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***Material proposal to teach Spanish as a Foreign Language A1: Vocabulary related to Adelitas
from the Mexican Revolution***

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Presented by

Gabriela Huerta Coatl

Thesis Director:

Mtra. Sandra Juárez Pacheco

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***Material proposal to teach Spanish as a Foreign Language: Vocabulary related to Adelitas
from the Mexican Revolution, A1***

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

Gabriela Huerta Coatl

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

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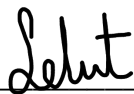
Thesis Director

Mtra. Sandra Juárez Pacheco



Committee Member

Dra. Maria Leticia Temoltzin Espejel



Committee Member

Mtra. Jeanette Sandre Cuautle



Puebla, Mexico

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DEDICATORY

I dedicate my dissertation work to my mother Mary Coatl and my father Antonio Huerta, especially to my Thesis Director Mtra. Sandra Juárez Pacheco who has always been my best cheerleader. A special feeling of gratitude to my loving son David Israel G. Huerta whose words of encouragement and assistance helped me to finish this thesis; also he helped me to develop my skills in TICs. I also dedicate this dissertation to my sister Carolina and my nephews Adan and Santy who have supported me throughout the process. I dedicate this work and give special thanks to my best friend Jorge Fernandez Rocha for being there for me all the time.

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ABSTRACT

Language learning requires the use of authentic material that usually become an excellent strategy to teach something to students effectively. Mainly, within the SFL field, teachers need materials designed to teach specific vocabulary to foreigners. This study proposes authentic material to teach Mexican revolution vocabulary related to Adelitas. Therefore, this study aims to determine how useful is this study's material proposal to teach vocabulary related to Mexican female soldiers during the revolution called Adelitas. To test the hypothesis and due to the cessation of activities caused by the pandemic COVID-19, the researcher invited a Chinese man to participate in this research. The Chinese student did not speak, understand, read or write Spanish at all. The student belonged to the A1 level within the CEFR, consequently the participant had an introverted attitude. The results showed that the proposed material was fun and it helped the student to go over the vocabulary taught during class. The pictures in the proposed material brought not only images of reality, but can also work as a fun element in the class. Although the vocabulary was a little difficult for the Chinese student, this research showed the importance of including culture in the teaching programs of Spanish as a Foreign Language.

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Chapter I

Introduction

1.0 Introduction

In this research, it is pointed out the importance of including culture in the teaching programs of Spanish as a Foreign Language. Thus, this study presents the perceptions of some students that tried a proposal material based on vocabulary related to the Mexican Revolution in order to learn a little of Mexican culture in a class of Spanish as a Foreign Language (SFL). Particularly, this material proposal can achieve an effective learning of Mexican culture by teaching vocabulary related to the Mexican revolution. Therefore, this thesis presents a case study based on the application of a material proposal to teach SFL to a Chinese student who is A1. In order to do so, this thesis is presenting the reasons to develop this study and its importance. Later, its context is described briefly; meanwhile, the aims and the objectives are stated as well. Finally, the research questions are presented.

1.1 Rational for the topic selection

Language learning requires the use of authentic material that usually teachers implement as a strategy to teach something to students successfully (Krashen, 1983). However, material design is something that deserves a lot of dedication from teachers. Particularly, within the SFL field, there are not many materials designed to teach vocabulary related to the Mexican revolution to foreigners. As a matter of fact, the researcher of this study believes that the implementation of Mexican revolution

vocabulary can be helpful at the time to teach some part of the Mexican history and culture to students. According to the Fonoteca Nacional de México (2018), Mexican revolution vocabulary introduces SFL students to the myths and realities about the origin of this vocabulary in México. Particularly, foreign students will learn some cultural knowledge about the Mexican female soldiers during the revolution called Adelitas. This study's SFL student will learn about the history, clothing and the Adelita's importance in the Mexican Revolution. As a matter of fact, the researcher of this study thinks that it is necessary to present a work that can allow foreign students to know a little part of our national culture, and to deepen on the historical knowledge that influence the lexicon of the Spanish language in Mexico. Particularly, this study will provide, the readers and the foreign participants, a glance of the Adelitas in the Mexican revolution. To sum up, the rationale to choose this topic is that, with the use of La vocabulary related to Adelitas, SFL students will learn about Mexican history, people, clothing and traditions significance during the Mexican Revolution.

1.2 Significance of the study

This research is important because it contributes to the SFL field with a material proposal to teach some Mexican history and culture by using vocabulary related to Adelitas. Particularly, the importance of this research lies on the fact that a few people have been interested on proposing SFL material designed to teach vocabulary, which in fact, contains important Mexican cultural information and is considered a priceless heritage from the Mexican history and culture (Fonoteca Nacional de México, 2018). Moreover, this research is strengthened with previous research based on material proposals that have been created to support SFL

learning. For instance, most of the material which has been already proposed is to practice the four basic language skills: reading, writing, speaking and listening. Also, some of these investigations proposed songs where SFL students practice or learn idiomatic expressions, verbs, nouns, adjectives, adverbs or vocabulary. Conversely, the researcher of this study believes that it would be more significant and different to propose some material based on a vocabulary where some Mexican culture and history is taught.

Finally, this research will be useful to reinforce the work of other academics who are interested in teaching Mexican culture to SFL students. Quezada and Margarito (2018), affirm that learning a foreign language implies the knowledge of new customs, traditions and ways of thinking. Both researchers, Quezada and Margarito (2018) claimed that in language classes, teachers should use various strategies to introduce students to a very dissimilar culture. In other words, teaching SFL is also teaching a different history, art and folklore.

1.3 Context of the Research

According to the instructions given by the World Health Organization (WHO, 2020), and because the foreign students of BUAP traveled immediately to their respective countries since the COVID-19 pandemic started, it was necessary to locate a foreign student who remained in Mexico. Therefore, the participant of this case study was located in a Chinese restaurant located in Reserva Atlixcáyotl, Fovissste San Roque, Puebla. The restaurant is called the Chinese Town. The Chinese student provided a table with two chairs so he could take the class. This restaurant, as a measure against

the COVID-19, does not allow entry to more than 5 customers, thus this face to face class was held with all suggestions given by the World Health Organization (WHO, 2020).

The Chinese participant is Yang Yuexiang. He is a 40-year-old man. He arrived in Mexico before the coronavirus pandemic. The Chinese student hoped to study Spanish as soon as possible; however, it was not possible due to the cessation of activities due to the pandemic. Yang Yuexiang does not speak, understand, read or write Spanish at all. In general, it can be claimed that the student belongs to the A1 level within the CEFR. Since the participant does not speak the language, he had an introverted attitude. He does not communicate to his employees and avoided communicating with signs that is why he required an administrator in his restaurant. The administrator communicates with him through the translator of his cell phone. Moreover, the Chinese participant is the one who cooks Chinese food and avoids talking to the people around him.

1.4 Aims of the research

This research aims to propose a teaching material to learn vocabulary related to the mexican revolution, particularly, vocabulary related to Adelitas. Firstly, this material proposal seeks to deepen the SFL student as a way of witnessing the history of Mexico, and creating a link between foreign students and Mexican culture and history. Secondly, this research aims to contribute to the SFL teaching field by proposing this material to teach vocabulary related to Adelitas as a tool to teach Mexican culture to foreign students of SFL.

1.5 Objectives

- To propose a new material to teach vocabulary related to Adelitas to teach Spanish as a Foreign Language.
- To enlist the perceptions of the participants about this material proposal to learn about the Mexican revolution culture and history.
- To see if after implementing the use of the authentic didactic material based on the vocabulary related to Adelitas in the SFL classroom, the participant suggests some changes to improve the material proposal.

1.6 RESEARCH QUESTIONS

- What are the SFL participant perceptions about using vocabulary related to Adelitas to learn Mexican culture during the revolution?
- What are some of the participant suggestions to improve this material proposal?

Chapter II

Theoretical Framework

The present chapter aims to establish the theoretical framework of this research, therefore, this chapter talks about three main topics: *learning foreign languages approaches*, *Spanish as a Foreign Language (SFL)* and *culture*. Learning Foreign Languages approaches are presented in this chapter because this research is related to Mexican Spanish. Spanish as a Foreign Language (SFL) is presented in this chapter because this study aims to propose some material to teach SFL level A1 by using vocabulary related to Adelitas. It is aimed to encourage students to participate in a more active and critical way by using this class to share ideas, thoughts, and feelings in a comfortable, respectful, and friendly environment (Palacios & Chapetón, 2014). Finally, the topic of culture is stated because, particularly the Mexican culture, can work as a scaffold in the construction of affective and pedagogical structures to favor the transmission of not only vocabulary, but values not as something imposed in a univocal way, but as pieces to integrate into the learning of the foreign student (Gardner, 2016).

2.1 Learning Foreign Languages approaches

In order to talk about learning a foreign language, here in this section of the literature review it is aimed to establish two points of view that this researcher considers important to understand what learning a foreign language implies. Firstly, Krashen's perspective and secondly Gardner's. Krashen (1983) states that humans acquire language through "comprehensible input" (p.2). Therefore, there exists a need to

create a positive attitude in the foreign language student in order to achieve an effective language learning. Krashen assumes that grammar does not need to be skilled intentionally since it can be understood subconsciously (Krashen, 1983 in Johnson, 2004). This is to say that we can teach grammar through corridos and Mexican culture. In this sense, we should note that grammar is not the goal, but the means to make the use of language correct and effective. To ensure a correct communication, we must take into account that language forms a social system that we all share. Therefore, the teaching of grammar must necessarily be accompanied by knowing how to interpret messages in specific social situations, in this case, Mexican culture. Through the teaching of culture, we will improve the communication skills of the SFL student, who will learn not only the rules and grammatical rules, but also being able to communicate correctly in the L2.

Krashen (1983) reveals that students can achieve 'comprehensible input' through scaffolding. A student learns the information given in order to accomplish potential knowledge or comprehensible input. Therefore, students learn a second language level by level. According to Krashen's point of view, an SFL student does not need to be taught grammar explicitly. For instance, SFL classes can accept authentic materials in order to teach the second language. Specifically, in this research it is proven the authentic material of vocabulary related to Adelitas which is a story in the target language (SFL). This kind of authentic materials, where teaching focuses on comprehensible input as proposed by Krashen, allows the SFL learners to acquire vocabulary through receiving input. Consequently, the scaffolding here

would be through learning the new vocabulary since students will reach a higher level of comprehension.

On the other hand, the multiple intelligences theory defines the different intelligences that there exist. Gardner (1993) describes them as individual tools that people possess in order to learn new information for use at any given time. In easier words, the capabilities of the human mind are not part of a single skill called intelligence, but of many that work in parallel. Gardner rejects the idea of the existence of an intelligence measured only by pencil and paper tests.

Taking into account that human beings are characterized by being incredibly versatile and easily adapt to new challenges and improvising. Intelligence involves artistic sensitivity or the management of emotions. Each person has several types of mental abilities that are independent of each other (Gardner, 1993). Thus, the teaching of culture through the vocabulary related to Adelitas involves several types of intelligences: visual-spatial intelligence, linguistic-verbal Intelligence, bodily-kinesthetic intelligence, musical intelligence and interpersonal intelligence.

The multiple Intelligences theory affirms that stimulus is necessary to learn SFL effectively. Particularly, the researcher of this study believes that only musical and linguistic-verbal intelligences are needed to learn Spanish as a Foreign Language (SFL). For instance, students who learn through musical intelligence would learn Spanish better through singing or listening to the material proposal which is a song in the target language. The musical intelligences refer to the ability to produce and appreciate rhythm, pitch and timber (Northern Illinois University, 2020). A verbal-

linguistic SFL student would do well when practicing listening skills. According to Gardner's Multiple Intelligences theory, a verbal-linguistic intelligence refers to well-developed verbal skills and sensitivity to the sounds, meanings and rhythms of words (Northern Illinois University, 2020). By using the authentic material suggested in this research, the SFL students will find written and spoken words in the video. In this way, the students will be able to interpret and explain the ideas and information presented in the suggested authentic material.

In fact, in order to learn Spanish as a Foreign Language (SFL), the culture of the language needs to be learned as well. Particularly, in the context of this research, Mexican culture is involved in order to achieve SFL learning. Gardner (1993) states that "a 'culture' is seen here as the collectivity of the 'inhabitants' who can indeed examine the words, stories, theories and so forth that come from its members" (Gardner, 1993, p. 230). This means that SFL students learn easily about a culture transformed into words, stories, theories, etc. Similarly, the authentic material edited by this author is based on vocabulary related to Adelitas; it will be used to reinforce both learning approaches stated above.

2.1.1 Teaching-Learning process

During the development of this section, it will be established the importance of learning and teaching a foreign language. The differences between individuals are their learning conditions and the contexts in which they learn Bernaus (2001). As we know the role of the teacher is decisive in the process teaching-learning of foreign languages; besides, other factors that contribute in this process are the socio-

linguistic and cultural formation of the students. In this regard, Santos Gargallo (1999) explains the efforts of foreign language teachers to facilitate this teaching-learning of a foreign language:

All teachers are interested in deepening the knowledge of the learning process, that is, in the psycho-affective, social, educational factors, etc. that influence it; since the more we know about this process, the better we can orient the teaching methods, in the sense that it helps to facilitate the use of the target language (p.22).

Taking into account that the teacher is responsible for designing the appropriate objectives, contents, methods and assessment in the teaching–learning process; it is clear that the foreign language teacher must also take into account other aspects besides grammar and vocabulary; for instance, culture. According to Zarate (1995), it is important to promote foreign language learning, particularly by considering a cultural environment to teach the language. Also, one of the most important things in a foreign language class is communication between teacher-students. The frequent interactions of students lead them to learn more and acquire the target language (Bernaus, 2001). Particularly, in this study teacher will improve the interactions through the use of the authentic material to improve the SFL language.

Introverted pupils are those who hinder the oral communication process; they are not involved in verbal activities and therefore interactions that may facilitate the acquisition of the foreign language are not carried out. Many reasons justify the introverted or extroverted character of certain pupils (Bernaus, 2001). In both cases,

the teacher is who should manage properly each dimension of the student's personality. The role of the teacher and the authentic material that promotes interactions among students is paramount in this process. The SFL teacher through the appropriate authentic material is responsible for avoiding certain attitudes that may harm his pupils or to encourage them when expressing themselves in the target language.

The importance of promoting a pleasant atmosphere within the classroom and an empathy with the culture belonging to the language studied, will encourage teacher-students communication and avoid or decrease the anxiety of some students. The absence of anxiety, in students, helps to learn and acquire the target language easily. Muñoz (2002) points out that:

A person who is not afraid to make a fool of himself will risk using a word or an expression he does not fully command and making mistakes; a person who tolerates ambiguity will endure the strain of not understanding everything that goes on around him; and a person who is not blocked by the teacher's question, so the native speaker can take advantage of the situation to learn from the expert (p.29).

Anxiety of foreign-language pupils often stems from the attitudes of teachers, it must be recognized that there is another aspect of the pupils' own personality that is indispensable in the process of acquiring the foreign language: self-esteem or positive self-esteem. It is often understood that self-esteem as an appreciation that a pupil gives to himself is rooted in his personal pride, although it has other causes. Good

marks in the subject are an effective factor whose influence is important in the teaching-learning process (Muñoz, 2002). In the case of this research, it is proposed the use of authentic material to learn vocabulary that eventually students can use to communicate to others in SFL.

2.2 Spanish as a Foreign Language

Spanish language gathers linguistic characteristics that make it an important international language. It is among the most notable languages besides English, and Chinese. Spanish is an international language, it is the official language in 21 countries of the world:

There are 21 countries in the world with Spanish as their official language: Argentina, Bolivia, Chile, Colombia, Costa Rica, Cuba, Ecuador, El Salvador, Guatemala, Equatorial Guinea, Honduras, Mexico, Nicaragua, Panama, Uruguay, Peru, Puerto Rico, Dominican Republic, Uruguay and Venezuela. Also, in the United States, Spanish is a very important language because in this country is the second largest Spanish-speaking community in the world, after Mexico. Spanish is also spoken in Western Sahara (north-west Africa), since this area was occupied by Spain until 1976. And another interesting fact is that, although the United States and the Philippines do not have Spanish as their official language, they do belong to the Association of Spanish Academies (Aguirre, 2020, p 1).

Spanish has taken a greater importance due to globalization and internationalization (Caruso and Tenorth, 2011). Similarly, the information provided by the Government

of Malta (2020) expresses that Spanish is the most widely studied language at all educational levels in the United States. In fact, the University of Deusto (2020) claims that SFL ranks as second place in number of students in France, Sweden, Brazil and a large part of the United Kingdom. Therefore, SFL is the second most widely studied language (University of Deusto, 2020). Also, the University of Deusto (2020), affirms that Spanish has the first foreign language (FL1) status, above all in English speaking countries where students generally study only one or no foreign language. Thus, learning Spanish as a foreign language is very important and is becoming a field with exceptionally promising job opportunities.

According to Gómez, Martínez, Velázquez, and Ramón (2017), SFL is not a new task, since 1492 there were dissertations on Spanish grammars in Europe. For example, the grammar of the Spanish language that Nebrija published in 1492 is considered as the first stone in the construction of the *history of teaching Spanish*. Thus, this was the first attempt to formalize the Spanish language. Since then, Nebrija grammar has been a permanent reference for grammars and authors of manuals to teach Spanish. An important institution that works Spanish language is Cervantes Institute which, on May 11th in 1991, was established in Madrid, Spain. The Cervantes Institute was created with the aim of universally promoting the teaching, study and use of Spanish and contributing to the spread of Hispanic cultures abroad. As part of its activities, it focuses primarily on the linguistic and cultural heritage that is common to the countries and peoples of the Spanish-speaking community.

The Instituto Cervantes is the public institution created by Spain in 1991 to universally promote the teaching, study and use of Spanish and contribute to

the dissemination of Hispanic cultures abroad. In its activities, the Cervantes Institute focuses on the linguistic and cultural heritage common to the countries and peoples of the Spanish-speaking community. It is present in 86 centers distributed in 45 countries across the five continents. In addition, it has two offices in Spain, the headquarters of Madrid and the headquarters of Alcalá de Henares (Instituto Cervantes, 2020. para.1)

The Spanish of Mexico has the indigenous Nahuatl influence in the lexicon, so it contains peculiar words from the Nahuatl language. Mexico demonstrated with the cultivation of Mexican Spanish its cultural emancipation (Blanch, 1965). Currently, the training of teachers of Spanish as a Foreign Language (SFL) is necessary. Among the objectives are to help those universities, schools and companies that offer exchanges with foreigners or teach Spanish by providing them with methods and techniques for teaching this language. In general, Mexico turns out to be a country that attracts foreigners. An example is Chris Cook. According to Nucamendi (2019), he is an English chef invited by the Universidad Popular Autónoma del Estado de Puebla (UPAEP) and professor at Highbury College in Portsmouth, United Kingdom. He assured that, contrary to what is thought of Mexico abroad, Puebla was a safe walking streets city. "The longer I spend here, the more I am convinced that it is a great opportunity for British students to come to Mexico" (Nucamendi, 2019, p.1).

Regarding Puebla's economy in relation to the importance of SFL's teaching, El sol de Puebla (2019) states that, during the first half of the year, Puebla received \$853.7 million in Foreign Direct Investment (FDI). Particularly, Puebla was the fifth state in the country to receive more resources for this purpose. For instance, the

company Audi Mexico spent 646.8 million dollars on a lot of foreigners in this state of the Mexican country. Also, the United States was the second largest source of FDI to Puebla, with MDD 111, Canada ranked fourth in foreign investment, with \$38.9 million and France and the Netherlands deposited \$11.2 million in the state of Puebla, each. With the above amounts, people can notice the importance of the SFL teaching and learning in Puebla. Concluding, besides being such an important language to teach, SFL has improved the economy and cultural exchange between Puebla and abroad.

2.3 Culture

Communication consists of more than exchanging information by means of phrases constructed grammatically. There are often misunderstandings, frustrations, prejudices about the other, and even serious social problems due to cultural misunderstandings (Mitatou, 2013). Culture is decisive when the individual is already able to speak a second language fluently and decides to travel abroad, where he may encounter many problems: sometimes he feels misunderstood, irritated, ridiculous and often mistreated thanks to cultural misunderstandings (Lewis, 2006). Therefore, learning a language is more than just acquiring linguistic habits and grammatical structures, it is learning about the target culture (Lewis, 2006). For instance, a prepared student not only needs to master the target language structure is Spanish as a Foreign Language, but also the culture of the language that he or she is learning, in this case, Mexican culture.

The acquisition of culture includes the acquisition of values and the way of interpreting the world shared by the speakers of the same language, it is fundamental

(Lewis, 2006). In other words, studying about a culture makes a student develop a critical attitude towards the culture of his/her own country. Understanding the customs and values of a new culture can help to eliminate conflicting situations during intercultural encounters by dispelling stereotypes (Lewis, 2006). In order to achieve this objective, it is necessary to recognize the concept of culture. UNESCO (1982) held *The World Conference on Cultural Policies* in Mexico, where the international community contributed effectively with the following statement related to the concept of culture:

...The delegates unanimously recognized and affirmed that such co-operation must be based on recognition of the universality, diversity and absolute dignity of men and of cultures. 'Art', a delegate said, 'is one but it has a thousand aspects'. Several speakers stated that the twentieth century was giving birth to a mixed race: 'We are all culturally mixed peoples' cultures borrow from one another and derive sustenance from their differences. The civilization of tomorrow will be a civilization of cultures shared in diversity and respect for national originality, particularly for minorities. All cultures, it was stated on several occasions, formed part of the cultural heritage of mankind. Culture must, it was stated, become the language of communion among the peoples (UNESCO, 1982, p. 112-113).

UNESCO believes that culture has an intrinsic value both for development and for social cohesion and peace. In this sense, culture is the means for economic growth. It improves to enrich the intellectual, emotional, moral and spiritual life. As such,

recognition of cultural diversity is necessary to foster dialogue among different civilizations, achieving respect and mutual understanding. This fact leads to the consideration of culture as an essential element for the learning of a foreign language. To sum up, culture represents an identity where education and culture have expanded considerably, as essential elements for the true development of the individual and society.

2.3.1 Mexican Culture

Arizpe (2011), who is a Professor-Researcher at the *Centro Regional de Investigaciones Multidisciplinarias UNAM*, establishes that the greatness of Mexican culture has been strengthened throughout the twentieth century. She claims that Mexicanism is understood as a collective national will, it is part of the combination of nationalism and cosmopolitanism from various political sources. This Mexicanism is based both on the strength of sharing a history that hurt us and the desire to communicate and exchange diversities, which explains the great cultural creativity of Mexicans (Arizpe, 2011).

Arizpe (2011), reminds us that Mexico is the fourth country in the world with such a big biodiversity and, not coincidentally, it is also one of the top ten in cultural density. Since ten years ago, it was also one of the top ten in the production of handicrafts, museums and cultural innovations (Arizpe, 2011). Due to its unique geographical situation, Mexico is a multicultural nation that received the arrival of a great diversity of cultures from all points of the world: East Asia, West Europe and South West Africa, not to mention the mythical Mediterranean, Atlantic and

Polynesian expeditions. Mexican richness continued to diversify with the cultural creations after the encounter with the Europeans. Lourdes Arizpe (2011) explains that:

The identity elements of Mexicans are diverse and include an endless range of tangible and intangible values: customs, gastronomy, family relations, and artistic manifestations, to mention just a few aspects. The anthropologist and researcher Lourdes Arizpe highlights the cultural strength of our country and its diverse transformations from the origins to the current globalization (p.70).

Mexicans are present in today's global communication and share their culture with the world, since it makes them visible, tangible and intangible. Mexican culture contains memories, desires and pursuits of Mexicans of the future. That is why it is vital to affirm that culture is not made up of objects, but of forms of relationship in which the free choice of people to assume, carry and practice cultural behavior is involved.

In conclusion, Arizpe (2011) considers Mexican culture as an act of free choice, where Mexican people become guard of their own culture through originality and creativity. Mexican culture is seen as a political design, the awareness that alliances and loyalties are needed to ensure the survival of all Mexicans. The protection of Mexican culture implies the creation of a return route to recreate politics and culture. In other words, Mexican culture is such a valuable instrument that it can be used to unite, but also to divide Mexicans.

2.3.2 Teaching Culture

Jiménez Llamas (2011) shares her experience as a Spanish teacher for foreigners, illustrating the teaching of culture as a tool for learning Spanish. She mentions that some experience examples that happen when teaching Mexican culture to foreigners at the Foreigners' Learning Center (CEPE) are: people laughing, people talking cheerfully, or singing, students coming out of some hall with cardboards to stick on the blackboards outside, others playing lottery in the garden or breaking a piñata. Jiménez Llamas (2011) adds, without a doubt, that learning and teaching a language gives us the opportunity to explore our environment and meet very diverse people. In exceptional conditions of cordiality, enjoyment and joint reflection, she claims that it is possible to mix the affective, the intellectual and the playful moments to facilitate the learning of SFL when teaching Mexican culture in a deep, pleasant and effective way. Supporting, Salinas (2019) says that language teaching has existed for centuries; although it continues to modernize and professionalize continuously. In this sense, Salinas (2019) explains the need to teach culture to reinforce the learning of any target language. His study of *intercultural communication* is very recent and brings new knowledge that will improve understanding between human beings from different cultures.

Fantini (2019) mentions that the role of language teachers in promoting bilingualism-biculturalism is very important. He examines the components that make up the worldview: the interaction of values, beliefs and attitudes of each human group; as well as the misunderstandings that arise in judging from one's own cultural norms. Moreover, Fantini (2019) highlights the importance of these teachers being

imaginative and inspiring, promoting enthusiasm for the target language-culture and stimulating curiosity about it. He affirms that successful relationships within and across cultures depend on the ability to deal with racial, religious, ethnic and cultural differences in a positive way to understand, appreciate and respect them.

Teaching a foreign language promotes the possibility of improving communicative competence; however, a language goes beyond only grammar and vocabulary. Currently, it has been understood that there exists the need of a global competence based on culture too, it is the cultural competence. Through cultural competence, and students learn a foreign language and are interested in learning more than just grammar and vocabulary. Particularly, SFL students are interested in learning about the culture of the places where they study a language, for instance, here the participants of this study are studying the Mexican culture too. This fact motivates and encourages SFL students to leave his comfort zone to learn a language.

2.4 Mexican Revolution

One of the most important political, economic and social movements in America was the Mexican Revolution that began on November 20th in 1910; also, it lasted 10 years. This historical movement happened in Mexico under the government of Porfirio Díaz which lasted 30 year old and was known as the Porfirian dictatorship. The workers dreamed of a legislation that would offer them a minimum of protection against the abuse of the powerful; the peasants wanted land (Wallenfeldt, 2020). The Mexican Revolution was a great anti-latifundia and anti-imperialist popular movement that

gave rise to important transformations in Mexico, where there was a supremacy of the bourgeoisie over state institutions. The Secretaría de Gobernación de México (2018), established that: “On Sunday, November 20th, 1910, from six o'clock in the afternoon, the armed uprising called by Francisco I Madero began to put an end to the government of Porfirio Díaz, and to establish free and democratic elections” (para.1).

This was established by the so-called Plan de San Luis proclaimed by Madero from his exile in San Antonio, Texas. In this statement, Madero denounced the abuses of the Porfirist regime and offered, among other projects, to restore to the peasants the land that had been arbitrarily taken from them (Secretaría de Gobernación de México, 2018). The appeal for rural support meant that the peasants would unanimously join the revolution, as would the indigenous and mestizos. At the end of May 1911, sergeants Pascual Orozco and Francisco Villa took Ciudad Juárez, Chihuahua, which represented the triumph of the rebels; after the elections of October of that year, he raised Francisco I. Madero to the presidency, in what was the first stage of the Mexican Revolution (Secretaría de Gobernación de México, 2018).

The revolutionary movement continued the following years with discontent among the various factions that initiated it (Secretaría de Gobernación de México, 2018). The promulgation of the 1917 Constitution is considered as the end of the Mexican Revolution; however, the fight lasted longer, before the country stabilized. Other important figures of the Mexican Revolution were: José María Pino Suárez, Felipe Ángeles and the brothers Ricardo, Enrique and Jesús Flores Magón; as well as Aquiles, Carmen and Máximo Serdán (Secretaría de Gobernación de México,

2018). Additionally, Adelitas were an icon during the revolution movements and they will be described in a further section so people can contextualize the vocabulary that is proposed in this study.

2.4.1 Adelitas

Adelitas have become a mark of women's participation during the revolution. According to the Fonoteca Nacional of Mexico (2018) "Adelita, as the famous Adela Velarde Pérez was known, served as an emergency assistant in the Northern Division platoon" (para.1). Adela Velarde Pérez's participation during the Mexican revolution was so important that they called the strong and brave women *Adelitas* who played some important role during the Mexican Revolution. In this sense, any foreign student will understand the importance and courage of Mexican women in the past and present of Mexican culture.

Adelitas inspired the creation of a corrido song and it has been preserved and protected in the National Fonoteca of Mexico. It has been part of the Mexican cultural richness (Fonoteca Nacional de México, 2018). The present research offers a didactic proposal that involves Adelitas from the Mexican revolution. Specifically, this material proposal will generate greater motivation by proposing a favorable environment to learn Spanish as a Foreign Language (SFL) and will help to teach vocabulary related to Adelitas.

2.5 Teaching Material

Teaching materials are used to benefit the development of the student's abilities, as well as the improvement of the qualities related to knowledge, imagination, socialization and the better knowledge of oneself and others (Morales, 2012). Hence, the purposes of the use of teaching materials have become increasingly important in education. The didactic material promotes the stimulation of the senses and imagination, giving way to meaningful learning (Morales, 2012). In this way, in order to achieve a better understanding of contents about what the teacher wants to clarify, it is essential to encourage and consider the interests of the learner. So in this way the teacher should have the attention focused on the subject to which he or she intends to teach. Concluding, the resources that are great advantages to realize the understanding of contents are basically teaching materials (Morales, 2012).

Teaching materials can make learning permanent when selecting them appropriately. The benefits of these materials should be student-oriented and should be selected systematically to accomplish the purpose of the class (Nauriyal, 2020). The objective of using teaching-learning materials is that every student turns into an active participant in the classroom. Teaching aids help students to relate to what is being taught to real-life situations, as well as provide reinforcement for better learning, they make the learning permanent among the students and can develop the perception of the students towards the content (Nauriyal, 2020). In the following section of this thesis, the type of teaching materials is presented.

2.5.1 Type of teaching materials

Teaching materials are frequently categorized as authentic or non-authentic depending on their source and in what way they are used. 'Authentic material' refers to items that have not been designed or adapted for use in a language classroom such as magazines, newspapers, video clips and song lyrics (*TESOL Glossary, 2020*). Authentic texts have been well-defined as real-life texts, not written for educational purposes. They are written for native speakers and comprise real language. They are materials that have been produced to accomplish some social purpose in the language community (Berardo, 2006). On the other hand, 'non authentic material refers to anything that has been designed specifically to aid the teaching process such as textbooks and instructional CD's or DVD'S (*TESOL Glossary, 2020*). Non-authentic texts that are particularly planned for language learning purposes. The language in non-authentic materials is simulated and unvaried, focused on something that has to be imparted and often covering a series of "false-text indicators" that include: perfectly formed sentences (all the time), grammatical structures, repetition of structures (Berardo, 2006).

The simulated nature of the language and structures used in non-authentic materials make them very unlike anything that the learner will encounter in the real world and very often they do not reproduce how the language is really used. They are beneficial for teaching structures but are not very good for improving skills, for the simple fact that they read unnaturally. They can be useful for preparing the learner for the eventual real life (Berardo, 2006). In opposition to the non-authentic materials, the

sources of authentic materials that can be used in the classroom are immeasurable. The most common are newspapers, magazines, TV programs, movies, songs and literature. One of the most valuable resources to obtain both materials is the Internet. It encourages more active learning rather than a passive one. The Internet is a modern day reality, most students use it and for teachers, there is easier access to infinite quantities of many diverse types of material (Berardo, 2006). In this research, the proposed materials were puzzles, flashcards and worksheets.

2.5.2 Puzzles, flashcard and worksheet

Puzzles

The Cambridge Dictionary (2020a), defines a puzzle like “a game or toy in which you have to fit separate pieces together, or a problem or question which you have to answer by using your skill or knowledge” (para.11). Dalgety (2017) affirms that “In the Greek mythology, the initial documented puzzles were riddles. These puzzles were taken very seriously by some people” (para. 1). According to Dalgety (2017), numerous word puzzles were created combining the visual and riddling context into Anagrams and Acrostics. Bowers (2009) states that “teachers often underestimate the effectiveness of puzzles in teaching skills and concepts. There are many types of puzzles, including those that teach language, social science and science concepts, as well as thinking skills”. (para.1). Therefore, puzzles are really useful when teaching vocabulary. Bowers (2009), affirms that there are many types of puzzles:

- **Wooden Puzzles:** “These puzzles teach the alphabet, numbers, colors, shapes, and concepts about animals and nature. Wooden puzzles have 2 to 30 pieces” (para. 3).
- **Jigsaw Puzzles:** “Jigsaw puzzles are usually made of heavy duty cardboard and have any number of pieces. Jigsaws teach spatial concepts and problem solving as the pieces are examined to see how they fit together. Jigsaw puzzles teach concepts about science, geography, social science, and even foreign languages” (para. 5).
- **Word Search Puzzles:** “Word search puzzles are puzzles made up of letters in which words are spelled horizontally, vertically, or diagonally” (para. 6).
- **Hidden Picture Puzzles:** “Hidden picture puzzles are those with elaborate, background pictures that contain specific pictures the player must find. This type of puzzle teaches figure ground perception and detailed observation skills, as well as vocabulary” (para. 7).
- **Crossword Puzzles:** “Crossword puzzles may be quite simple for children as young as 7 or very difficult for adults. Crossword puzzles teach vocabulary, reasoning skills, spelling, and word attack skills” (para.8).
- **Logic puzzles:** “Logic mechanical puzzles consist of mechanically interlocked pieces. The puzzles challenge the player to explore the interlocking pieces in order to assemble or disassemble the puzzle, put the pieces in sequence, or use dexterity to move the pieces. Such puzzles include: Rubik’s cubes, sliding tiles or blocks puzzles, impossible object puzzles, etc.” (para.10).

- **Patterns:** “Pattern puzzles may be colors, shapes, numbers, letters, or any combination of them. The challenge is to create a pattern, determine what comes next in a pattern, or discover how the pattern was created” (para. 12).
- **Mazes:** “Mazes require the player to find a way through a maze on paper, in virtual reality, or in real life. Mazes teach spatial concepts, logical progression, and deductive reasoning, as well as directionality” (para. 13).

The proposed puzzles in this research (see Appendix A-1) attempt to call student's interest in the vocabulary related to the Mexican Revolution and Adelitas. The puzzles in this research belong to *the Hidden picture puzzles* category because they include elaborate, background pictures and they incorporate specific pictures that the SFL student must find. This type of puzzles teach detailed vocabulary (Bowers, 2009). For this reason the researcher has focused on the creation of educational puzzles to strengthen the learning process. Additionally, the puzzles in this research are authentic material because they allude to items that have not been designed or adapted for use in a language classroom (TESOL Glossary, 2020) such as the pictures about Mexican Revolution. The use of puzzles in this case, not only helps to learn vocabulary, but also the researcher tries to achieve a more lasting and permanent learning.

Flashcards

This thesis presents flashcards about adelitas (see Appendix A-4) as proposal material to learn vocabulary, According to the Cambridge Dictionary (2020b), “flash cards are small pieces of stiff paper with a word, picture, or question on it that is to

teach something or a card with a word or picture on it that is used to help students learn” (para.1). The Merriam-Webster Dictionary. (2020) states that “flashcards are bearing words, numbers, or pictures that are briefly displayed as by a teacher to a class, usually as a learning aid “ (para.1). Both dictionaries point out that flashcards are useful to teach vocabulary easily. The images contained in the flashcards display the context of the word enclosed in the flashcard. Furthermore, the vocabulary exposed in the flashcards help students to memorize the spelling of the word as well.

Additionally, flashcards can be considered as authentic material and they can be made in different styles. In this case, the flashcards are used to improve vocabulary learning. These cards allow different interactions within a class such as individual, in pairs or in groups, with the help of a teacher or among peers.

Worksheets

The Cambridge Dictionary (2020c) describes the worksheets “as pieces of paper with questions and exercises for students, or a document showing work that needs to be done or that has been done” (para.1). Worksheets have been another helpful authentic material proposed in this research paper (see Appendix A-3); in fact, there is a need to outline the possibilities of creating a theoretical basis and theory well-founded creation and evaluation of this type of teaching material (Kupka, 2013). Specifically, in this worksheets proposals, there were used matching activities to review vocabulary comprehension. The Surrey County Council (2020), states the following benefits of using matching activities:

- Being able to match items and explain why they go together is important for cognitive skills and ability.
- By matching objects to pictures students are practicing visual discrimination, becoming familiar with one dimensional print and learning to connect real objects to print.
- Matching games improve language, concentration and memory. Research has shown a link between dyslexia and working memory. To learn new words, we have to remember each sound segment, put them together and remember what they look like for future use. To be able to do this, you need a good working memory.
- Matching skills are involved in visual discrimination. Students use matching skills to tell whether two words or letters are the same or different. Learning to match shapes and patterns helps students as they learn to recognize letters and then words (The Surrey County Council, 2020, p.1).

Almost all teachers know that worksheets can be used to work with all the didactic contents that must be taken into account for teaching any foreign language like SFL. Regarding this research's worksheets, it contains lots of images related to the Mexican Revolution and the Adelitas. The teacher has the commitment to provide the apprentice with vocabulary related to this particular topic.

Chapter III

Research Methodology

This chapter presents the structure of the methodological design of this research which is composed of the following five sections. The first section of this chapter addresses the methodological bases that support the research that was carried out. The second section of this chapter describes the context where this research was applied. The third section of this chapter describes the participant on which we based this case study. The fourth section sets out in detail the entire research instrument. And finally, the fifth section analyses the design and application of teaching materials and research instruments within the overall research design.

3.1 Methodology

This research proposes Spanish as a Foreign Language material to learn vocabulary related to the Adelitas from Mexican Revolution. Therefore, this research is mainly qualitative. According to Yang & Miller (2008), qualitative methods are addressed under conditions in which it is not possible to quantify variables in terms of examining statistical or inferential hypotheses. In this case study, there is only one SFL student; so there are a limited number of observations. In this research, the Chinese student was the unique analyzed case, attending to the qualitative method. The analysis of a case study avoids the possibility of losing essential elements when codifying a situation under study (Yang & Miller, 2008). Through this case study is intended to interpret and reveal the meaning of teaching SFL through the vocabulary related to

Adelitas. As a qualitative research, the information contained in this document is not intended to establish general principles.

According to Ragin, Nagel & White (2004), a qualitative approach is distinguished by the fact that the researcher is a very important part of the phenomenon of study and of the results obtained. They claim that the researcher could be seen as a research tool who, in fact, is the creator of the proposal material and part of a lesson plan application in this study. Also, Ragin et al. (2004) affirm that qualitative methods search for detailed knowledge of specific cases with the aim of identifying how the things occur. In other words, it allows us to explore multiple meanings and realities in the same study. In this case, due to the pandemic of COVID-19, this research turned out to be a case study. The case study is a reliable research tool and method when it is designed, implemented and systematized, rigorously, following the procedures of a research project (ANFECA, 2013).

A case study, refers to a real or fictitious case designed for teaching purposes and to promote students' competence for decision-making when facing research dilemmas in different situations (ANFECA, 2013). In this case, life during the COVID-19 pandemic has been difficult for teachers and students alike. This is why this study could only have one participant; therefore, this is a study case. According to (ANFECA, 2013), scholars still have different perspectives on the case study and, along these lines, most have adopted it with different conceptions. For some, a case study is a research method which may be a vehicle for testing or even a building theory; others consider it as a research strategy; and others assume that it is only a choice of object of study (ANFECA, 2013). Specifically, the unique participant in this

research is a Chinese student level A1 and the qualitative data was obtained from a questionnaire. Through this research, the case study is an appropriate research strategy to explore, describe and explain complex changing situations and realities that emerged during the COVID-19 pandemic in this SFL reality of teaching. Additionally, some authors prefer to talk about transferability, rather than generalization in qualitative research (Martínez Carazo, 2011). Thus, this researcher can conclude that case study was the right inquiry to avoid crowded places during this viral pandemic experience during the present research.

3.2 Context of the Research

According to the instructions given by the World Health Organization (WHO, 2020), all people needed to consider some suggestions to face COVID-19 pandemic. Therefore, some foreign students of BUAP traveled immediately to their respective countries since the COVID-19 pandemic started. Consequently, it was necessary to locate a foreign student who remained in Mexico in order to develop this study. Therefore, it was necessary to go out onto the streets of Puebla in search of Chinese restaurants assuming that those who run them are natives. Fortunately, when entering a Chinese restaurant located in Reserve Atlixcáyotl, Fovissste San Roque, 72460 Puebla, Pue. The restaurant is called *The Chinese Town*. The Chinese student provided a table with two chairs so he could take the class. This restaurant, as a measure against the COVID-19, does not allow entry to more than 5 customers, thus this face to face class was held with all suggestions given by the World Health Organization (WHO, 2020).

3.3 Participant

The Chinese participant is named Yang Yuexiang. He is a 40-year-old man. He arrived in Mexico right before the coronavirus pandemic. The Chinese student hoped to study Spanish as soon as possible when he arrived in Mexico; however, it was not possible due to the cessation of activities due to the pandemic. Yang Yuexiang does not speak, understand, read or write Spanish at all. In general, it can be claimed that the student belongs to the A1 level within the CEFRL. Since the participant does not speak the language, he had an introverted attitude. He does not communicate to his employees and avoided communicating with signs that is why he required an administrator in his restaurant. The administrator communicates with him through the translator of his cell phone. Moreover, the Chinese participant is the one who cooks Chinese food and avoids talking to the people around him.

3.4 Research Instrument

According to Sampieri (2016), collecting data could be achieved through interviews, focus groups, observations, documents, artifacts, annotations, records, etc. In this case, the obtained data was obtained through a questionnaire. According to Guzman (2019), a questionnaire is a tool developed by the researcher to gather information. Each question of the questionnaire must correspond to the theoretical and conceptual framework of the research and it considers all the variables through their indicators because, precisely, the answers will confirm or disallow the hypothesis.

Guzman (2019) also claims that the set of questions should be designed based on a formal plan and with respect to one or more variables to be measured (Guzmán,

2019). According to the type of information to be found is how the type of item is chosen: open, closed, multiple choice, with scale answers, etc. The type of questions and the format of the answers should be defined, followed by drafting. Particularly, this research had an open-ended and multiple-choice research instrument. The questions had a simple grammar structure and purpose since the student belongs to the A1 level of Spanish as a Foreign Language (SFL) (See Appendix C). Later, the questions were translated into Chinese for better understanding; and later, answered in Chinese by the participant of this study. Finally, all questions and answers were translated into Spanish. They were previously reviewed by a Chinese student's manager. The design of the questions in this instrument aims to obtain short and direct answers in order to avoid comprehension mistakes. As the student does not speak Spanish and the teacher does not speak Chinese, this research instrument is written in two languages. The questionnaire is composed of four sections: the first part of the questionnaire is related to *the student's background*, in this section the questions are open-ended and a yes/no question. The second section of the questionnaire is related to *the class development*. The third section is named: *How did I learn?*. In this section we have statements that the student needs to complete. And the fourth section is called *Didactic Material and Activities*. This section has open questions only.

3.5 Overall Research Design

The teaching material proposed for this research was made before the COVID-19 pandemic. At the beginning, the material proposal consisted of a puzzle, a game of bingo, matching activities, flash cards and videos related to the vocabulary related to

Adelitas and the Mexican Revolution. Before the real application of the material, there was a piloting experience. In this case it was an online class given to a young African girl who currently lives in Toronto Canada. The proposed teaching material was the one mentioned above; however, the class was not successful because the teaching material did not fit the online class necessities nor the A1 level of the student in Spanish as a Foreign Language (SFL). Technically, there were an endless number of failures. It was embarrassing for both, the student and the teacher. On the one hand, the game called '*Adelita says*' was not easy for the foreign student. The Internet failed and the body movements performed by the teacher were not easy to follow. Subsequently, the video of the Mexican Revolution was not easy to understand for the African student. The vocabulary contained in the video was difficult and vocabulary related to Adelitas did not seem very attractive to the student. Doing the piloting online was difficult generally. The time stipulated in the lesson plan was exceeded. In reality, this game was not carried out, as the lack of communication caused by nervousness and technical failures caused a great loss of time and a communication gap between the teacher and the participant.

The researcher did some changes to the material proposal in order to improve it. Consequently, the face to face class was a complete success compared to the piloting. During this class the foreign student was able to perform very interesting activities and the material made before the pandemic was not wasted. First, the warm up activity was useful to greet the student. and to introduce the topic. This activity is performed through a game called "*Adelita says*". It is the game "Simon says" adapted to teach vocabulary related to Adelitas from the Mexican Revolution. The foreign

student understood the game perfectly and reproduced the movements easily. The teacher showed some flash cards with the image of Adelita saying a command. The teacher supported the commands with the use of flash cards and mimic (mimic method). After that, the teacher used flashcards that contain the target vocabulary to introduce the vocabulary used during the class. The teacher explained to the student who the Adelitas were. During the following part of the class, the teacher explained to the participant that because of the purpose of the class, he should solve some puzzles. The teacher asked the participant to solve two puzzles while identifying the objects and characters in the puzzles. The teacher used flashcards and showed them to help the student to identify the vocabulary. The teacher used the audio-lingual method, repeating the words so the student could memorize the vocabulary. At the end of the class, the teacher asked the student about the target vocabulary using the worksheet “matching words”, while the teacher asked to repeat the matched words. The flashcards were available for reviewing the vocabulary.

3.6 Conclusions

In conclusion, in this case study, there was only one SFL student as participant to prove the usefulness of the material proposal of this research. In fact, the reader was able to verify that the suggested material does not work in the same way in online or in face-to-face classes. Also, some other variables important such as the context and the overall research design were presented in this chapter. In the following chapter, there are stated the results of this study.

Chapter IV

Results

In this chapter, there is presented the obtained results after the application of the research instrument. Also, the research questions are answered. Subsequently, the material proposal is described. Finally, the lesson plan proposal is stated as well in case that any reader would like to apply it with their students.

4.1 Obtained Results

The questionnaire has been an important research instrument through the development of this thesis. According to Sampieri (2016), the questionnaire is the most widely used instrument for data collection. Mainly, a questionnaire consists of a set of questions concerning further variables to be measured. Particularly, this study's questionnaire has three sections: *Participant's background*, *How did I learn?* and *Didactic material and activities evaluation*.

In section '*Participant's background*' is based on the student's development and knowledge in SFL. In this section of the instrument it was necessary to know some information about the participant's background and what the student learned in the class. Therefore, a matching activity where the student had to join the image with its meaning was designed. The vocabulary that aimed to be identified were: *corrido*, *Adelita*, *dress*, *horse* and *hat*. In this case the student correctly linked 100% of the images with their concepts. It can be claimed that the use of visual material is

essential to achieve better and more complete understanding of new vocabulary (Santana Cuesta, 2009) for SFL learners.

In the section '*How did I learn?*', the researcher asked about what has been reflected during the class and material proposal application. The participant claimed that he *reflected on Mexican culture and how difficult the Mexican Revolution was*. Also, the participant claimed that *Mexican ladies (Adelitas) who helped men to fight during the Mexican Revolution were very important*. The participant claimed that *he was interested in the activities of the class, however, he thought that the vocabulary related to Adelitas was so difficult to learn*.

Regarding this answer, it can be stated that adults find language learning more difficult than children (Erin, 2020). She says that "you can't memorize a bunch of words and rules and expect to speak the language. Then what you have is knowledge of 'language as object'. You can describe the language, but you can't use it." (para.8). Adults are more involved in learning skills and knowledge when they know the benefits and impact that learning can have to improve their lives, professionally or personally. That is why the Chinese student affirmed that "*the history of Mexico and its music is very interesting, but I would have liked a vocabulary that would be useful to me in the restaurant where I work*". The next statements to complete were: *The most useful thing in this class was*. The student answered, *get to know about Las Adelitas*. Shen (2017), states that "the integration of cultural materials may range from supplying students with identifiable cognitive facts about a culture to bringing about changes in their desire or ability to value people who think, dress or act differently

from them” (p.49). In order to improve the student's cultural competence through the usage of authentic materials, the researcher implemented vocabulary related to Adelitas, and this allowed the student to get the cultural instruction to recognize Mexican historical events and Mexican icon people such as Adelitas.

Another statement to finish was: *The least useful thing of this class has been.* And the answer was: *Learning something about Mexican culture makes everything useful and nothing less useful.* From this point of view, Shen (2017), states that “the American Council on the Teaching of Foreign Languages (ACTFL) emphasizes that students cannot truly master the language until they have mastered the cultural contexts in which the language occurs”(p.49).In this way, learning about the Mexican Culture is fun and interesting for foreign students. The next statement to complete was: *My difficulties have been.* And the answer was, *The vocabulary of the Adelita.* From this perspective, Shen (2017), affirms that “culture is multifaceted and dynamic, it is not easy because it involves contextualization, research, analysis, critical-thinking, peer-learning, discussion and technology are contextualization, research, analysis, critical-thinking, peer-learning, discussion and technology are needed” (p.53). In other words, an adult student who has never had an approach with the target language faces different obstacles when learning a language. The sentence to complete said: *Now I can say that I know.* The answer was: *I know who the Adelitas were.* Shen (2017), states that “a strategy for faster language and vocabulary acquisition is to use vocabulary such as the names of important people, places and events which are critical in language objectives” (p. 126). Therefore, it can be said that Adelitas had a transcendental role in the history of Mexico and are repeatedly

mentioned in Mexican folklore, this is why the participant remembered some of these vocabulary.

The following section is about teaching materials and activities. The first question is *What do you think of the game "Adelita says"?* The answer was: *At first I didn't understand the game, but then I saw the instructions in my language.* In this sense, García (2001), affirms that “translation follows the imperatives of communication. It is not a mere comparison and search for correspondences between L1 and L2, but a search for the ultimate meaning of messages” (p.1). Through this research the translation was of great value to achieve the understanding of the vocabulary enclosed in the authentic didactic material.

The next question was: *What do you think of Adelita flash cards?* The answer was: *They are very illustrative and easier to understand because they are translated.* García (2001) declares that “Translation is useful for clarifying the meaning of abstract concepts and words, as well as idiomatic expressions. In the early stages of learning the student becomes familiar with the elements of language” (p.2). The translation was of great support during the vocabulary teaching process because the vocabulary understanding process was faster and easier due to translations in Chinese. The flash cards in this research contained visual elements that helped the student to comprehend the vocabulary taught. Benítez (2009), mentions that “images have become a great instrument that offers us enormous possibilities in the teaching of a language. Language learning texts abound in photographs or drawings that help to make them easier to understand, provide a context in which to frame words” (p.1). On the other hand, the illustrations helped the student to understand the meaning of the

vocabulary. Pictures brought not only images of reality, but can also function as a fun element in the class.

In the question: *What do you think of the puzzles about Adelitas and the Mexican Revolution?*. He said: *I thought it was fun and it helped me go over the vocabulary we saw during class.* In this sense, the use of puzzles and games in the second-language classroom has become helpful to review and reinforce grammar, vocabulary, and communication skills (Danesi & Mollica, 1994). In the question: *What do you think of the activity called "matching words"?* The answer was: *I found it interesting, it is better understood with the illustrations.* In this sense, pictures in the worksheet brought not only images of reality, but can also work as a fun element in the class. Sometimes it is surprising how pictures may help to improve teaching, even if teachers only employed it in additional exercises or just to create the atmosphere (Joklová, 2009).

The last question was: *Share with us your suggestions to improve these activities and the teaching materials to teach vocabulary related to the Mexican Revolution.* The student's answer was: *I think the Mexican Revolution is a good topic, but I would like to learn Spanish to improve my performance in my Chinese restaurant. I have several family members who need Spanish teachers who teach us Spanish to be able to work with clients and to cover all the responsibilities of the business.* In this case, it would have been better to select the field of teaching language for specific purposes, which addresses the communicative needs and practices of particular professional or occupational groups. According to Hyland (2007), "teaching language for specific purposes has encouraged teachers to highlight communication rather than

language, to adopt a research orientation to their work, to employ collaborative pedagogies, to be aware of discourse variation, and to consider other implications of their teaching-learning role” (para.1).

4.2 Research Questions’ answers

This research is focused on the importance of including culture in the teaching programs of Spanish as a Foreign Language. Consequently, it analyses the perceptions of the SFL student that tried a proposal material based on vocabulary related to the Mexican Revolution in order to learn a little of Mexican culture in a class of Spanish as a Foreign Language. The following research questions will describe this SFL participant's perceptions and suggestions to improve this material proposal.

The first research question is: *What are the SFL participant perceptions about using vocabulary related to Adelitas to learn Mexican culture during the revolution?*

The student regarded the importance of the ladies who helped the men who fought during the Mexican Revolution. Although the SFL student was interested in the activities of the class, he found very difficult the vocabulary corresponding to the Adelitas. The Chinese student was very interested in the history of Mexico but he concluded that he would prefer to study the vocabulary useful in the restaurant where he works.

The second research question is: *What are some of the participant suggestions to improve this material proposal?* The student's answer was: *I think the Mexican Revolution is a good topic, but I would like to learn Spanish to improve my performance in my Chinese restaurant. I have several family members who need*

Spanish teachers who teach us Spanish to be able to work with clients and to cover all the responsibilities of the business. According to Csepelyi, (2010). “It is not the goal itself but the inner motivation to achieve that gives learners the determination to remain in learning” (p.127). In this regard, teachers should consider the objectives and motivations of their learners and use them in a helpful way to encourage learners to stay in the SFL class. Thus, it can be concluded that in order to improve the puzzles, flashcards and matching activities, the researcher should redirect the topic of the SFL class. Based on Trace, Hudson & Brown (2015), foreign language teaching has three central elements: “the acquisition of the knowledge of language skills for general communication use; exposing learners to other cultures and ideas; and fostering an appreciation of differences in cultures and ways of thinking” (p.1). Thus, in order to improve the teaching material proposal, the teacher needs to meet the needs of the majority of the SFL learners. To improve each teaching material, the teacher must research firstly what the students can do with the language once they have left the classroom. In the specific case of this participant, the teacher should have taught vocabulary about restaurants; so that the researcher should look into the vocabulary needed in a Chinese restaurant.

4.3 Material Proposal

In this research study, materials play an essential role in the language classroom as they are the resources used by the teacher to support learning that occurs both, inside and outside the classroom. The teaching material proposed for this research was made before the COVID-19 pandemic. It consists of puzzles (see Appendix A-1),

some worksheets with matching activities (see Appendix A-2) and flashcards (see Appendix A-3). All of them have images of Adelitas from the Mexican Revolution.

4.4 Lesson Plan proposal

The foreign student in this experimental class was a Chinese man. He should have understood the game perfectly since this was translated through the instructions in Chinese. During the first activity, the teacher showed some flash cards with the image of Adelita while saying a command. The teacher supported the commands with the use of flash cards and mimic (See Appendix B). During the following part of the class, the teacher explained to the participant that, because of the purpose of the class, he should solve some puzzles. Teacher asked the participant to solve two puzzles while identifying the objects and characters in the puzzles. The teacher used flashcards and showed them to help the student to identify the vocabulary. The teacher used the audio-lingual method, repeating the words in order the student memorize the vocabulary. At the end of the class, the teacher asked the student about the target vocabulary using the worksheet "Matching words", while the teacher asked to repeat the matched words. The flashcards were available for reviewing the vocabulary (See Appendix A and B).

4.5 Conclusion

Through chapter IV, the researcher described in detail the results obtained during the SFL class. The responses of the research instrument suggested to adopt a research reorientation to teach language for specific purposes. The reader perceived that the proposed material, in the specific case of the Chinese student, should make use of

vocabulary about Chinese restaurants. Finally, the reader checked out the Lesson Plan proposal analyzed in this chapter, where the foreign student understood the vocabulary with the help of the images and instructions in the didactic material. The following chapter is presenting the conclusion of this thesis.

Chapter V

Conclusion

This chapter will conclude this study by presenting a final reflection of how to use the proposed authentic material to teach vocabulary related to Adelitas from the Mexican Revolution. Based on the results and the objectives achieved of the present case study, this chapter comprises five issues: the research contribution, the limitations of the study, the suggestions for further research, a final reflection, and the thesis conclusion.

5.1 Research Contribution

This research contributes to determining that it is highly recommended to have a material proposal which is visual such as puzzles, bingos, worksheets and flashcards. Thus, authentic visual materials bring variation in the classroom as they are useful to draw the attention of the learners toward the topics (Macwan, 2015). Another contribution to schools, teachers and students is that this material proposal already has commands and instructions in Chinese and Spanish languages. It seems that the student who was level A1, understood perfectly the instructions given during the class.

5.2 Limitations of the Study

At the beginning of this research, the design of new material to teach SFL by using vocabulary related to Adelitas as an authentic material was one of the goals. The main limitation was the COVID-19 pandemic. It affected the use of the teaching material designed before the pandemic. It was supposed that the suggested material would have been used in a group of foreign adult students with a high language

proficiency. The group of SFL learners belonged to an advanced level, so the researcher started to design the authentic material for the mentioned group. After the pandemic, the classes were stopped and the foreign students returned to their respective countries, which was the main obstacle to this research.

Also, in this material proposal, it was supposed to use the Adelita corrido as a material proposal as well, but it could not be used because face-to-face classes were banned and students returned to their home countries. For this reason, it was impossible to use the puzzles, the bingo game and the materials designed before the pandemic, as was the material based on the Adelita corrido. In fact, the piloting class helped to determine that the corrido did not work for an A1 level of SFL learners. Basically, the vocabulary contained in the video was difficult for the SFL student to understand vocabulary related to Adelitas. In the end, students and teachers are perhaps the most affected throughout the pandemic. Thus, now teachers are at the forefront when designing and implementing teaching material, not only for face to face classes but for virtual as well.

5.3 Suggestions for Further Research

Forthcoming researchers can investigate deeply how to design teaching material that can be useful in face to face classes as well as in online classes. Also, researchers can explore and design effective real-time online games which ensure successful vocabulary learning. Also, these material proposals can be adapted to teach not only vocabulary related to Adelitas but parts of the body. To conclude, the researcher of this study thinks that it is appropriate to consider the different degrees of linguistic

differences between Spanish and Chinese languages to properly apply the teaching methodology.

5.4 Reflection

This research has helped me to understand the weaknesses of SFL teaching. First, I learned that teachers must take into account the interests of students before creating any teaching materials. For me it was very important to recognize that, as a SFL teacher, it is always better to teach languages for specific purposes. This has been an investigation that contains defeats and successes. Several moments when I thought on giving up because of the many obstacles I faced during the pandemic. However, there was a foreign student who wanted to learn Spanish; and there I was, a teacher needing to improve her teaching methods. Professionally, I learned that we should never underestimate students, since before starting this research, I imagined that it would be very difficult to teach vocabulary related to Mexican culture to a Chinese student. I realized that it was not that bad, the Chinese student had the ability to focus on the class and memorize the vocabulary easily. On this occasion, I could observe that the Chinese student had the discipline to learn. Also, Chinese people value everything they can learn from other cultures and take it very seriously.

Personally, this research has been full of surprises, because I started making didactic material dedicated to a group of foreign students and ended up giving a private class to a Chinese student, so all the material I had done was modified. However, through this research I have learned a lot about SFL teaching, I learned

that SFL teachers must be more flexible with teaching materials and we must always be at the forefront of technology to deal with any problem like the pandemic.

5.5 Conclusion

During this chapter, the reader found the research contributions where the researcher confirms that it is highly recommended to use visual teaching material such as puzzles, worksheets and flashcards. In this chapter, the reader also looked through the limitations of this study where the pandemic was the main obstacle in carrying out this investigation. In the next section, the reader could find some suggestions for further research, one of the suggestions is to always be prepared with didactic material to carry out face-to-face classes and online classes. The main outcome of this study was that the teacher must have the ability to modify the class according to the contingencies they may face. Finally, the reader can find in this thesis the researcher's reflection, which shows the importance of the Chinese student effort to learn SFL. It can be concluded that the Chinese student was a fundamental part of this research.

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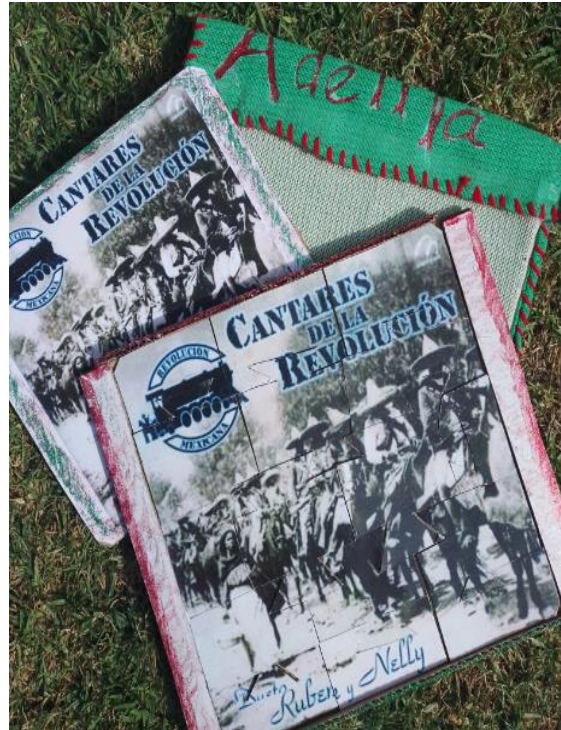
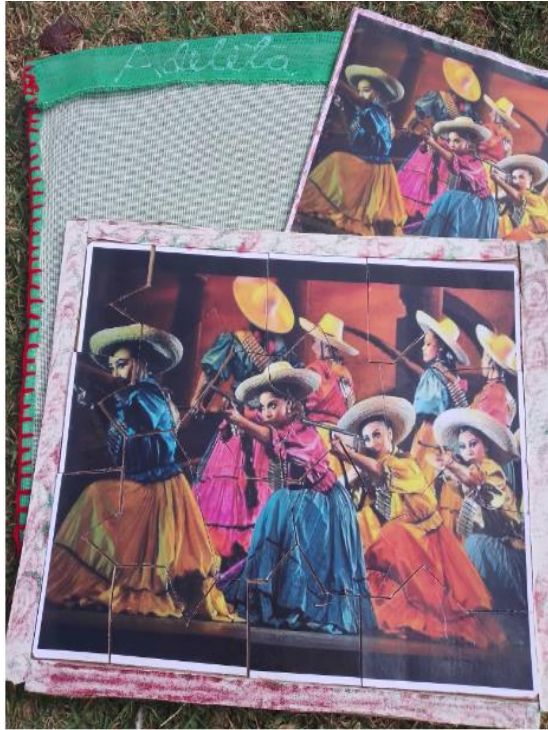
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Appendix A

Material

A-1 Puzzles



A-2 Worksheets: Matching Activities

Une con una línea la palabra y la imagen que señala la flecha. Las palabras que corresponden a cada imagen se encuentran debajo de la ilustración.

用一条线将单词和箭头指向的图像连接起来。对应于每个图像的单词在插图下方。



Fuente: Gómez, A. (1960). *Charrería Mexicana* [Cuadro].

Caballo

Adelita

sombrero

Vestido

用一条线将单词和箭头指向的图像连接起来。 对应于每个图像的单词在插图



Tren

Rebozo

Trenza

Revolucionario



A-3 Flashcards



Revolución Mexicana

墨西哥革命是墨西哥人赢得自由的战斗



Caballo 马



Valiente 勇敢

我们墨西哥人知道，贱民或革命妇女非常勇敢



Vestido 连衣裙



Emiliano Zapata

他是一位勇敢的革命者，一位墨西哥英雄，为墨西哥人民的土地和自由而战。



Bonita
漂亮



Adelitas阿德丽塔人是勇敢的墨西哥妇女，她们在《雷克萨斯大革命》期间战斗



Tren 培养



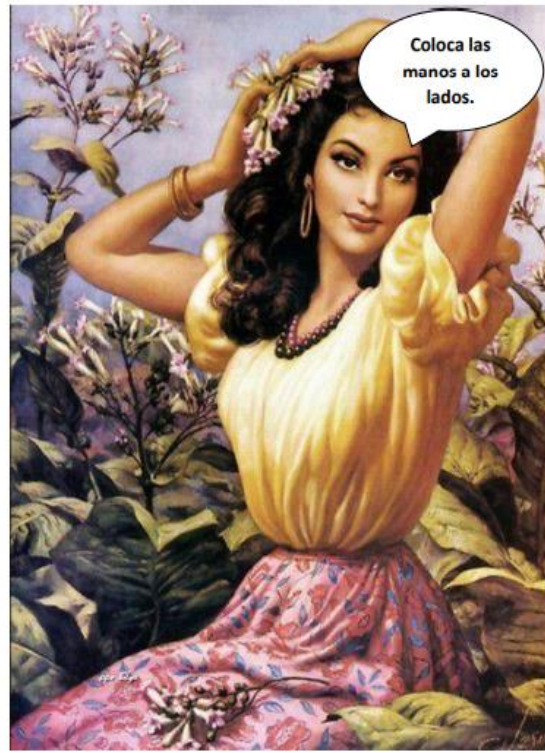
Rebozo mexicano 墨西哥披肩
墨西哥妇女穿着以防寒的服装

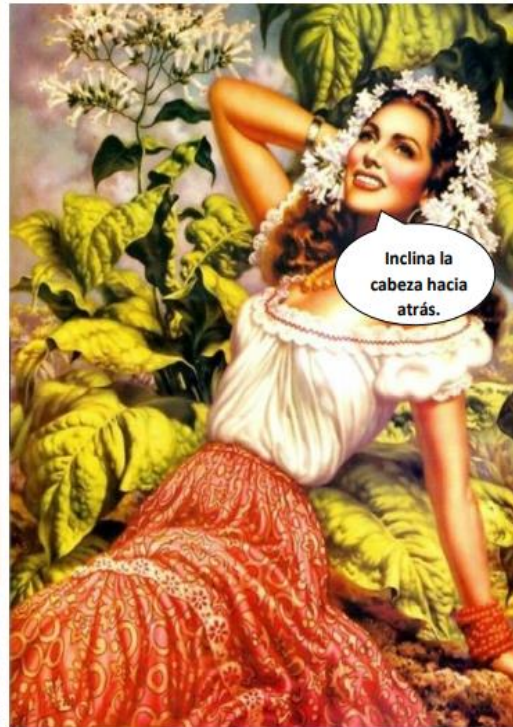


Revolucionario 墨西哥革命者

A-4 Flashcards: Adelita dice...

Adelita dice...





A-5 Mexican craft packaging of didactic material



Appendix B

Lesson Plan

Subject: Spanish as a Foreign Language A1		Amount of Students: <u>1</u>	
Date: August, 2020		Practice duration: 50 minutes	
Teacher's Name: Gabriela Huerta Coatl		CEFRL: <u>Level A1</u>	
<p>Topic/Vocabulary/Grammar Point: Vocabulary related to Adelitas”, some characters of the Mexican Revolution, and words related to them in Spanish. /Adelitas, tren, caballo, sombrero, trenzas, rebozo, revolucionario, bonita, valiente / No grammar point</p>			
<p>Learning Outcome:At the end of the lesson, students will know the vocabulary related to the Adelitas and the Mexican Revolution in Spanish.</p>			
Activity	Description	Material	Time
<u>Warm –up</u>	<ul style="list-style-type: none"> - Greet the student. - Tell him that, in order to know the topic of today's class, we are playing “Adelita says”. - The teacher shows some flash cards with the image of Adelita while saying a command. - The teacher will support the commands with the use of flash cards and mimic (mimic method). 	Flash cards “Adelita dice...	<u>10 min</u>

<p><u>Introduction</u></p>	<p>- Use the flash cards to introduce the vocabulary we are using during the class.</p> <p>-Take time to explain the student who the Adelitas were.</p>	<p>Flashcards that contain the target vocabulary.</p>	<p><u>15 min</u></p>
<p><u>Practice</u></p>	<p>- Explain to the participant that because of the purpose of the class, we are solving some puzzles.</p> <p>-Ask the participant to solve the puzzle while identifying the objects and characters in the puzzle.</p> <p>-Have the teacher use the flashcards and show them to help the student to identify the vocabulary. Use the audio lingual method, repeat the words in order the student memorizes the vocabulary.</p>	<p>Puzzles about the Mexican Revolution and the Adelita.</p>	<p><u>15 min.</u></p>
<p><u>Wrap up activity</u></p>	<p>-At the end of the class, the teacher will ask the student about the target vocabulary using the worksheet “Matching words”, while the teacher asks to repeat the matched word.</p> <p>-The flashcards should be available for reviewing the vocabulary.</p>	<p>Worksheet “Matching words</p>	<p><u>10 min</u></p>

Appendix C

Research Instrument

BENEMÉRITA UNIVERSIDAD AUTÓNOMA DE PUEBLA



Facultad de Lenguas

Instrucciones: Por favor, responda las siguientes preguntas de acuerdo a su opinión sobre el material que utilizó en esta clase. 说明：请根据您对本课程中使用的材料的看法回答以下问题

DATOS DEL ALUMNO:

Edad: 年龄 _____

Nacionalidad: 国籍 _____

¿Qué idiomas hablas? 你会说什么语言?

¿Has estudiado español como lengua extranjera anteriormente? 您以前曾经学习过西班牙语作为外语吗?

Marca con una X sí o no. 用X标记是或否

Si 是 No 不

DESARROLLO DE LA CLASE

LO QUE HE APRENDIDO: 我学到：

Une con una línea la imagen con su significado: 用一行将图像及其含义连接起来：

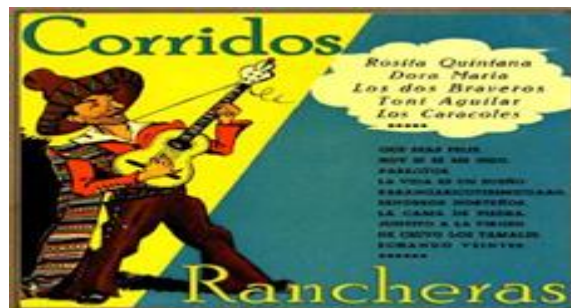
Adelita



corrido



Vestido



Caballo



Sombrero



HOW DID I LEARN THAT?

During this class I have reflected on: 在这课堂上，我思考了：

Did you find the class activities interesting? If so, why? 您对课堂活动感兴趣吗？如果是，为什么？

The most useful thing in this class was: 该类中最有用的是：

The least useful thing in this class was: 该类中最少有用的是：

My difficulties have been: 我的困难是：

Now, I can say that I know: 现在我可以说我知道了：

Answer the following questions:

What do you think about the “Adelita says” game? 您如何看待 “Adelita dice” 游戏？

What do you think about the flash cards related to Adelita and the Mexican Revolution? 您如何看待 Adelita 的卡片？

What do you think about the puzzles related to Adelita and the Mexican Revolution?? 您如何看待基于阿德里塔走廊的拼图？

What do you think about the matching words activity related to Adelita and the Mexican Revolution? 您如何看待“匹配词”这一活动？

Share with us, what would you suggest to improve these activities and material proposal to teach vocabulary related to the Mexican revolution and the Adelitas: 与我们分享您对改善这些活动的建议以及与墨西哥革命有关的词汇的教学材料:

Appendix D

Answered Research Instrument

BENEMÉRITA UNIVERSIDAD AUTÓNOMA DE PUEBLA

Facultad de Lenguas

"LA ADELITA" AS AN ADAPTED CORRIDO TO TEACH MEXICAN CULTURE IN SPANISH AS A FOREIGN LANGUAGE CLASS

Instrucciones: Por favor, responda las siguientes preguntas de acuerdo a su opinión sobre el material que utilizó en esta clase. 说明：请根据您对本课程中使用的材料的看法回答以下问题。

DATOS DEL ALUMNO

学生资料

Edad: 年龄: 21

Nacionalidad: 国籍: 中国国籍

¿Qué idiomas hablas? 你会说什么语言? 中文

¿Has estudiado español como lengua extranjera anteriormente? 您以前曾经学习过西班牙语作为外语吗?

Marca con una X si o no. 用 X 标记是或否。






Si 是	No 否
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DESARROLLO DE CLASE

班级发展

Lo que he aprendido: 我学到 :

Une con una línea la imagen con su significado: 用一行将图像及其含义连接起来 :

Adelita		
Corrido		
Vestido		
Caballo		
Sombrero		

Hand-drawn arrows connect the labels to the images as follows:

- Adelita points to the sombrero image.
- Corrido points to the violin player image.
- Vestido points to the pink dress image.
- Caballo points to the horse image.
- Sombrero points to the woman in traditional dress image.

¿Cómo aprendí? 我怎么学到的?

Durante esta clase he reflexionado sobre: 在这堂课上, 我思考了:

R 我已经回顾了墨西哥的文化, 以及墨西哥历史上那一刻的艰难程度, 以及帮助战斗人员的女士们的重要性

¿Le interesaron las actividades de la clase? En caso afirmativo, ¿por qué? 您对课堂活动感兴趣吗? 如果是, 为什么?

R 但是, 如果我对课堂活动感兴趣, 我会发现是一个非常困难的词汇, 墨西哥的历史和它的音乐非常有趣, 但是我希望有一个词汇对我在工作的餐厅有用。

Lo más útil de esta clase ha sido: 该类中最有用的是:

R 了解典型的墨西哥音乐, 并了解

Lo menos útil de esta clase ha sido: 该类中最少有用的是:

R 当学习与墨西哥文化有关的东西时, 一切都是有用的, 没有什么比这更有用

Mis dificultades han sido: 我的困难是:

R 未加的词汇

Ahora puedo decir que sé: 现在我可以说我知道了:

R 我知道谁是阿德里塔人

MATERIAL DIDÁCTICO Y ACTIVIDADES


超导材料和活动

¿Qué opinas del juego "Adelita dice"? 您如何看待 "Adelita dice" 游戏?

R 起初我不理解游戏，但是后来我看到了用我的语言编写的说明

¿Qué opinas de las tarjetas (flash cards) de Adelita? 您如何看待 Adelita 的卡片?

R 它们非常具有说明性，更易于理解，因为它们已翻译

¿Qué opinas de los rompecabezas basados en  la Adelita? 您如何看待基于阿德里塔走廊的拼图?

R 我发现它很有趣，并且它帮助我复习了上课时看到的词汇

¿Qué opinas de la actividad denominada "matching words"? 您如何看待“匹配词”这一活动?

R 我认为它很有趣，通过插图可以更好地理解。

Comparte con nosotros, tus sugerencias para mejorar estas actividades y el material didáctico para enseñar vocabulario relacionado con la Revolución Mexicana: 与我们分享您对改善这些活动的建议以及与墨西哥革命有关的词汇的教学材料:

R 我认为《墨西哥革命》是一个不错的话题，但是我想学习这种语言以改善我在中餐厅的表现。我有几个家庭成员，需要西班牙语老师来教我们西班牙语，以便能够为客户服务并承担所有商业责任