

## **Cross-Cultural Pedagogy and Interdisciplinarity Learning in the ESL Class: A Practice-Oriented Contribution in Middle and High School Levels**

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### **Abstract**

This narrative describes a practice-oriented contribution in the ESL resource class, specifically, the impact of a cross-cultural approach (Mouboua et al., 2024) and how it played a role in the plot design of a curricular model intended to help multilingual learners at public schools in the US to switch themselves from a passive role to a more active one in their second language acquisition process. It also provides an analysis of the challenges and benefits of incorporating the sociolinguistic needs of multilingual learners and the functionality of the second language to be learned (Garrido & Oliva, 2015). The methodological framework and scope of some of the interventions during the ESL sessions at the middle school and high school levels include the incorporation of student-centered approaches combined with the goals and aims in classes such as English Language Arts, Geometry, World Geography, and Writing Composition, in other words, the integration of interdisciplinary learning in the ESL class. The outcomes from this experience suggest the importance of adapting materials and activities bringing out the cultural component of different diverse groups of students in the classroom, exploring the role of teaching and learning strategies that include visual and auditory clues rather than promoting the use of continuous plain translations, and the relevance of advocating for more professional development practices that guide general education teachers to build those self-reflections to start the process of understanding the aims of a culturally responsive pedagogy (Auslander, 2018).

*Keywords:* multilingual learner (ML), cross-cultural studies, interdisciplinary learning, English as a second language (ESL), adapting materials

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## **Introduction**

When assuming the role of helping others to become “intercultural competent” (Contreras, 2016) one must take into consideration the fact of having developed a full understanding of the role of cross-cultural classrooms (Auslander, 2018) towards the foreign or the second language to teach. That is why a profound analysis of how curricula, interdisciplinary learning, teaching didactics, and assessments combined in the ESL/EFL classroom need to be examined to give language learners, in this case English learners, the choice to take ownership of their learning experience.

This paper intends to review pertinent literature relevant to the field of ESL teaching impacting English learners or multilingual learners' education and performance in their everyday lives both inside and outside of the school context. In the first part, information is provided in regards to the theoretical findings about the components needed to teach multilingual learners to position them for success. Then, the impact of teachers' beliefs about what it implies to build a culturally responsive pedagogy in their classrooms, is presented. After that, the methodology implemented in a practice-oriented contribution in various scenarios of ESL classrooms in the areas of English Language Arts and Geometry (middle school) and World Geography I, Writing Composition (High school) is described. Finally, it concludes with a critical reflection and samples of lesson plannings regarding the pursuit of meaningful ways to foster interdisciplinary learning and cross-cultural understanding in multilingual students at public schools in the USA.

## **Literature Review**

### **Multilingual Learners, Their Backgrounds and Their Needs Beyond the School Context**

It is believed that learning a language in a second language environment brings greater advantages to the learner because it facilitates the acquisition process of the new language, as long as the individual remains committed and shows dedication and willingness to learn (Kozhevnikova, 2018). But it is also true that there exist some factors that impact this second language acquisition process (Krashen, 1982) such as the environment for learning, the level of anxiety that an individual might experience and the new cultural norms and clues from the new place. All those factors surround our English learners or multilingual learners, every day. According to the National Center for Education Statistics (2021) the term multilingual learner carries out characteristics such as first language traits and backgrounds that might impact the performance in the new second language school environment. So, multilingual learners can be classified as newcomers, limited English proficiency, dual language learner, long term experienced multilingual, among others. All of them come with different backgrounds and prior educational experiences that have been building them through their lives.

For instance, Heineke and Vera (2022) carried out a study in teacher education programs that educate preservice teachers. During the study, one of the surveys the researchers conducted was for different groups of students. This step allowed them to identify perceptions of students regarding strategies applied by teachers to scaffold and modify content area instruction. When reading the results from the students' surveys (Heineke & Vera, 2022) there are two main insights that attracted the attention of the researchers: 1. Students talked about the fact of having teachers who do not understand their cultures and their backgrounds and teachers using complex words when explaining content. In addition, they are not providing resources that

allow them to build definitions for such words which has resulted in frustration and anxiety when students were trying to concentrate during instructional time.

Garrido and Oliva (2015) worked on a program proposal for multilingual adult learners that tackles their social needs and functional usage in society of the second language they were intended to learn, in this case, the Catalan language. The authors carried out a three-month pedagogical project for 8 adult multilingual learners from different nationalities. The design aimed at helping multilingual learners to accommodate to their new environment in a new country. According to the authors, the foundation for this pedagogical intervention came after careful observations of multilingual learners' needs to discover meaningful approaches to teach them the second language. The proposal suggests four main components: *1. The identification of sociolinguistics needs from multilingual learners. 2. The materials proposed oral and visual clues, as much as possible. 3. The units created are written in Catalan (the second language) but translated into different languages.* An example unit they talked about in their experience presents learners with everything they need to learn to be competent at the time of a doctor's visit and legal requirements to apply for a health card in the public or private health system. *4. The activities followed formative and summative assessments.* The students' final aim is to get an Intermediate level certificate (B) which in other words translates to a B2 level from the Common European Framework of Reference for Languages, (CEFR, 2020). So, in other words, they need approaches and methodologies to facilitate social language and academic learning because, as any other individual, they need to be able to learn how to perform in the school context and beyond.

### **Interdisciplinary Learning, Academic Content, SIOP Model of Instruction and More Resources for ELLs**

Wei (2021) carried out a pedagogical experience in teaching academic vocabulary to multilingual learners that intended to help the academic community to elaborate on common grounds when teaching content area subjects to English learners. The study also reports on how convenient it is to have them on sheltered instruction (Shi et al., 2021) to support their content area learning. In this work, Wei (2021) stressed the importance of guiding learners in the process of acquiring the academic vocabulary they will need to engage in content learning. To do this, the author walks them through the different categories of academic vocabulary and provides emphasis on the relevance of knowing about these categories before planning on integrating interdisciplinary learning in an ESL class. The categories described in Wei's article (2021) talks about 1. Generally academic vocabulary, 2. Content vocabulary and 3. Word parts such as "roots and affixes" (p. 1512). It is important to recognize the three of them to be able to know how to integrate them in the English as a second language lesson plan. Apart from that, another important thing is to know the different tiers of vocabulary (Beck et al., 2013) "Tier 1 high frequency words such as verbs, nouns and sight words. Tier 2 high frequency words across the curriculum such as vary, formulate and specify" (Beck et al., 2013, pp. 1508-1509). As for Tier 3, the authors refer to those particular words that are pertinent to the content area domain. For example, if we talk about a geometry class we can identify "Tier 3 low frequency words" (Beck et al., 2013, pp. 1508-1509) such as integers and obtuse angles. By finding this information in each unit or module English learners would develop the capacity to classify the content area and the academic vocabulary. This will also be helpful at the time of elaborating their own understanding in every lesson.

On the other hand, recognizing the differences between BICS and CALP presented by Sepe (2018) gives a better view of the big picture when identifying strategies to take multilingual

learners to a starting or a higher level in CALP. CALP is understood as the comprehension and usage of concepts that are not easily identified and comprehended by second language learners, (Cummins, 2000). For example, the author mentions that BICS can recognize familiar settings with the help of visual aids while CALPs are more literate and able to apply punctuation rules in their narratives. Sepe (2018) also highlights the benefits of learning to recognize if your multilingual learners are BICS or CALPs will better outline the path that you, as the teacher, should follow to help your student get closer to developing into CALP. Nowadays, one-way multilingual students could be brought into CALPs through the integration of technology during instructional time. Klimova (2021) carried out a study in which the author intended to find out the benefits of integrating virtual reality into the teaching and learning of multilingual students. The study describes the three types of virtual reality environments we are nowadays seeing and that are involved in any subject, and of course, in language learning: 1. Non-immersive (e.g. learning experiences enhanced through high resolution monitors/platform), 2. Semi-immersive (e.g. simulators) and 3. Immersive virtual environments (e.g. 3D, Head-Mounted Displays (HMDs)). According to the findings from this research, all of them facilitate a real use of the second language in different backgrounds and promote autonomous learning, but at times these tools do not reach everyone because they will depend on the institution's policies and resources for it. Nevertheless, this study reveals how beneficial it would be for English learners to be exposed to these kinds of resources in second language learning. These interactions would help students get into CALP levels.

### **Teachers and the Urgent Need for a Culturally Responsive Pedagogy in Their Classrooms**

Acknowledging others' cultures is not an easy task. Hoffman (2018) states that a culturally responsive teacher portrays a mix of considerations starting by being fully aware of his/her culturally diverse students and making decisions about how to present content in a way that multilingual learners feel acknowledged in their cultural roots and that their realities and their worlds are brought into the curriculum. Baron (2007) talks about the eight developmental stages in a cultural proficiency continuum. One of those stages, the Monocultural Education, highlights the emphasis on the concept of cultural competence in a unidirectional way where school personnel are more into finding ways where multilingual learners can fit into their own culture. In this stage the concern is to mold students from other backgrounds into the school policies and classroom practices already established for everyone. Secondly, Baron (2007) also identifies the cultural ineptitude stage, as stated by the author "the drill, kill and endless remediation are the curricular norms" (Baron, 2007, p. 47). Teachers need to understand that exposing English learners to drilling practices at the same level of their English speakers' peers, without any modifications or adaptations to learning materials will leave them at a disadvantage. And then, "the remediation worksheets" (Baron, 2007, p. 48).

Parker (2019) presents five dimensions to guide educators in the process of making their classrooms safe spaces for multicultural learners and for multicultural learning. Those 5 dimensions are: "1. *Knowledge Construction Process*, 2. *Content Integration*, 3. *Prejudice Reduction*, 4. *Equity Pedagogy* and 5. *Empowering School Culture*" (Parker, 2019, p. 27). The author discusses here, how by implementing these 5 dimensions in the curriculum, educators could have an opportunity "to change their curriculums as well as students' lives" (p. 12). In particular, the Content Integration dimension allows multilingual learners to see different examples from different cultures, and this allows meaningful learning to happen and connect (Banks, 2016, 2019). Following this train of thought, there is an urgent need for teachers to understand that the role of educators is beyond lecturing and training. Even though, with or without English learners in the class, educators are called to bring an understanding of what

living in community means because that is what human beings do every day. We live in communities, and communities are composed of people of different beliefs, thoughts, cultural backgrounds and languages.

## Methodology and Discussion

The following section presents the methodology implemented as a practice-oriented contribution in the form of lesson planning adaptations in the areas of English Language Arts and Geometry (middle school) and World Geography I and Writing Composition (High school) with multilingual learners. The classes had their own teachers, experts or long-term substitutes. The adaptations came because of the ESL teachers' observation journal (Appendix A) in her collabo classes, the ESL students' scores on their summative assessments (quizzes, midterm tests, e.g.), and the previous literature review mentioned in this paper. The interventions were done during the ESL class, and, at times, I was asked by the general education teachers to pull out the students to be able to work with them for about 40 minutes. In some other opportunities the general education teacher was willing to allow me to collaborate/co-teach with her (Figure 1). The High school classes did have a teacher-student participating in interaction with the whole class, including the multilingual learners.

**Figure 1**

*ESL / English Language Arts Class at the Middle School Level – 7th Grade*



A survey was also sent to the general academic community worldwide using social media in hopes of gathering input from different educators in different roles. For instance, the survey was conducted by general core class teachers in different subjects such as math, social studies, biology, ESL, SPED, e.g. (Figure 2).

**Figure 2***General Academic Community Teachers' Input – Survey – Demographic Data*

Participants responded to 5 questions (Appendix B). 15 teachers were willing to participate in the survey. As we can see in Figure 2, 50% of the participants were active ESOL/ ESL teachers, 33,3% were general education teachers from different core classes, electives, or CTE courses. Only 16,7% were SPED teachers working with at least one English learner in the classroom. The outcomes from this survey helped inform this classroom experience about the current level of awareness of culturally responsive pedagogies and initiatives during class activities and the type of approaches used when working with multilingual learners.

### Lesson Plan Sample I

Krashen's hypothesis (1982) distinguishes between the acquisition part and the learning hypothesis part. During the acquisition part, individuals' interaction with the natural environment of the second language, subsequently, allows the second language learners to naturally acquire the language while individuals that must face the learning process will require the help of an adequate learning environment, the adaptation of materials and the emphasis on the second language rules. According to Krashen and Terrell (1983) the older a person starts the process of second language acquisition is when the most support this person is most likely to need. In this practice-oriented contribution a lesson plan template introduced by the American College of Education (2020) as part of the course Materials and Methods for Teaching second language learners was adapted for an ESL class for 7th graders with the content areas of Geometry and English Language Arts. The template integrates Krashen's hypotheses (1982) and Virginia Collier's prism model (2007). The adaptations made to the lesson plan template included adding can do statements, one per each content area, the description of focus activities per each content area and the addition of a cross-cultural component with a focus explicit activity. In addition to that, the guiding questions suggested by the template were carefully designed and thought by the ESL teacher. They were also aligned to the educational principles of the experts (Table 1 and 2).

The connection between instruction and the cultural component adapted in this lesson plan led to the promotion of students' confidence. The dressing like a Valentines' character using polygons shapes activity allowed students to have fun while trying to make connections in their brains regarding how to identify the characters, the setting, and the theme in a narrative. They were also learning about the reasons behind the celebration of Valentines' Day at their new school and the differences from the Friendships' Day celebration in their own cultures.

On top of that, this lesson gave them the chance to put into practice the polygon shapes they had been struggling to identify. And of course, second language learning.

In the same way, Ramirez (2015) conducted a qualitative study of undergraduate students to examine how the inclusion of the concept of formative research and classroom projects in an Anglophone cultural course could have an impact in the way teachers connect to language learning and awareness of cultural backgrounds. Firstly, Ramirez (2015) identified the concept of “formative research” in her study, and how it helped to shape her learners from being passive learners in the Anglophone cultural course to be independent learners taking care of their own learning process (p. 77). From Ramirez’s (2015) research experience it was identified that through the implementation of formative research oriented to learners’ projects, students were able to realize the importance of developing an “appropriateness of the topics and relation with other fields of knowledge in the Anglophone cultural course” (p. 83). This experience serves as a mirror about the importance of not only connecting the concepts of assessment and learning, but also the relevance of making students aware of their own learning process (Table 1. Content areas 1 and 2 can do statements and focus activities).

**Table 1**

*Content Areas 1 and 2 Can Do Statements and Focus Activities From the ESL Lesson Plan Template Practice-Oriented Contribution Sample 1*

|                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                 |                                           |                                                                                                                                                                                                                                                                           |
|----------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Content area</b><br><b>1: English</b><br><b>Language</b><br><b>Arts</b> | <b>Can do:</b> I can identify the parts of a short narrative (characters, setting and a theme)<br><br><b>Focus activity:</b> Write a Valentines’ Day short story of maximum 8 lines. The narrative should have <b>characters, a setting , a theme and a conflict</b> that can be easily identified by the reader.<br><br><b>Vocabulary:</b> Flowers, heart, chocolates, cake, rose, cards, e.g. | <b>Content area</b><br><b>2: Geometry</b> | <b>Can do:</b><br>Learners can identify, classify polygons and find their missing angles<br><br><b>Focus activity:</b> Dressing like a Valentine character using polygons shapes<br><br><b>Vocabulary:</b> circle, square, triangle, octagon, pentagon, decagon, heptagon |
|----------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

It also makes me realize that instruction and assessment go together. We must be on the lookout for the assessments we want to direct our instruction towards the outcomes we need, or we want our learners to achieve. To do that, we, the teachers, should start seeing our lesson plans as the platform we use to write those key questions (Table 2. Guiding questions throughout the lesson plan) that will help us organize the content area along with the conditions to promote student-centered learning for all types of learners.

**Table 2***Guiding Questions Throughout the Lesson Plan From the ESL Lesson Plan Template*

|                                                                                        |                                                                                                                                                                                                                                                                                                                     |                                                                                                             |                                                                                                                                                                                      |
|----------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Theme:</b><br>Valentines' Day or Friendship's Day: What is the shape of your heart? | <b>Cross-cultural component:</b><br><br>Learners can understand and differentiate the celebration of Valentines' Day in their new school vs. the Friendships' Day celebration they used to celebrate in their hometown                                                                                              | <b>Resources:</b><br><br>Copies<br>Bristol paper<br>Tape<br>Scissors<br>Construction paper different colors | <b>Collier's Prism Model - Social and Cultural Process</b><br><br><b>Guiding question:</b><br><br>How can I make my learners feel their cultural backgrounds are appreciated/valued? |
|                                                                                        | <b>Focus activity:</b> Reading workshop about Valentines' Day origin and filling out a compare and contrast list between Valentines' celebration in the US and Friendships' Day in most Hispanic countries<br><br><b>Vocabulary:</b> February the 14th, September the 15th, Valentino, a priest, love couples, e.g. |                                                                                                             |                                                                                                                                                                                      |

**Lesson Plan Sample 2**

Teaching multilingual learners implies not only knowing how to adapt materials to their English proficiency levels but also how to create diverse opportunities for learning and meaningful assessments. Grapin et al. (2021) carried out a pedagogical experience in which they wanted to explore strategies to teach ELLs in their science curricula. They found out the use of three main strategies that could grant benefits when working with multilingual learners although they need to be rethought. Those strategies were: 1. *pre-teaching vocabulary*, 2. *providing sentence frames and starters* and 3. *using visual aids*. The following lesson planning gives account of the adaptation for the use of these three strategies in an ESL class.

**Table 3**

*Day 1, 2 and 3 From a One-Week Lesson Plan Template Taken and Adapted From Methods and Materials for Teaching English as a Second Language (American College of Education, 2023)*

| Day 1 Lesson Plan |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                       |
|-------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Time Requirement  | Strategy/Activity                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Resources                                                                                                                                                                             |
| 25 min            | <p><b>1. Individual warming task/Activating knowledge</b></p> <p>1. Students will be asked to watch a 9-minute YouTube short video.</p> <p>2. Students will listen to a speaker talking about Natural, Human and Capital Resources.</p> <p>3. Students will take notes about simple words they can recognize, either from the video or by listening to the speaker. (Notes can be taken in the students' first language).</p> <p>4. Students will be asked to go over the word bank section and select 5 words from the previous notes section of the YouTube short video.</p> <p>5. Students will represent each word with a drawing, to start creating the flashcards for the next activity.</p> | <p>9 min YouTube short video<br/>Three Kinds of Resources - Natural, Human, and Capital Resources</p> <p>Warming up Task worksheet: Video comprehension</p> <p>Colors and pencils</p> |
| 45 min            | <p><b>2. Group game/ Pictionary</b></p> <p>1. Divide the class into three groups: <b>Group A: Human Resources, Group B: Capital Resources and Group C: Natural Resources.</b></p> <p>2. The Teacher collects the word bank part from each student's individual warming task. These will be used as the words</p>                                                                                                                                                                                                                                                                                                                                                                                   | <p>White board, markers and eraser</p> <p>Word bank Flashcards</p>                                                                                                                    |

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|--------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|        | <p>that learners will be drawing and guessing during the Pictionary game. 3.The teacher can allow learners to guess the words in their native language, but the use of the second language will be encouraged.</p> <p>4.Students guessing the word can spell the word or write the word on a piece of paper.</p> <p>5.Groups will take turns to go over the words.</p>                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                  |
| 20 min | <p><b>3.Cooperative Exit ticket/ The Resources posters</b></p> <ol style="list-style-type: none"> <li>1. The teacher divides the class again into three new different groups.</li> <li>2. The teacher gives each group a set of words that contains different types of resources from all the words discussed today about Capital, Human and Natural resources.</li> <li>3. Students have 3 minutes to go around the classroom and stick their cards on the corresponding poster: either Capital, Human or Natural Resources. They will have different words that can go into different categories.</li> <li>4. The Teacher goes over each poster, checks for understanding of the categories and examples, takes the time to read the words aloud and asks students to repeat.</li> </ol> | <p>Vocabulary cards - three different colors (could be sticky notes with the words on them)</p> <p>3 posters stuck on the classroom walls with the following titles:</p> <p><b>Poster 1:</b> Human Resources<br/> <b>Poster 2:</b> Capital Resources<br/> <b>Poster 3:</b> Natural Resources</p> |

| Day 2 Lesson Plan |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                             |
|-------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Time Requirement  | Strategy/Activity                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Resources                                                                                                                                                                                                                                                   |
| 25 min            | <p><b>1. Pair work/Review Activity</b></p> <p>1.Students will write down all the words that come to their minds in 5 minutes about the following resources:</p> <p><b>1. Human Resources</b><br/> <b>2. Capital Resources</b><br/> <b>3. Natural Resources</b><br/> <b>4. Energy Resources</b><br/> <b>5. Renewable Resources</b><br/> <b>and 6. Non-renewable Resources.</b></p> <p>2.Teacher will start asking students to participate by reading some of their answers aloud or coming to the board to write the words.</p> <p>3.Teacher will write the words on the board and use the board to check on students' answers.</p> | <p>-Review worksheet: Writing Section</p> <p>-White board, markers and eraser</p>                                                                                                                                                                           |
| 30 min            | <p><b>2.Individual work/ Sentence Frames</b></p> <p>1.Students will answer 3 questions:</p> <p>a. Why do you think Natural resources matter to you?</p> <p>b. Why do you think Capital and Human resources should matter to you?</p> <p>c. Why do you think Renewable and Non-renewable resources should matter to people?</p>                                                                                                                                                                                                                                                                                                     | <p>Critical thinking worksheet Part 2: Why do you think ...?</p> <p><b><u>Sentence Frames Box</u></b></p> <p>1. _____ resources matter to me because ...</p> <p>2. Because _____ resources are...</p> <p>3. These resources matter to people because...</p> |

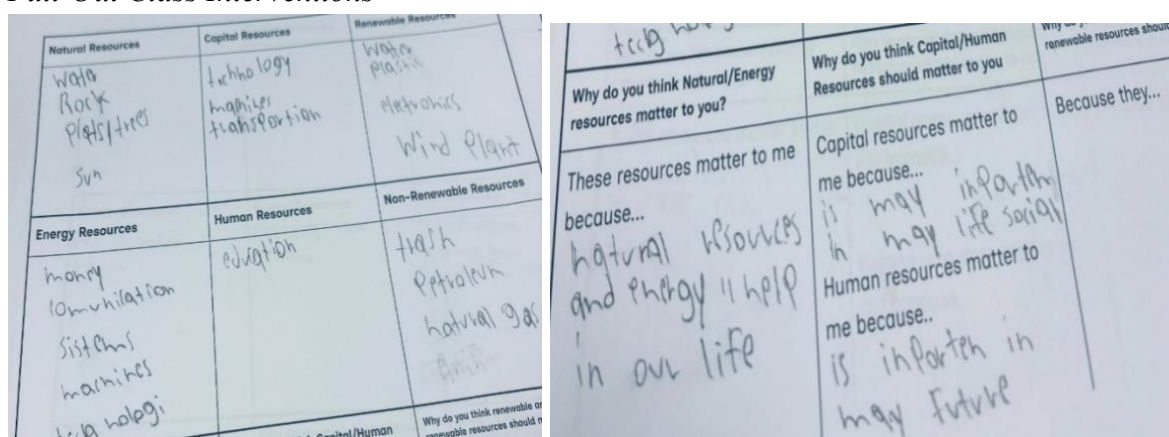
|                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                  |
|--------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                          | 2.Students will have some sentence frames they will be asked to follow to complete their opinion sentences.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                  |
| 35 min                   | <p><b>3.Pair work/ Conversation Corners</b></p> <p>1. The teacher can start by sharing his/her opinion on the board by using the same sentence frames in the students' worksheet, read it slowly and start the discussion.</p> <p>2.The teacher pairs up students again and asks them to share their opinions. To make it more interesting, the teacher can use an attention grabber of his/her preference such as snapping fingers, playing 20 seconds of an English song that is on trend among teens to ask students to switch partners and continue sharing with their new partners their opinions regarding the 3 questions proposed above.</p> | <p>Oral performance Worksheet Part 3: Why do you think ...?</p> <p><b>Oral performance part:</b><br/> <b>Student 1: "Natural and Human</b><br/> resources matter to me because..."</p> <p><b>Student 2: "Capital resources</b><br/> matter to me because..."</p> |
| <b>Day 3 Lesson Plan</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                  |
| <b>Time Requirement</b>  | <b>Strategy/Activity</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <b>Resources</b>                                                                                                                                                                                                                                                 |
| 15 min                   | <p><b>1.Warming up/ Matching interactive activity</b></p> <p>1. Students will be asked to go to their Canvas and click on QUIZLET: Energy resources and problems match activity.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <p>Student laptops /Wifi</p> <p><a href="https://quizlet.com/1155466288/match?funnelUUID=929ac397-6b67-4b48-94f5-35b17f3608cf">https://quizlet.com/1155466288/match?funnelUUID=929ac397-6b67-4b48-94f5-35b17f3608cf</a></p>                                      |

|        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                              |
|--------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|        | <p>2. The teacher plays this activity live with the whole group. The activity can be played 2 times.</p> <p><b>Rationale:</b> This 15-minute interactive warming up activity will be beneficial for learners to appreciate different modes of learning and methodologies.</p>                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                              |
| 50 min | <p><b>2.Small Group / Reading Comprehension</b></p> <ol style="list-style-type: none"> <li>1. Students will receive an independent reading package about the key new academic vocabulary to learn: <b>Deforestation, Air Pollution, Pollution, Radioactive Waste and Solar, Wind and Hydroelectric Power</b></li> <li>2. Students will work on the comprehension part of the package part 1 -3.</li> <li>3. The teacher circulates around the classroom providing feedback to each small group and checking on students' comprehension of the content academic vocabulary.</li> </ol> | <p>Reading Comprehension Package (Sheltered instruction activity)</p> <p><b>Part 1:</b> Reading passages 1 and 2</p> <p><b>Part 2:</b> Cause and Effect: Match the scenario to the result</p> <p><b>Part 3:</b> Compare and contrast: What is worse, deforestation or radioactive waste?</p> |
| 25 min | <p><b>3.Exit Ticket/ Self-reflection word-to-sentence</b></p> <ol style="list-style-type: none"> <li>1. Students will take a self-reflection quiz about the environmental problems discussed in class today by using the words from the word bank to complete each sentence about energy resources and environmental problems</li> </ol>                                                                                                                                                                                                                                              | <p>Self-reflection worksheet</p> <p>Pencils</p>                                                                                                                                                                                                                                              |

The lesson plan sample for this experience shows a remediation lesson for a one-week lesson plan for an-English as a resource class, 9th–12th graders. It is a plan that integrates a lot of opportunities for learners to get acquainted with the general theme of the lesson which is to understand the world of international trade between countries and the importance of resources worldwide. This is just 3 days of planning. The strategies combined here go from individual warming ups, pair and small group, cooperative groups tasks and exit tickets to give learners different scenarios for learning. I also integrated review assignments, the sheltered instruction model (Shi et al., 2021) and different kinds of formative assessments (Table 3). For instance, in Figure 3, *Artifacts from students' written work* can be seeing how the sentence frames provided in this worksheet helped the multilingual students to complete the individual task while building confidence and autonomy in their learning process.

**Figure 3**

*Artifacts From Students' Written Work During the Remediation Sessions in Days 2–3 ESL Pull-Out Class Interventions*



The Quizlet activity (Reyes, [teachinginglesuni], 2026) which is an online environment task aims at helping learners to make connections with the facts about which environmental problems might arise from some energy resources. In general, the goal of the lesson is to support learners in their understanding of all these complex terminologies as well as their English language proficiency. After the remediation sessions were over, students took the summative assessment in the form of an online quiz. They took the alternative quiz version after failing the first one. They passed the second one.

## Conclusion and Recommendations

In very broad descriptive terms, one thing that could be done to meet English learners' needs in their content area classes, is to carefully look at the accurate pedagogical approaches, methods for English Learners. In other words, there is a lack of target instruction (Watkins & Lindahl, 2010) for them. According to Watkins and Lindahl (2010) target instruction is defined as that layer of support that should be offered to our English learners. This layer of support will allow them to start manipulating the content area learning required by core classes. General education/content area teachers should receive adequate support for them to plan their lessons guided by the stages of the literacy development (Wolf, 2007) of the students they serve. This is where the mismatch comes from. Instead, the emphasis for lesson planning is on the content area itself and the skills required to be considered proficient in that specific area.

Teachers working with English learners need to transform their approaches for a methodology that tackles both language proficiency skills as well as the skills they will be needing to succeed in the content area. The pedagogical experts and their theories that were merged in these practice-oriented contributions with two different populations of students, middle and high school, attempted to approach English learners to interdisciplinary learning by considering their literacy development stages. For example, the reading activity proposed in the lesson plan sample 1 (Table 2) provides them with word banks, visual clues and the connection between a topic they might already recognize some similar cultural practices from their own backgrounds (e.g. the celebration of the Friendship's Day in their home countries). This is proper of The *Early stage* (Wolf, 2007) characterised as the stage of literacy development where English learners will be able to follow narratives that showcase familiar vocabulary to them. They are also able to recognize spelling patterns that have been continuously used.

The activities proposed in the lesson are planned sample 2 in Table 1. The activities proposed for days 2 and 3 exposed learners to more challenging tasks where they needed to use their critical thinking skills to elaborate written dialogues and extract information to complete their ideas. These are skills English learners also need in their worlds outside where they might need to write a complaint about a service in just one main idea or fill out an opinion survey about a product or service.

Lastly, the ultimate goal of this classroom-oriented experience aimed at raising awareness in the academic community to advocate for more professional development opportunities for teachers to build those self-reflections and start transforming their curriculums and dynamics for one that allows the world to read English learners as citizens of the world and not as individuals belonging to just one culture, one nationality and one country; speaking a foreign language in a foreign land.

### **Declaration of Generative AI and AI-Assisted Technologies in the Writing Process**

The author declares that no AI or AI-assisted technologies have been used to generate, refine, or correct the content in the manuscript. The ideas, design, procedures, findings, analyses, and discussion are originally written and derived from careful and systematic conduct of the research.

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## Appendices

### Appendix A

#### *ESL Teachers' Observation Journal Transcripts*

September 25th, 2024

Class: English Language Arts

**Observations:** The general education teacher is not in the classroom yet. The students have assigned work for the day. The librarian brings the copies for students to work. The ESL teacher is asked to cover for the class. After 20 minutes, the ESL teacher circulates around the classroom checking on students' worksheets. Then, the ESL teacher asked students to work on their school laptops. An interactive game to check on students' understanding of authors' purpose in a narrative and principal characters in a story is suggested. The ESL teacher starts by reviewing the vocabulary needed for students to participate in the activity.

January 15th, 2025

Class: Geometry

**Observations:** Students are placed in collaborative tables. All of them are working on different I- ready exercises. I-ready is a school platform widely used by school districts around the US in public education. Students are not allowed to talk. They are constantly directed by the core class teacher to remain in their seats, working on their specific assignments from the I-ready platform. The ESL teacher circulates around the classroom checking on students' work /doubts. Almost at the end of the session the general education teacher starts reviewing students' answers by asking students for their own individual participation based on their individual time work on the I-ready platform. Students are silent. One student, the one with the best math skills, tries to participate. The rest of the class stayed silent. The teacher asked couple of students to participate. Some students called the ESL teacher to ask for language support for them to be available to participate. The class finished with the math teacher telling students to work on their homework as much as they can before the closing period ends.

December 3rd, 2025

Class: WG

**Observations:** The general education teacher presents the agenda for the session. The student-teacher and the ESL teacher are directed to pass out the note's worksheets for the session. The general education teacher prepares notes for the whole class and prints notes translated in Spanish for the multilingual learners in this group. Most multilingual learners in this class mother tongue is Spanish. Students need to remain attentive to the general education teacher's lecture to be able to fill out their notes package. After finishing notes, students are given some worksheets to continue working individually in a coloring-activity. The ESL teacher circulates around the class checking on multilingual learners' work/doubts. The student- teacher also circulates around the classroom mostly checking on the English-speaking students work/doubts. The general education teacher circulates around the classroom checking on the whole group of students' work/doubts. Multilingual students spent more time during this task since they needed to go multiple times to the google translator to be able to work on the assignment. Some English-speaking students finished the assignment in class. Multilingual

students might need to work during the English as a second language resource class to complete this assignment.

## **Appendix B**

### *General Academic Community Teachers' Input – Survey*

**A.** Select the one that applies to your experience in the teaching field:

1. I am a General Education teacher (Any core, elective or CTE course)
2. I am an ESOL Teacher
3. Former General Education teacher (Any core, elective or CTE course)
4. Former ESOL teacher
5. I am a SPED teacher working with at least one multilingual learner in the classroom
6. Former SPED teacher with experience of at least one year and at least one multilingual learner in the classroom
7. Other

**Question 1:** What is your understanding of culturally responsive pedagogy?  
Please select one or elaborate on your own concept.

1. an approach to teaching that helps teachers implement activities to teach students from different backgrounds
2. an approach to teaching that recognizes, values and uses students' cultural backgrounds, languages and lived experiences as assets for learning
3. Other

**Question 2:** In what ways do you/did you incorporate or have you incorporated students' cultural backgrounds, languages, and lived experiences into your instructional planning or classroom activities? Can you provide a short example of that?

**Question 3:** How do you adapt, or have you adapted materials/ instructional practices to support multilingual learners in linguistically and culturally diverse classrooms? Can you provide a short example of that?

**Question 4:** What challenges and/or supports do you/did you experience or have you experienced when implementing technology resources for multilingual learners in your sessions?

**Question 5:** What teaching strategies do you/did you intentionally use or have you intentionally used to engage multilingual learners and promote equitable participation from all the students in your class?

**Any additional comments or concerns regarding this topic will be very welcomed.**