones para cada cuestión que sucede e intento tener en cuenta ambas partes.
 a) Siempre b) Seguido c) Casi nunca d) Nunca

23. Me describiría como una persona bastante sensible.

 a) Siempre b) Seguido c) Casi nunca d) Nunca

24. Cuando veo una buena película puedo muy fácilmente situarme en el lugar del protagonista.
 a) Siempre b) Seguido c) Casi nunca d) Nunca

25. Tiendo a perder el control durante las emergencias.

a) Siempre   b) Seguido   c) Casi nunca   d) Nunca

26. Cuando estoy disgustado con alguien normalmente intento ponerme en su lugar por un momento.
    a) Siempre   b) Seguido   c) Casi nunca   d) Nunca

27. Cuando estoy leyendo una historia interesante o una novela imagino cómo me sentiría si los acontecimientos de la historia me sucedieran a mí.
    a) Siempre   b) Seguido   c) Casi nunca   d) Nunca

28. Cuando veo a alguien que necesita urgentemente ayuda en una emergencia me derrumbo.
    a) Siempre   b) Seguido   c) Casi nunca   d) Nunca

29. Antes de criticar a alguien intento imaginar cómo me sentiría si estuviera en su lugar.
    a) Siempre   b) Seguido   c) Casi nunca   d) Nunca

El presente instrumento fue creado por Davis, 1983; Mestre, Pérez, Frías y Samper, 2004. Y adaptado por la licenciada Jessica Treviño, 2019.

¡GRACIAS!

Anexo B. Encuesta para maestros y estudiantes contestada

	Siempre	Seguido	Casi nunca	Nunca
Sueño y fantaseo, bastante a menudo, acerca de las cosas que me podrían suceder.	12	23	1	0
A menudo tengo sentimientos tiernos y de preocupación hacia la gente menos afortunada que yo.	3	20	10	0
A menudo se me hace difícil ver las cosas desde el punto de vista de otra persona.	1	6	23	6
A menudo no me siento muy preocupado por los demás cuando estos tienen problemas.	4	5	20	7
Verdaderamente me identifico con los sentimientos de los personajes de una novela.	1	9	18	9
Me siento aprensivo e incómodo en situaciones de emergencia.	0	16	15	3
Soy normalmente objetivo cuando veo una película u obra de teatro y no me involucro completamente.	1	12	19	4
Intento tener en cuenta cada una de las partes (opiniones) en un conflicto antes de tomar una decisión	11	21	4	0
Cuando veo que a alguien le están "tomando el pelo" tiendo a protegerlo.	11	17	7	1
Normalmente siento desesperanza o tristeza cuando estoy en medio de una situación muy emotiva.	7	18	8	3
A menudo intento comprender mejor a mis amigos imaginándome cómo ven ellos las cosas (poniéndom	13	21	2	0
Cuando veo a alguien herido tiendo a permanecer calmado.	10	21	4	1
Normalmente no me molestan mucho las desgracias de los demás.	5	8	21	2
Cuando estoy seguro de que tengo la razón en algo no pierdo tiempo escuchando los argumentos de l	3	7	19	8
Después de ver una obra de teatro o cine me siento como si fuera uno de los personajes.	5	8	14	9
Cuando estoy en una situación emocionalmente tensa me asusto.	2	8	21	5
Cuando veo a alguien que está siendo tratado injustamente a veces no siento ninguna compasión por	1	2	18	13
Normalmente soy bastante eficaz para ocuparme de emergencias.	3	23	11	1
A menudo estoy bastante afectado emocionalmente por cosas que veo que ocurren a mi alrededor	5	15	16	1
Pienso que hay dos versiones para cada cuestión que sucede e intento tener en cuenta ambas partes	9	18	7	0
Me describiría como una persona bastante sensible.	5	14	16	4
Cuando veo una buena película puedo muy fácilmente situarme en el lugar del protagonista.	6	17	12	2
Tiendo a perder el control durante las emergencias.	1	3	21	11
Cuando estoy disgustado con alguien normalmente intento ponerme en su lugar por un momento.	6	18	12	1
Cuando estoy leyendo una historia interesante o una novela imagino cómo me sentiría si los acontecimientos	8	19	7	1
Cuando veo a alguien que necesita urgentemente ayuda en una emergencia me derrumbo.	1	4	20	12
Antes de criticar a alguien intento imaginar cómo me sentiría si estuviera en su lugar.	15	16	6	0

Anexo C. Escala de Likert características de un buen aprendiz del idioma inglés

El siguiente instrumento es diseñado con la finalidad de obtener resultados para identificar las estrategias más recurrentes. La información recabada es de carácter anónimo.

Selecciona en la escala del 1-5. Utiliza 1 para indicar una característica que tu consideras 'muy importante' y 5 para indicar una característica que te parece 'no importante' en predecir éxito en el estudio del lenguaje.

Un buen aprendiz del inglés como lengua extranjera:

A Es un buen adivinador   1   2   3   4   5

B Está dispuesto a cometer errores   1   2   3   4   5

C Constantemente busca patrones en el lenguaje   1   2   3   4   5

D Practica tan seguido como sea posible   1   2   3   4   5

E Analiza su conversación como la de sus compañeros   1   2   3   4   5

F Disfruta los ejercicios gramaticales   1   2   3   4   5

G Comienza a aprenderlo desde la infancia   1   2   3   4   5

H Tiene un promedio muy alto   1   2   3   4   5

I Tiene buenas habilidades académicas   1   2   3   4   5

J Tiene mucha confianza tanto como una buena imagen   1   2   3   4   5

¡GRACIAS!

Anexo D. Escala de Likert características de un buen aprendiz del idioma inglés contestada.

	Un buen aprendiz del inglés como lengua extranjera:	1	2	3	4	5
A	Es un buen adivinador	3	12	16	3	3
B	Está dispuesto a cometer errores	9	12	7	2	7
C	Constantemente busca patrones en el lenguaje	13	10	8	5	1
D	Practica tan seguido como sea posible	16	6	11	1	2
E	Analiza su conversación como la de sus compañero	13	9	10	5	0
F	Disfruta los ejercicios gramaticales	13	8	7	7	2
G	Comienza a aprenderlo desde la infancia	13	8	11	2	3
H	Tiene un promedio muy alto	4	8	12	9	2
I	Tiene buenas habilidades académicas	10	10	10	6	2
J	Tiene mucha confianza tanto como una buena ima	14	9	7	5	2

Anexo E. Entrevista emociones

El siguiente instrumento es diseñado con la finalidad de obtener resultados para comprender en mayor extensión la problemática de emociones. La información recabada es de carácter anónimo.

1. Sexo:

2. Edad:

3. Nivel de inglés:

4. ¿Te incómoda el que tengas errores y te corrijan enfrente del grupo? ¿Por qué?

5. ¿Corriges al maestro? ¿Por qué?

6. ¿Tus compañeros se han reído al momento de equivocarte?

7. ¿Has recibido comentarios negativos acerca de tu desempeño estudiando el idioma inglés? Si es así, ¿por parte de quién?

8. ¿Piensas que un maestro puede tener preferencia de estudiante, por su aspecto físico? Si es así, ¿Cuáles serían estas características?

9. ¿Has notado el lenguaje no verbal del maestro, al corregir a un alumno?, ¿Qué opinas al respecto?

10. El que un maestro te clasifique en 'buen estudiante' o 'mal estudiante' ¿afecta tu desempeño académico?, ¿Por qué?

Instrumento creado por Lic. Jessica Treviño, 2019.

¡GRACIAS!

Annex F. Mindfulness' script: Eye of the hurricane

Instructions

Part 1: Read mindfulness script (Eye of the Hurricane)

Find a comfortable meditation position, either sitting on a cushion on the floor, or on a chair. Sit tall with your back straight, but shoulders relaxed. And let your hands rest in your lap, and gently close your eyes.

Let's take three deep, slow breaths to begin.

Become aware of your body, sitting here. Notice the sense of contact between your body and the seat beneath you... notice your feet on the floor... notice your clothes against your skin.

Now let's consider a metaphor. Within the strong, turbulent winds of a hurricane, the eye, the center of the hurricane, is quiet. There is no wind and no movement there. For a moment, picture this idea in your mind. Can you visualize the strong, turbulent winds of a hurricane, and the inner core that is peaceful and quiet?

Let's see if you can become like the center of the hurricane. Your current circumstances, your thoughts, your feelings, and the sensations throughout your body, can be compared to the winds of a hurricane. Is it possible for you to let go of all of these things for a moment, so that you are no longer taking part in them... like the center of the hurricane is not taking part in the turbulent surrounding winds.

To do this, start by focusing on your breath. Simply breathe in and breathe out. Focus inward.

Just like the eye is deep within the hurricane, your eye is deep within you. Use your breath to connect to this part of you. Simply breathe in and breathe out.

Stay connected to your breath. If anything stressful happens in this moment, such as negative thoughts, unpleasant feelings, annoying sounds, difficult life events, memories... try to look at them as if they are the turbulent wind of the hurricane; whirling around, continually changing, unpredictable in nature...

Notice that you are not them. You are the silent center of the hurricane, the part that is peaceful, despite what is happening around you.

You are the silent center of the hurricane, peaceful and at ease.

You are not reacting; you are simply observing. Like the wind of the hurricane, these experiences are constantly moving and changing. You, on the other hand, are stable. You are not moving or being carried away by them.

As you are breathing, notice how you move more and more towards the center of the hurricane, towards the eye. Just like the turbulent wind of the hurricane, your thoughts, your feelings and whatever is happening outside yourself is still going on, but you are no longer part of it. You are in a safe, peaceful place... Breathing in, breathing out.

As you sit here, connected to your eye, notice whatever arises. Notice the wind of the hurricane, but do not participate. Stay in the eye. Notice thoughts... notice feelings... notice sensations... continue to watch the ever-changing nature of the world inside and outside you. Watch from a distance, with curiosity, and without judgment... without reacting to what you see.

No matter how intense or bad the hurricane gets, the eye is always centered, calm and at ease. Even the most turbulent hurricane cannot hurt or harm the eye; the eye is safe. Whenever you feel you need to restore your inner peace, use your breath to connect to this silent part of yourself. Just breathe in and breathe out. It may help to visualize the hurricane, with yourself in the center.

It can be difficult to see the eye of the hurricane at times, and sometimes we forget the eye is there... however, it is always there. If we examine closely enough—even the strongest, darkest hurricane—sooner or later we'll see the eye, centered and constant.

Now, when you feel ready, slowly open your eyes.

Annex G. Mindfulness' script reflection

Part 2: Reflection

■ What was it like to connect to the observing self?

■ How do you feel now?

■ Did you resonate with the metaphor of the eye of the hurricane? If not, can you think of another metaphor that would resonate with you more?

■ Sometimes during meditation, issues that have been suppressed for some time begin to rise to the surface. Where there things that you noticed that you may have repressed in the past? If so, what kind of experiences did you notice? What was it like to notice them? How did you deal with them?

Annex H. Evaluating mindfulness technique

Questions for evaluation activity 3

    a) Is your attention here in class?

    b) Was your mind wandering?

    c) If so, where did your attention go?

This tool was created by Hugo Alberts (PhD) (https://www.researchgate.net/profile/Hugo_Alberts) and Lucinda Poole (PsyD) (https://www.linkedin.com/in/lucinda-poole-24a122121/), 2020.

Annex I. Effective ways for dealing with uncontrollable circumstances

Reading at the end of the class for activity 4

Surrender

The uncontrollability of events is perhaps most directly experienced in life's most extreme moments: the death of a loved one, violent assault, sexual abuse, or being stricken with a life-threatening disease. In situations like these, the options for personal control are severely limited. Other, less extreme examples in which uncontrollability is experienced include: the inability to deliberately fall asleep, the inability to influence what other people think and how they react, and the inability to stop thoughts from occurring. In all these examples, attempts to exert control may not only be unproductive but may even counter-productive. The person who tries to control his/her sleep may find him/herself awake for many hours. Likewise, the person trying to "get out of his/her head" and stop thoughts may find him/herself producing more thoughts and spending even more time "in his/her head". In other words, the solution here is not to exert more control,

but less. The solution here is to surrender to the uncontrollable and to accept that there is simply nothing one can do to change the situation.

It is important to note that surrendering differs from being overtaken by emotions or being controlled by others. Being overtaken occurs without choice; surrendering is an active, intentional process: people agree to surrender. Moreover, surrendering also differs from giving up and losing hope. Surrender means letting go of unproductive efforts to control the uncontrollable while at the same time focusing on dealing with what lies within the boundaries of personal influence.

Active coping

When there is nothing that one can do to change a given situation, this does not mean that one cannot deal with the situation in an active way. Active coping refers to strategies that are directed at problem solving, and entails taking direct action to deal with a stressor and to reduce its effects (Zeidner & Endler,1996). These strategies aim to either to change the nature of the stressful situation or to modify how one thinks and feels about it. In sum, people who engage in active coping rely upon their own resources to deal with a situation. Examples include solving problems, investing more effort, seeking information or reframing the meaning of the problem. Active coping is an adaptive way of dealing with events and an important component of resilience in the face of stress, health problems, and other adversity.

When confronted with uncontrollable circumstances, it is thus important to engage in active coping, focusing on the aspects of the situation that are within the bounds of personal control. In most low- or no-control situations, this means dealing with emotions and feelings that are present (emotion-focused coping), rather than trying to control aspects of the environment (problem-focused coping). Indeed, research has shown that using an emotion-focused, compared with problem-focused copying style is perceived as more helpful in low-control situations (e.g., Strentz & Auerbach, 1988).

> *In a social setting, active coping can also involve communicating about one's feelings or emotions. Note that the person takes full responsibility for the emotions that are experienced as the result of a certain uncontrollable situation, and does not attempt to control or to manipulate the situation by communicating about personal feelings. Rather, the goal is to inform the other person about the consequences of his/her actions and the intention is to improve the situation for all parties involved. In sum, effective coping with uncontrollable circumstances requires the individual to acknowledge that he/she has little or no influence over the external circumstance and that he/she has a choice in how to deal with the feelings that emerge as a result of the uncontrollable situation.*