

UNIVERSIDAD PEDAGÓGICA NACIONAL

UNIDAD AJUSCO

**PROPUESTA DE INTERVENCIÓN
EDUCATIVA**

**LEARNING ABOUT FOOD TO KNOW OTHER
CULTURES.**

TRABAJO RECEPCIONAL

**QUE PARA OBTENER EL DIPLOMA DE
ESPECIALIZACIÓN EN ENSEÑANZA Y APRENDIZAJE DE INGLÉS
COMO LENGUA EXTRANJERA, MODALIDAD EN LÍNEA
PRESENTA:**

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Abstract

Learning a second language, in this case, English could be something mandatory to do at the university level. In the following project, the challenge is that students acquire the language and not only pass the subject as a requirement. The topic that will be used is exotic and non-exotic food around the world.

The reason I chose this topic is that everybody has a favorite food, and this is a basic need all humans consume daily. Moreover, I have always had the idea of inviting a foreigner to the class to interact with the students and create as much as possible a real scenario of talking with an English speaker. Due to the pandemic, all the classes were virtual, and this helped to invite a foreigner from Saudi Arabia to connect with the class and interact with them.

The structure of the lesson plan started by showing students different exotic food with pictures and non-exotic food, then a video of 20 different people and nationalities. Reading about their own Mexican food and some extra cultural information. Listening to their classmates on how to present their favorite food or snack. The lesson plan is designed to cover the four abilities of the language listening, speaking, reading, and writing. The rationale behind the lesson plan is the communicative language teaching approach where the students are the center of the classes, and they are the ones who interact in an active role and the teacher is only a guide.

The outcomes of this lesson plan are that students speak about food that people have tried exotic or non-exotic with any person due to it is something we consume every day and is a great topic to know other cultures. Students learned to interview a foreigner, write a recipe, and listen to other people talking about their experience with food.

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Introduction

The following project present how to acquire English language through the communicative language teaching approach where the students are the center of the classes, and they are the ones who interact in an active role and the teacher is only a guide.

The different activities, methodologies and strategies are planned to promote a meaningful learning. The class is focused on the topic exotic and non-exotic food and applied by the selection of one group of Universidad Veracruzana. They are twenty-five students ages 19 to 21 coursing the basic level of English 300 in the language center. This lesson plan is based on the communicative language teaching approach, the outcome is that students communicate through technology and use of interculturality.

Due to the specialization many new theories and concepts and technological tools are implemented. Thus, the first thing presented is the teaching philosophy that have changed over the year coursed in the specialization.

Secondly, the methodologies and practices applied to classes and analyzed if they were the ideals for the class or if they needed to be changed. Then an experience report is presented to evaluate if the outcomes were reached.

Finally, the conclusion is presented to internalize all the good and bad experiences, the methodologies that worked or the ones that need improvement. Furthermore, if the students acquire the language and can communicate as it was the main goal.

Chapter 1

Teaching philosophy

All the experiences I have passed through the specialization had an impact in my classes. In the first place I wanted my students to acquire the language and not just pass the subject. Thus, this was the main reason I needed to update with language teaching and methodologies.

In the second place my teaching philosophy improved, I used to be a teacher who creates an enjoyable environment where students are exposed to many realia and real scenarios as I can bring to class so they could get the input of the language. Where students learn without noticing, that they feel safe and willing to participate even when they could have some mistakes. I could do this by knowing my students' preferences of music, activities, by adapting the classes to the students' average age and their learning styles. It is important to mention that students will learn more if they feel secure and happy to attend classes.

Normally in my classes I used a lot of Total Physical Response, but since pandemic I have been teaching online, so many of this TPR cannot be applied through online classes. Thus, I must motivate students to participate and be active in class. To be able to prepare students they would be exposed to the four abilities and different activities, some would be individual or by group, also they were assessed formative and in a summative form. The outcome is that students can communicate and produce receptive and productive skills with all the content explained in class.

Create a class where students feel curios because they do not follow only the book but instead, they were presented with many realia and real scenarios as I can bring to class so they could get the input of the language. Moreover, I was pleased to motivate students, because when they are motivated, it is easier to have students engage into the class.

“As directs an individual to participate in academic activities only to experience the fun, challenging and uniqueness without any external pressure or compulsion rather than expecting external rewards, gifts or under any compulsion or pressure. Attitude in learning is considered prominent and it influences the academic achievement. Intrinsic motivation is able to spread the positivity and make the gained knowledge to sustain for a long time. “ (Valarmathie G. et al, 2017, p3.)

Through the specialization my teaching philosophy improve because now I saw an area of opportunity which is assessment, normally I used to assess by giving them their grade without giving personal feedback and just using one way of evaluation.

In the specialization we review that it is important to create co-evaluation, self-evaluation. Students are not used to do this, but this helps them to become critical about their performance.

One important aspect that I learned is about interculturality and for my this was new, I was pleased to apply to my class, it is an aspect that I would integrate in my following classes and that helped to improve my teaching philosophy.

Additionally, to this I discovered that many students are facing some issues since the pandemic, thus I must be more tolerant and emphatic with the students. Continue using more technological tools and implement authentic material to give as much input to the students to practice.

Chapter 2 Methodology and practice

Theoretical foundations

This syllabus is based on Communicative or sociolinguistic competence which is considered for Canale and Swain (1980), identified with these four competencies: grammatical competence, sociolinguistic competence, discourse competence and strategic competence. Students are taught within a context and all the skills are integrated to learn the language. It is important to teach students with real scenarios and prepare them to interact among their classmates, but also for a future conversation in their real life with foreigners. Due to that reason the classes are also based on Intercultural competence, even being all the students Mexican we could find many differences such as their age, likes, reasons of studying the language, place of living (some of them live in rural areas or lived in another state) and goals to mention some.

It is important to create and show students real scenarios of the language and the context, the book helps by bringing some pictures and conversations. However, I like to bring videos and pictures that I find on the web, this material may not be done for the purpose of teaching, but I could use it as realia.

The grammar topic that will be cover is simple past and present perfect based on food; recipes, cooking instructions; cooking methods. The purpose of this activity is that students could talk about food; expressing likes and dislikes; describing a favorite snack; giving step-by-step instructions. Moreover, talk about past personal experiences about food and interview a foreigner.

In this activity, I implemented the model of intercultural from Michael Bryan and his colleges ⁽¹⁾, focusing more in the four stages. The first is Intercultural attitudes: I

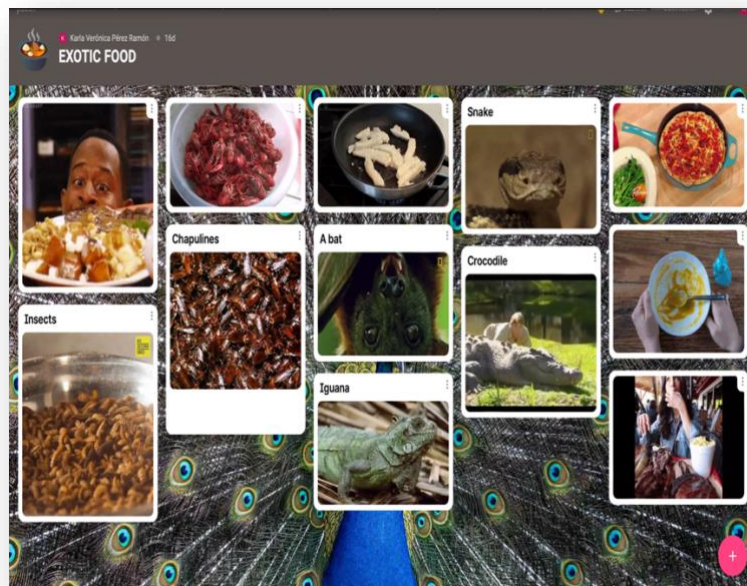
Presented the first pictures of “Chapulines” (**see Appendix 2**) and with this caused controversy among the students, the ones that know about were happy to express something about while the others were curious which is the first stage of the model to be curious and open to receive new information. I asked them if they knew what was shown in the picture some of them said yes some not. Then I showed them other pictures on a padlet and started asked questions with the structure: Have you ever tried Chapulines? and some of them answer yes and no so at this moment I correct them by repeating:

Yes, I have.

No, I haven't.

Then, they integrate this grammar topic so when we started completing exercises they could answer. Another way that we review the grammar structure and reading comprehension is by playing Kahoot (**see Appendix 5**). When doing this activity, I gave them feedback at the moment and praise for the ones that were completing correctly. However, for students it was also a way of self-evaluation to check how well they are performing the language.

I have to mention that it is the second time using padlet and it is an easier tool where students can add pictures, gifts and write something that many students who are considered centennials are attracted to use in their daily life.



Then I presented a video (**see Appendix 6**) (*Food insider, 2020*), where different people around the world presented which is their favorite comfort food with this video, I prepared students in the second stage of (1) Bryam's model where he says that knowledge of social groups is related to interact with people from various nationalities. Due to students are not exposed to foreigners in their daily life, this video brings a whole group of people from different parts of the world.

They listen to different accents and food, to give a follow up to this activity I asked them comprehension questions such as:

What did the girl of Brazil present?

Which was the dish more like Mexico?

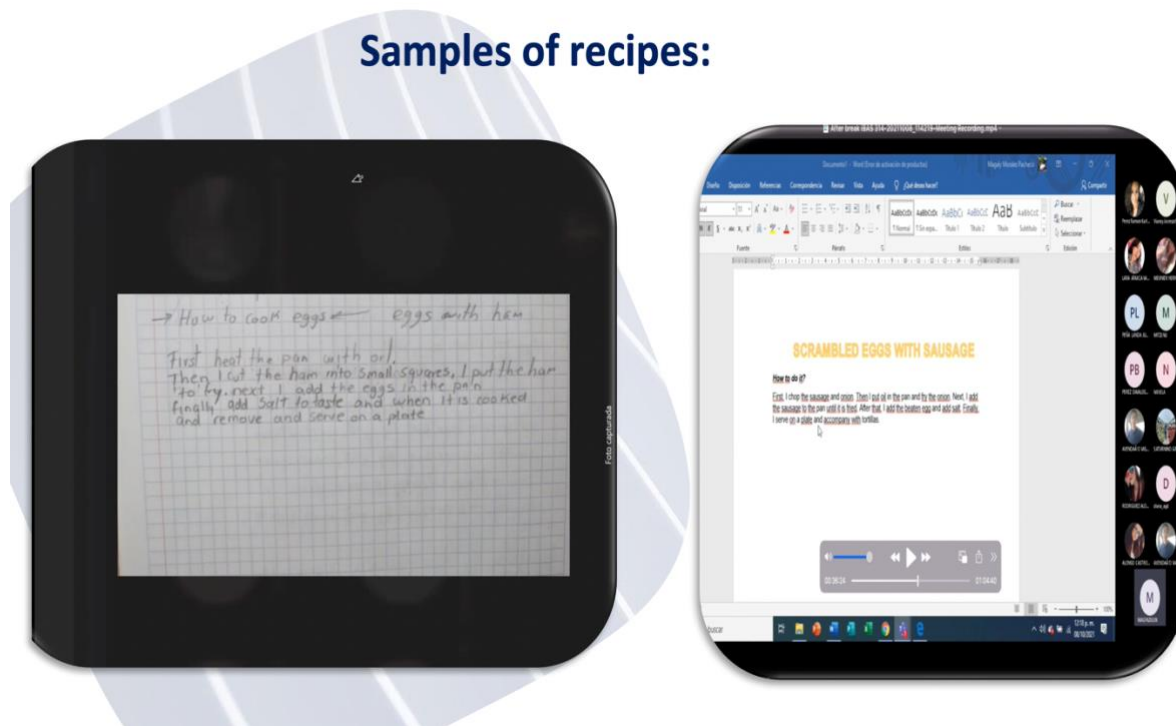
Did you like one in special? Why?

Did Mexico present a good dish?

When presenting this activity, I had to add the subtitles because most of the people speak faster and with different pronunciation.

Then students were asked to read about pozole and with the use of the spinning wheel (**see Appendix 3**) I could assign who were going to participate. Some students were amazed about some cultural facts of the reading. Then students were divided by pairs to collaborate and write a recipe, students needed to choose one and use power point, Prezi or any other program to present to the class. I assigned a time to do this activity and monitor each group. In some cases when I entered to the group the students were using their L1 and asked them to not do it, in other cases they were not speaking, and it appears there where nobody working with the activity. The best cases they were participating and creating their recipe, some other students stayed quiet when they saw me on the room, and I told them to keep talking. Here are three samples of the recipes of the students:

Samples of recipes:



Samples of recipes:

Carlota de Limón

Jesús Antonio Carrasco Vela
Beverly Sotomino Gracia

Ingredients

- 6 lemons
- 1 can evaporated milk
- 1 can condensed milk
- 2 packages Maria cookies

1. First, squeeze the lemons and set aside the juice



2. Then blend evaporated milk, condensed milk and lemon juice until creamy.



3. Next in a medium bowl, place the cookies and add the previous mixture, try alternating to form layers of cookies and the cream mixture you prepared. Fill the mold completely.



4. After that decorate with cookie pieces or sliced lemon



5. Finally, refrigerate for 2 hours and serve.



Then in the following stage they interpreted some similarities of our Mexican food with some of other countries. For the following stage: skills of discovery and interaction I invited a girl from Saudi Arabic who speaks English as her second language, she talked about her favorite food and students asked different questions related to food, focused more on the structure: Have you ever tried...?

They listened her presentation and asked questions related to food. They used the grammar structure of the present perfect; Have you ever tried.....?

Some of the questions they asked were:

Have you ever tried Italian food?

Have you tried iguana?

Have you tried frogs of legs?

Have you tried tacos?

The guest was answering and giving more information and students were asking. Not all the students asked. But even only 20 out 23 attended the class and from thus only 10 asked questions. Something that I could improve for further invitations of the foreigners is to make students interview among themselves, that they interview me, that we watched different interviews and create a self-assessment rubric and worksheet where they could see if they follow the steps of an interview.

Then, they observed a short video of a friend from Vietnam whose second language is English. In this stage they could not interact, but I guided them to give the opinion they have about the video and always to be respectful and openness to learn from their classmates' opinions, the guests and without a judgment to other cultures. With this, they would be able to cover the last stage Critical cultural awareness.

It is important to take into consideration that the language it is not only teach as a linguistic competence but rather as language in use as performance, Noam Chomsky refers to this as when we learn our native language, we do not care about the grammar or if the sentences are correctly ordered, we just start talking with mistakes and by observing our environment, people, things, media and even toys we started acquiring our language. That is the most important in the early stages of the acquisition of a L2 to be able to communicate even with mistakes. As the time pass by we may be corrected by the teacher or even the student would be able to see his mistake and correct it.

Teacher's role

Education has changed over the last years, before it was normal to follow up instructions of the teacher and students stay in their place sit and everybody complete activities of the book. However, teaching a language is always being a different subject and many colleagues use different methods. Nowadays a teacher's role is more like guidance and students are more active. At the beginning of the class students may be attentive to teacher instructions but not in all the lessons the teacher starts. The lesson could start by asking students to do different mimic or activities that imply the use of their body language by doing this the principal role of the student is active. Moreover, the learning process is not individual but rather the students learn through teams, by comparing, interchanging, and discussing information. This type of activities helps students to develop their speaking abilities because they must communicate to be able to understand and agree in a specific task.

Student's role

I have different roles in my class of UV students. My students Yolanda and Diana are task oriented they enjoy participating and they were connected with their camera, the other students do not turn on their camera. I have three students that were like phantoms which were students that sometimes appear to class, and they did not turn on their camera. Cerezo is a student that when I asked to participate, he had connections problems. Bryan and Roberto had interferences in their microphone, these three students if they were not asked to participate, they did not do it. Leo is and Ivan Murillo are two students that were too social they liked to talk with their classmates and sometimes they even asked about other topics not related to the class.

I have four dependent students Mayleth, Frida, and Atenas they were always avoiding working with teams, and they preferred to work by themselves, and they asked me to check their progress.

Fernanda is a student with the highest level in the class and she tended to work by herself, her role was isolated, even when I asked to work by teams sometimes, she preferred to divide the activities and present each one their participation.

I did not have a student with the role of alienated in the University but in the high school I do have like 5 students per group.

Mexican Teaching needs

As teachers we have to keep preparing and improving our teaching methodology and techniques, I consider that I am always trying to look for different and innovative activities for the students. I try to know them so I could realize which are their likes and dislikes. Sometimes it could be about their favorite singers, movies, books or even a specific topic they may like. I also bring many games to the classes, students enjoy a lot to play known and unknown games, as example they love to play Chinese whisper, and they love to create competences. However, this kind of activities cannot be done in a virtual class instead I use many components such as Kahoot, Wordwall, they love to play Kahoot and they are practicing grammar, reading comprehension, vocabulary or sometimes knowledge of a certain topic.

Lesson plan: Intercultural communication, assessment, and integration.

1. Lesson plan identification cell.	
Author	Karla Verónica Pérez Ramón
Educational stage	University level- intermediate 300
Title of your Lesson plan	Talking about past experiences about exotic and non-exotic food.
Learning Objective of the plan	Students will be able to speak about exotic and non-exotic food they have tried and will be able to discuss about past personal experiences with food among them and a foreigner.
Communicative skill considered	Speaking, reading, writing, and listening.
State of the following options	Past simple, past participle of the verbs.
Functions	Asking for food they have tried. Writing, listening and reading about recipes. Interviewing a foreigner about exotic a non-exotic food.
Main Grammar structure	Have you ever tried?
Other Grammar structures	I ate, I liked, I did not like, it was
Brief description of the plan	Students will be able to talk, listen and read about experiences of food in the past and ask others about theirs. Moreover, they will be able to write a recipe and present it to the class. Interview a foreigner and discuss about exotic and non-exotic food.
Hours of the plan implementation	5 hours
Number of sessions	5
Contents required for the lesson	Reading (Power point presentation), listening. Online padlet.
Link of the content	https://padlet.com/kvpramon/m6ldpa2hju2qlxk4

1. Lesson development

Step of the lesson	Teacher activities	Students activities	Session number
Introduction activity [Describe the introductory activities of the lesson. It must activate prior knowledge, create a context and motivate students to take the lesson]	The teacher will show a picture of a “Chapulín” and ask students to describe what is it and if they know the use of it. (see Appendix 2) The teacher will start the class by showing a padlet full of pictures (GIFS) of exotic food and ask students. Have you ever tried a bat? Have you ever tried chapulines? Have you ever tried a snake? Have you ever tried crocodile? The teacher will add the part of the grammar structure: Yes, I have. No, I haven’t.	Students will look and describe what is it, they will share any experience with this type of food or any related to insects or exotic food. Students will answer yes or no questions. They will correct by the teacher: adding Yes, I have. No, I haven’t.	1
Set the objective of the lesson [Describe how you will present the objective of the lesson]	Students will be able to answer questions and speak among them and a foreigner about food. They will be able to write by pairs a recipe and listen to their classmates and teacher talk about food. Moreover, they will read about the teacher’s favorite food. Interview a	Students will interact during the introduction of this topic and share their own past experiences with exotic food. Collaborate to create a recipe with a classmate. Read about food and give their opinion. Listen to foreign people talk about their favorite food.	1

	foreigner about exotic and non-exotic food.	Interview a foreigner about exotic and non-exotic food.	
Information processing activity [Describe how students interact with the content of the lesson. This can be done individually or in teams.]	The class will start by group and then individually they will answer to the questions. After teacher give instructions, they will work by pairs to create the recipe. Individually they will give an example of the grammar structure. They will work by pairs an example of a recipe and present to the class. At the end they will listen to the foreigner and ask questions.	Students will listen to the teacher indications. They will give their opinion of exotic and non-exotic food. They will create their own sentence to share with the class. At the end they will be given time to work by pairs and write a recipe to explain to the class. They will listen to the teacher's presentation and then to the foreigners.	1
Vocabulary introduction [State the vocabulary to be introduced and the activity(ies) to do so]	The vocabulary will be the exotic food presented on a padlet with pictures. Moreover, teacher will use a video to show different ways of cooking. (see Appendix 8)	Students will look at the pictures, they may share an experience they had with an exotic food. They will check on the video how does the food is mostly cook: example: eggs are boil.	1
1st practice [Describe the students activities to practice what was presented to them]	The teacher will present a video clip of people showing their favorite food. Then the teacher will ask students to take notes of what is happening. (see Appendix 6) Teacher will start the class by showing pictures of exotic food. Teacher will ask students to create a sentence using the grammar structure with the present perfect. They will see a video where they Show different methods of cooking.	Students will listen first and share if they have a similar food they like. Students will look at the pictures and answer if they have tried that exotic food. They will create a sentence with any food experience they consider exotic or non-common. Students will listen carefully to this cooking methods.	1
2nd practice or Social interaction [Describe the students activities to practice what was presented to them, but in different context; preferably the activities must consist in social interactions among participants]	The teacher will ask students which is their favorite food. They will read about how pozole is prepared and their origins. The teacher will share her screen with the reading and Assign some students to read. (see Appendix 4) The teacher will ask the students: Have you ever tried pozole? Did you like it? The teacher will show a power point presentation where she shows her favorite food. (see Appendix 7) The teacher will present the vocabulary of sequence adverbs shown on the book.	Students will answer which is their favorite food or snack. Students will help to read about pozole. They will give their opinion about the cultural information of this food. Students will listen to the teacher presentation. Students will listen to the sequence adverbs and read how they are used in a recipe. Students will solve a page of the sequence adverbs on the book.	1

	<p>The teacher will present another video of of 5 American dishes- culture and tradition (see Appendix 10)</p> <p>Teacher will indicate them to play kahoot where they will use the past simple and the present perfect. (see Appendix 5)</p>	<p>Students will listen to the video.</p> <p>Students will use their cellphones to answer the game.</p>	
3rd practice	<p>The teacher will assign the students to work by pairs in rooms and will assign a time to let students work in their recipe. The teacher will invite on virtual class a Saudi Arabic girl to present her favorite food and later play a video of a Vietnamese girl.</p>	<p>By pairs they will create a recipe and present to the class. Students must speak in English and interact with his or her classmate to collaborate and deliver a recipe presentation.</p> <p>Students will listen and then interview the foreigner.</p> <p>They will share their feelings about the experience.</p>	
Grammar Focus [Describe the grammar explanation of the structure presented in the lesson]	<p>Teacher will open a Power point presentation and explain the present perfect.</p> <p>Teacher will show a picture of the present perfect and explain the grammar topic.</p>	<p>Students will look at the presentation of the teacher and will answer to some questions.</p> <p>Students will give an example of how to create a sentence.</p>	1
Summary [Describe how you summarize what was presented on the lesson]	<p>Teacher will introduce the topic with GIFS of different exotic animals, to cause curiosity on the students.</p> <p>The teacher will be working at the beginning with the students by group. Then individually the teacher will ask students to give an example of the grammar structure.</p> <p>Teacher will ask students to work by pairs on a presentation so later they will present to the class.</p> <p>Finally, they will listen to two foreigners talk about their favorite food. One of them will be there to be interview by the students.</p>	<p>Students will be able to observe the pictures shown and then they will add any experience they have with exotic food.</p> <p>Students will answer to the teacher questions.</p> <p>Students will incorporate the grammar structure and say a sentence with an example of a different or non-common food.</p> <p>Students will look on the web for pictures and will create a recipe to later present to the class.</p> <p>Students will listen to the guest and then they will ask questions about exotic and non-exotic food.</p>	1

2. **Evaluation:** The students will be evaluated with the final presentation of the recipe. In this stage of the lesson students will be evaluated in the speaking and writing skill.
3. **Conclusion:** The purpose is that students can understand and discuss about food and even create a recipe to share.
4. **Follow up activities:** Students will continue completing some worksheets activities where they must describe how to cook different food.

The assessing or evaluation tools

For this lesson plan I used academic and formative evaluation, to evaluate the speaking and writing skill, I used a rubric. With this chart it is easier to evaluate their speaking and writing activities. In this case students prepared a recipe by pairs and present it to the class. The feedback was given one by one meanwhile the other students were working in class activities. I used this rubric because I could check their performance and be partial with my criteria. Moreover, I gave each student feedback of their pronunciation.

Rubric to evaluate oral presentation (recipe):

	4	3	2	1
Content	The content of the presentation is related to the 2 topics and vocabulary of food.	Most of the content is related to one topic. Integrates vocabulary of food.	The content of the presentation is not related to the topic.	The content of the presentation is about another topic.
Use of the language	The narrative is totally in English.	Most of the narrative is in English.	The narrative is in English and, in some cases, speaks Spanish.	The narrative is in English and Spanish.
Design	The content of the presentation is authentic, creative and is planned. Deliver on time.	The content of the presentation is planned with few mistakes. Deliver on time.	The content of the presentation is impromptu. Deliver late.	It is the copy of another job. Deliver late.
Generic competences	The grammar structures are written correctly, and they are used with a correct meaning.	The grammar structures have some mistakes.	Uses the same grammar structure.	Uses wrong the grammar structures.
Audio	The audio and language are heard clear.	Some parts of the audio and the language are not clear.	Most of the time the message is understandable.	The audio and the language is not heard and understand.

Moreover, to grade other writings activities that were done during the class I used this percentage to evaluate:

Writing:

Content: 2

Organization:2

Grammar:2

Spelling:2

Vocabulary: 2

Good job! 10

Samples of writings.

Topic past simple.

The screenshot shows a Microsoft Word document titled "CEREZO GAGSTATER MIGUEL PAUL - Modo de compatibilidad". The document contains two writing samples, each followed by a score breakdown. The first sample is titled "MIGUEL PAUL CEREZO GAGSTATER" and describes childhood memories of playing bowls and soccer, buying Cheetos, and swimming at the beach. The score breakdown for this sample is: Content:2, Organization:1, Vocabulary:5, Grammar:2, Spelling:1, Total: 6.5. The second sample is also titled "MIGUEL PAUL CEREZO GAGSTATER" and describes childhood memories of watching cartoons, playing ball, and receiving a gift toy. The score breakdown for this sample is: Content:2, Organization:2, Vocabulary:2, Grammar:5, Spelling: 2, Total: 8.5. The document interface includes a ribbon with tabs for "Inicio", "Referencias", "Correspondencia", "Revisar", and "Vista", and a status bar at the bottom showing "Concentración".



ANAHI ROMAN JUAREZ

Hello When I was a child I played with lilies and barbies were my favorite toys. I remember my first time I went to the cinema with my mother, my favorite movie was snow white and at the age of five I was dressed as that character. I used to go on vacation to Villahermosa. I also remember going to McDonalds every weekend and having the happy meal. (68 words)

Content:2
Organization:2
Vocabulary:2
Grammar:2
Spelling: 2
Total: 10 Congrats!

Roman Juarez Anahi

Grandfather's **dar**

This is my favorite celebration because it is a day in which I really enjoy being with them, they are my favorite people. Always that day I give them their favorite dessert in the company of all my family who come to visit them, we spend it talking and they telling us their beautiful life stories. (56 words)

Content:2
Organization:2
Vocabulary:1.8
Grammar:2
Spelling: 2
Total: 9.8

Concentraci

Exam

The exam is a criterion-based testing in which the goal is to evaluate some structures of the language and the abilities of listening and reading, in this case I create an exam on google forms where students have 50 minutes to answer. They can get their score but not their result because in another class we will review together the mistakes or doubts they may have. Therefore, I gave group feedback, so they understand which they were mistakes and ask if they have any doubt.

Example of an exam on Google forms:

The image displays two side-by-side screenshots of a Google Forms exam interface. The left screenshot shows the 'Resuestas' (Answers) tab, and the right screenshot shows the 'Preguntas' (Questions) tab.

Left Screenshot (Resuestas):

- Centro de Idiomas, UV.
- *Obligatorio
- Correo electrónico *
zs18006882@estudiantes.uv.mx
- Name: *
Alma Yesica Romero Hernández
- LISTENING
- Listen to the conversations. Choose the correct answers.
- 1. Ally likes her new apartment because *
1. it has a spacious bedroom.
2. there's too much noise.
3. it's cheaper than her old apartment.
- 2. Marco wants to live downtown because *

Right Screenshot (Preguntas):

- Respuesta correcta
 A friend and I ate at an Indian restaurant just last week. It was delicious!
- 4. _____ (Did you ever take / Have you ever taken) a cooking class? *
 Did you ever take a cooking class?
 Have you ever taken a cooking class?
- 5. I _____ (took / have taken) a few classes. My last class _____ (was / has been) in December. *
 I have taken a few classes. My last class was in December.
 I took a few classes. My last class was in December.
- 6. We _____ (learned / have learned) how to make some wonderful Spanish dishes yesterday. *
 We have learned how to make some wonderful Spanish dishes.
 We learned how to make some wonderful Spanish dishes.

While they were playing the game Kahoot they have a self-assessment by checking how well they were performing and, in the moment, I give them the feedback of the sentences.

During the reading activity I use a typical dish in Mexican culture, but also it has some cultural information that some did not know. While they were reading, I use informal assessment by praising them of how well their job was did.

To be able to evaluate if they know how to create the sentences, I passed attendance and make them create a sentence. The reason to do this is because in some cases only six students are participating, and the others are listening but not answering. Moreover, by doing this I gave them informal assessment by giving them feedback of their pronunciation or any other mistake they may have.

Feedback of the oral presentation

In the following chart there is the grade students obtain in their oral presentation with important feedback. While they were working in an activity their grade was given individually.

UNIVERSIDAD VERACRUZANA		Oral evaluation									
ID (MATRÍCULA)	NOMBRE DEL ALUMNO	STATUS DISC.	CARRERA	Pronunciation 5%	Vocabulary 5%	Grammar 5%	Fluency 5%	Total 20%	Comments		
S18019021	ALDAMA AVILA ADRIANA LIZBETHH3:N33	1ra	ADMT	5	5	5	5	20	Very good oral presentation, maybe next time try to write few words.		
S18008348	CARDENAS IBANEZ JOSEFINA	1ra	SCOM	4	5	5	5	19	Good presentation.		
S17007820	CEREZO GAGSTATTER MIGUEL PAUL	1ra	ADMI	4	5	4	5	18	Some pronunciation problems such as the word know, slept, liked and realized.		
S17021320	DAMIAN CASTRO JOSE ANDRES	1ra	ADMT	4	5	5	5	19	Your sentences were too long, need a period.		
S18006898	ELVIRA BRITO ANEL	1ra	ADMI	4	5	5	5	19	Its a good presentation, no mistakes found.		
S18018974	ESTRADA PEÑA WILIAN FAUSTINO	1ra	ADMI	3	5	5	5	18	You confuse the word kitchen with chicken but in general it was a good presentation.		
S18006986	GERONIMO ALDAN ITZEL	1ra	ADMI	4	4	5	5	18	Good presentation.		
S18006907	GUEVARA VIVANCO ALMA LETICIA	1ra	ADMI	4	5	5	5	19	Some pronunciation problems.		
S17007826	HERNANDEZ CASTILLO GEMA ARANZA	2da	ADMI					0	She did not present even today april 16th 2021.		
S17009154	HERNANDEZ HERNANDEZ ELVIS ALDHAIR	1ra	SCOM	4	5	3	4	16	Some grammar mistakes such as using the past of a verb: I didn't used, instead you have to use : I didnt use.		
S18007095	HERNANDEZ OROZCO LUIS ANGEL	1ra	ADMT	3	5	3	4	15	Pronunciation problems such as chess, know and HE AS L		
S18026868	HERNANDEZ SEVILLA LAURA PATRICIA	1ra	ADMI	5	5	5	2	17	You look like reading your presentation all the time.		
S18006998	HERRERA BARRON JOSE RAMON	1ra	ADMT	4	5	5	5	19	Good presentation.		
S18021900	LUNA PEREZ ZAHORY	1ra	SCOM	4	5	3	5	17	used of object pronouns incorrectly his instead of its when refering to the snake. IT-ITS		
S18007098	MARQUEZ LARA ZAIRA	1ra	ADMT	5	5	3	5	18	Some grammar mistakes such as talking about the past but mentioned the verbs in present, example: gve-gave. We was instead of we were.		
S18006914	MENA ZAMBRANO INGRID	1ra	ADMI	4	5	3	5	17	Some pronunciation problems such as the word sweets.		
S18006969	MORALES ACUA NESTOR DANIEL	1ra	ADMI	4	5	3	4	16	There isn't bananas. It should be There aren't bananas.		
S18006869	PAREDES MORENO MAYRA	1ra	ADMI	4	5	5	3	17	Good presentation.		
S18008308	PONCE SALGADO DANIELA	1ra	SCOM	4	5	5	5	19	Great		
S18006823	RODRIGUEZ GONZALEZ FERNANDA LIZET	1ra	ADMI	4	5	5	4	18	Some grammar mistakes: were ridden must be.		
S17021250	ROMAN JUAREZ ANAHI	2da	ADMI	4	5	5	4	18	regular verbs pronunciation ed ENJOYED		
S18006882	ROMERO HERNANDEZ ALMA YESICA	1ra	ADMI	4	4	4	2	14	You were only reading.		
S18006871	ROMERO LEON JALITZA DEL CARMEN	1ra	ADMI	3	5	3	5	16	They were and the sentences was there were. You pronounce the k of know and you do not pronounce it.		
S17007803	SANCHEZ MENDEZ VALERIA DEL CARMEN	1ra	ADMI	3	3	3	3	12	You were reading, only 6 slides and there were many information in one slide.		
S18006822	VILLEGAS DIAZ EVEVLIN GIOVANA	1ra	ADMI	5	5	5	5	20	You did an awesome presentation, be careful with the pronunciation of the regular verbs "ED" in the past. You could watch this helpful video https://www.youtube.com/watch?v=-cGWj_q0fpQ		

2.1 Video:

<https://youtu.be/t3nncKFDbs0>

Chapter 3 Experience Report

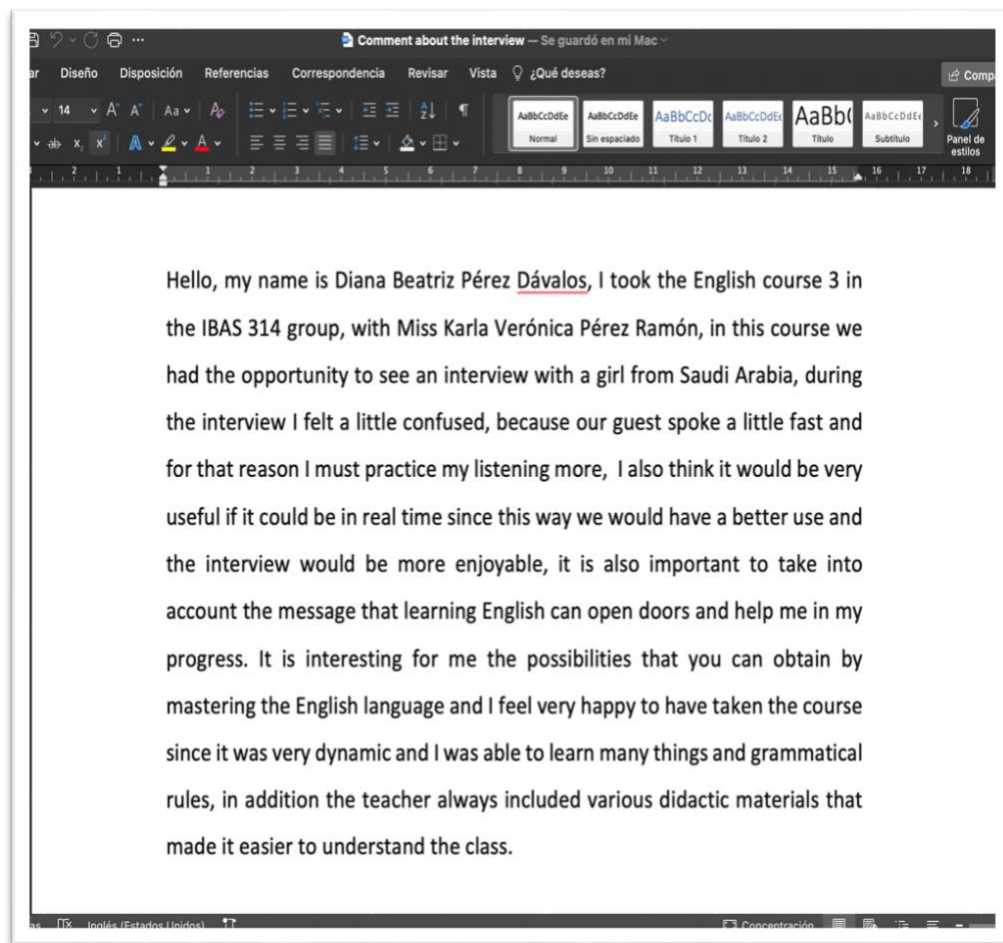
The expected outcomes were that students acquire the language through the communicative approach where interculturality and technological tools are integrated. Furthermore, to base the lesson plan on authentic material, games and the four abilities of the language, listening, reading, writing, and speaking.

There were many uses of realia to help students understand that learning a language is more than completing a book, instead to be able to communicate and talk about any topic. Therefore, these videos were presented for them to have an idea on how to present a recipe in written and speaking form. In this case it was expected that not only were able to do the activity by themselves but to collaborate by pairs. In few cases there were students not collaborating and even disconnected of the class. Thus, I had to ask the students to work by themselves. Other solution that I gave to this is to talk privately with the student that left the class and told them to create the presentation to not miss the evaluation but also to have the opportunity to participate. Another great are of opportunity for the presentation of the recipe is that I could assign each student to evaluate a different team performance and self-evaluation.

One of the activities that I recognized a good implementation in the class, was to use Kahoot to reinforce grammar structure of the simple past and present perfect and reading comprehension. Student were pleased to participate and at the beginning some of them have mistaken to answer but them they realized which was their mistake an improve while the sentences passed.

It is first time that I bring a foreigner to the class, pandemic and the technology allowed me to this, and it was a good experience with things that could be improve in further classes. First of all, the students were really nervous about asking question to the guest. A possible solution could be to create interviews among them and all the group so they could feel prepare when a foreigner visits our class to be interview. While they are doing their practical interviews I could give them feedback of their pronunciation, because this was another problem I had with the students and the guest, not all the questions understandable for Aisha our guest thus I must interfere and repeat the question.

Other aspect I must take in consideration is that not all the students understand the speech of the Arabic girl and I could confirm this when I ask a student to give me her opinion about this activity. Thus, I must not assume that because the guest is speaking English as her second language she spoke slower, and students could understand. And most importantly that I must bring more activities, material where they could continue practicing their listening skills.



Another reflection about the specialization is that I have to be a student and to be able to organize my job, studies, personal life sometimes it was difficult to accomplish the activities. Therefore, not only did I acquire new knowledge but integrate other important competencies such as organizing my time.

A big challenge that I still need to keep working on is how to make students participate, because when you are in the class you could easily identify when students are distracted or they do not want to participate, but in online classes university students do not turn on their cameras. Thus, I do not really know if they are in the class or doing another activity. One way to manage this was by passing attendance, creating teamwork, asking personal questions.

Finally, this is the conclusion of an academic goal that will impact my classes and students will be benefit because now I know that is more interactive to integrate interculturality, create materials and bring or look for more authentic material.

Chapter 4 Conclusions

Completing this specialization has given me many tools and review the methodologies and strategies I have studied in the university. However, it also gave me more ideas, approaches of teaching and help me to have interactions with many teachers around Mexico.

I learnt a lot when answering on the forums because is a great technological tool where you could have a glance of how other teacher carry out their classes, and you could get ideas or even give some recommendations, and that is an enrichment for the improvement of any teacher. The forum is something I also added to my classes, and I was not used to do it, students participate and debate among them even when they are not in an advanced level.

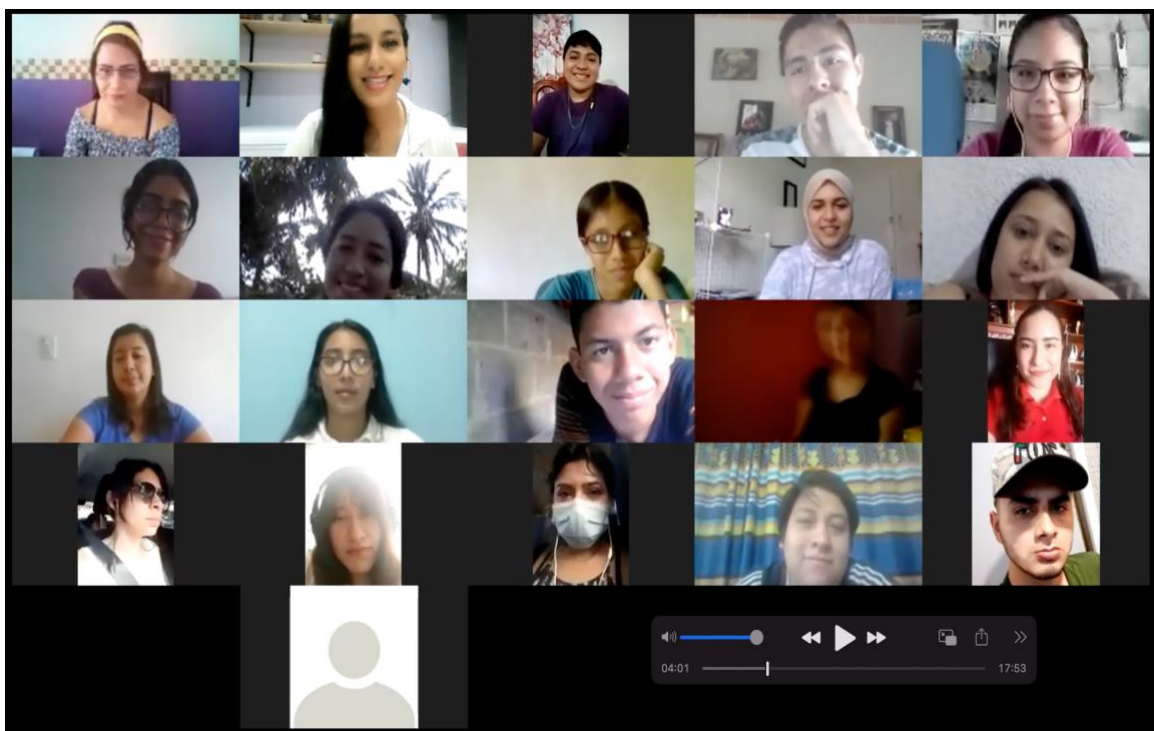
Since I needed to choose a topic to plan a class for the specialization, I started to think on having a foreign guest invited to the class. This related to my curiosity of learning English when I was a kid, and I think all the humans should awaken that curiosity when learning new things. Therefore, I chose the topic food and immediately think about different foreigners that I met before, that could help me to come to the class. I took advantage of the online conferences and that make it easier to do it.

Moreover, everyone has a favorite food or at least know how to prepare one dish, snack, or dessert. Thus, from the beginning I was excited with the topic and the lesson plan. When I started to plan, I wanted to even bring real chapulines and show it to the class, but I could not find it, instead I used pictures. Moreover, because it was a topic related with exotic and non-exotic food, I used a digital platform called padlet and when I did all the board full of pictures with exotic and non-exotic food it was great, however when I presented it to the students it did not load well. That was one of my first problem with technology, then when some students were presenting their recipes some of them had problems to load but we could solve it.

Another important inconvenient is that all the classes were online and most of the time six students were the ones that participated, and the others did not do it. Even in all the period just two girls keep their camera open. However, I asked everyone to participate, they delivered their evidence such as their portfolios and twenty of them presented their recipe and attended the interview.

When we had the interview with our guest, we changed from teams to Zoom platform and in this time, I asked all my students to please open their cameras and participate. They participated and in some cases I had to reformulate their questions to the guest. Then, while we were having the interview I had a problem with my laptop, this turned down and I must disconnect for few minutes. When I came back to the meeting all the students were participating, but my account did not record that period but at least the meeting was not finished, and students could talk with the Arabic Girl.

It is the first time I could bring a foreigner to the class and connect with technology, interculturality and do something different in my class. This is a goal that I reached and thanks to the specialization I could organize my ideas to create it. The students enjoyed and so do I. The university where I worked has an area where students grade their teacher. Some students made comments about the classes and send me they liked how did I implement games, interactive activities and that was really fulfilling. Thus, it is something I would implement for the following courses.



Chapter 5 Appendixes

Appendix 1: Declaration letter

**DECLARACIÓN DE AUTENTICIDAD DE TESIS O TRABAJO RECEPCIONAL
PARA LA OBTENCIÓN DE GRADO ACADÉMICO ANTE LA UNIVERSIDAD PEDAGÓGICA NACIONAL**

Declaración de Originalidad
de Tesis o Trabajo Recepcional de Posgrado

**C. RECTOR(A)
DE LA UNIVERSIDAD PEDAGÓGICA NACIONAL
PRESENTE:**

Me dirijo a usted en mi carácter de autor(a) original del documento descrito al calce, mismo que presento como parte de los requisitos académicos establecidos para obtener el diploma o grado académico que me corresponde, de conformidad con el Reglamento General de Estudios de Posgrado, los Acuerdos del Consejo de Posgrado y las disposiciones del Instructivo de Operación del programa académico de posgrado en que he estado inscrito(a).

En apego al inciso d del Artículo 42, del Reglamento General para Estudios de Posgrado de la Universidad Pedagógica Nacional, que establece que la Coordinación de Posgrado —por acuerdo del Consejo de Posgrado— será competente para aplicar la sanción de baja definitiva en el caso de que el estudiante: "Presente como propios trabajos académicos que no son de su autoría entre ellos artículos, revistas, ensayos, libros, tesis profesionales o de grado, así como cualquier otro sin consentimiento expreso de su autor", suscribo esta declaración con la finalidad de manifestar a usted —y a quien corresponda— que he redactado mi documento de tesis o trabajo recepcional de manera original en todas y cada una de sus partes.

El documento en cuestión es un trabajo original, en español, no publicado ni presentado a esta ni a otra institución como tesis o trabajo recepcional previamente. Es producto original de mi autoría exclusiva y no contiene citas ni transcripciones ni ilustraciones diversas sacadas de cualquier tesis, obra, artículo, memoria, etcétera (en versión digital o impresa), sin haber mencionado en mi documento de forma clara y exacta su origen o autor, tanto en el cuerpo del texto, figuras, cuadros, tablas u otros que tengan derechos de autor. Asimismo, manifiesto que no he cedido los derechos patrimoniales ni he otorgado autorización a otra persona física o moral que se considere con derechos sobre el trabajo en cuestión.

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Datos de identificación de quien suscribe y del documento en cuestión.

Título del trabajo recepcional o tesis:	Learning about food to know other cultures		
Tipo:	<input checked="" type="checkbox"/> Trabajo recepcional	<input type="checkbox"/> Tesis	
Presentado para obtener el grado de:	<input checked="" type="checkbox"/> Especialidad	<input type="checkbox"/> Maestría	<input type="checkbox"/> Doctorado
Programa de posgrado:	Especialización de enseñanza y aprendizaje de inglés comulti.	Tutor(a), Asesor(a) o Director(a):	Gabriela Ruiz de la Rosa
Nombre completo del(la) autor(a):	Karla Verónica Pérez Ramón		
Matrícula:	200926049		
Domicilio:	COSTA BLANCA #15 entre dos banias y bajas.		
Teléfono:	2297797512		
Correo electrónico:	kvpramon@gmail.com		

Atentamente,
Ciudad de México a 4 de Julio de 2022.

Karla Verónica Pérez Ramón
Nombre completo y firma del(la) autor(a) de la tesis o trabajo recepcional

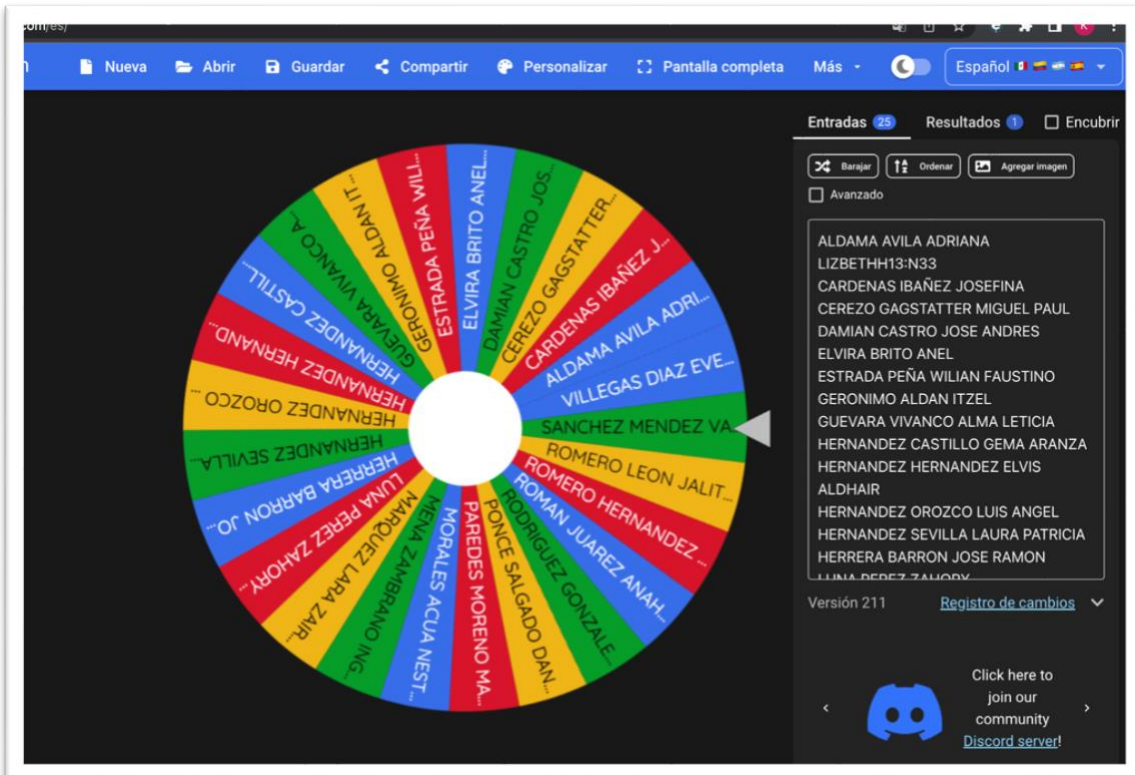
CCP Tutor(a), Director(a) o Asesor(a) de la tesis o trabajo recepcional:
Coordinación de Posgrado UPN
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Appendix 2: Presentation of a chapulin to brainstorm ideas of exotic food.



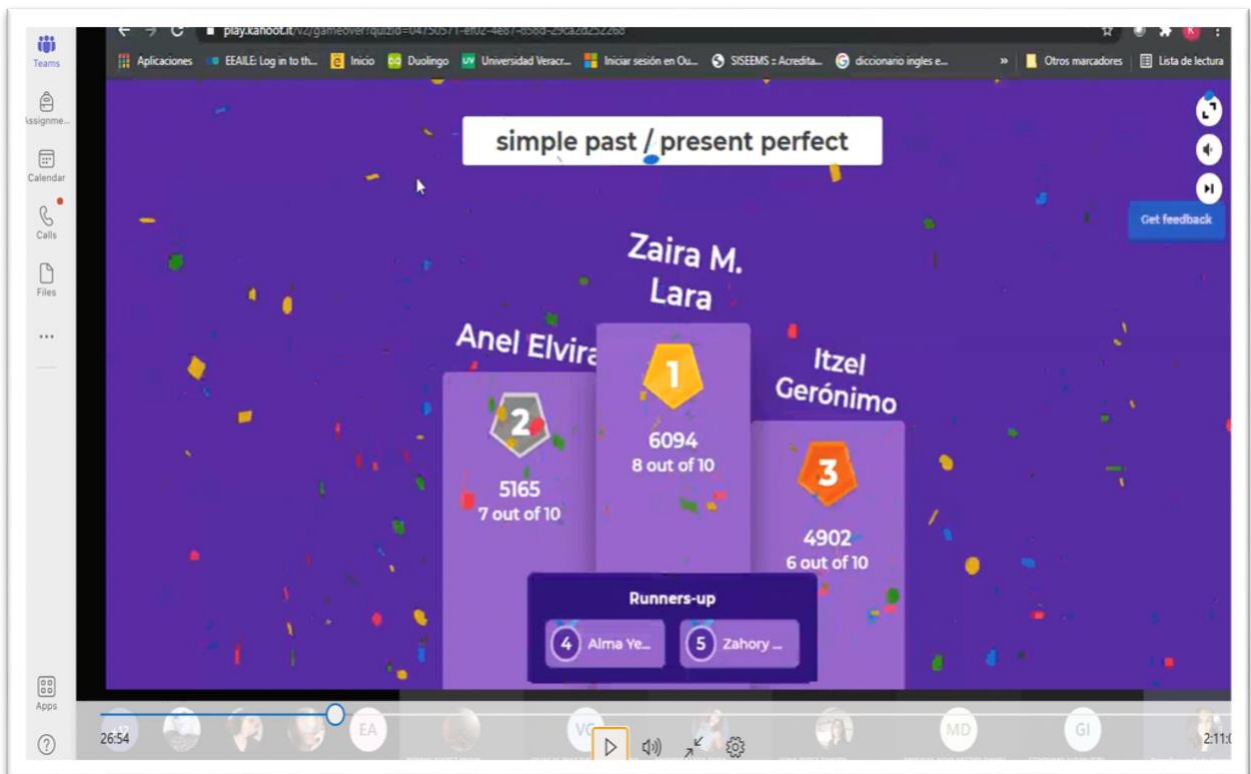
Appendix 3: Wheel of names to be more dynamic on choosing students participation.



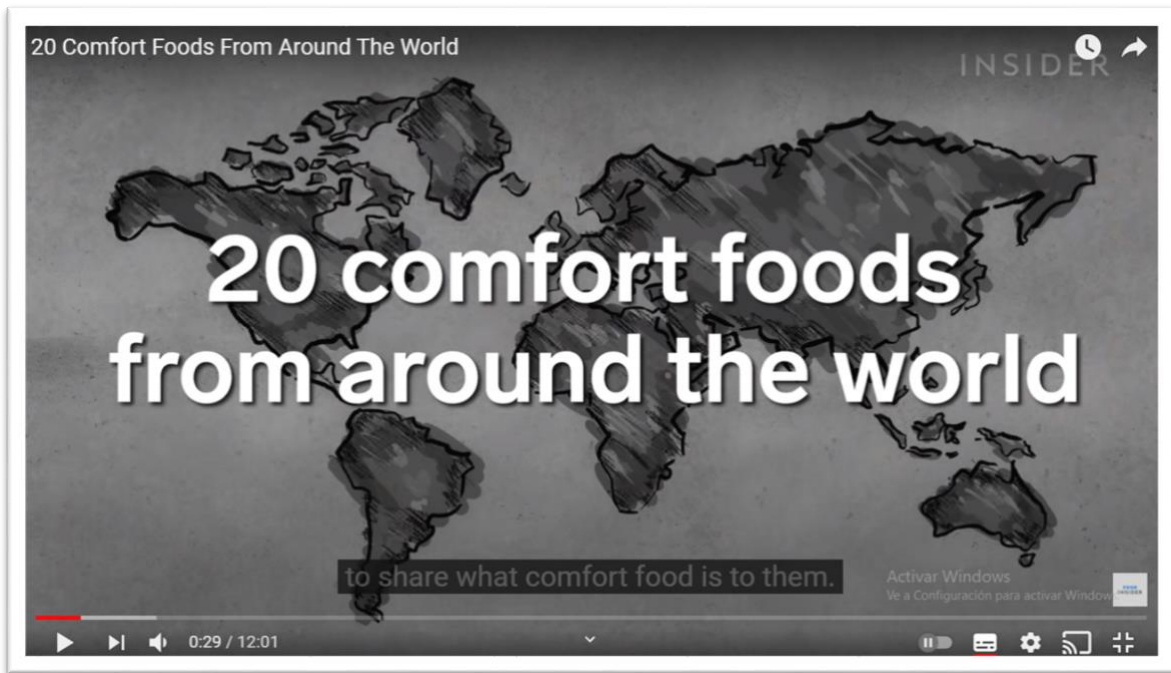
Appendix 4: Reading of Pozole with cultural information.



Appendix 5: Results of the winners of the game Kahoot.



Appendix 6: Video of 20 people of different parts of the world talking about their favorite food.



Appendix 7: Power point presentation of the teacher's favorite food.



What is pozole?

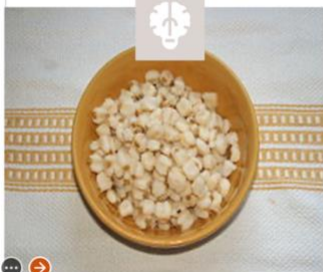
Pozole is a traditional soup or stew from Mexican cuisine.



POZOLE IS MADE WITH

HOMINY

It is a food produced from dried maize (corn) kernels.



MEAT

Meat (typically pork).



SEASONED AND GARNISHED

shredded lettuce, chile peppers, onion, garlic.
radishes, avocado, salsa.
or limes

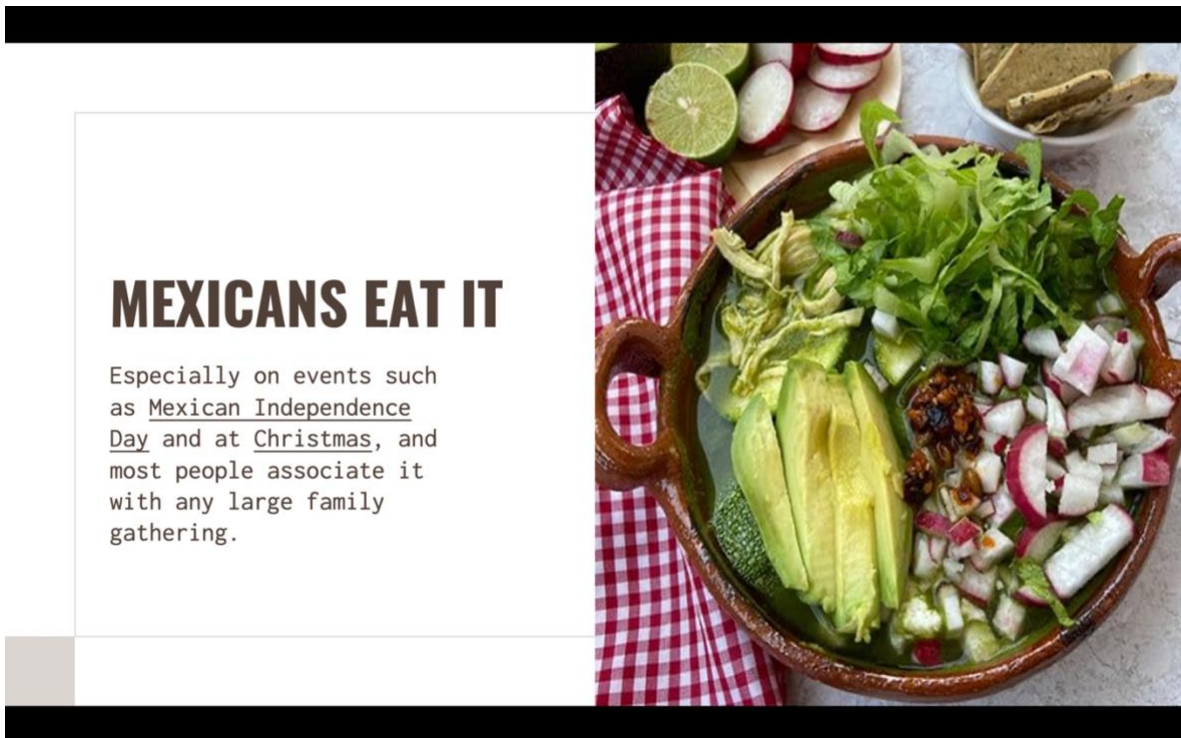


Appendix 7: Power point presentation of the teacher's favorite food.



**GREEN POZOLE
WHITE POZOLE
RED POZOLE**

Appendix 7: Power point presentation of the teacher's favorite food.



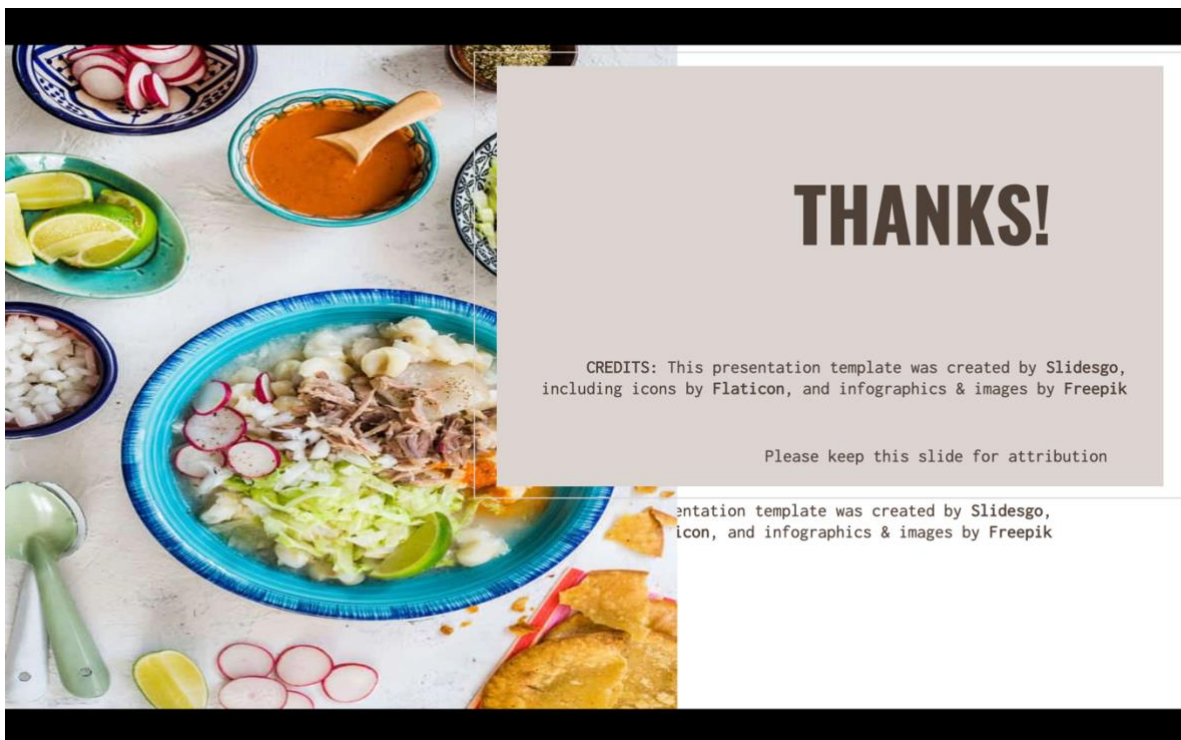
MEXICANS EAT IT

Especially on events such as Mexican Independence Day and at Christmas, and most people associate it with any large family gathering.

Appendix 7: Power point presentation of the teacher's favorite food.



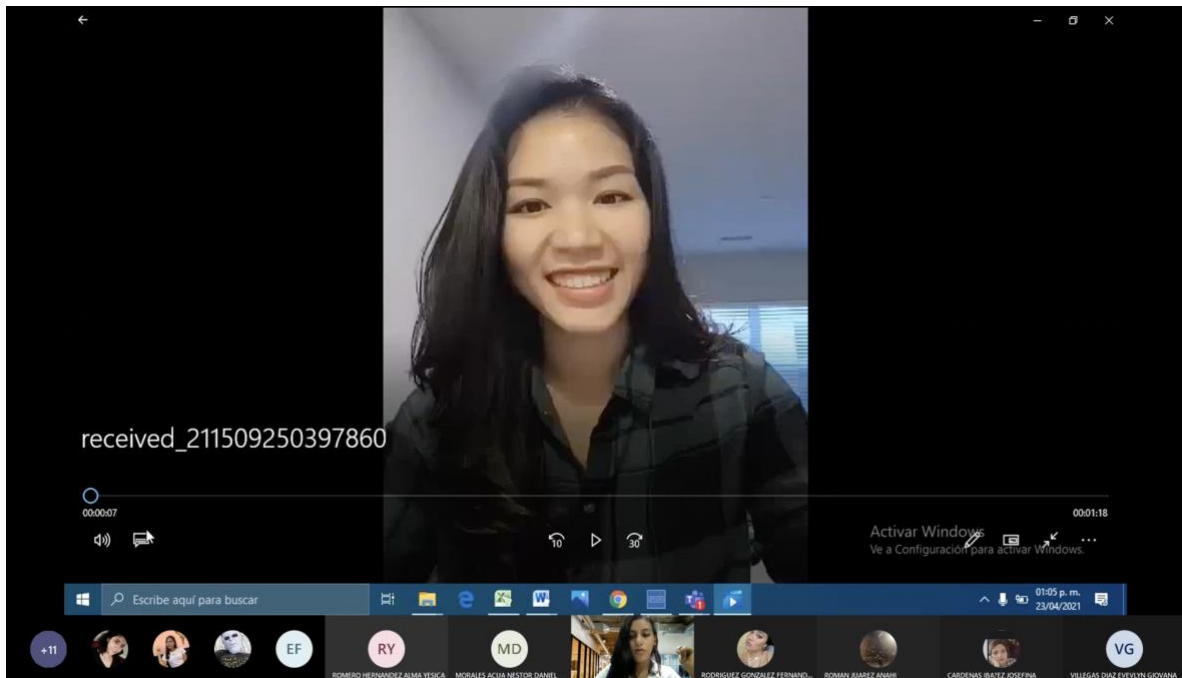
Appendix 7: Power point presentation of the teacher's favorite food.



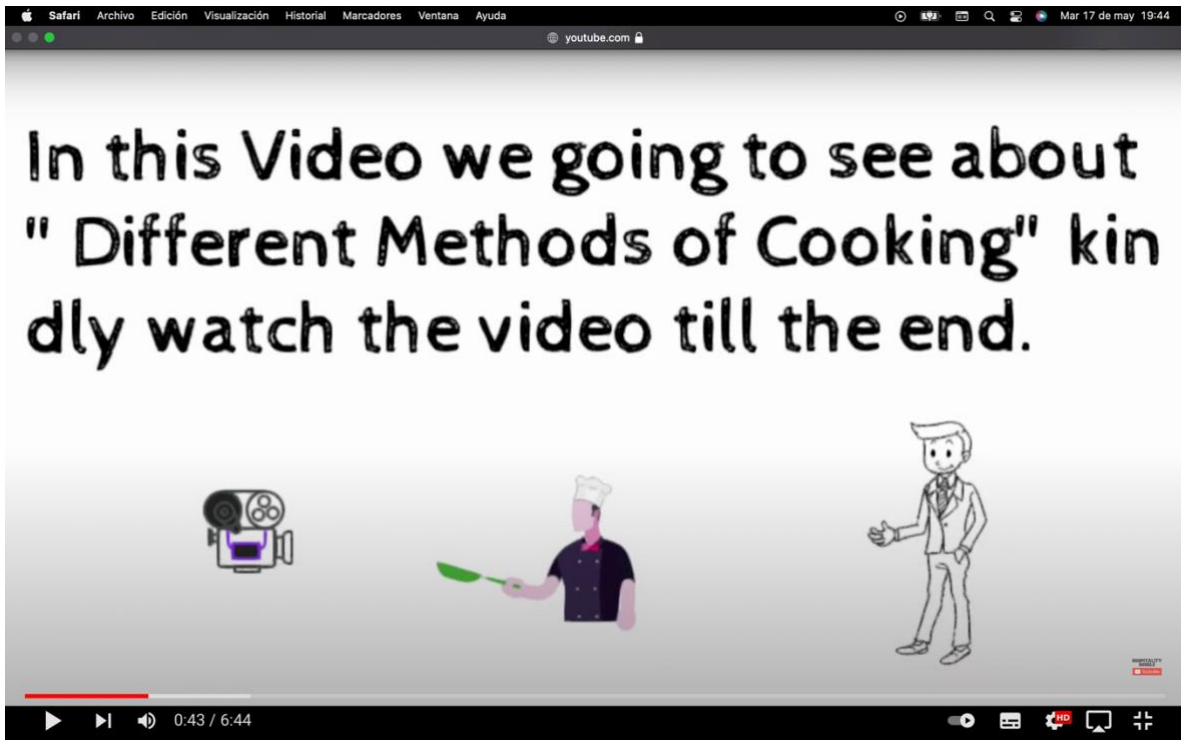
Appendix 8: Video about American dishes in USA.



Appendix 9: Video of the second guest, Vietnamese girl talking about her favorite food.



Appendix 10: Video of different methods of cooking.



Appendix 11: Google form exam.

The image shows a screenshot of a Google Form exam. The form is titled "IBAS 314 UNITS 1-4" and is in Spanish. The form contains several questions with multiple-choice options. The questions are:

- 4. _____ (Did you ever take / Have you ever taken) a cooking class? *
- 5. I _____ (took / have taken) a few classes. My last class _____ (was / has been) in December. *
- 6. We _____ (learned / have learned) how to make some wonderful Spanish dishes yesterday. *

The form also shows a progress bar and a "Enviar" button.

Appendix 11: Google form exam.

The image shows a Google Form titled "Simple past vs present perfect" with the instruction "Complete the conversations. Choose the best forms." The form is displayed in a browser window with the URL "docs.google.com". The browser tabs include "Past continuous", "Course: G10 - Module 3", "Lesson 7 - Rubrics for assessing Speaking", and "IBAS 314 UNITS 1-4 - Formularios de Go...". The form is part of a document named "IBAS 314 UNITS 1-4". The navigation bar shows "Preguntas", "Respuestas 41", and "Configuración". The total score is "Total de puntos: 36". The form is divided into sections, with the current section being "Sección 7 de 8".

Simple past vs present perfect

Complete the conversations. Choose the best forms.

1. A: What _____ (did you have / have you had) for dinner last night? *

What did you have for dinner last night?

What have you had for dinner last night?

2. I tried Indian food for the first time. _____ (Did you ever have / Have you ever had) it? *

I tried Indian food for the first time. Did you ever have it?

I tried Indian food for the first time. Have you ever had it?

3. A friend and I _____ (ate / have eaten) at an Indian restaurant just last week. It _____ (was / has been) delicious! *

A friend and I ate at an Indian restaurant just last week. It has been delicious!

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