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Facultad de Lenguas

**“Piloting the ‘Inclusive EFL learning, creating a better society through language’  
workshop”**

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**LICENCIATURA EN LA ENSEÑANZA DEL INGLÉS**

Presented by

**Elsi Damaris Garduza Garcia**

Thesis Director:

**Sandra Juárez Pacheco**

Puebla, México

Julio, 2025

**“Piloting the ‘Inclusive EFL learning, creating a better society through language’  
workshop”**

This Thesis has been read by the members of the committee of

**Elsi Damaris Garduza Garcia**

And it is considered worthy of approval in partial fulfillment of  
the requirement for the degree of

Licenciatura en la Enseñanza del Inglés

Thesis Director

**Mtra. Sandra Juárez Pacheco**

---

Committee Member

**Dra. Leticia Araceli Salas Serrano**

Committee Member

**Dra. María Leticia Temoltzin Espejel**

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Puebla, Mexico

Julio, 2025

## **Dedication**

I dedicate this thesis to my family, whose support has been essential throughout this process. For their encouragement and for always believing in my potential. This work would not have been possible without their backing. To my professor, whose expertise and guidance have significantly shaped my academic journey. Your patience and insights have been invaluable in refining my ideas and expanding my understanding of this research.

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## **Abstract**

This study explores the implementation of the 'Inclusive EFL Learning, creating a better society through language' workshop, designed to promote inclusivity and social awareness through English as a Foreign Language (EFL) education. The workshop aims to empower students by fostering critical thinking, empathy, and understanding of diverse social issues through EFL learning. The pilot program involved a group of 6 participants of different ages. A qualitative method was employed, including surveys and interviews to assess the impact of this workshop on participants. The findings suggest that integrating social inclusivity into EFL education can contribute to building a more informed and aware society, highlighting the transformative potential of language learning beyond traditional academic boundaries.

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## **CHAPTER I**

### **INTRODUCTION**

Inclusion arises from exclusion; to comprehend this term, it is necessary to define it. In general words, inclusive education refers to “an educational system that includes all students, and welcomes and supports them to learn, whoever and whatever their abilities or requirements are” (UNICEF, 2017, para. 1); thus, inclusivity is a matter of considering everyone, even within the educational field.

The community itself must reeducate individuals to avoid discrimination. According to UNICEF (n.d.), governments, services, laws, and policies should ensure children within any society. Teaching curriculums should promote values and awareness to face different social issues such as loss of values, sexism, discrimination, pollution and so on. Therefore, this qualitative research is focused on exploring students' perception about the impact of an English as a Foreign Language (EFL) workshop on their actions in their daily life.

This chapter presents firstly, the rationale for the study selection which settles the reasons to develop this research and the potential impact that it may have. Second, it presents the significance of the study which provides information about the importance of its development and potential results application. Then, the context section describes the setting where the study is developed and introduces some information about the participants. Afterwards, the purpose of the study explains the main objective to develop it; and finally, the steps to achieve the purpose and the research questions are presented.

## **1.1 Rationale for the study selection**

The lack of values, discrimination and injustices towards living prevails in Mexican society. According to INEGI (n.d), which is '*Instituto Nacional de Estadística y Geografía*' in Mexico, during 2022 discrimination increased in comparison to 2017; its quantitative analysis mentions that 23.5% of the population have been discriminated against. Moreover, in 2023, 78.35% of people in Puebla-Mexico have perceived a type of criminal or antisocial behavior (INEGI, n.d.) which is closely related to the values, attitudes, empathy and critical thinking of citizens. These statistics demonstrate that current education has a lack of providing personal values to learners for meaningfully contributing to society positively while learning a specific subject such as English as a Foreign Language (EFL).

Nowadays, the development of education based on values in schools has not been successful as was expected because there has not been an agreement to insert this model in schools (Jorge et al., 2016). In fact, the current society goes through a severe crisis of values, therefore, inequality has increased and living in a harmonious society is becoming difficult (Gutmaan, 2001; del Valle et al., 2015, cited in Jorge et al., 2016). Consequently, this study intends to provide some EFL learners' perceptions about the acknowledgement of these social issues and their effect while learning EFL in a workshop. It is expected that this study challenges and confronts issues based on social and human differences which can engage positive actions into learners' lives (Glynn et al., 2014, pp. 1-2, cited in Leyva & Miranda, 2021) while learning EFL in this workshop.

## **1.2 Significance of the study**

Educators can foster more supportive and accessible learning environments that not only enhance language learning but also contribute to developing awareness

and empathic students that lead to citizens who are equipped with the values of inclusivity and mutual respect to guide a more inclusive society. By integrating topics where learners can reflect and integrate their values, students in any area can feel confident and trained to have the ability to change the environment providing a response to any context, regardless of how difficult or impossible it may seem (Jorge et al., 2016). This study is significant because it will allow language students and professors to see that teaching EFL is not separated from the inclusive education and the values teaching; according to Florian (2014) "all teaching is inclusive, or it is not good teaching" (p.30). In other words, professors cannot consider inclusion as something external but rather as a central component in their pedagogical practice. Méndez Santos (2019) argues that "English teaching should consider not only the acquisition of linguistic skills but also respect for students' individual and cultural differences" (p.45), stated differently, EFL teaching is also focused to integrate more inclusive practices during language teaching adopting methodologies and learning styles to effectively reach all the students. The study's results would help institutions to promote a more inclusive and equitable learning environment which would lead to a more respectful and understanding school community. For teachers, this study would encourage them to be critical and inclusive by incorporating social problematics in their teaching. These aspects can lead to preparing students to be active and engaged citizens in a diverse society.

### **1.3 Context of the research**

This investigation is carried out in Puebla State at the Benemérita Universidad Autónoma de Puebla (BUAP) in the language faculty. Two workshops of inclusive education where EFL is taught would be explored. They are students who are not part of the regular community of the Faculty of Languages and who had an English level

less than or equal to A1 according to the Common European Framework of Reference for Languages (CEFR). One of the workshops taught to children from 8 to 12 years old; there were three participants enrolled. The second workshop, which was designed for the adult population who were from 18 years old and on, only got one participant enrolled. These workshops are part of the social service program named *'Inclusive EFL learning: Creating a better society through the language'* registered by Professor Sandra Juárez Pacheco.

#### **1.4 Purpose of the study**

To analyze and explore participants' perceptions and actions about the impact of the workshop named '*Inclusive EFL learning: Creating a better society through language*' during and after the English as a Foreign Language (EFL) class that address social issues.

#### **1.5 Objectives**

To address the research problem and fulfill the purpose of the study, the specific objectives are presented below.

1. To apply a survey that explores the impact of the workshop named '*Inclusive EFL learning: Creating a better society through language*' on participants' actions related to some social issues.
2. To analyze participants' perspectives about the workshop itself and material proposal applied during the workshop.

#### **1.6 Research Questions**

Based on the problem statement, the following research questions have been formulated to guide the development of the study.

1. What are the participants' perceptions about the workshop named '*Inclusive EFL learning: Creating a better society through language*' after reviewing topics that promote EFL learning while addressing social issues?
2. In order to improve the EFL language skills, what are the participants' perceptions about the material and activities applied during the workshop?

#### **1.7 Conclusion**

This first chapter aims to present the content of this research; basically, it pretends to explore participants' beliefs about the implementation of a workshop which presents social issues in English teaching since it can be a strategy to promote social awareness and develop critical thinking among learners. A further chapter allows to dig more into the important literature review for this inquiry.

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **2.0 Introduction**

This chapter presents the literature reviewed that supports this investigation. It embarks on a comprehensive exploration of various interconnected topics starting with English as a Foreign Language (EFL) education and exploring its role within the Mexican context. Then, the four main language skills are delved and stated within the Common European Framework of Reference for Languages (CEFR). Thirdly, the principles of social justice education and the development of critical thinking abilities are critically examined. Therefore, this section offers a synthesis of existing studies and literature that not only fosters linguistic proficiency but also based on these theoretical insights, the design and implementation of the workshop aims to put into practice an EFL approach that promotes social awareness among students.

#### **2.1 English as a Foreign Language**

EFL (English as a Foreign Language) alludes to the learning and teaching of the English language in environments where it is not the usual language of communication (Thornbury, 2006). As the world's lingua franca, “English has become a medium of international communication and a medium of development of intercultural skills” (Anastasiou & Andreou, 2020, p.9), making EFL education a crucial aspect of international communication and understanding. Being proficient in the English language is a critical component to enhance academic and cultural opportunities in an interconnected world. As Smith states (2019), EFL empowers learners in international discourse. EFL programs have as an objective to develop students' proficiency in English language skills which involves speaking, listening, reading, and



writing, to empower learners in academic, professional, and personal areas to be successful in an increasingly interconnected world. In a further section of this chapter, these mentioned language skills will be displayed.

### **2.1.1 EFL in Mexico**

English as a Foreign Language in Mexico involves different aspects, such as culture, teaching methodologies, even educational policies. EFL, as it was mentioned before, has been learned mandatorily in this globalized world, and the Mexican government is aware of it. In the Mexican society, there have been designed educational programs to improve English language teaching and learning. The Programa Nacional de Inglés (PRONI) is an example of an educative EFL program which represents the effort to address Mexican students' needs for English proficiency (Bustamante, 2019). The pedagogical language methodologies habitually employed in EFL classrooms are task-based learning, cooperative learning, and content-based instruction (Brown, 2007). Hence, EFL teaching in Mexico has changed its approach from a traditional focus on grammar translation to a communicative and student-centered (Zavala, 2018). This leads to the development of practical skills thanks to the shift toward communicative language teaching (CLT, Richards & Rodgers, 2014). However, EFL instruction in Mexico faced different challenges; one of the biggest ones is the lack of trained teachers to provide an effective EFL instruction as well as insufficient resources (Hernández & Zavala, 2018). Moreover, teaching methodologies are important for EFL students to develop language skills and meaningful communication (Richards & Rodgers, 2014).

To sum up, for facing EFL Challenges, it is essential to provide teacher training through programs for teachers and increased access to useful resources that help improve EFL teaching in Mexico (Zavala, 2018). Besides, the promotion of English language

outside the classroom through immersion of experiences and community engagement is a key to promoting learning (Coleman, 2013). The following section of this thesis deepens in the language skills that exist.

## **2.2 Language Skills**

Based on the Common European Framework of Reference for Languages (CEFR), language proficiency is assessed in terms of four main linguistic competences: listening, speaking, reading, and writing. These are classified as reception and interaction-production skills. The reception ones are listening and reading; while the interaction & production ones are integrated by speaking and writing skills (Council of Europe, 2001). The following subsections deepen in each of them.

### **2.2.1 Listening skills**

The comprehension of spoken language in different contexts refers to the listening skills. Gudykunst & Kim (2017) noted that active listening involves message understanding and responding based on what is said. Comprehension is crucial to effective listening "fully engaged and focused on the speaker and the message" (Gudykunst & Kim, 2017, p. 88) to provide effective communication to encourage meaningful interactions. As it is described in the CEFR, listening skills at the A1 level consider familiar words and basic phrases in spoken language which can be understood by the individuals. However, at a higher level, where proficiency increases, learners can be able to comprehend and follow more complex ideas and speech.

### **2.2.2 Reading skills**

The National Institute for Literacy (2001) acknowledges that reading involves understanding, interpreting and evaluating written texts. Reading skill also considers various sub-skills, such as skimming, scanning, and inferencing (Council of Europe, 2018). Moreover, reading assessment measures learners' understanding

and interpretation of the language, pondering linguistic and contextual factors. Additionally, the development of proficiency skills involves the use of elements such as:

- 2.2.2.1 Decoding is the ability for interpreting and recognizing written symbols to pronounce words accurately (Snow, Burns, & Griffin, 1998).
- 2.2.2.2 Fluency alluded to reading at an adequate pace for reading comprehension (Rasinski, 2003).
- 2.2.2.3 Vocabulary is the amount and range of vocabulary is crucial because of the impact in the comprehension ability; enough vocabulary allows EFL learners to understand the meaning of words (Schmitt, 2000). That is to say, a wide variety of vocabulary allows EFL students to recognize words accurately to understand texts efficiently.
- 2.2.2.4 Comprehension refers to the ability to understand texts using different strategies, such as summarizing or questioning (Duke & Pearson, 2002). Comprehension is the main goal for reading skills, texts understanding impact in the communicative learner's skills to convey ideas and information.
- 2.2.2.5 Critical thinking helps readers to develop abilities to synthesize information or main ideas from texts through evaluation, identification and analysis (Paul & Elder, 2006). In this context, it is a strategy for EFL learners to become proficient in the language because they can evaluate and validate information of texts to draw conclusions.
- 2.2.2.6 Metacognition involves self-awareness and self-regulation

during reading using strategies to overcome comprehension challenges (Pressley & Afflerbach, 1995).

### **2.2.3 Speaking Skills**

Speaking is to be capable of communicating orally in different situations to aim various purposes. Conveying ideas and connecting with others is related to effective communication which is crucial for academic, professional and social success (Clark, 2018). However, learners usually face challenges to develop oral proficiency in a foreign language, they face lack of confidence, fear of making mistakes or difficulty pronouncing unfamiliar sounds accurately (Jones, 2019). Due to those difficulties, different speaking strategies have been developed to improve learners' ability, such as:

- 2.2.3.1 Practicing is the key to improving speaking proficiency and it can be developed through different activities, for example, conversations, presentations or language exchanges (Richards & Schmidt, 2021).
- 2.2.3.2 Feedback is a good way to identify and avoid mistake fossilization is to look for feedback from peers or tutors, this can help learners to build confidence (Brown, 2017).
- 2.2.3.3 Mimicry is when imitating native speakers' intonation, rhythm, and pronunciation helps to develop natural-sounding speech (Thornbury, 2020).
- 2.2.3.4 Vocabulary Expansion is a wide range of vocabulary that is built up to achieve clear communication and expressiveness (Nation, 2016).

To sum up, to be proficient in speaking skills, practice, dedication, and perseverance are necessary. The use of effective strategies and employment of different resources helps learners to overcome challenges and become confident in the language.

### **2.2.4 Writing Skills**

Writing skills is the capacity to produce written texts in different formats and styles from basic forms and progression to higher CEFR levels to demonstrate the skills to structure coherent texts with precision and fluency to convey ideas (Council of Europe, 2001).

Writing skills requires the integration of creativity, clarity, and effective communication. Flower (2019) states that writing is a medium for individuals to articulate their thoughts and ideas, allowing them to develop critical thinking and self-expression. Then, proficient writing English skills are imperative to achieve professional success and personal expression (Hyland, 2016). On the other hand, learners face difficulties developing this ability. They have to manage cultural differences which impact on their writing style and coherence (Kachru, 2018), as well as vocabulary and ideas organization (Silva, 2017). Some strategies that learners can employ to overcome those challenges are:

- 2.2.4.1 Practicing allows learners to practice writing by essay composition, creative writing or journaling for skill development (Zimmerman, 2020).
- 2.2.4.2 Feedback helps to identify weaknesses areas to enhance writing proficiency (Leki & Carson, 2016).
- 2.2.4.3 Revision enhances clarity and errors correction to refine writing (Murray, 2017).
- 2.2.4.4 Active reading of different types of texts helps learners to explore different vocabulary, grammatical structures, and writing

styles to enrich their own ones (Grabe & Stoller, 2020).

To sum up, mastering writing skills by employing different effective strategies, resources, dedication and practice lead learners to overcome challenges to become proficient and capable of expressing themselves clearly and logically in written texts.

## **2.2 Common European Framework of Reference for Languages (CEFR).**

The Common European Framework of Reference for Languages (CEFR) details six language proficiency levels; A1, A2, B1, B2, C1, and C2. They are assessed by four main language skills: listening, speaking, reading, and writing (Council of Europe, 2001,2018). It was created in 2001 with the purpose of standardizing language education in Europe as well as facilitating language and curriculum guidelines development, and the design of assessment and teaching materials to develop foreign languages proficiency. Thus, the CEFR is designed to promote language education and assessment that is transparent, consistent, and internationally comparable.

The importance of language skills in communicative language learning is highlighted by the CEFR with the purpose of using language effectively in real-life contexts (Byrnes, 2006). Assessing them by a standardized framework, it facilitates learners' language skills evaluation (Council of Europe, 2001,2018). This evaluation is useful to develop and design teaching practices, curriculum, and assessment strategies by adopting a competency-oriented approach that target specific language competencies and promote learners' overall language proficiency (North, 2017). The following subsection will display the requirements in Level A1 within the CEFR since that is the level that was aimed at teaching during this inclusive EFL workshop.

## 2.2.1 Level A1 within the CEFR

The lessons and materials for the workshop were designed for a target population with an A1 English level or lower. Therefore, teaching English should not be restricted to grammar or basic language skills development but also include the incorporation of values and social issues in the classroom from the earliest language learning stages to foster a more meaningful, critical, and human-centered education. Moreover, this was part of a pilot project that aimed to ensure the inclusion of people in society who do not have the resources to afford an English course or who face difficulties with the language. For this reason, it is necessary to focus on the characteristics that CEFR presents for this English proficiency level.

*Table 1. Basic User- A1 English Proficiency Level*

<b>Basic User- A1 English Proficiency Level</b>		
The user can understand and use familiar, every day and very basic expressions or phrases related to concrete needs. Users can introduce themselves and others, they can ask and answer questions about personal details such as where they live, people they know and things they have. They can interact in a simple, slow and clear way.		
<b>Reception</b>	<b>Interaction</b>	<b>Production</b>
Listening	The learner can recognize familiar words and very basic phrases when people speak slowly and clearly.	
Reading	The learner can understand familiar names, words and very simple sentences.	
Speaking	Learners can interact in a simple way. They can repeat or rephrase things at a slower rate of speech to formulate what they are trying to say. Learners can ask and answer simple questions.	Learners can use simple phrases and sentences to make short and simple descriptions.

Writing	Learners can write short, simple texts. They can fill in forms with personal information.	“Learners can write simple isolated phrases and sentences” (Council of Europe, p.6).
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1. society, including how they operate at individual, institutional, and systemic levels, and explore strategies for challenging and dismantling these structures (Adams, Bell, & Griffin, 2007).
2. Social Justice Movements which study historical and contemporary social justice movements, including civil rights, feminist, LGBTQ+, environmental, and indigenous rights movements, and understanding their impact on policy, law, and societal norms (Banks & Banks, 2010).
3. Critical Consciousness which develops critical thinking skills and a critical consciousness that enables individuals to recognize and challenge injustice, inequality, and oppression in themselves and others, and to act for social change (Freire, 1970).
4. Ally ship and Advocacy which is learning how to be effective allies and advocates for marginalized communities, including understanding the importance of listening, amplifying voices, and acting in solidarity with others (Adams, Bell, & Griffin, 2007).
5. Global Perspectives to explore social justice issues on a global scale, including globalization, colonialism, imperialism, and international human rights, and understanding the interconnectedness of social justice struggles across borders (Banks & Banks, 2010).



### **2.2.2 Social justice education in EFL in Mexico**

In recent years, the integration of social justice principles into the EFL curriculum have gained recognition in Mexican pedagogy. This arises from the need to address inequalities mainly among marginalized communities (Canagarajah, 2018). Canagarajah (2018) states that social justice education integrated into the EFL curriculum is crucial to promote equity due to the different contexts present in Mexico. The key aspect of social justice education in EFL in Mexico is the recognition and value of cultural diversity to create inclusive learning environments where all the learners are immersed with respect and values through the promotion of inclusive and culturally responsive teaching practices (Nieto, 2010). Moreover, it aims to empower learners to analyze issues related to power, privilege, and inequality just to mention some. This analysis can be done through critical language awareness activities using English language materials, media, and popular culture (Pennycook, 2010). Therefore, the integration of social justice education in EFL in Mexico is likely to transform language learning into an instrument for social transformation and empowerment. It critically engages in the creation of a more equitable society. In the workshop where this study is based, social justice is promoted through the different topics addressed in the content with the main objective of encouraging students to actively participate in building a more just society.

### **2.2.3 Critical thinking**

Critical thinking has an imperative role in education and society to encourage informed decision-making among individuals. It involves analysis, reflection, reasoning, and evaluation based on observation, experience, or communication to empower students to think and approach problems systematically (Paul & Elder, 2022). Likewise, Ennis (2011) states that “critical thinking encourages the examination of diverse perspectives and fosters a more tolerant society by allowing individuals to understand and appreciate different viewpoints” (p. 7). Thus, critical thinking is not just memorizing but to develop a deep understanding and encourage learners to apply knowledge in real world contexts (Halpern, 2014). In other words, all aspects related to the development of critical thinking among students are closely attached to the evaluation of ethical and moral results of their decisions due to the analysis and judgment of values that guide decision-making. Then, it has an imperative role in building a better society by encouraging cooperation and problem-solving capabilities. By promoting critical thinking through topics such as social justice, human rights, and environment given in the workshop that is explored in this thesis; students are likely to be empathic and apply their knowledge to face new challenges which can lead to the transformation into a more inclusive and understanding society (Halpern, 2014 & 2015).

### **2.3 Conclusion**

This chapter presented an explanation about the main topics required to support the development of this research which leads to the analysis of the role that social justice education plays within EFL teaching, the development of critical thinking, the insertion of values, and raising awareness of social issues. In the next chapter, the aspects about the approach, methods and methodologies employed to examine and answer the research questions stated in chapter 1 will be explored.

## CHAPTER III

### RESEARCH METHODOLOGY

#### **3.0 Introduction**

This is a qualitative study that explores the perspective of participants during a workshop pilot where the participants aim to acquire EFL through Mexican society topics and positive values. This chapter provides a description of the design followed to develop this study; the first part provides a description about the methodology chosen; it provides us with some definitions to understand this research approach. The second part describes this study's participants' characteristics. In addition, it presents the context where the study was performed, as well as the instruments that were used to gather the necessary data. Finally, an overall research design is described as well as the procedure of data analysis.

#### **3.1 Research Methodology**

This study was based on a qualitative approach. This approach involves the analysis of opinions, attitudes, and behavior of the participants using techniques such as focus group interviews, projective techniques, and depth interviews (Kothari, 2004). Similarly, Fraenkel & Wallen (2008) hold that this approach tries to describe what occurs in a situation in order to categorize behavior. Furthermore, it has the intention to know what the participant is thinking; it involves different views of the same situation by the individual in the study (Fraenkel & Wallen, 2008). Therefore, this research follows a qualitative research design that allows a deep exploration and reasoning of participants' beliefs and actions after being part of the workshop named '*Inclusive EFL learning: Creating a better society through the language*'. Moreover, this approach does not usually generalize a larger population (Kothari, 2004), which is one of the characteristics that this study holds besides understanding participants' behavior and

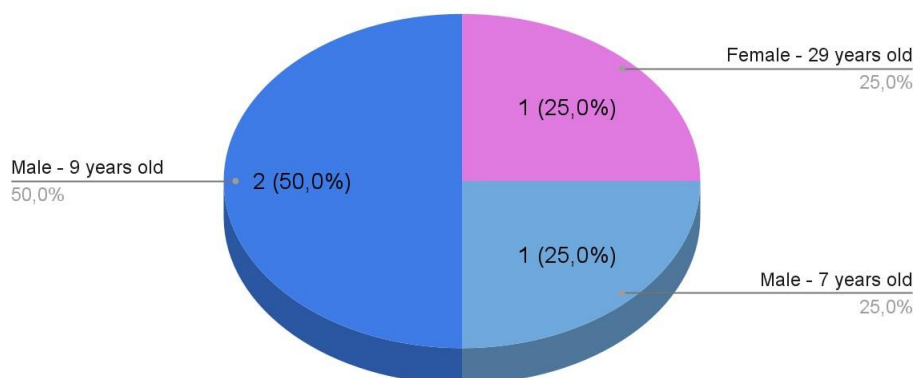
beliefs towards EFL learning through different social topics.

The methodology selected for this research is analytical. According to Smith (2019), analytical methodology is used to examine and interpret data. Also, from the research questions formulated, it is aimed to draw conclusions based on empirical evidence (Smith, 2019). Throughout this methodology, the collection, analysis and interpretation of the data can generate meaningful insights to put into practice; thus, this methodology is useful to identify, select and apply techniques to understand complex data (Gonzalez & Martinez, 2019). By employing it, the analysis of data involves the use of different theoretical frameworks and tools to sustain patterns or relationships for a phenomenon (Johnson & Smith, 2017). Additionally, recorded interviews and surveys helped this researcher to obtain enriching data to identify recurrent themes and patterns to be analyzed, further details will be given in a section focused on describing the research instruments and the research design.

### **3.2 Participants**

The target population was mainly people with no EFL language proficiency or A1 English level. These participants were not part of the student population at the language faculty and were classified into two groups. The first group consisted of one male participant who is seven years old and two male participants who are nine years old. On the other hand, the next group was integrated by only 1 adult who was twenty-nine years old.

Graph 1. Participants' age and gender



### 3.3 Context

The investigation was carried out in Puebla state at the Benemérita Universidad Autónoma de Puebla (BUAP) at the language faculty. On the one hand BUAP is recognized as one of the best public universities in Mexico. According to the newspaper 'El Universal' (2024), BUAP is recognized as the 6th best institution based on their curriculum and workers out of 44 institutions evaluated. BUAP offers bachelor's degrees in four different areas: Economic - Administratives, Engineering and Exact Sciences, Natural and Health Sciences and Social Sciences and Humanities. Besides, it also counts with upper middle level education. Specifically, the language faculty from BUAP offers three majors: Licenciatura en Enseñanza del Inglés (LEI), Licenciatura Abierta en la Enseñanza de Lenguas - inglés (LAEL-I), and Licenciatura en Enseñanza de Francés (LEF). The LEI curriculum is designed for four years to accomplish it and is composed of nine areas: Target language, linguistics, researching, Teaching, culture, Spanish, optional courses, etc. in the language teaching degree known as LEI. Most of the student population are non-native English speakers. Besides, Language faculty offer different courses and services not

only for the student population of the university, but for the Mexican population in general, such as CELE and CEU courses, however, these ones are not free access.

The workshop '*Inclusive EFL learning: Creating a better society through the language*' is offered as free access. It is the first workshop that intends to make users aware of social issues while they are learning English as a Foreign Language. This one was part of the Social Service program 2023. It was proposed by Professor Sandra Juárez Pacheco.

### **3.4 Research Instrument**

In this study two research instruments were employed. The first one was an open and face-to-face interview conducted before the participants got into the workshop. The second one was a survey conducted after participants took the workshop to contrast information obtained from the interview.

#### *Interviews*

On the one hand, the face-to-face interview allows participants to express their thoughts, emotions, and experiences which allow researchers to gather enriching qualitative data to get information beyond words analyzing subtones and nonverbal cues; in simple words, Riessman (2008) states that the purpose of interviews is to obtain information through direct interaction with participants. On the one hand, open interviews are characterized by not having a fixed format allowing participants to express their thoughts freely (Johnson & Parker, 2019). This characteristic entitles a deep exploration of different participants' perspectives or experiences associated with the main topic (Smith, 2020). Overall, open interviews are a tool to collect rich and detailed data in open-ended discussion with unstructured or semi-structured questions between interviewer and participants (Garcia et al., 2018). On the other hand, the face-to-face interview gathers data through the direct interaction between the interviewer and participants. It allows the analysis of verbal and non-verbal communication during

the interaction (Rubin & Rubin, 2011). Moreover, this instrument allows the acquisition of qualitative data through structured or semi-structured conversation (Seidman, 2013), which enables contextualized data and explores complex issues of participants (Creswell & Poth, 2017). In this study an *open and face-to-face interview* was conducted. It was composed of just one open question asked to the total of voluntary enrolled participants, four. This with the objective of knowing their genuine intention to be part of the workshop. However, all participants were assured a place in it; the question served solely to explore more allply their genuine motivations for participating. The question settled for the participants was ‘¿Por qué quieres tomar este curso?’. The interview was done at the language faculty; each participant took around 5 to 10 minutes to complete the interview.

### *Surveys*

The second instrument used was a survey. This instrument is used to collect data on specific variables, attitudes, behaviors or experiences from individuals or groups by employing objective and standardized questions (Fowler, 2013). This structured instrument allows us to gather qualitative or quantitative information based on the responses provided from the participants which allows them to obtain opinions or explore behaviors of a phenomena (Groves, et al., 2009). The instrument selected to gather data for this study is the survey. The survey used in this study is divided into two main sections, the first is about participants’ perceptions about how this workshop affected their academic and social actions. It is composed of nine open questions. Participants must write their answers according to each question. The second main section is about the material used during the workshop. It consists of eleven open questions and the answers are measured by a Likert scale from 1 to 5 where 1 is ‘Muy insatisfecho’ and 5 is for ‘Muy satisfecho’.

### **3.5 Overall Research Design**

To begin the interview process, a call for applications was launched on the language school's social networks. The workshop was promoted for about four days, and after the interviews were held on Saturday at one language faculty's office. The interviews were conducted with 4 candidates. During this process, the candidates were asked just one question: *'Por qué quieres tomar este curso-taller?'*

The interview duration was approximately 5 to 10 minutes per person. The interviews were recorded and later transcribed in order to be analyzed. Once the interviews were completed, the candidates received an acceptance letter to be part of the workshop. When the workshop was over, the participants were contacted through WhatsApp in order to ask them to answer two different surveys on Google forms. The answers were collected in around three days

### **3.6 Data analysis**

This study embraces a qualitative approach to explore and analyze phenomena related to the participants of the study through the lens of face-to-face interviews. To analyze the information from the interviews, some transcriptions were done in order to write participants' answers. According to Silverman (2015), interview transcripts are merely the transformation of speech into writing. These transcripts facilitate the systematic analysis of qualitative data exploring the richness of language such as intonation, subtones and nonverbal cues (Rissman, 2008). Therefore, in this study some scripts from the transcripts from the interview and from the survey will be taken to contrast the impact of the workshop on the participants. The central aspect of interview transcripts is the systematic analysis of patterns, themes, and narratives through the process of coding and thematic analysis (Braun & Clarke, 2006). This study employs deductive coding which allows defining and analyzing data by categories or codes based on existing theoretical frameworks, theories or researches. Subsequently, a deep analysis of those patterns through triangulation can detect



meaningful commonalities, divergences, and outliers (Denzin & Lincoln, 2018). On the other hand, in order to analyze the information provided in the surveys, some graphics were used to illustrate the results obtained. "Using diagrams or graphs in qualitative analysis helps the researcher to map out the relationships between themes and to make connections that might otherwise remain implicit in textual data" (Creswell & Poth, 2018, p. 234). In other words, this is a tool which helps to summarize and organize information in a visual way to support data analysis to have a deeper understanding of the research.

### **3.7 Conclusion**

This chapter has presented the theoretical framework that supports this study. There have been reviewed different points of view from different authors, studies and theories highlighting the main contributions of each of them for this field. Finally, this chapter set the bases for the research to draw the analysis and conclusion for this study. In chapter four, the results obtained from the data analysis will be explored.

## **CHAPTER IV**

### **Results**

#### **4.0 Introduction**

In this chapter are presented the results gathered from the data obtained during the research. Using interviews and surveys, data was obtained and later analyzed, the main findings are presented in the results section. Then, the obtained results section is divided into participants' expectations and perceptions from the workshop and the material. Finally, the research questions are answered, and a brief discussion is presented.

#### **4.1 Results**

These results are divided into two main sections, the first one is based on the workshop participants' expectations and perceptions from the beginning to the end of the workshop are contrasted. Second, the results regarding this workshop's beliefs about the material from the participants are stated as well.

##### **4.1.1 Workshop participants' expectations and perceptions**

In order to contrast what participants expected at the beginning of the workshop and their last perception about it, there will be presented the open question interviews and the open questions in the survey in the following tables, one per participant of this study. There was clear evidence that participants were not comfortable with an interview; therefore, the open questions were better answered in the last survey at the end of the workshop. Later, a brief reflection on the obtained data will be given.

#### 4.1.1.1 Participant 1

Table 2. Participant 1's expectation before the workshop

<b>Interview 1</b> <b>Interview Date: February 4th, 2023</b> <b>Interview Length: 0:51 Seconds</b>	
<b>Interviewer:</b>	<p><i>¿Por qué quieres tomar este curso? Este curso se llama, eh... "Inclusive Learning of English", es decir, eh... aprender inglés de forma inclusiva, pero... ¿por qué quisieras tomar este curso de inglés?</i></p> <p>Why do you want to take this course? This course is called. eh... "Inclusive Learning of English", that means, eh... to learn English in an inclusive way but why would you like to take this English course?</p>
<b>Participant 1:</b>	<p><i>Para aprender el inglés, eh... idiomas... (pausa larga).</i></p> <p>Traducción: To learn English, ammm... languages... (long pause).</p>
<b>Interviewer:</b>	<p><i>¿Para aprender inglés? Inglés es uno de los idiomas que más les piden, ¿no? Eh... ¿en el centro escolar llevas inglés?</i></p> <p>Traducción: To learn English? English is one of the most requested languages, isn't it? Uh... Do you take English at school?</p>
<b>Participant 1:</b>	<p><i>Síiii... (pausa) ummm... ju... (repite) sí... (pausa larga) inglés. (pausa)</i></p> <p>Traducción: Yeeees... (pause) ummm ... ju... (repite) yes... (long pause) English. (Pause).</p>

As we can observe in Participant 1' interview, he mentioned that he expected to take this workshop to learn English as a Foreign Language (EFL). According to his/her profile, this participant should have taken EFL classes in his school, when interviewing he showed to be nervous, and he was with his mother. This participant used to look at his mother every time he spoke to the interviewer; consequently, not much information could be gathered through this modality. From this interview we can infer that the main student's purpose was to learn English as a Foreign Language, learning through social positive impact topics where not the main interest.

Table 3. Participant 1' perception after the workshop.

<b>Survey 2</b> <b>Survey Date: June 26th, 2023</b>	
Question	Participant's answer
1. En general, ¿Qué piensas sobre el taller?	'Bueno'
<b>Translation:</b> 1.In general, What do you think about the workshop?	'Well,'
2. ¿Como impactó en tus acciones?	'Me impactó positivamente.'
<b>Translation:</b> 2.How did the workshop impact your actions?	'It had a positive impact on me'
3. ¿Qué tan adecuadas le parecieron las actividades realizadas durante las sesiones?	'Muy adecuadas.'
<b>Translation:</b> 3.How appropriate did you find the activities carried out during the sessions?	'Very accurate'
4. ¿Cómo considera los temas abordados durante el curso-taller?	'Buenos'
<b>Translation:</b> 4.How do you consider the topics addressed during the course-workshop?	'Good'
5. En general, ¿Cómo cree que se desempeñó el docente durante el curso-taller?	'Bien.'
<b>Translation:</b> 5.In general, how do you think the teacher performed during the course-workshop?	'It was good'
6. ¿Cómo este curso-taller le ha permitido adquirir nuevas habilidades y/o conocimientos para poner en práctica?	'Muy positivo'
<b>Translation:</b> 6.How has this workshop course allowed you to acquire new skills and/or knowledge to put into practice?	'Very positive'

7. ¿Qué le parecieron los materiales utilizados (hojas de trabajo, videos...) durante el curso- taller?	<i>'Muy bien'</i>
<b>Translation:</b> 7.What do you think of the materials used (worksheets, videos...) during the workshop course?	'Very good'
8. ¿Considera que la duración del programa fue suficiente para lograr los aprendizajes esperados? ¿Por qué?	<i>'Sí, porque aprendí más cosas.'</i>
<b>Translation:</b> 8.Do you consider that the duration of the program was sufficient to achieve the expected learning? Why?	'Yes, because I learnt many things'
9. ¿De qué manera los temas abordados han favorecido su desarrollo personal?	<i>'Buena'</i>
<b>Translation:</b> 9.In what way have the topics addressed enhanced your personal development?	'In a good way'
10. ¿Qué le gusto sobre el curso- taller?	<i>'Los juegos y ejemplos.'</i>
<b>Translation:</b> 10.What did you like about the workshop?	'The games and examples'
11. ¿Qué no le gusto sobre el curso- taller?	<i>'Me gustó todo'</i>
<b>Translation:</b> 11.What did you not like about the workshop?	'I liked everything'

According to the data obtained through the survey, Participant 1 had a positive experience after taking the workshop. Generally, this participant mentioned that the workshop, besides being a good experience, had a positive impact on his actions. He believes that the activities, material and social justice topics were adequate since it allowed him to develop his skills in EFL. As we can see, this participant did not share a lot of information; however, they showed a positive evaluation and perception of the workshop and shared that he liked the games and examples given in this workshop.

#### 4.1.1.2 Participant 2

Table 4. Participant 2's expectation.

<b>Interview 2</b> <b>Interview Date: February 4th, 2023</b> <b>Interview Length: 0:55 seconds</b>	
<b>Interviewer:</b>	<i>Este curso se llama, "Inclusive Learning of English", es decir, eh... aprender inglés de forma inclusiva, ¿por qué quieres tomar este curso?</i>
	This course is called, "Inclusive Learning of English", in other words, eh... to learn English in an inclusive way, Why do you want to take this course?
<b>Participant 2:</b>	<i>[Silencio]</i>
	[silence]
<b>Participant 2' mother:</b>	<i>¿Por qué quieres tomar este curso?</i>
	Why do you want to take this course?
<b>Interviewer:</b>	<i>Ah, ok. ¿Te gusta el idioma? ¿Sí te gusta?</i>
	Ah, ok Do you like the language? Do you?
<b>Participant 2' mother:</b>	<i>De hecho, eh... (pausa) al que... mmm... bueno, ponemos... (pausa) mmm... canciones así en inglés y eso, y... y... las cantan en... (pausa) bueno, nos decía la maestra "me gustan porque tienen el oído," o sea, a veces dice ella que lo 'wuashabushean'.</i>
	In fact, eh... (pause) the one... mmm... well, we play... (pause) mmm... songs in English and that, and... and... they sing them in... (pause) well, their teacher used to tell us " I like them because they
	have good hearing", I mean, sometimes she says they 'wuashabushean'.

This interview of participant 2, as you can see in Table 4, the participant's mother is who answers instead of the participant himself. During the interview, the participant seemed to be nervous, and the tone of his voice was low. Besides, during the questions he avoided eye contact, and he did not answer immediately. In addition, the participant is often supported by his mother to help him to find the right words. As we can see limited information could be obtained through this modality.

Table 5. Participant 2' Perception after the workshop

<b>Survey 2</b> <b>Survey Date: June 26th, 2023</b>	
<b>Question</b>	<b>Participant's answer</b>
1. En general, ¿Qué piensas sobre el taller?	<i>'Bueno'</i>
<b>Translation:</b> 1.In general, What do you think about the workshop?	"Good"
2. ¿Como impactó en tus acciones?	<i>'Me impactó positivamente.'</i>
<b>Translation:</b> 2.How did the workshop impact your actions?	'I had a positive impact on me'
3. ¿Qué tan adecuadas le parecieron las actividades realizadas durante las sesiones?	<i>'Muy adecuadas.'</i>
<b>Translation:</b> 3.How appropriate did you find the activities carried out during the sessions?	'Very accurate'
4. ¿Cómo considera los temas abordados durante el curso-taller?	<i>'Buenos'</i>
<b>Translation:</b> 4.How do you consider the topics addressed during the course-workshop?	'They were good'
5. En general, ¿Cómo cree que se desempeñó el docente durante el curso-taller?	<i>'Bien.'</i>
<b>Translation:</b> 5.In general, how do you think the teacher performed during the course-workshop?	'Good'

6. ¿Cómo este curso-taller le ha permitido adquirir nuevas habilidades y/o conocimientos para poner en práctica?	<i>'Muy positivo'</i>
<b>Translation:</b> 6.How has this workshop course allowed you to acquire new skills and/or knowledge to put into practice?	'It was very positive'
7. ¿Qué le parecieron los materiales utilizados (hojas de trabajo, videos...) durante el curso- taller?	<i>'Muy bien'</i>
<b>Translation:</b> 7.What do you think of the materials used (worksheets, videos...) during the workshop course?	'Very good'
8. ¿Considera que la duración del programa fue suficiente para lograr los aprendizajes esperados? ¿Por qué?	<i>'Sí, porque aprendí más cosas.'</i>
<b>Translation:</b> 8.Do you consider that the duration of the program was sufficient to achieve the expected learning? Why?	'Yes, because I learnt a lot of things'
9. ¿De qué manera los temas abordados han favorecido su desarrollo personal?	<i>'Buena'</i>
<b>Translation:</b> 9.In what way have the topics addressed enhanced your personal development?	'In a good way'
10. ¿Qué le gusto sobre el curso- taller?	<i>'Los juegos y ejemplos.'</i>
<b>Translation:</b> 10.What did you like about the workshop?	'The games and examples'
11. ¿Qué no le gusto sobre el curso-taller?	<i>'Me gustó todo'</i>
<b>Translation:</b> 11.What did you not like about the workshop?	'I liked everything'

The answers from this survey show a positive evaluation of the workshop. These responses reflect a positive impact on the participant. This is a key point, since it suggests that the workshop succeeded in generating a change in the participant's



attitude. Moreover, based on his answers we can deduce that the topics covered were relevant and satisfactory.

<b>Interview 3</b> <b>Interview Date: February 4th, 2023</b> <b>Interview Length: 5:10 minutes</b>	
<b>Interviewer:</b>	<p><i>Muy bien, solamente tenemos una pregunta para ti. ¿Por qué quisieras tomar este taller de Inclusive Learning? Eh... como viste en la convocatoria, aquí lo que se pretende es que ustedes aprendan inglés, es nivel básico, entonces está muy bien para las personas que no tienen ni idea de inglés. ¿En algún momento has tomado inglés en tus estudios?</i></p> <p>All right, we just have one question for you, why would you like to take this Inclusive Learning workshop? Uh... as you saw in the call for applications, what we want you to do here is to learn English, it is basic level, so it is very good for people who have no idea about English. Have you ever taken English in your studies?</p>
<b>Participant 3:</b>	<p><i>Ajá, en los estudios, sí, pero me gustaría más enfocarme, como tengo la licenciatura en educación, darles a mis niños estas clases de inglés, así como lo básico, de las partes del cuerpo y</i></p> <p><i>eso. Ajá, pero ya a ellos darles, para que lo aprendan, a mis niños de educación.</i></p> <p>Right, when I was studying, yes, but I would like to focus more, since I have a degree in education, teaching English classes to my kids, like the basics, the parts of the body and that. Uh-huh. But teaching them, so they can teach my students in education.</p>
<b>Interviewer</b>	<p><i>Ok, mira, este...</i></p> <p>Traducción: Ok. look, this...</p>
<b>Participant 3 :</b>	<p><i>Sí.</i></p> <p>Traducción: Yes.</p>
<b>Interviewer</b>	<p><i>Este curso no se trata de, digamos, aprender inglés de forma ordinaria.</i></p>

	Traducción: This course is not about, let say, learning English in an ordinary way.
<b>Participant 3:</b>	Mmh...
	Mmmh...
<b>Interviewer:</b>	<i>Los temas que vamos a tratar nosotros tienen índoles sociales, es decir, les vamos a enseñar, eh... aspectos de la sociedad, como la contaminación, eh... la falta de agua, los perros en la calle, para que también podamos educar a la sociedad. Si tú transmites ese conocimiento...</i>
	Traducción: The topics that we are going to cover are of a social nature, that is, we are going to teach them, uh... aspects of society, such as pollution, uh... lack of water, dogs in the street, so that we can also educate society. If you transmit this knowledge...
<b>Participant 3:</b>	<i>Desde que están chiquitos.</i>
	Traducción: Since they are little kids.

<b>Interviewer:</b>	<i>Sí, sí tú transmites este conocimiento, en realidad nos haces un favor. ¿Por qué? Porque estás replicando los valores que queremos que los niños tengan.</i>
	Traducción: Yes, if you convey this knowledge, you are doing us a favor. Why? Because you are replicating the values we want children to have.
<b>Participant 3:</b>	<i>Sí, sí.</i>
	Yes, yes.
<b>Interviewer:</b>	<i>Tú sabes, como educadora, que... hay muchos niños que... le faltan el respeto a los adultos, hay gente que tira la basura en la calle sin sentido. Y no solamente los niños, también hay gente ya mayor que lo hace. Lo que tratamos de hacer con este curso de inglés es que, aparte de que tú aprendas inglés básico, es que también nos ayudes a transmitir ese conocimiento. Entonces, estaría muy bien que tú lo aplicarás en tus clases.</i>
	Traducción: You know, as an educator, that... there are many children who... disrespect adults, there are people who throw garbage in the street without sense. And not only children, but there are also older people who do it. What we are trying to do with this English course is that, besides you learn basic English, you also help us to transmit this knowledge. So, it would be great if you could apply for it in your classes.

During participant 3 interview, we could notice that she was unaware about the focus of the course. It seems that she was initially unsure about the course, it was not exclusively focused on teaching English traditionally, but rather to address social issues through the EFL lessons. Based on participant 3's responses we can interpret that she not only sees the workshop as an opportunity to acquire new language skills, but also as a tool to positively influence his or her students.

Table 6. Participant 3' perception after the workshop

<b>Survey 2</b> <b>Survey Date: June 27, 2023</b>	
Question	Participant's answer
1. En general, ¿Qué piensas sobre el taller?	<i>‘Interesante’</i>
<b>Translation:</b> 1. In general, What do you think about the workshop?	‘Interesting’
2. ¿Como impactó en tus acciones?	<i>‘En la vida cotidiana desde los valores hasta cómo cuidar el medio ambiente, animales.. Tu persona y en la sociedad.’</i>
<b>Translation:</b> 2. How did the workshop impact your actions?	‘In daily life from the values to how to take care of the environment, animals... you as a person and society.’
3. ¿Qué tan adecuadas le parecieron las actividades realizadas durante las sesiones?	<i>‘Divertidas’</i>
<b>Translation:</b> 3. How appropriate did you find the activities carried out during the sessions?	‘Funny’
4. ¿Cómo considera los temas abordados durante el curso-taller?	<i>‘Excelente e interesantes’</i>
<b>Translation:</b> 4. How do you consider the topics addressed during the course-workshop?	‘Excellent and interesting’
5. En general, ¿Cómo cree que se desempeñó el docente durante el curso-taller?	<i>‘Excelente cada tema lo conocía y lo llevó a la perfección.’</i>
<b>Translation:</b> 5. In general, how do you think the teacher performed during the course-workshop?	‘Excellent. Every topic she knew it and it was performed perfectly.’
6. ¿Cómo este curso-taller le ha permitido adquirir nuevas habilidades y/o conocimientos para poner en práctica?	<i>‘Si lo llevo en práctica como docente de preescolar desde el cuidado del medio ambiente y como llevar en práctica los valores.’</i>

<p><b>Translation:</b> 6.How has this workshop course allowed you to acquire new skills and/or knowledge to put into practice?</p>	<p>'Yes. I apply as a kindergarten teacher since I care about the environment and putting values into practice'.</p>
<p>7. ¿Qué le parecieron los materiales utilizados (hojas de trabajo, videos...) durante el curso- taller?</p>	<p>'<i>Excelente</i>'</p>
<p><b>Translation:</b> 7.What do you think of the materials used (worksheets, videos...) during the workshop course?</p>	<p>'Excellent'.</p>
<p>8. ¿Considera que la duración del programa fue suficiente para lograr los aprendizajes esperados? ¿Por qué?</p>	<p>'<i>Si por qué la docente que llevó su planeación lo realizó en tiempo y forma no se le complicó ya que ella conocía bien cada tema.</i>'</p>
<p><b>Translation:</b> 8.Do you consider that the duration of the program was sufficient to achieve the expected learning? Why?</p>	<p>'Yes, because the teacher did the lesson plan on time, and it was not complicated due to the fact that she already knew every topic well.'</p>
<p>9. ¿De qué manera los temas abordados han favorecido su desarrollo personal?</p>	<p>'<i>Desde cómo afecta la contaminación en el clima, vegetación etc. que nosotros mismos actuamos y poco somos responsables de nuestros actos.</i>'</p>
<p><b>Translation:</b> 9.In what way have the topics addressed enhanced your personal development?</p>	<p>'From how pollution affects the climate, vegetation etc. that we ourselves act and are not very responsible for our actions.'</p>
<p>10. ¿Qué le gusto sobre el curso-taller?</p>	<p>'<i>Los temas que se impartieron y como puso en práctica la tecnología de vídeos la dinámica que se llevó, juegos por computadora.</i>'</p>
<p><b>Translation:</b> 10.What did you like about the workshop?</p>	<p>'The topics that were thought... and how was put in practice video technology and computer games during the lessons'</p>
<p>11. ¿Qué no le gusto sobre el curso-taller?</p>	<p>'<i>Que algunos compañeros faltaron a clases no aprovecharon este taller.</i>'</p>

<b>Translation:</b> 11.What did you not like about the workshop?	'That some classmates were absent during the classes and did not take advantage of this workshop'.
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Based on the information obtained from Participant 3 in the survey, we can interpret that the workshop succeeded in catching the participant's interest, although she did not share details. Besides, she mentioned aspects such as the environment, animals and society that reflect that the workshop not only provided her academic knowledge regarding EFL but also achieved the approach to ethic and social topics. Thus, the participant perception about the topics and activities indicates that they were not only educational, but also enjoyable. Finally, the participant expressed that she could apply what she has learned in her professional environment when teaching to her students.

*Table 7. Participant 4's expectation*

<b>Interview 4</b> <b>Interview Date: February 4th, 2023</b> <b>Interview Length:</b>	
<b>Interviewer:</b>	<i>¿Por qué quieres tomar este curso?</i>
	Traducción: Why do you want to take this course?
<b>Participant:</b>	<i>Bueno... es que anteriormente... eh... ah... viajé al estado de Quintana Roo, estuve trabajando un tiempo ahí. Creo que hay mayor posibilidad de aprender inglés, y teniendo esa lengua, pues tienes mayor posibilidad... pues una de las cuestiones por las que regresé aquí fue por aprender. Y ahorita vi esta oportunidad y me pareció buena.</i>
	Traducción: Well, I previously.... eh...ah.. I traveled to Quintana Roo. I was working for a while. I think there is a higher possibility of learning English, and acquiring that language, you have a higher possibility... Well, one of the reasons I came back here was to learn. And right now I saw an opportunity and I thought it was good.
<b>Interviewer:</b>	<i>Sí, aparte es un taller gratuito que nos da la universidad, y muy pocas veces se abre, ¿no? Esta oportunidad de tomarlo. Eh... es de nivel básico, ¿has tomado antes inglés?</i>
	Traducción: Yes. Moreover, it is a free workshop provided by the university, it is seldom open, isn't it? this opportunity to take it. Eh... it is basic level, have you taken English classes before?

<b>Participant 4:</b>	<i>Mmmm... muy poco, tengo nivel básico, pero muy básico.</i>
	Traducción: Mmmm... just a little, I have a basic level, but a very basic one.
<b>Interviewer:</b>	<i>Emmm... ¿en el bachillerato, la secundaria, la primaria? Tú, ¿tuviste clases de inglés? ¿O no tuviste?</i>
	Traducción: Um... in high school, middle school, elementary school? You, did you have English classes, or didn't you?
<b>Participant 4:</b>	<i>Eh... sí, pero eran muy...(gestos faciales de rechazo)</i>
	Traducción: yes, but they were very...(rejecting facial gestures)

<b>Interviewer:</b>	<i>Muy básico. Ok, muy bien. Sí, sobre todo porque este taller es de nivel A1, es básico, Y además no tiene más que la intención de enseñarles simplemente gramática o cuestiones que van más enfocados a los temas de primaria, secundaria, prepa... se trata de enseñarles también temas de inclusión social, ¿no? Temas de la sociedad, temas que nos deberían competir a todos, como la falta de agua, la contaminación, la tala de árboles. Entonces, van a aprender inglés A1 a través de temas sociales y también nos gustaría mucho que compartieran y aprendieran de esos temas para que nos ayuden a educar a nuestra sociedad, ¿no? Últimamente hemos visto mucha gente violenta, gente que tira la basura, gente que a lo mejor ya no le importa cuidar el agua, y, bueno, ya no estamos en los tiempos en que podemos gastar o aprovecharnos de la tierra de esta forma.</i>
	Traducción: Very basic. Okay, very good. Yes, especially because this workshop is at A1 level, it is basic, and it is not only intended to teach them grammar or issues that are more focused on elementary, middle school, high school. ... It is also about teaching them topics of social inclusion, right? Issues of society, issues that should concern all of us, such as the lack of water, pollution, and deforestation. So, they are going to learn English A1 through social issues and we would also like them to share and learn from those issues so that they can help us educate our society, right? Lately we have seen a lot of violent people, people who litter, people who maybe don't care about taking care of the water, and, well, we are no longer in the days when we can waste or take advantage of the earth in this way.

As we can see from Table 7, Participant 4 decided to take this workshop to improve her skills and job opportunities. The participant mentioned that she has taken English classes at school but at a basic English level which suggests that she has previous

knowledge about it. The interviewer points out that the course is focused on social awareness, pollution and social issues. This comment reflects the current social context suggesting that the workshop not only has a purpose for teaching English but to encourage respect for the environment and the others.

*Table 8. Participant 4' perception after the workshop*

**Survey 2**  
**Survey Date:**  
**No answer from participant 4**

Based on the table above we can see that participant flour did not answer the survey. This is due to her absence; she only took one session and after that she dropped the workshop. She mentioned in the interview that she was expecting a free language certification in the CEFRL for her job opportunities. Consequently, this survey does not provide any information.



Table 9. Participant 5's expectation

<b>Interview</b> <b>Interview Date: February 4th, 2023.</b> <b>Interview Length:</b>	
<b>Interviewer:</b>	<i>¿Has tomado inglés antes?</i>
	Traducción: Have you taken English classes before?
<b>Participant 5:</b>	<i>Pues... en la escuela llevó inglés, pero igual esto es nivel básico</i>
	Traducción: Well... in the school I have English, but it is basic level
<b>Interviewer:</b>	<i>¿En el básico? Ok. ¿Has tomado inglés antes del bachillerato?</i>
	Traducción: Basic? Ok. Have you taken English before high school?
<b>Participant 5:</b>	<i>No.</i>
	Traducción: Not.
<b>Interviewer:</b>	<i>O sea, que es la primera vez que te están enseñando ahí mismo. Ok, ¿y tú por qué quisieras tomar este curso?</i>
	Traducción: In other words, this is the first time you are learning there. Ok, and why would you want to take this course?
<b>Participant 5:</b>	<i>Pues... quiero, igual por las oportunidades que tiene, y creo que... pues sé lo básico, pero me gustaría aprender.</i>
	Traducción: Well... I want because of the opportunities it would bring, I think that... well I know the basics, but I would like to learn.

<b>Interviewer:</b>	<p><i>También, a estas alturas les piden aprobar cierto nivel ¿no? También es válido tomar el curso para retomar cosas que no aprendieron en la escuela. Ahorita, por ejemplo, nuestros universitarios deben tener un nivel mínimo de B2 para graduarse. Entonces, eh... estás a muy buen tiempo de tratar de aprender el idioma básico y así poder ir incrementando tu nivel para que, en un futuro, si terminas la universidad, pues te gradúes con un buen nivel y, a lo mejor, terminas trabajando en un lugar como Quintana Roo, donde casi hay zonas bilingües, ¿no? O monolingües inglesas. Es más, te pagan. A veces no valoramos, no sabemos la oportunidad que nos brinda el inglés. Me da mucho gusto tenerlas aquí tan jovencitas e interesadas en el idioma. Este taller lo está ofreciendo la universidad de manera gratuita.</i></p>
	<p>Traducción: Also, at this point they are required to pass a certain level, right? It is also valid to take the course to retake things they did not learn in school. Now, for example, our university students must have a minimum level of B2 to graduate. So, uh... you are in a very good time to try to learn the basic language and thus be able to increase your level so that, in the future, if you finish university, you will graduate with a good level and, maybe, you will end up working in a place like Quintana Roo, where there are almost bilingual areas, right? Or monolingual English. What's even more, you get paid. Sometimes we don't value it, we don't know the opportunity that English gives us. I am very happy to have them here so young and interested in the language. This workshop is being offered free of charge by the university.</p>

In this interview we can imply that participant 5 had previous experience with EFL, although it is understood that the English she has acquired is a basic level. In addition, the central motivation that this participant must take the course is to improve her educational opportunities, as well as her skill in the language.

*Table 10. Participant 5' perception after the workshop*

<b>Survey 2</b> <b>Survey Date:</b>
<b>No answer from participant 5</b>

This survey does not provide the data necessary to make an analysis for this studio.

Participant 5 did not answer the survey because she dropped out of the workshop.

*Table 11. Participant 6's expectation*

<b>Interview</b> <b>Interview Date:</b> <b>Interview Length:</b>
<b>NO INTERVIEW</b>

Participant 6 did not participate in the initial interview and for that reason it is not possible to do a deep review of his beliefs before taking on this workshop.

*Table 12. Participant 6' perception after the workshop*

<b>Survey 2</b> <b>Survey Date: June 26th, 2023.</b>	
Question	Participant's answer
1. En general, ¿Qué piensas sobre el taller?	<i>'Me gustó mucho porque hubo temas interesantes como el de la naturaleza.'</i>
<b>Translation:</b> 1. In general, What do you think about the workshop?	'I like it a lot because there were many interesting topics such as nature.'
2. ¿Como impactó en tus acciones?	<i>'Soy más cuidadoso con el medio ambiente, y pienso más cuando consumo algo, como saber de dónde sale para que llegue a mí.'</i>
<b>Translation:</b> 2. How did the workshop impact your actions?	'I am more careful with the environment, and I think critically when I consume something like knowing where it comes from before being with me.'
3. ¿Qué tan adecuadas le parecieron las actividades realizadas durante las sesiones?	<i>'Me parecieron buenas, lo que más me gustaba era hacer actividades en hojas.'</i>

<p><b>Translation:</b> 3.How appropriate did you find the activities carried out during the sessions?</p>	<p>'I thought they were good, what I liked most was doing activities on sheets.'</p>
<p>4. ¿Cómo considera los temas abordados durante el curso-taller?</p>	<p><i>'Muy interesantes'</i></p>
<p><b>Translation:</b> 4.How do you consider the topics addressed during the course-workshop?</p>	<p>'Very interesting'</p>
<p>5. En general, ¿Cómo cree que se desempeñó el docente durante el curso-taller?</p>	<p><i>'Fue muy buena la maestra, nos explicaba con detenimiento y resolvía nuestras dudas, hubo algunos juegos que fueron divertidos.'</i></p>
<p><b>Translation:</b> 5.In general, how do you think the teacher performed during the course-workshop?</p>	<p>'It was a very good teacher, she explained to us thoroughly and solved our doubts, there were some games that were fun'.</p>
<p>6. ¿Cómo este curso-taller le ha permitido adquirir nuevas habilidades y/o conocimientos para poner en práctica?</p>	<p><i>'En mi día a día teniendo presente los cuidados que debo tener con mi entorno.'</i></p>
<p><b>Translation:</b> 6.How has this workshop course allowed you to acquire new skills and/or knowledge to put into practice?</p>	<p>'In my day-to-day life, keeping in mind the care I must take with my environment.'</p>
<p>7. ¿Qué le parecieron los materiales utilizados (hojas de trabajo, videos...) durante el curso- taller?</p>	<p><i>'Me gustaban mucho.'</i></p>
<p><b>Translation:</b> 7.What do you think of the materials used (worksheets, videos...) during the workshop course?</p>	<p>'I liked them a lot.'</p>
<p>8. ¿Considera que la duración del programa fue suficiente para lograr los aprendizajes esperados? ¿Por qué?</p>	<p><i>'Siento que fue poco tiempo.'</i></p>
<p><b>Translation:</b> 8.Do you consider that the duration of the program was sufficient to achieve the expected learning? Why?</p>	<p>'I think it was not enough time.'</p>

9. ¿De qué manera los temas abordados han favorecido su desarrollo personal?	<i>‘Soy más observador.’</i>
<b>Translation:</b> 9.In what way have the topics addressed enhanced your personal development?	I am more observant’.
10. ¿Qué le gusto sobre el curso-taller?	<i>‘Conocí amigos y aprendí palabras y más sobre temas de la naturaleza.’</i>
<b>Translation:</b> 10.What did you like about the workshop?	‘I met friends, learned words and learned more about nature’.
11. ¿Qué no le gusto sobre el curso-taller?	<i>‘Cuando hubo clases en línea, porque no podía ver a mis compañeros.’</i>
<b>Translation:</b> 11.What did you not like about the workshop?	‘When there were online classes , because I couldn't see my classmate’.

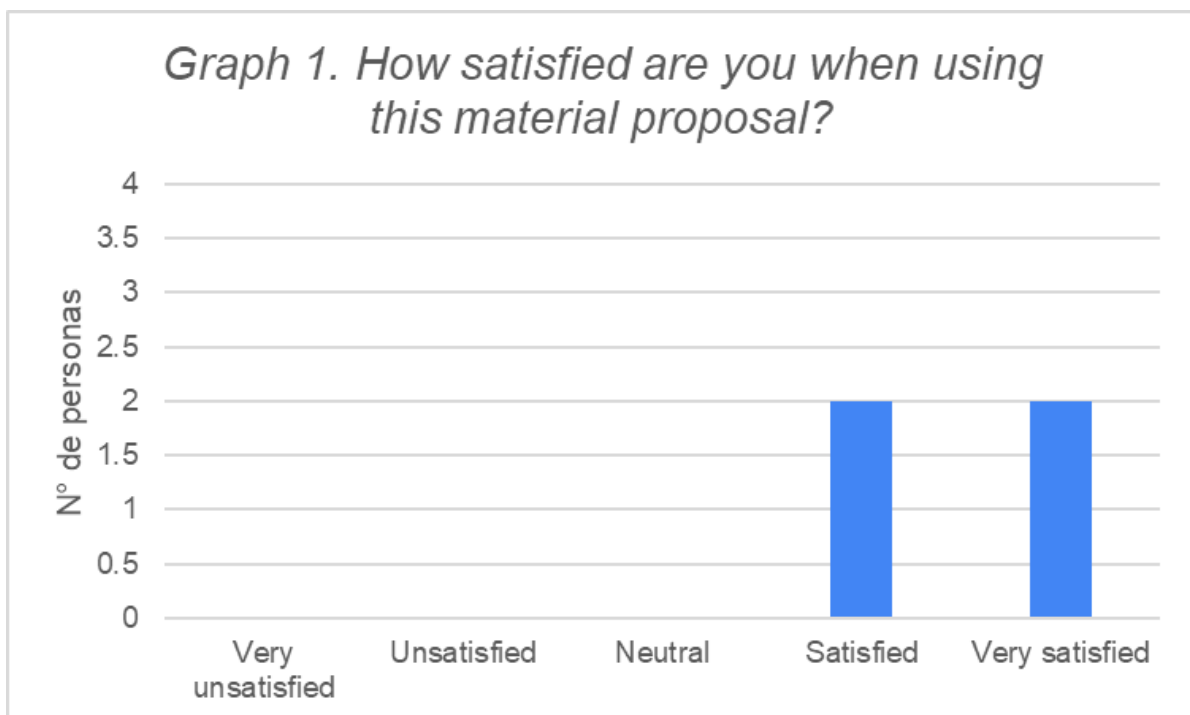
According to the previous answer from participant 6, we can interpret that he had a good experience during the workshop. Moreover, he highlighted in a good way the content, material and teacher’s performance. Also, his experience reflects a positive impact in his actions closely related to environmental issues. Online classes and workshop duration are aspects to be improved according to his blue thoughts.

#### 4.1.2 Participants' perceptions about Material

This section will present the results based on participants' perceptions of the materials used during the workshop. This is original material designed for the workshop's purpose; thus, it was necessary to know their perception to improve it. Two participants quit the workshop due to personal duties, thus, there would be a total of four participants in the following results. They were the ones who saw and used the material proposal in this study and workshop.

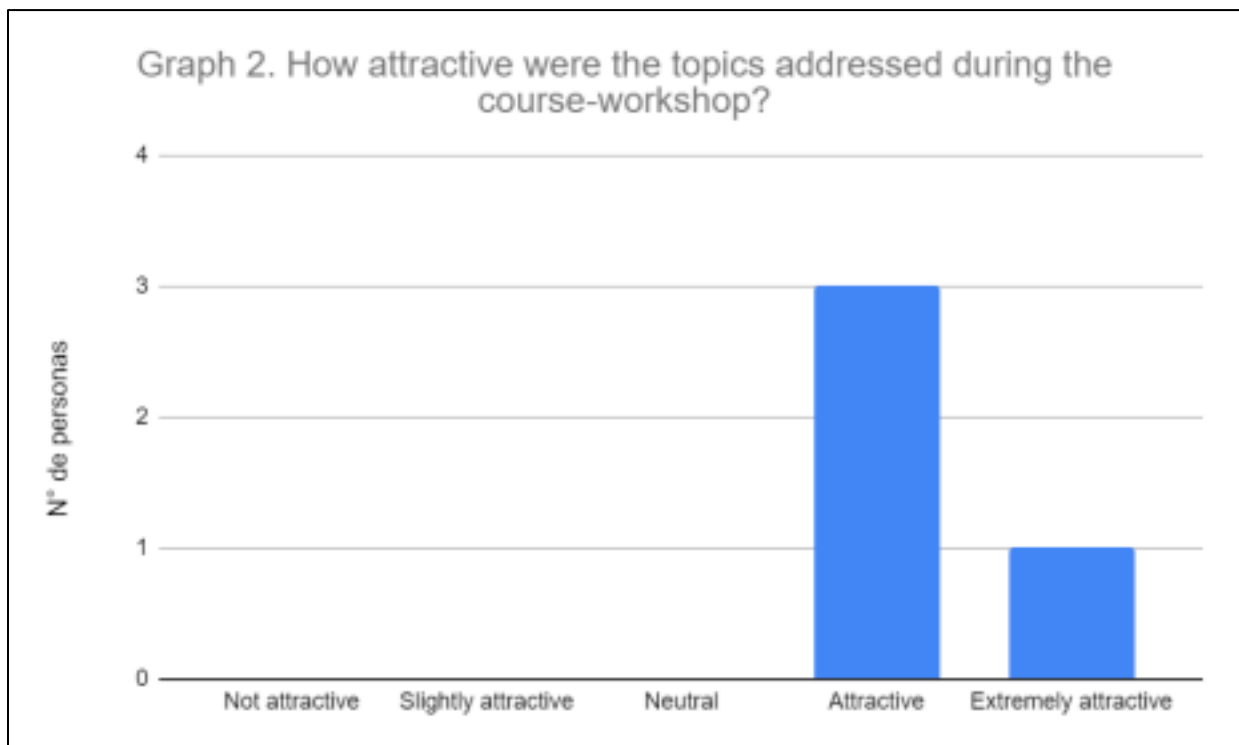
First, Graph 1 presents the first answer of the participants. It says *"how satisfied are you when using the material proposal used in this workshop?"* In this case, we can see that two participants were 'very satisfied' and two of them were just 'satisfied' in general terms.

*Graph 1. How satisfied are you when using this material proposal?*



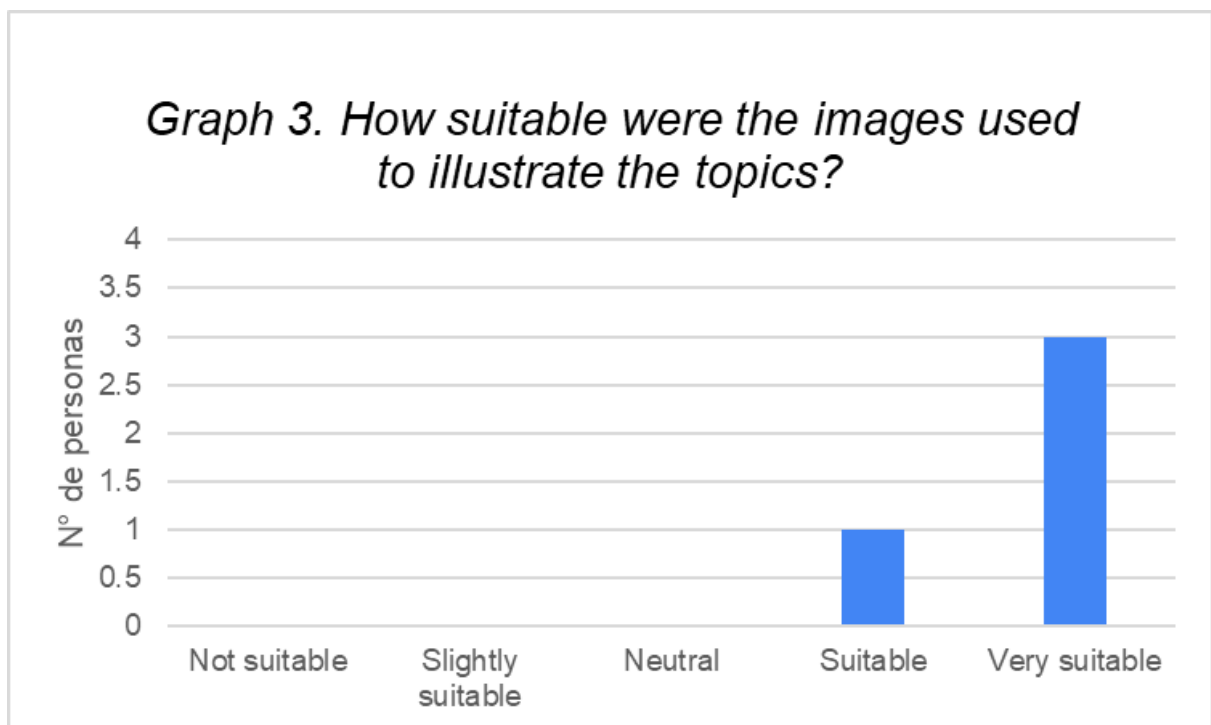
Graph 2 describes the attractiveness of materials, according to the participants' perception. In Graph 2, it can be observed that three out of four people chose the option 'very attractive' and just one participant selected 'totally attractive'.

*Graph 2. How attractive were the topics addressed during the course-workshop?*



Graph 3 gives information about the images used to illustrate the topics; one participant thought that the pictures were 'suitable', three of participants considered them 'very suitable'.

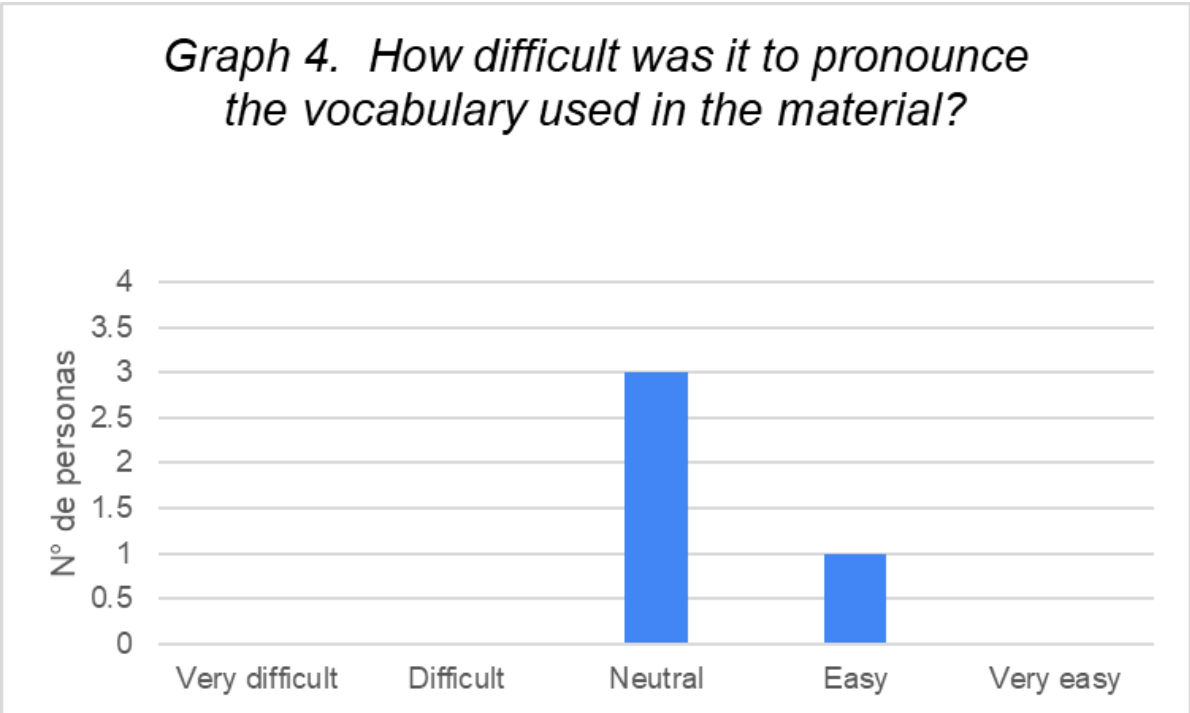
*Graph 3. How suitable were the images used to illustrate the topics*





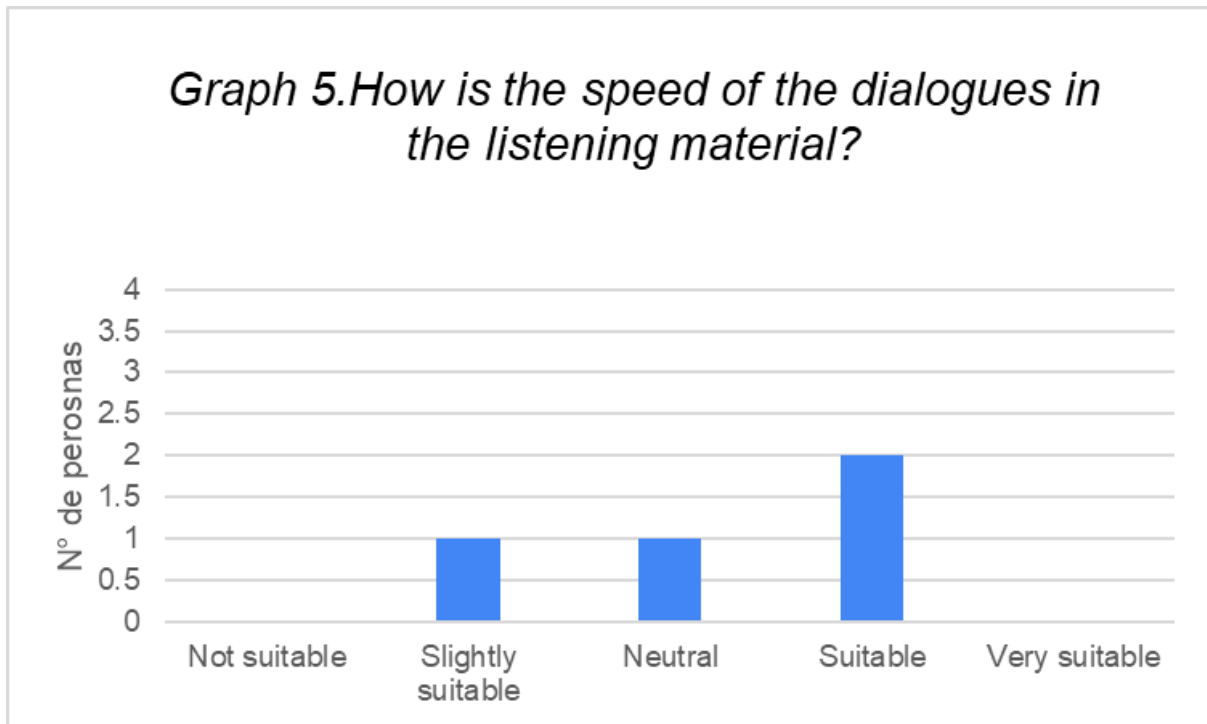
Graph 4 represents the level of difficulty of vocabulary when pronouncing. Three participants considered as 'Neutral' the level of difficulty while one participant thought it was 'Easy'.

*Graph 4. How difficult was it to pronounce the vocabulary used in the material?*



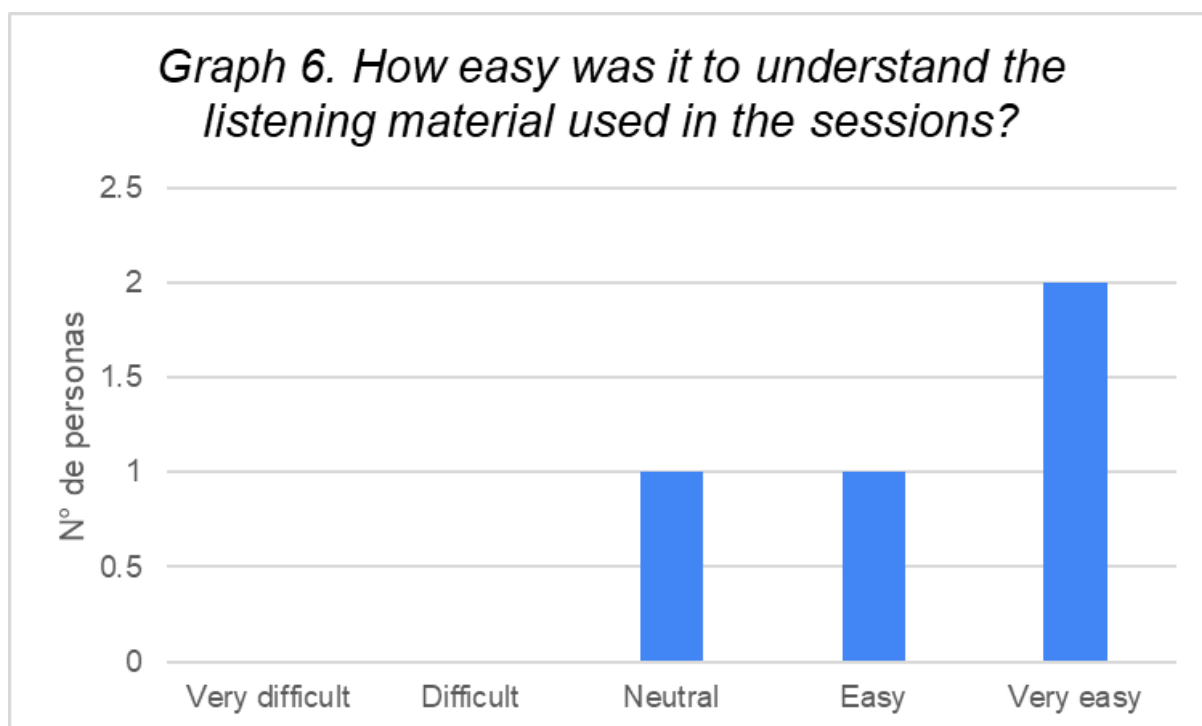
Graph 5 illustrates the speed of the listening material. One of the participants acknowledged that it was 'little suitable', in the same way one participant considered it as 'neutral'. On the other hand, two participants favor 'very suitable'.

*Graph 5. How is the speed of the dialogues in the listening material?*



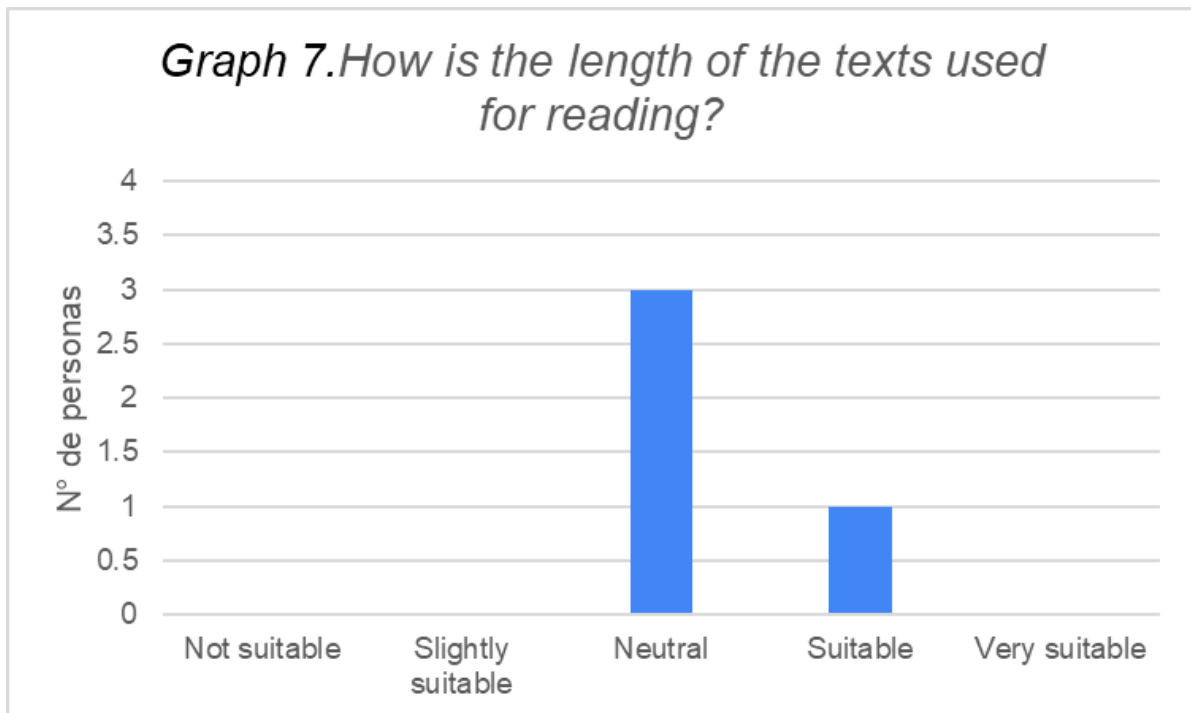
Graph 6 gives information about the intelligibility of the listening material. Two of the participants considered the material as 'very easy' to understand while one of them considered it 'easy' and the other one as 'neutral'.

*Graph 6. How easy was it to understand the listening material used in the sessions?*



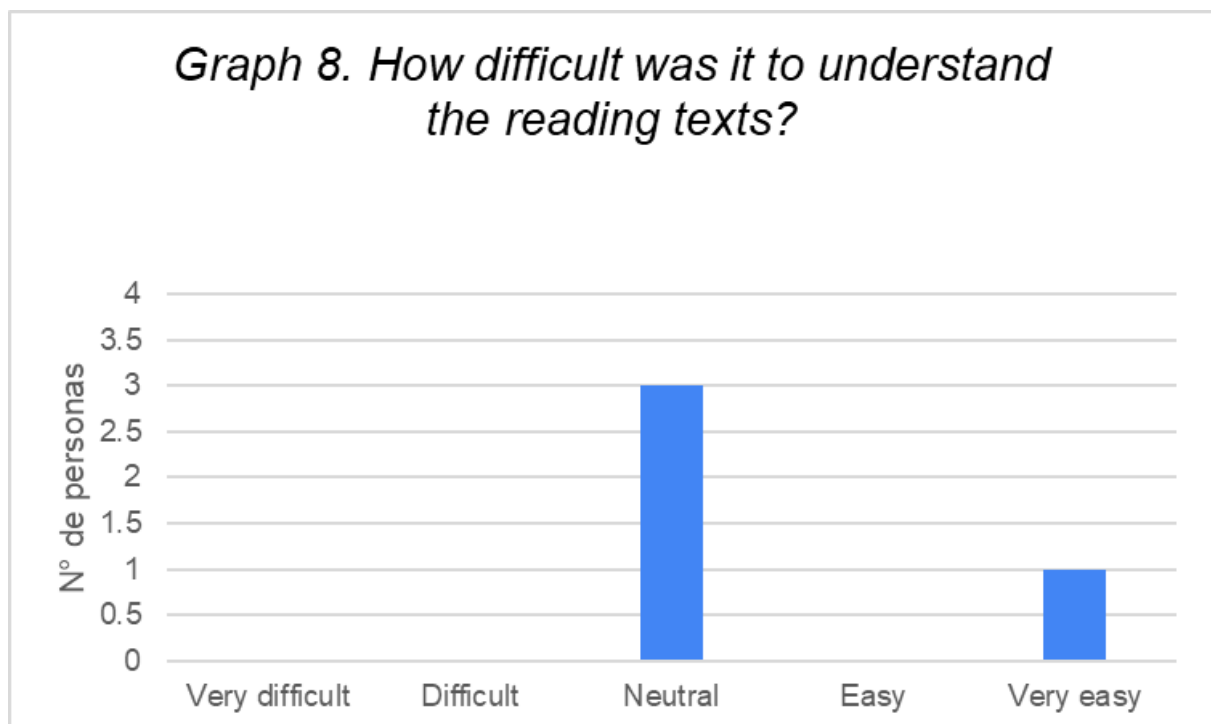
Graph 7 is related to the length of the texts employed during the workshop. On the one hand, three of the participants are 'neutral' about it. Just one participant thinks that the length of the texts is 'suitable'.

*Graph 7. How is the length of the texts used for reading?*



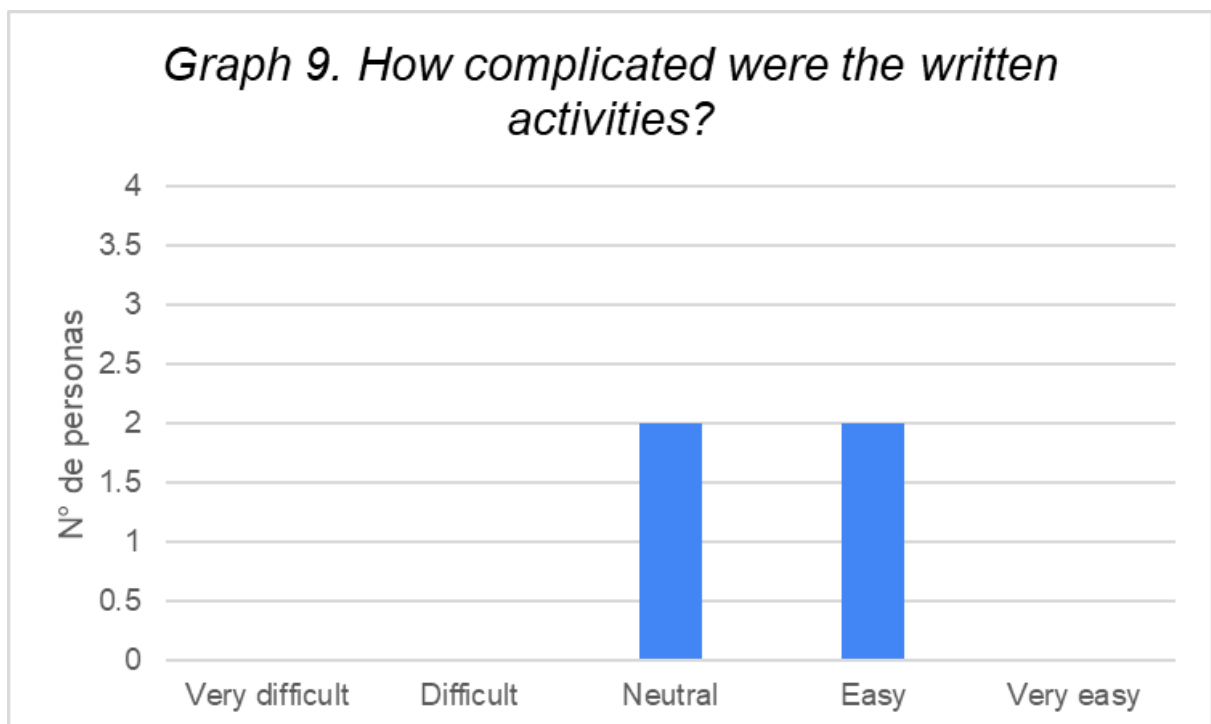
Graph 8 shows the level of difficulty understanding reading texts. Three participants think that it was a 'neutral' difficulty level. One participant thinks that it was 'easy' to understand those texts for reading.

*Graph 8. How difficult was it to understand the reading texts?*



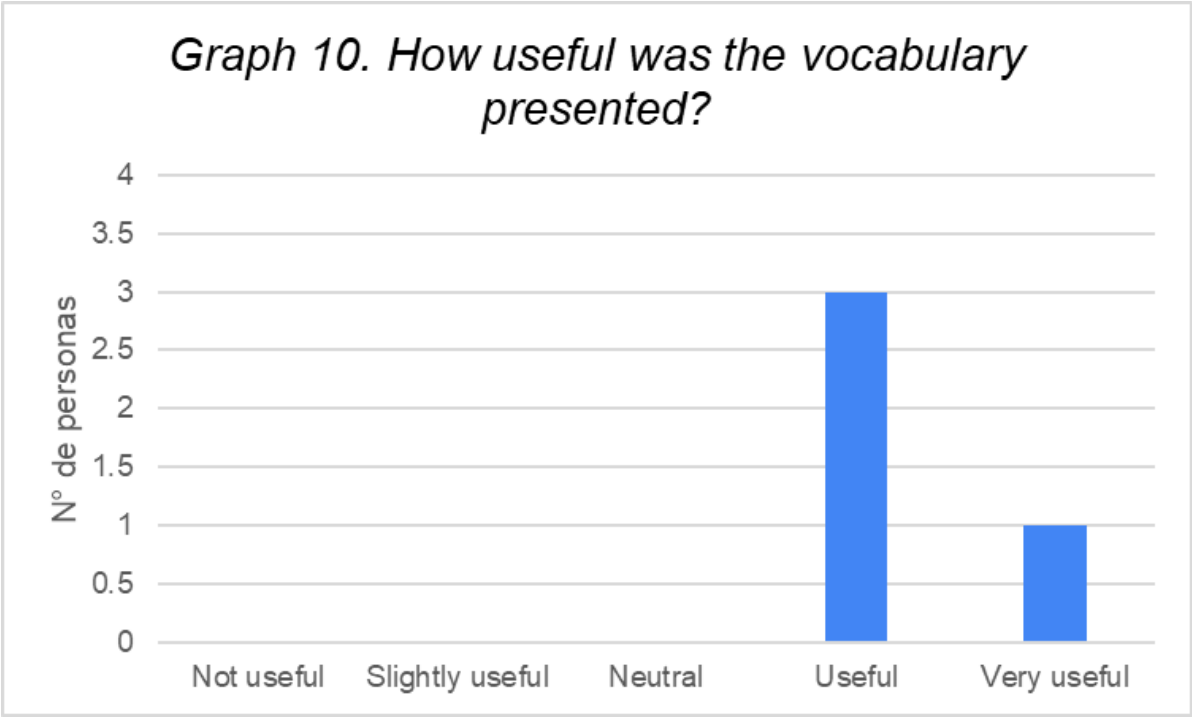
Graph 9 represents how complicated the written activities were. As can be seen, both bars have the same amount of participants. The first bar represents the option 'neutral' which was chosen by two participants and the same number of participants considered the written activities as 'easy'.

*Graph 9. How complicated were the written activities?*



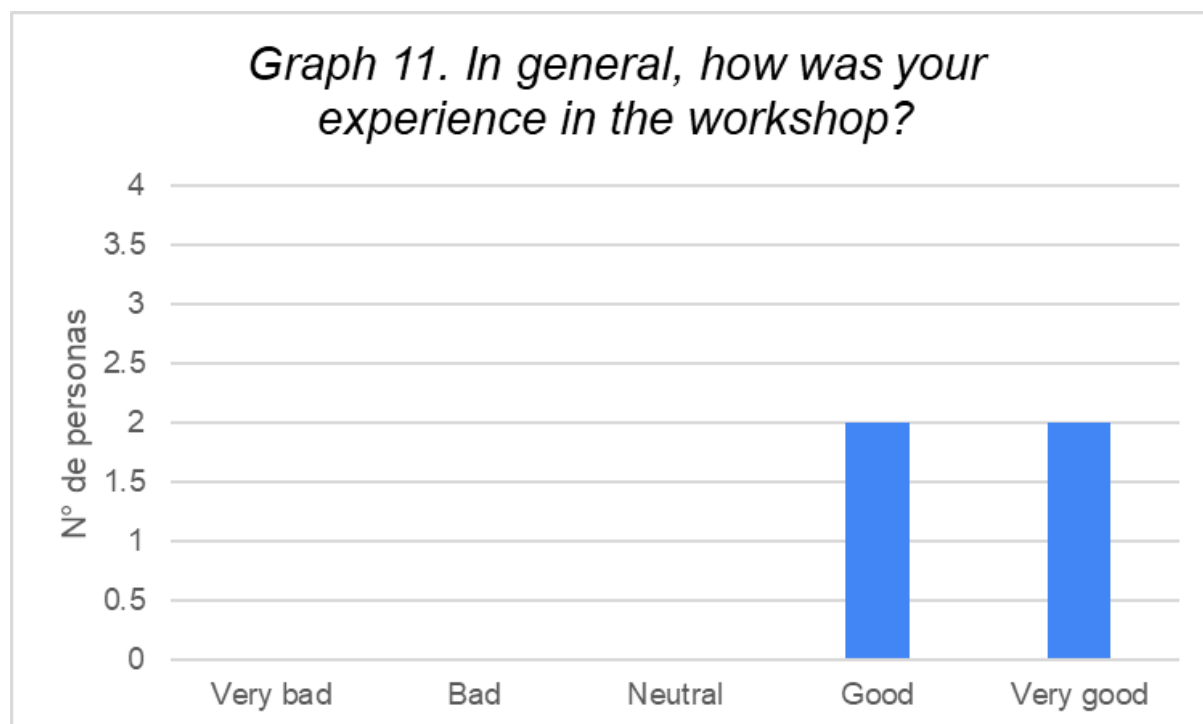
Graph 10 illustrates the usefulness of the vocabulary given in the material. The first bar represents a significant number of participants who think the vocabulary is 'useful' (three people out of four); meanwhile, the remaining participant believed it was 'very useful'.

*Graph 10. How useful was the vocabulary presented?*



Graph 11 gives information about participants' opinions related to their experience in this workshop. The number of participants that thought their experience was 'good' is two. Two participants believed it was a 'very good' experience.

*Graph 11. In general, how was your experience in the workshop?*



In the following section of this chapter, the research questions established since chapter one would be answered.

### **4.3 Research Questions' answers**

This section aims to answer the research questions established at the beginning of the study; each of the questions will be addressed through a detailed analysis of the data gathered which will allow understanding of the results obtained.

The first question is, "What are participants' perceptions about the workshop named '*Inclusive EFL learning: Creating a better society through the language*' after reviewing topics that promote EFL learning while addressing social issues?".



Based on the participant's answers registered most of them had a positive perception of the workshop. They were considered as 'good' or 'interesting' suggesting that their experiences were favorable. It is important to remember that Participants 4 and 5 quit the workshop right after the first session when it started (see Table 13).

Table 13. General perception of the workshop

Question	Participant 1	Participant 2	Participant 3	Participant 4	Participant 5	Participant 6
1. In general, what do you think about the workshop?	'well,'	'Good'	'Interesting'	No answer	No answer	<b><u>I like it a lot</u></b> because there were <b><u>many interesting topics</u></b> such as nature.'
2. How did the workshop impact your actions?	'It had a <b><u>positive impact</u></b> on me'	'It had a <b><u>positive impact</u></b> on me'	' <b><u>In daily life</u></b> , from the <b><u>values</u></b> to how to <b><u>take care of the environment, animals...</u></b> you as a person and a part of <b><u>society</u></b> .'	No answer	No answer	' <b><u>I am more careful with the environment and I think critically</u></b> when I consume something like to know where it comes from before being with me.'
Do you consider that the duration of the program was sufficient to achieve the expected learning? Why?	' <b><u>Yes</u></b> because <b><u>I learnt many things.</u></b> '	' <b><u>Yes</u></b> because <b><u>I learnt a lot of things.</u></b> '	' <b><u>Yes</u></b> because the teacher did the <b><u>lesson plan on time</u></b> , and <b><u>it was not complicated</u></b> due to the fact that <b><u>she already knew every topic</u></b> '	No answer	No answer	'I think it <b><u>was not enough time.</u></b> '

			<u>well.</u>			
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10. What did you like about the workshop?	<u>'The games and examples'</u>	<u>'The games and examples'</u>	<u>'The topics that were taught... and how the videos, the technology and the computer games were put into practice during the lessons'</u>	No answer	No answer	<u>'I met friends, learned words and learned more about nature.'</u>
11. In general, how was your experience in the workshop?	'Good.'	'Good.'	'Very good.'	No answer.	No answer.	'Very good.'

In general, the researcher of this study can assume that most of the participants have had a good experience during the workshop due to the positive impact in participants' way of thinking and acting towards environment and society. Comments such as: *'It had a positive impact on me'; 'I am more careful with the environment and I think critically; In daily life, values, taking care of the environment, animals, and society', support this idea.*

The use of technology resources and the activities proposed seems to be a key point in the workshop, based on comments like: *'The topics that were taught... and how the videos, the technology and the computer games were put into practice during the lessons'*. Conversely, some answers like *'I think it was not enough time'* suggest that a longer duration of the workshop could have maximized the learning of the contents, this workshop and its material proposal can suggest a positive social and educational component which can be concluded from statements as *'in daily*

*life, from the values to how to take care of the environment, animals... you as a person and part of society'.*

The second research question says: In order to improve EFL language skills, what are the participants' perceptions about the material and activities applied during the workshop? Most of the participants perceived the material employed in the workshop as 'accurate'. Listening and writing activities were mainly evaluated as 'easy' or 'neutral', which was an indicator that the level of difficulty of the material was appropriate for most of the participants. Reading ability was perceived as a 'neutral' or 'easy' by the majority of the participants suggesting that the level of difficulty of the texts was moderate or appropriate for most of them. To sum up, this suggests that material and activities were well aligned, even though some participants did not answer due to the drop out of the workshop (See Table 14).

*Table 14. Material impact on EFL skills*

<b>Question/ skill</b>	Participant 1	Participant 2	Participant 3	Participant 4	Participant 5	Participant 6	<b>Majority answer</b>
<b>Speaking</b> How difficult was it to pronounce the vocabulary used in the material?	Neutral	Neutral	Neutral	No answer	No answer	Easy	<b>Neutral</b>
<b>Reading</b> How difficult was it to understand the reading texts?	Neutral	Neutral	Easy	No answer	No answer	Neutral	<b>Neutral</b>
<b>Listening</b> How easy was it to understand the listening material used in the sessions?	Very easy	Easy	Neutral	No answer	No answer	Very easy	<b>Very Easy</b>
<b>Writing</b> How complicated	Easy	Neutral	Neutral	No answer	No answer	Easy	<b>Neutral and</b>

were the written activities?								<b>Easy</b>
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The author of this thesis can affirm that most of the participants did not find highly difficult any of the activities designed to practice their language skills. The predominant responses in most of the sections are as follows: “Neutral” or “Easy”. However, the lack of participants practicing with these proposed activities might influence the reliability and generalizability of the results.







#### **4.4 Discussion**

The results pointed out that participants had a positive opinion about the workshop. Some of their answers showed that the topics selected had an impact on their actions in society. Even though it is not possible to know if their knowledge was applied in their daily life, answers such as ‘It had a positive impact on me’ or ‘I think critically’ implies the influence of the workshop on the participants. Teaching English as a Foreign Language does not only have to focus on grammar or communicative purposes. EFL and inclusive education has an important role to shape students; Canale and Swain (1980) note that language is a medium of enhancement for cognitive and social development; thus, when students learn English through social topics they can develop a deeper understanding related to those issues.

As the name of the workshop suggests, it focuses on EFL through inclusive learning and social topics; in other words, it promotes not only language learning but the development of cultural sensitivity and social inclusion. The employment of accurate material and content could make that possible since it facilitated language acquisition by promoting critical reflection, social commitment and awareness. Kramsch (1993) points out that language teaching should not be limited only to

language skills but encourage reflection. Then, materials that made possible the connection between social, ethics and environmental issues develop a more inclusive and respectful attitude in students. Based on the participants' previous answers, the material employed to develop the different language skills has a positive impact on most of them. However, 'neutral' answers help us to deduce that there might be some contents that did not reach their purpose clearly or even that they were not attractive. Therefore, this study's results can help to point out an opportunity for improvement (See Table 15).

*Table 15. Answers summary*

Participant	Beginning of the workshop	End of the workshop.
Participant 1		
Participant 2		
Participant 3		

Participant 4		
Participant 5		
Participant 6		

#### 4.5 Conclusion

In this chapter, the results obtained from the instruments are presented, later a discussion is displayed about those results. The following chapter aims to conclude this thesis.

## **CHAPTER V**

### **CONCLUSION**

#### **5.0 Introduction**

This chapter aims to provide the conclusions of this thesis. First, it addressed the research contribution which states the inputs provided. Second, the limitations section reflects the factors that could not be controlled during the development of the study and provided an objective view of what this study is not able to affirm. Then, the section about the suggestions for further research proposes recommendations for future studies to overcome found limitations. Finally, there is the conclusion of this research where it sums up and reflects the information and data obtained during the research.

#### **5.1 Research contribution**

This research has presented the perceptions of learners about the '*Inclusive EFL learning, creating a better society through the language*' workshop. In this thesis there are some points that should be considered as contributions for learners, teachers and institutions.

First, by incorporating real and social life themes into language learning, participants might have developed greater awareness not only to understand social issues but develop critical thinking by using English language as a tool for social change.

Second, this workshop might have encouraged teachers to incorporate more socially relevant topics into their EFL lessons. This would foster both language learning and ethical consciousness that could lead to designing or incorporating more innovative teaching strategies for language acquisition, critical thinking and societal issues. Third, incorporating inclusive EFL learning in institutional curricula can promote language acquisition and social awareness, reinforcing the commitment to create a positive and ethical impact on the students going beyond a traditional EFL class boundary. Finally, these types of workshops contribute to creating a more inclusive and equitable society, reinforcing the idea that EFL learning is not just acquiring a new skill, but to positively impact learners.

## **5.2 Limitations of the study**

In this part, the researcher of this thesis identified some limitations in the study. On the one hand, two participants dropped out of the workshop due to the fact that they expected to obtain a language certification. Even though it was explained that this course was designed for A1 English level, they quit. Also, at the beginning of the workshop a diagnostic test was not applied. As a result, it cannot tell straightforwardly that the subjects of the study acquired the proficiency level that was expected at the end of it. Afterwards, due to the limited number of participants, these results cannot be generalized, and no language proficiency advance was recorded. Another point is that participants' age and social background can influence the perception of the topics reviewed in this workshop. Their limited vocabulary may have influenced their reflection about the social impact topics. As a consequence, it is difficult to ensure that they applied the knowledge acquired in their daily life. Finally, this study cannot ensure participants' level of awareness about the topics



seen in the workshop; thus, it is complex to prove if they arose consciousness to social problem solutions.

### **5.3 Suggestions for further research**

In order to provide some suggestions for further research, I would like to emphasize the importance of conducting this type of study with a long-term impact on participants' language proficiency and social attitudes. Due to this study having a low number of participants, it is suggested to conduct a study with a bigger number of participants. Additionally, it is suggested to replicate this study in different contexts to review how the sociocultural background affects the effectiveness of this workshop. Furthermore, it is suggested to complement this research by adding the perceptions that could be provided by teachers' techniques and methods to see how the topics are implemented. Finally, the integration of different technological tools to promote an inclusive focus on English learning is suggested as well.

### **5.4 Reflection**

This section presents a short reflection regarding the professional experience of myself as a teacher and as a researcher. First of all, in my experience as an EFL teacher, it was challenging to teach topics related to social issues and environmental problems to students of different ages. There were many factors to consider such as the English level target in the workshop and the sensitivity of the topics. Besides, it was challenging to plan activities that were catching attention from students, but also that could help them to reflect on the topic reviewed. Secondly as a researcher it was interesting to analyze participants' answers related to the workshop. This study made me understand and become more aware of social issues and values in society. I can affirm that, now, I am aware about the transversality between English and real-life sceneries.

## **5.5 Conclusion**

This research was related to the implementation of the pilot workshop named '*Inclusive EFL learning, creating a better society through the language*'. This qualitative analysis allowed a deeper evaluation of the EFL learning by incorporating inclusive and social topics. Therefore, this adaptation of EFL learning could bring some social change impact on the participants. This study also showed some implications and further research suggestions. To conclude, this workshop showed the possibility of teaching a language and contributing to the reinforcement of a more inclusive society during the teaching-learning process.

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## Appendix A

### Open Interview

1. *¿ Por qué quieres tomar este curso?*
2. *¿En algún momento has tomado inglés en tus estudios?*

## Appendix B

### Perceptions' survey

# INCLUSIVE EFL LEARNING: ENCUESTA 1:

Responde las siguientes preguntas de acuerdo a lo que se indica.

1. En general ¿Qué le pareció el curso-taller?

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2. ¿Cómo impactó en sus acciones?

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3. ¿Qué tan adecuadas le parecieron las actividades realizadas durante las sesiones?

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4. ¿Cómo considera los temas abordados durante el curso-taller?

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5. En general, ¿cómo cree que se desempeñó el docente durante el curso-taller?

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6. ¿Cómo este curso taller le ha permitido adquirir nuevas habilidades y/o conocimientos para poner en práctica?

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7. ¿Qué le parecieron los materiales utilizados (hojas de trabajo, videos...) durante el curso taller?

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8. ¿Consideras que la duración del programa fue suficiente para lograr los aprendizajes esperados? ¿Por qué?

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9. ¿De qué manera los temas abordados han favorecido su desarrollo personal?

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10. ¿Qué le gustó sobre el curso-taller?

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11. ¿Qué no le gustó sobre el curso-taller?

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<https://docs.google.com/forms/d/1g4trRbPsUu4uVD5JuKJk5OICV7AzotE0sD2bxOUswmU/edit> 1/3  
INCLUSIVE EFL LEARNING: ENCUESTA 1:

# INCLUSIVE EFL LEARNING: ENCUESTA 2: Material

Califica tu experiencia durante el curso taller, donde 1 representa la menor puntuación y 5 la mayor.

¿Qué tan satisfecho estás con el material utilizado durante el curso-taller?

	1	2	3	4	5	
Muy insatisfecho	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Muy satisfecho

¿Qué tan atractivos fueron los temas abordados durante el curso-taller?

	1	2	3	4	5	
Nada atractivo	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Muy atractivo

¿Qué tan adecuadas fueron las imágenes utilizadas para ilustrar los temas?

	1	2	3	4	5	
Nada adecuadas	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Muy adecuadas

¿Qué tan difícil fue pronunciar el vocabulario empleado en el material?

	1	2	3	4	5	
Muy difícil	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Muy fácil

¿Cómo consideras la velocidad de los diálogos del material auditivo?

1 2 3 4 5  
Muy insatisfecho      Muy satisfecho

¿Qué tan fácil fue comprender el material auditivo utilizado en las sesiones?

1 2 3 4 5  
Muy difícil      Muy fácil

¿Cómo consideras la extensión de los textos utilizados?

1 2 3 4 5  
Nada adecuada      Muy adecuada

¿Qué tan difícil fue comprender los textos presentados?

1 2 3 4 5  
Muy difícil      Muy fácil

¿Qué tan complicadas fueron las actividades escritas?

1 2 3 4 5  
Muy difícil      Muy fácil

¿Qué tan útil fue el vocabulario presentado?

1 2 3 4 5  
Nada útil      Muy útil

En general, ¿cómo calificarías tu experiencia en el curso-taller

1 2 3 4 5  
Nada satisfactoria      Muy satisfactoria