

# Universidad Pedagógica Nacional

## Unidad Ajusco

Propuesta de intervención Educativa

***Language assessment and feedback  
in the ESL classroom***

Que para obtener el diploma de  
Especialización en enseñanza y aprendizaje de inglés  
como lengua extranjera, modalidad en línea, presenta:

José Luis Reyes Iturbe

Asesor: Gernot Potengowski

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“That is what learning is. You suddenly understand something  
you’ve understood all your life, but in a new way.”

– Doris Lessing

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## Introduction

English is one of the most widely spoken languages in the world and is importantly used in disseminating the latest advances in science and technology. Speaking English provides cultural knowledge and helps improve memory, concentration, problem-solving, and critical-thinking skills. It also allows for development of multitasking, and betters brain functionality.

In the past, English as a Foreign Language Teaching as was seen as a code that included, among others, the phonological, morphological, lexical, and syntactic systems. Later, from a cognitivist perspective, there was emphasis on the mental processes and the way the teaching-learning of grammar was conceived. And more recently, with humanist and socio-constructivist teaching approaches, we have come to understand that all four skills take an important role in language learning.

Communicative approaches have also changed the way we see language, and language teaching and learning. In addition, Hymes (1971) states that language users must be capable of knowing "when to talk, when not, and what to talk about, with whom, when, where, in what way". In other words, students must develop the ability to form, use and differentiate sentences that are not only grammatically correct but also socially appropriate. We have come to understand that language is not a system of rules to be memorized, but rather a system that comes alive, that is why authentic materials become relevant since they give students a grasp of real language samples that help them understand how native speakers use language for actual communication. Humanist and socio-constructivist teaching approaches, as Peris (1996) has pointed out, highlight the relationship between materials, learning practice needs and the active intervention of teachers and learners –who give those materials a new meaning every time they used them.

Now, the way we teach –and the ways students learn how to read, write, listen, and speak has been shaped due to a number of factors. As a result, we have implemented new and more creative ways to help them create and interact with different types of written and oral texts and new ways to assess the students' progress and achievement in the classroom,

sins assessment “is needed to help teachers and administrators make decisions about students’ linguistic abilities, their placement in appropriate levels, and their achievement” (Shaaban, 2005).

This paper intends to illustrate what and how we teach when we teach English, my teaching philosophy, the elements of a lesson plan, the roles students, teacher and culture play in class, and how, through assessment we can track and monitor the students’ progress and how we can use assessment to promote learning, develop understanding and enhance practice. I will also demonstrate how through the use of technology and an appropriate set of didactic and authentic materials, we can help students realize that even if they cannot understand every single piece of information, they can recognize how native speakers use language in natural interactions and imitate this process when it is their turn to communicate can learn to negotiate meaning and get as much information as they can.in both, oral and writing. Finally, I will also show the lesson plans with a detailed description of activities that integrate skills (comprehensive teaching), followed by students’ and teachers’ language samples.

## Teaching Philosophy

I have been a language teacher for a few years, and I have been in constant search for different methodologies and teaching approaches that can boost my students learning, adapt to their learning styles and help them become successful L2 speakers. I majored in English Language Teaching and I have taken numerous courses and seminars to keep up-to-date with the state of the art in English teaching. Besides that, I have had the opportunity to study and work in Japan, the USA and the UK. These experiences shaped my vision on teaching and learning as I witnessed the way languages were taught in those countries.

My first classes were something similar to the Direct Method, I used speech primarily, didn't allow my students to use their mother tongue in class, and demonstrated rather than explained -although I failed in teaching grammar inductively and in having my students self-correct. Later, I moved to the Audio-lingual method, I tried hard to become a model for my students and even harder to prevent them from making errors, I used slots to help them create new sentences and gave praising hopping to create correct habits (Larsen-Freeman and Anderson, 2011). Finally, I landed in a sociocultural approach. I am convinced that as teachers we need to minimize the time we spend lecturing our students, and instead organize tasks in which "learners must work together using language to accomplish them through scaffolded interactions with more capable peers [...] and can move to the next stage of development (beyond their current stage)" (Hawkins, 2010). The transit through these methodologies helped me reflect and become more critical and shaped my teaching philosophy, which is now based on the belief that students need to be happy in order to learn. Thus, I intend to provide and promote a safe environment where students can share their ideas and take risks, where mistakes are conceived as a natural outcome of their learning and evaluation is understood as part of the learning process, not as a threat –following Krashen's Affective filter hypothesis that states that "a number of 'affective variables' play a facilitative, but non-causal, role in second language acquisition" (Cook, 1991).

Regarding activities and materials, I consider of paramount importance that language learners understand and use information from different textual sources, not only textbooks or adapted materials. Thus, I plan activities where they can interact with various types of oral texts so they have the opportunity to listen to different accents and develop different skills, like predicting and guessing, getting the main idea, listening for gist, listening for details, etc., that in sum will provide a wide range of opportunities to developing their oral communication.

In summary, through this set of principles, dedication, perseverance, and hard work, I create an atmosphere where students can meet their full potential -and I try to maximize the positive benefits that naturally come along applying the Pygmalion Effect with my students.

### **Review of Concepts**

In discussion of Language learning and Language acquisition a controversial issue has been which should take place in the classroom. Learning a language by immersion (acquisition) provides the student with the practical knowledge of the language. Studying a language (learning) focuses on providing theoretical knowledge of a language. The main difference between Language learning and Language acquisition is that the latter implies immersion, which provides students with the practical knowledge of the language. For example, students might not know the grammar rule but is still able to communicate in the target language.

Language acquisition implies that language is not taught to children, instead, they just pick it up by being around their families and other people. Without any conscious thought or study they start speaking and progressively manage to express their ideas with clarity from the point of view of language and grammar (CVC, n/d.). On the other hand, Language learning, implies a conscious structured learning of a language. Sadly, teaching methods often focus on memorization of grammar rules and lists of vocabulary. Thus, language learning is generally a slower process than language acquisition. Lightbown and Spada (2006) identify three main theories that intend to explain how languages are learned:



### The behaviorist position

Behaviorism states that the learning process of a language is the result of a sum of habits. Learning a language is the consequence of imitation and repetition of a series of sounds, patterns that children imitate until they form “correct habits”. The learner assumes a passive role and only responds to the stimuli offered, they don't consider the content of what they practice and don't take initiative in the interaction. Additionally, behaviorist do not consider more complex and abstract aspects of learning like the capacity of creating new sentences that are not the product of imitation.

### The innatist position

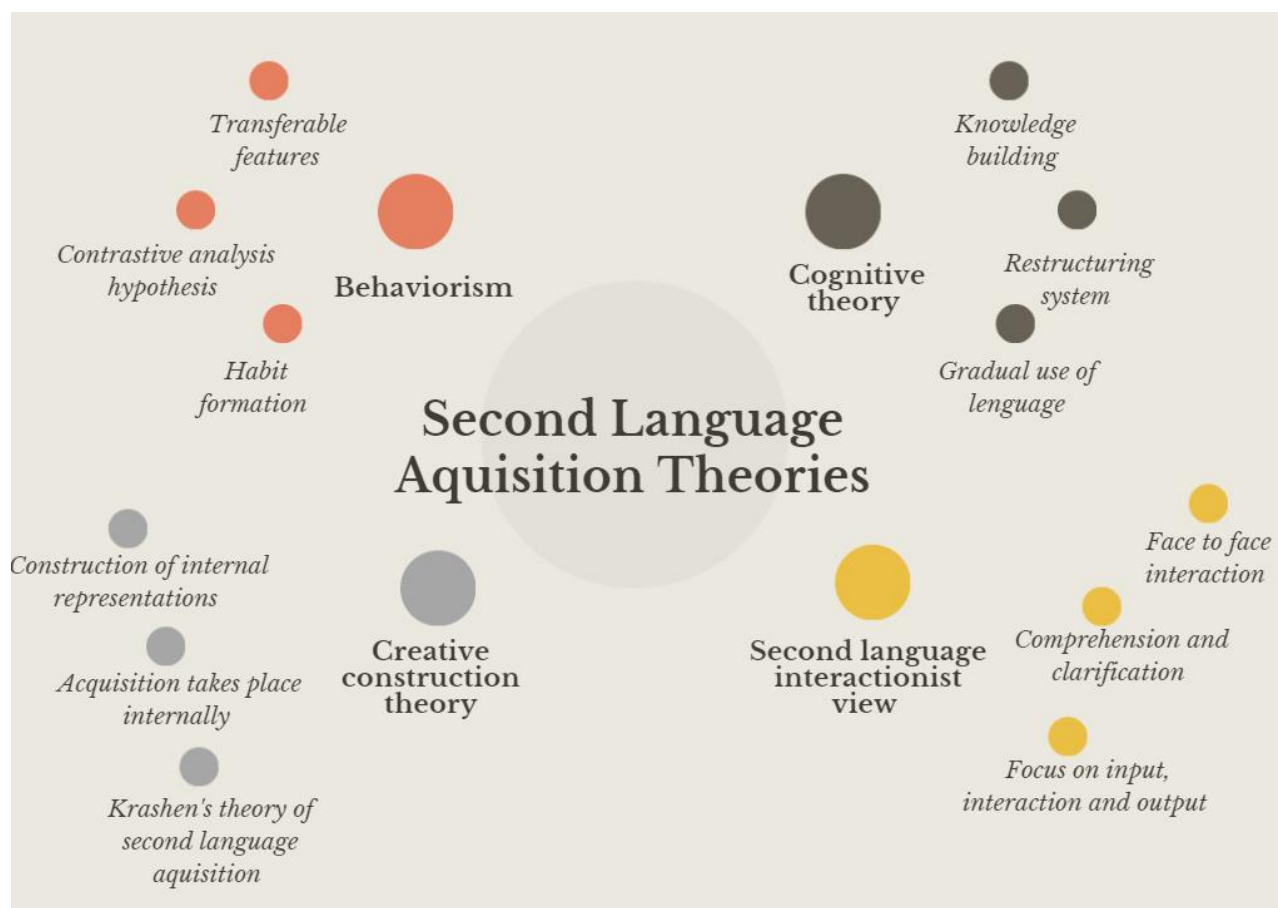
The innatist position is supported by the idea that humans are born biologically programmed and gifted with a device for language learning or what Chomsky calls Universal Grammar, which develops by coming into contact with a natural language and results in the internal language of each native speaker. This hypothesis questions how it is possible that children acquire a language even when input they are exposed to is poor or limited, and at the same time, they spontaneously produce forms that do not exist in the language and that they have not been able to imitate. Nonetheless, most children -if not all, learn their mother tongue at relatively the same age, and undergo the same stages of acquisition, regardless their nationality.

### The interactionist position

Unlike behaviorist and innate approaches, the interactionist position states that the linguistic structures that a speaker possesses are not innate but result from the interaction between a certain level of cognitive development and a certain linguistic and social environment. This position gives great importance to the study of pragmatic development and the functions of communication, and considers the relationship that children establish with the environment and the specific forms of language that are addressed to them. This position concludes that the interaction with these elements is the key activity that guarantees the linguistic and social development -in addition with modified language that suits the capability of the young learner (caretaker or motherese talk).

## Second language acquisition theories

When it comes to Second language acquisition, some theories “give primary importance to the learner’s innate characteristics; some emphasize the essential role of the environment in shaping language learning; still other seek to integrate learner characteristics and environmental factors in their explanation of how second language acquisition takes place” Lightbown and Spada (2006). In this paper, four of these theories and their principles are illustrated: Cognitive theory, Behaviorism, Creative construction theory and Second language interactionist view.



Aligned with these schools of thought, we can identify some be identified some language teaching methodologies, from more traditional ones like Grammar translation Method to more innovative ones like Communicative, Content-based, Task-based, and Participatory

## Krashen's hypothesis applied in the language classroom

Language acquisition does not require extensive use of conscious grammatical rules and does not require tedious drill. Krashen (CVC, n/d.). distinguished motivation, self-confidence, and anxiety as the three types of affective or attitudinal variables. Learners with a low affective filter are distinguished from those who have a high one by the following traits: seeking and receiving a greater amount of adduct, relating to their interlocutors with greater confidence, being more receptive and acting with a lower level of anxiety. Krashen's monitor, comprehensible input, affective filter, and natural order hypothesis constitute the general theory of second language acquisition and are part of the so-called monitor model, through which the processes of second language development is explained, as shown below.

Hypothesis principles	Application in teaching
<p>Monitor hypothesis</p> <p>The learned system, linguistic and grammatical knowledge from formal education, only performs the function of guide and corrector on the acquired system.</p>	<p>In class I always promote fluency over accuracy. However, when necessary, I motivate my students to correct their own mistakes, so their monitor performs.</p>
<p>Comprehensible input hypothesis</p> <p>Learners can only acquire a second language when the input contains elements or linguistic structures slightly higher than their current level of competence.</p>	<p>At the beginning of the curse, I always diagnosed my students' level of competence to offer valuable scaffolding. Now that classes are online and groups became bigger, I decided to divide class in basic and advanced and gave students the opportunity to decide which class they wanted to go to. This way, I can offer a class that is more adequate to their level of English, so they don't experience</p>

	boredom or disinterest if input is too easy to understand, or frustration if language structures happen to be too complex.
<p>Affective filter hypothesis</p> <p>The learners' attitude, feelings, state of mind and other emotional factors influence the acquisition/learning process, either positively or negatively -when this happens, a filter can prevent or block the adduct.</p>	<p>I consider of paramount importance to offer and promote a safe, welcoming classroom environment where students learn and feel that they can take risks and make mistakes. I plan various activities to offer students a greater amount of input so they can read, listen, so they can interact with their peers with greater confidence when they feel ready to speak and write. more receptive and acting with a lower level of anxiety</p>
<p>Natural order hypothesis</p> <p>There is a predictable order of acquisition of forms, rules, and other linguistic elements in second language learners and children alike, even errors are similar regardless the teaching methodology.</p>	<p>As a teacher I start by introducing language concepts that are relatively easier for learners to understand and progressively move to more difficult structures using scaffolding.</p>

## Language teaching theories and methodologies

Many theories about the learning and teaching of languages have been proposed. These theories, normally influenced by developments in the fields of linguistics and psychology, have inspired many approaches to the teaching of second and foreign languages. The study of these theories and how they influence language teaching methodology today is called applied linguistics. In the following image each of these schools is shown and identified with a specific teaching methodology.

By the middle of the 20th century cognitive psychologists like Vygotsky and Piaget brought up theories that helped to explain the limited effectiveness of the traditional prescriptive and mechanistic approaches to language teaching. These theories serve as a basis for the new natural-communicative approaches.

There have been developments such as a great emphasis on individualized instruction, more humanistic approaches to language learning, a greater focus on the learner, and greater emphasis on development of communicative, as opposed to merely linguistic, competence.

# LANGUAGE TEACHING THEORIES AND METHODOLOGIES

## TOTAL PHYSICAL RESPONSE



- Based on behavioral approaches and the stimulus-response model
- Meaning is conveyed through actions or pictures
- Emphasis on listening imitating how we acquired our mother tongue
- Language is presented in chunks or blocks, not word by word
- Corrections is done until students have become somehow proficient
- Mistakes are not corrected during oral communication activities
- Learning occurs with low levels of anxiety and feelings of success and fun

\*Larsen-Freeman, D., & Anderson, M. (2011). Techniques and principles in language teaching (3rd ed.). Oxford University Press.

## THE SILENT WAY

- Based on generative linguistics and cognitive psychology
- Language is used to express thoughts, perceptions, and feelings
- Students makes use of their knowledge with the help of the teacher
- Repetitions takes place only if it is meaningful
- Student cooperation and interaction help build a relaxed and enjoyable learning environment
- Errors are seen as natural, indispensable part of the learning process
- There is some emphasis on oral abilities, even though all four skills are worked form the beginning

\*Larsen-Freeman, D., & Anderson, M. (2011). Techniques and principles in language teaching (3rd ed.). Oxford University Press.

## COMMUNICATIVE LANGUAGE TEACHING APPROACHES

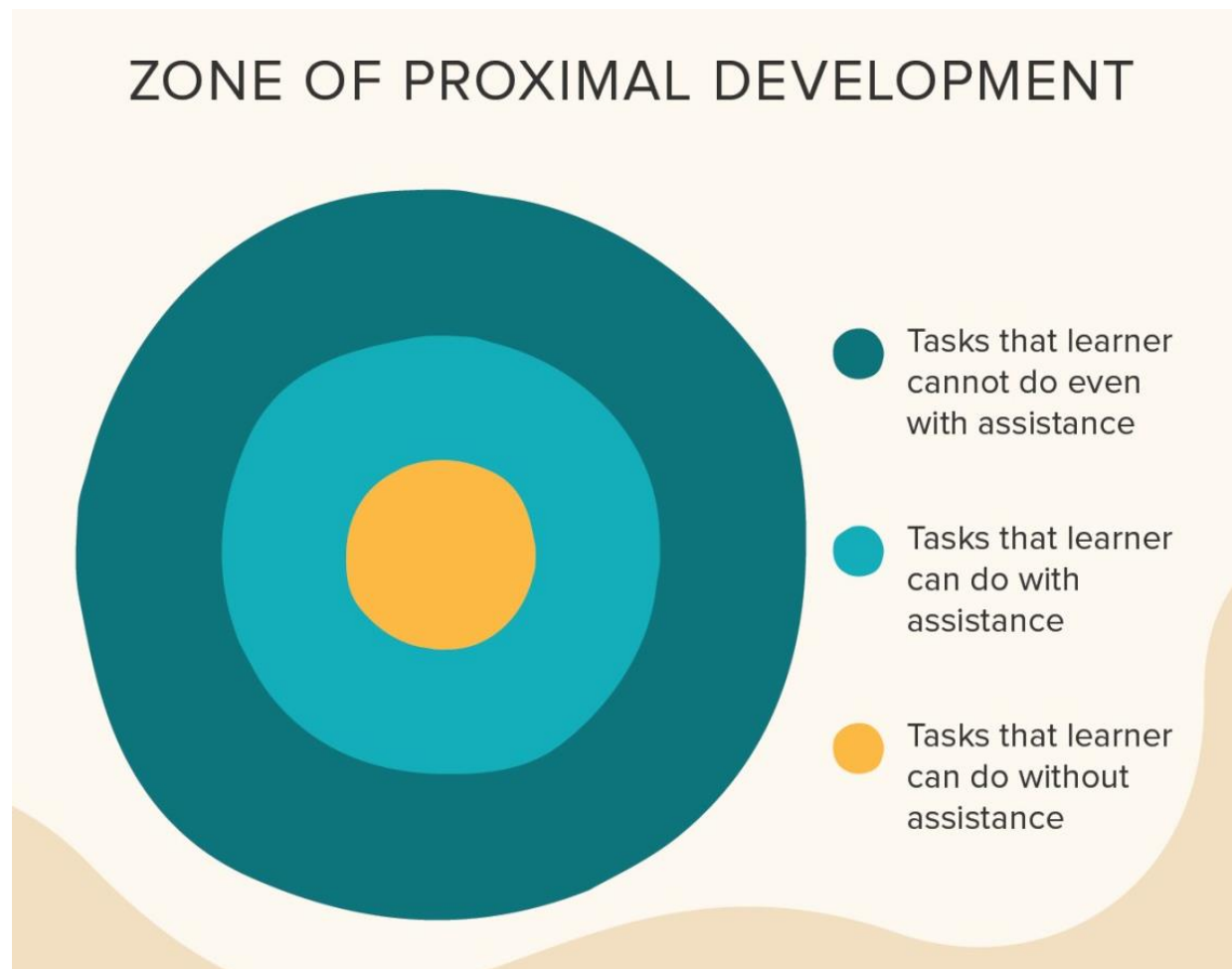


- Based on cognitivism and cognitive linguistics
- Authentic language and materials are used in real contexts
- The target language is a vehicle for communication in the classroom
- Students work in pairs or smaller groups to maximize their communicative practice
- The teacher plans and promotes activities that promote communication
- The teacher is a facilitator during the communicative activities

\*Larsen-Freeman, D., & Anderson, M. (2011). Techniques and principles in language teaching (3rd ed.). Oxford University Press.

## Zone of proximal development

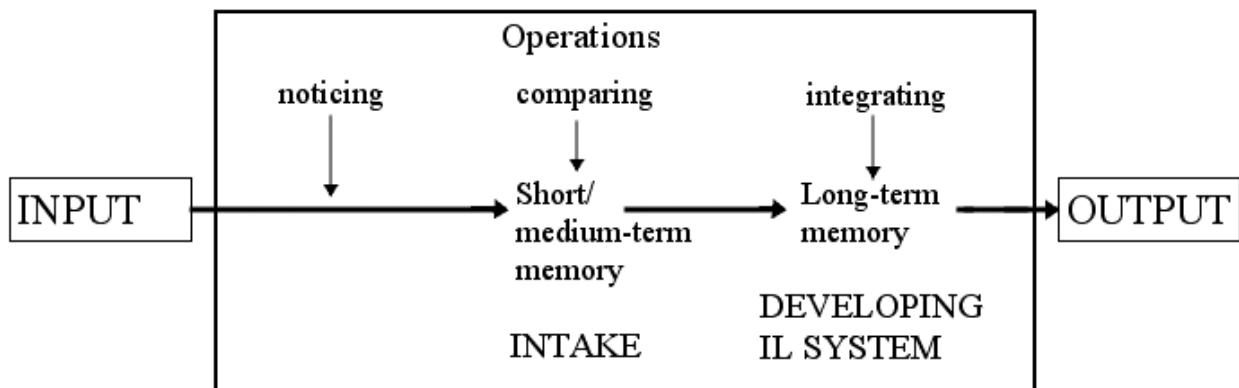
The Zone of proximal development, known as mediation by social interaction theorists, refers to the degree of skill or ability that is a level above the learner's competence. In other words, learning is more effective when students work together with someone who is a level immediately above their current abilities -this model assumes the role of a mediator whose task is to help the other move to the next level of knowledge or understanding (CVC n/d.).



\*Taken from healthline.com

## Analysis and Observation of Processes

As language teachers one of our duties is to help students understand what is being said to them and help them create a higher engagement with the language and deepen their understanding and retention. There are different concepts that influence and impact language learning and acquisition: input, intake, output and interaction. Input refers to the target language samples, oral or written, that students are exposed to during the learning process. However, not all input becomes part of the student's repertoire of words or rules; thus, the portion of the data that the learners receive and they are able to understand and store in his short-term memory becomes their intake. The output, on the other hand, is the language they produce, either in speaking or writing. Interaction is a communicative activity where two or more participants exchange verbal and non-verbal actions and reactions and influence each other.



\*Taken from <http://www.tesl-ej.org/>

When thinking about my students, I realize that I make great efforts to provide them with comprehensible input -without being patronizing or baby talking to them. I choose cognates and other selection of words that I feel are easier for them to understand, whether I talk to them, give them directions, or explain content -as stated in the communicative approach "The target language is a vehicle for classroom communication,



not just the object of study” (Larsen-Freeman and Anderson, 2011). In any case, my goal is to make sure students have a deep understanding of the lesson and all its parts involved. At the same time, to favor comprehensible input, I plan activities and use techniques that activate prior knowledge so that even if students don’t recognize all the words, they can have a clearer understanding of what is being said.

To achieve the aforementioned, I use nonverbal communication, pedagogical visual aids, realia and other authentic materials. I also include some principles of content-based learning so that students focus on learning about something that interests them using the language they are trying to learn, rather than just focusing on language forms.

### **Trying Out the Procedure**

As a language teacher I intend to promote cooperative learning to increase active practice of the language in my classes -work in pairs, small groups or in teams to reduce teacher talking time, and strengthen and intensify oral practice opportunities. This collective scaffolding offers relief from the psychological tension and the feeling of threat students can feel when the speaking in front of the class and the teacher. Even now that classes are online, I use breakout rooms in Zoom to continue to offer the same opportunities to my students –a bit harder to monitor, but still worth doing it.

In this past week lessons, we worked with the topic of *Foods and Drinks*. First, I asked students simple questions about vocabulary they knew to activate prior knowledge. Then, using the words they gave me in this first activity, I asked them to come up with simple sentences. Next, I divided them in pairs and provided them with extra vocabulary and structures in templates so they could create more complex sentences –collaborative learning and collective scaffolding were the key to complete this task successfully.

### **Elements of the Lesson Plan**

Formative assessment

Formative assessment has aided me in reviewing, analyzing and improving the teaching-

learning process. It also allows students to know how the grasping of the language takes place and improves (U Oregon, 2009a). It gives hints at the students' instructional needs and helps gather evidence regarding how they approach and process information to complete tasks. To meet objectives, formative evaluation relies on cooperative evaluation activities that "provide opportunities for continuous improvement and possibilities for assessing individual and group outcomes in a supportive and stress reduced environment" (Gaith 2002). In addition, formative assessment provides students with explicit feedback along the way and promotes adjustment in the ongoing teaching and intended instructional outcomes.

### Learners' feedback

Learner feedback closes the gap between where students are academically and where they want to be, helping them get the most out of their potential at different stages of training. Through the process of learning, I guide students to self-assess and understand both peer and teacher feedback so as to increase their awareness of strengths and giving opportunities to improve and guidance on how to do it (McManus, 2006). Feedback can be content or language-based, and can be given to individuals, small groups or to the whole class. It can affect both, the content of communication and the learning process that develops through it, thus, if students say something wrong, I ask for clarifications, e.g., *You mean you come to school by bus every day? Or You come on foot?* However, I mostly use it in a way that not only shows that students have made a mistake but aid them with codes that help them self-correct whenever possible (Puchta, 2010).

### Learning of skills and subskills

In these set of lessons students form groups to create presentations about things they have learned in class. They also negotiate their roles in the project (Critical thinking), apply vocabulary, collocations, and useful expressions they have learned in previous lessons (Subskills), check various sources such as videos and texts (Reading and listening), and take notes that are useful to complete their project (Writing). In the end students deliver their presentations to their classmates (Speaking and subskills). Students who watch the presentations comment on their classmates' work and evaluate

their performance using a rubric created for this task (Peer evaluation).

### Critical / Creative thinking

When introducing a topic, it is important that students engage in activities that “are the product of consensus and negotiation between teacher and students, instead of being previously determined” (SEP, 2011). Having a say in deciding what they are going to present and how they are going to do it promotes critical thinking, giving them the opportunity to deliver their presentations in ways that stimulate their creativity (AC, 2016). Students create their own oral and written texts and have the opportunity to edit their own writing and the writing of their classmates, focusing on grammar, spelling and punctuation.

### Pair / Group work

It is important that students work in groups towards the same goal, in this case, preparing and delivering a presentation about the topics they have learned in class. Working in pairs or small groups changes the pace of the lesson and gives students more speaking time, allowing me as a teacher to monitor small groups and listen to the language they produce (BC/BBC, 2008). At the same time, the variety of individual and collective experiences provide students with different ways to participate in oral and written exchanges, guiding them to reach gradual autonomy in their intellectual work, and to be able to transfer what they have learnt in the classroom context to out-of-the-classroom communicative situations (SEP, 2011).

### Materials / Authentic materials

Materials aid our teaching and the learning of our students, they help us reach our objectives too. Printed like textbooks or handouts, audiovisual like videos or online exercises, and multimedia like DVDs or online language games –they all provide a great deal of comprehensible input, understood as “the target language that the learner would not be able to produce but can still understand [but] involves presentation of context, explanation, rewording of unclear parts, the use of visual cues and meaning negotiation” (Krashen, 1988). Additionally, authentic materials can help students see and hear

language as it is actually used by native speakers to communicate with other native speakers in everyday life (Cambridge 2017).

## **Roles in Class: Students, Teachers, Culture**

### The Role of the students

Not long ago, in the EFL class, students didn't take an active role in the learning process. These days, things have changed, they can be enthusiastic participants if we manage to identify their needs and learning styles and plan specific strategies that can help understand the processes underlining learning. In my classes, with the use of Information and Communication Technologies (ICT), students are exposed and engaged in a wider variety of activities that are meaningful to them and allowed them to use the language more freely. Thus, the focus is on communicating rather than just practicing grammar forms and/or vocabulary, since language can't "be conceived as a simple list of instructions or fill-in-the-blank exercise to do with students, but as curricular contents, whose clear intention is to teach what a competent English speaker knows how to do to successfully participate in activities with language in different social contexts" (SEP, 2011). Students take an active role and work cooperatively to reach their learning goals.

### The Role of the teacher

Teachers are gradually assuming a less dominant role that allows students to express themselves more freely, while understanding the content that is transmitted to them through both codes, orally and in writing (Gonzales and Mulero, 2002). As stated by Littlewood (1981) in Larsen-Freeman and Anderson (2011), communicative approaches require that teachers assume the role of facilitators of the students' learning. In my personal case, I manage activities that promote communication and act as an advisor answering questions and monitoring performance. I intend to guide my students to become successful communicators who are responsible of their own learning and benefit from working and socializing with others. They also take other responsibilities like forming and assigning roles, which leads me to assume the less dominant role of a monitor who listens to his learners for their accuracy and fluency or checks to see whether activities

are going to plan and that the students are focusing on the task (BBC n/d).

### The Role of the culture

Before, it might have been common to find students in a situation where, even though they understood the vocabulary and grammar, they were unable to convey meaning. Often, this happened because they lacked the background references necessary to carry the task. Fortunately, globalization and ICT have helped me reduced these barriers in my classes. According to Murray, Yang, and Allen (2002) “the widespread adoption of educational technology in academic settings is driving literacy beyond traditional oral and print media to online, electronic, and multimedia texts”. The fast-growing pace of ICT has brought various opportunities in presenting new content and has influenced how our students read, write, and communicate. I offer my students information from different textual sources which gives them the opportunity to recognize and appreciate some differences between their own culture and the culture of an English-speaking country. Thus, through cultural awareness I help my students grasp understanding and use the L2 more appropriately, considering that comprehension of the source text is not only based on its language and grammar, but also on how much culture is known from the target language.

### **Lesson Plan / Teaching Sequence**

#### Students and setting

Public UNAM high school, although some of the classes I teach are part of Vocational elective course that students take after school hours. Students are boys and girls 16-17 years old and have an A2 level according to the ECFR, they have 120 hours of previous instruction although some of them have studied English before in junior high school or elementary school. There are 18 students in class.

Classes meet for three fifty-minute period every week. They are online due to the COVID 19 pandemic. The class I teach is English for the tourism industry and this unit is about foods and drinks. We do not use a textbook in class, instead, we use online authentic materials and teacher-designed e-handouts.

Students have checked a variety of recipes in blogs as well as YouTube videos from English speaking countries. This lesson they will work in small groups to prepare some food and later they will videotape a cooking show. The videos will be shown at the end of the year on the Student Presentation Day.

Before this lesson I have indicated the guidelines for the project and have given students some e-handouts of recipes adapted to focus their attention on vocabulary, collocations and useful expressions used while cooking. At this point students are already familiar with the language they need to give and follow instructions to prepare simple foods –names of foods, utensils and kitchen equipment, common verbs used while cooking, etc. Students have also written a draft of the recipe they are presenting and have already formed teams and negotiated their roles in the cooking show they will present. This class they will prepare and rehearse in route to recording the final video.

#### Learning objectives / Expected results

During this lesson students will form groups to give and follow instructions to prepare different foods or drinks. They will apply vocabulary, collocations and useful expressions they have learned in previous lessons. They have checked various sources such as videos, texts and magazines and have taken notes that are useful to complete their project: prepare food and drinks. Students who are watching will evaluate the performance of those who re cooking and will use a rubric we have created to help evaluate the presentations. They will also work together to evaluate other projects and comment on their classmates' work. (A copy of the rubric is included.)

#### Syllabus

“Foods and drinks” is the fourth of ten units in the program for *Estudios Técnicos Especializados* (known as *Opciones Técnicas Especializadas* before). The program intends students to learn to give directions to prepare foods and drinks but assumes that they already know vocabulary or have the previous knowledge needed to successfully fulfill the objectives of the unit. Thus, I have chosen materials that introduce students into the topic first, and then other set of audiovisuals that allows them to get in touch with real

language samples.

a) **Cuarta Unidad:** Alimentos y bebidas.

b) **Propósitos:** El alumno describirá la preparación de diversos platillos y bebidas.

HORAS	CONTENIDO	DESCRIPCIÓN DEL CONTENIDO	ESTRATEGIAS DIDÁCTICAS	PROPUESTA DE EVALUACIÓN
8	4.1. Dar indicaciones para elaborar un platillo.	Cut some carrots Simmer for 35 minutes Add celery and fry Preheat oven to 375°F	Práctica auditiva: revisar videos de reconocidos chefs internacionales e identificar el vocabulario más utilizado.	Contextualización: los alumnos intercambiarán información mediante juegos de roles.
7	4.2. Dar indicaciones para elaborar bebidas.	Take a glass Add two measures of rum Give it a good shake First/ next/ then/ finally	Practica de lectura: leer recetas de cocina y de preparación de bebidas.  Práctica oral: dar indicaciones de cómo preparar bebidas y platillos.  Práctica escrita: diseñar recetas para preparar bebidas y alimentos.	Llenado de recetas de preparación de alimentos y bebidas.  Elaboración de un video de recetas de cocina.

#### Didactic materials used in the lesson

As English teachers we can use several resources to better our teaching and the learning of our students. Needless to say, we can use various materials in different ways to reach our objectives and help our students develop the expected learnings. Today, in our list of didactic materials we can name printed like textbooks or handouts, audiovisual like videos, presentations or online exercises, and multimedia like DVDs or online language games -each of them serving a number of specific purposes. However, it hasn't always been like this.

I teach vocational studies in the area of tourism, and have not found a text book that matches the program of studies I follow. Thus, I have come to design or find materials online that help me cover the contents and objectives of every lesson. For this assignment, we will compare and analyze the materials I use to teach Unit 4, Foods and Drinks.

a) **Cuarta Unidad:** Alimentos y bebidas.

b) **Propósitos:** El alumno describirá la preparación de diversos platillos y bebidas.

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7	4.2. Dar indicaciones para elaborar bebidas.	Take a glass Add two measures of rum Give it a good shake First/ next/ then/ finally	Practica de lectura: leer recetas de cocina y de preparación de bebidas.  Práctica oral: dar indicaciones de cómo preparar bebidas y platillos.  Práctica escrita: diseñar recetas para preparar bebidas y alimentos.	Llenado de recetas de preparación de alimentos y bebidas.  Elaboración de un video de recetas de cocina.

“Foods and drinks” is the fourth of ten units in the program for *Estudios Técnicos Especializados* (known as *Opciones Técnicas Especializadas* before). The program intends students to learn to give directions to prepare foods and drinks, but assumes that they already know vocabulary or have the previous knowledge needed to successfully fulfill the objectives of the unit. Thus, I have chosen materials that introduce students into the topic first, and then other set of audiovisuals (authentic materials) that allows them to get in touch with real language samples.

Since I don't have a textbook nor a table of contents, I selected these materials following the Program of studies. In the context of preparing food and drinks, the language function identified is Following instructions, which in time can become a social practice of the language that is Following instructions to prepare foods and drinks.

Thus, I selected materials that provided students with ample opportunities to practice the vocabulary verbs used in the kitchen) and grammatical structures (imperative) associated with it. Then, it was necessary to plan activities that would allow structured practice under my guidance as a teacher, and at the same time activities that would lead to freer practice in both, oral and written, the aforementioned to successfully convey this language function.



I also deal with multilevel classrooms, which makes it necessary to differentiate students according to their proficiency levels. I have learned that mixing strong and weak students and engaging them in collaborative work allows them to improve academically, whether they are the students being tutored and the students doing the tutoring.

In this selection of vocabulary exercises, we can see one main difference: while the first one focuses only on students learning the vocabulary in an out-of-context setting, the second one give them the opportunity to see and heard the verbs used in context. This video exposes students to a greater variety of language forms, although the focus of this activity is the use of the imperative for a communicative purpose: following instructions. This type of exercises present opportunities to use in context vocabulary (kitchen verbs) with a grammar structure (imperative), meaning (give instructions), and use (to prepare foods and drinks).

Even though this happens in an artificial setting, the activity provides with opportunities to integrate aspects of language in context -thus follows the principles and ideas of Austin’s book *How to Do Things with Words*, which naturally resembles the Curricular Foundations in the National English Program in Basic Educations, that in its Teaching guidelines states that “Teachers must understand the essence of the subject matter (social practices with the English language), such as the “doing with”, “knowing about”, and “being through” the language” (SEP, 2011). In other words, it is important that students learn to see the language not only as a set of words or grammar rules to memorize, but rather as an instrument of meaningful communication and communication skills.

*Procedures / Sessions*

<b>Lesson Stage</b>	<b>Teacher does/says . . .</b>	<b>Students do/say . . .</b>	<b>Session</b>
Pre teaching	Will review previous work with class as a whole.	Will use e-handout to review class with the	1

	Will review handouts to make sure they are all complete and correct.	teacher.	
Pre teaching	Will review video with cooking verbs with class as a whole.	Will take notes and read aloud some of the expressions noted.  <i>Break the eggs into a glass bowl.</i>	1
Teaching	Will have students to complete e-handout 2.	Will work individually to complete e-handout 2.  Will work in pairs or small groups to complete answers.  <i>What is your answer in number one?</i>  <i>Is number two Sift together the dry ingredients?</i>	1

Teaching	Will send link for students to watch the videos <i>Can you cook?</i> and <i>This is Britain: Food</i> .	<p>Will watch the videos and activate subtitles if necessary.</p> <p>Will take notes on the phrases they see/hear.</p> <p>Will read aloud to check pronunciation.</p> <p><i>Add two tablespoons of baking powder.</i></p> <p><i>Heat a griddle or frying pan.</i></p>	1
Post teaching			
	Will work with students to prepare their presentations using the al the information seen so far.	<p>Will work in teams to prepare their presentation.</p> <p>Will rehearse and use the rubric to make sure they cover all points.</p>	2

	<p>Will ask the first team to present their project to class.</p> <p>Will check to help with vocabulary or pronunciation if necessary.</p> <p>When first group is in the kitchen area:</p> <p><i>Please hand your recipe to me.</i></p> <p><i>Now, you are going to present your recipe to the class. First, present the name of your food and tell something about it. Then show and name the ingredients and utensils to be used.</i></p> <p><i>Finally you will have to prepare your food and record a video of it. Remember to talk while you are cooking by giving cooking tips, etc.</i></p> <p><i>Those in charge of recording check devices to make sure everything is OK, sound, light, etc.</i></p>	<p>Will say the name the food as well as the ingredients and utensils to be used.</p> <p>Sample language:</p> <p><i>We are going to prepare...</i></p> <p><i>For this recipe we need...</i></p>	3
	<p><i>Now that you have presented your food it is time to start preparing it.</i></p>	<p>Will prepare their food and record the cooking show at the same time.</p> <p>Sample language:</p> <p><i>Make sure you wash the vegetables well.</i></p>	3

		<p><i>We are going to sift the dry ingredients together.</i></p> <p><i>We are going to make a well in the center to pour the rest of the ingredients.</i></p>	
	<p>Will make sure that students communicate in English when offering or receiving food, and also when they are organizing to tidy their working area.</p>	<p>Will offer food samples to other students.</p> <p>Sample language:</p> <p><i>Do you want to try?</i></p> <p><i>Do you want some?</i></p> <p><i>Do you need a napkin?</i></p>	3
	<p><i>It is now time for the second team to present their recipe...</i> Same process will repeat with two or three teams more if time allows.</p>		4
	<p>Will go over the rubric orally, asking the following questions.</p> <p><i>Did the first team introduce their food?</i></p> <p><i>Did they mention the ingredients they were using?</i></p>		4

	<p><i>Did they mention the utensils and kitchen equipment they were using?</i></p> <p><i>Did they say when is their food eaten?</i></p> <p><i>Did they use the serving expressions learned in class?</i></p> <p>Do after each presentation.</p>		
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*Intercultural Component*

I offer my students information from different textual sources which gives them the opportunity to recognize and appreciate some differences between their own culture and the culture of an English-speaking country. Thus, through cultural awareness I help my students grasp understanding and use the L2 more appropriately, considering that comprehension of the source text is not only based on its language and grammar, but also on how much culture is known from the target language.

*Evaluation and assessment*

It is important to consider how students can be assessed and what kind of feedback is ideal for them. Formative assessment aids teachers in reviewing, analyzing and improving the teaching-learning process, and allows them to know how the grasping of the language is taking place and what can be improved (U Oregon, 2009a). It gives hints at the students' instructional needs and helps gather evidence regarding how students approach and process information and complete tasks. To meet objectives, formative evaluation relies on cooperative evaluation activities that "provide opportunities for continuous improvement and possibilities for assessing individual and group outcomes in a supportive and stress reduced environment" (Gaith 2002). In addition, formative

assessment provides students with explicit feedback along the way and promotes adjustment in the ongoing teaching and intended instructional outcomes.

I intend to provide and promote a safe environment where students can share their ideas and take risks, where mistakes are conceived as a natural outcome of their learning and evaluation is understood as part of the learning process, not as a threat –following Krashen’s Affective filter hypothesis that states that “a number of 'affective variables' play a facilitative, but non-causal, role in second language acquisition” (Cook, 1991).

Concerning learner feedback, it is known to close the gap between where students are academically and where they want to be, helping them get the most out of their potential at different stages of training. Through the process of learning, teachers must guide students to self-assess and understand both peer and teacher feedback so as to increase their awareness of strengths and giving opportunities to improve and guidance on how to do it (McManus, 2006). Since feedback can affect both, the content of communication and the learning process that develops through it, it is important to use it in a way that not only shows that students have made a mistake, but helps them to self-correct. If students say something wrong, teacher asks for clarifications, e.g., You mean you prefer to eat pizza? Or Do you want to say “What about ordering a pizza”? Some believe that error correction is counterproductive as it can create adverse reaction, embarrassment or frustration, as a result, corrections to be didactically useful require a carefully thought plan of action that considers teaching methodology, objectives of the didactic unit where the error occurs, proficiency level and comprehensibility of students’ utterances. Also, since feedback can affect both, the content of communication and the learning process that develops through it, it is important to use it in a way that not only shows that students have made a mistake but helps them self-correct.

Teachers can also develop codes that help students self-correct whenever possible (Puchta, 2010). Feedback can be content-based or language-based, and can be given to individuals, small groups or to the whole class. In any case, we have to make sure to offer alternative non-threatening assessment, so that we can obtain reliable and useful

information from our students' learning process, stages and linguistic, and based on that, apply the most appropriate error correction techniques.

While carrying out speaking activities, I use some of the techniques like ignoring unimportant mistakes, reformulating or asking for clarification. I have noticed, though, that I seldom use delayed feedback, which could also be useful. When it comes to providing feedback to students' writing, it is fundamental to consider the characteristics and context of the students as well of the type of the writing itself.

Video: Language assessment and feedback in the ESL classroom

In this lesson, students form groups to give and follow instructions to prepare different foods or drinks. They apply vocabulary, collocations and useful expressions they have learned in previous lessons and used various sources such as videos and online texts. As the class develops, students work together to evaluate and comment on their classmates' work. Please follow the link to the video. Just click Accept and Download.

<https://wetransfer.com/downloads/d40a76f40b6b79149a37febc5fa4bc5120220619190427/6f338152b4863205787ae51d0aea13cd20220619190454/cb345e>

## **Conclusions**

In conclusion, classroom instruction must include a wide variety of situations designed to help students learn language, learn about language, and learn through language to provide a full range of opportunities for developing their oral communication skills.

I reviewed how communicative approaches have changed the way we see language, and language teaching, learning, and assessing. I also considered that teachers need to present a great deal of input and practice opportunities to develop receptive and productive skills that can help them handle real life communication more effectively -and how assessing can help in this task.



I have addressed the fact that although speaking and listening come as integrated skills, the latter requires teachers to understand that providing students with authentic listening opportunities can help them handle real life communication more effectively. Teachers need to present a great deal of input opportunities to develop both bottom-up and top-down listening skills.

It must be clear that students should not be expected to understand every word they read or listen. In other words, I explored the importance of offering students a grasp of real language samples that help them understand how native speakers use language for actual communication. I also stressed the importance of exposing students to a substantial amount of authentic materials in which the students should not be expected to understand every word as they listen.

I explored the importance of authentic materials in terms of how they can give students a grasp of real language samples that help them understand how native speakers use language for actual communication, and how peer and self-assessment, as well as teacher assessment, contribute to formative feedback, which in turn has allowed me to try out new ideas and evaluate their effectiveness.

It should be clear from the arguments above that engaging students in activities that are meaningful to them will motivate them to use the language more freely. For this I planned activities that take students into using the L2 rather than just practicing language forms and/or vocabulary, since language can't "be conceived as a simple list of instructions or activities to do with students, but as curricular contents, whose clear intention is to teach what a competent English speaker knows how to do to successfully participate in activities with language in different social contexts" (SEP, 2011).

Students also explored and used information from different textual sources, not only textbooks or adapted materials. They also created their own oral and written texts (recipes) and had the opportunity to edit their own oral and written texts and the text of their classmates, focusing on grammar, spelling and punctuation, or pronunciation and fluency. These lessons were appropriate to students because they scaffolded and used cooking vocabulary and collocations to explore and write food recipes, which in turn gave

them the opportunity to recognize and appreciate some differences between their own food culture and the culture of English-speaking countries.

In summary, this paper has tried to illustrate and analyze the strategies used to teach all four skills and the guidelines for developing and assessing listening, reading, writing, and speaking activities as well as the importance of including various didactic and authentic materials and at the same time highlight the importance of giving students opportunities to create their own texts and to edit and evaluate the work of their classmates using guidelines and the appropriate assessing tools.

## Appendixes

Handout 1

Teacher adapted handout. Instructions for handout are given orally to class.

### Banana Nuts Pancakes

#### Batter

1/2 cup / teaspoon of all-purpose flour	1/2 tablespoon / cup of milk
1/4 cup / liter of crushed nuts	1 small / big egg
1 portion / teaspoon of baking powder	1 pinch / tablespoon of butter
1 pinch/piece of salt	1/2 soft /ripe banana, mashed
1 gram / tablespoon of white sugar	

#### Directions

serve   heat   cook   pour   scoop   flip   add   sift   melt   mix

\_\_\_\_\_ together the flour, baking powder, salt and sugar in a large bowl.

\_\_\_\_\_ the butter in a pan.

Make a well in the center and \_\_\_\_\_ in the milk, egg and melted butter;

\_\_\_\_\_ until smooth.

\_\_\_\_\_ the crushed nuts.

\_\_\_\_\_ a lightly greased griddle or frying pan over medium high heat.

Pour or \_\_\_\_\_ the batter onto the griddle or frying pan.

\_\_\_\_\_ until edges become crisp and bubbles have formed on the top.

\_\_\_\_\_ the pancakes and continue cooking until the bottom of the pancakes are browned.

\_\_\_\_\_ with apple sauce, crushed nuts and sparkle icing sugar to decorate.

### Sauce

1/2 cup of maple syrup    1 apple    1/2 cup of crushed nuts    1/2 cup of icing sugar    1/2 banana

### Directions

1/2 of pieces the chop large apple in.

chop very apple the in 1/2 small of pieces.

1/2 the banana very small chop of in pieces.

of the large syrup in apple blender mix pieces and the maple.

in serve a small bowl.

the of add pieces and small banana apple Mix.

### Handout 2

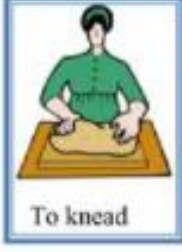
Rubric for evaluating presentations

Did the first team introduce their food?	Yes	No
Did they mention the ingredients they were using?	Yes	No
Did they mention the utensils they were using?	Yes	No
Did they mention the kitchen equipment they were using?	Yes	No
Did they say when their food is eaten?	Yes	No
Did they use the serving expressions learned in class?	Yes	No

e-handout: Cooking verbs

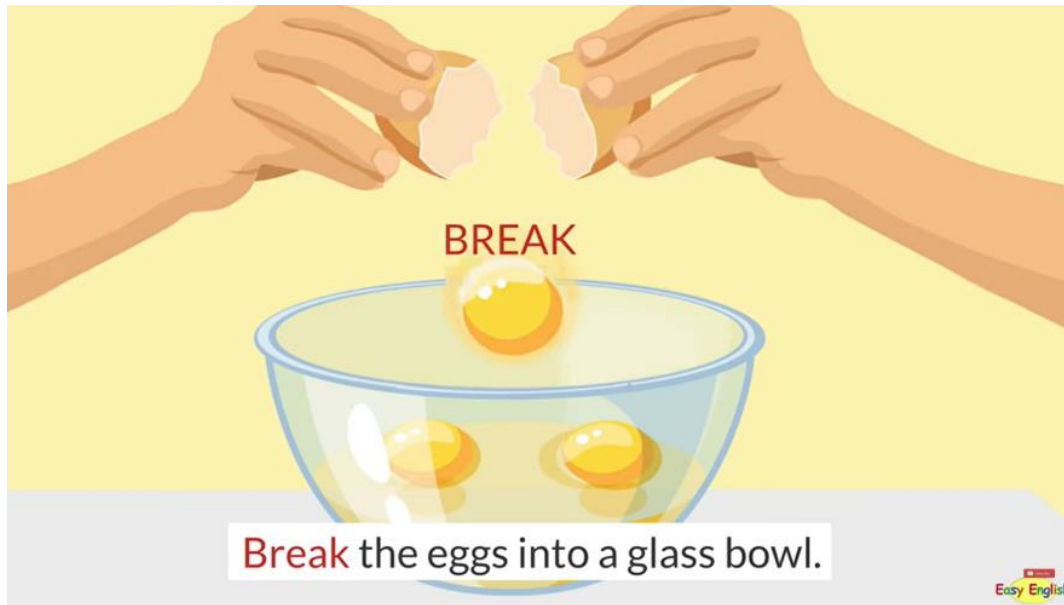
[https://en.islcollective.com/preview/201208/b2/cooking-verbs-pictionary-picture-dictionaries\\_28789\\_1.jpg](https://en.islcollective.com/preview/201208/b2/cooking-verbs-pictionary-picture-dictionaries_28789_1.jpg)

# Cooking verbs



Video: Cooking verbs

<https://www.youtube.com/watch?v=oqfh5i5Zfcs>



Video: The science behind the perfect brownie

<https://www.youtube.com/watch?v=HlonKbKM-tE>



Video: How to make easy pancakes

<https://www.youtube.com/watch?v=LWuuCndtJr0>



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Matrícula:	210926173		
Domicilio:	Martín Mendelso 1754, 701, Acacias, Benito Juárez		
Teléfono:	551 7967227		
Correo electrónico:	210926173@gupn.mx		

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