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PROPUESTA DE INTERVENCIÓN EDUCATIVA “A SWEET TASTE OF CULTURE”

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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Introduction

The title of my project is “A Sweet Taste of Culture” because it refers to food (something that we enjoy and love). As interculturality needs to be taught in our classrooms to have open-minded students where differences will not be a problem and they are seen as a source of learning, it is necessary to know, respect and be proud of our own culture and roots to do the same with others, therefore it is necessary to start from home.

The paper is divided into four chapters. Chapter 1 is called Philosophy and Theory which takes into account my career as an English teacher starting with my experience as an English student at UPIICSA (Unidad Profesional Interdisciplinaria de Ingeniería y Ciencias Sociales y Administrativas).¹ In this place, I was taught English with the Grammar Translation Method (at that time, linguistic competences were more important than communicative competences). It was a little bit hard because when I finished all the levels, I could not speak in English, so the best solution was to start the courses again.

Nowadays, I work in the same school where I studied English; the school is very big and most of the classrooms are equipped with a projector and a TV or one of them, so the used of TIC's are common in my English classes. The school has a great variety of students from 18 years old or older and they are studying English for many reasons. After that, I talk about my personality and preferences. Educational background is mentioned and I would like to say that I have a degree in Foreign Affairs at UNAM (Universidad Nacional Autónoma de México), but now I am very proud of being an English Teacher. Finally, I talk about the Communicative Language Teaching and the Task-based Approach used in my lesson plan and in my English classes from now.

Chapter 2 is called Methodology and Practice which covers two interesting parts, the first one refers to assessment and some of its characteristics are focused on assessing receptive and productive skills (reading, listening, speaking and writing)

¹ It is a university from Instituto Politécnico Nacional (IPN).

because the lesson plan LP covers all of them. The second part talks about the Communicative Language Teaching, the methodology which the lesson plan is based on and the Task-based Approach, the approach I used in all the activities developed in the LP. After that, the lesson plan in action describes all the stages of the Task-based approach. At the end, there is a picture with the evidences of all of it.

Chapter 3 includes my Experience Report where I explain all that was done during the one-hour of assessment for four days. In addition, the problems in class were reported and there is a picture which shows the activities done by my students.

Chapter 4 includes my conclusions about the lesson plan in action and the changes I am planning to do in my English classes due to all the knowledge learned in this specialization. At the end of this project, the appendixes and references are mentioned. The appendixes were done by me or were adapted from authentic material taken into account the level of my group (Basic 3, A2). Online books, website pages and the readings of Module 3 were used to elaborate this project.

At the beginning, the assessment was designed for an Intermediate level. Nevertheless, I did not have time to assess the group because the courses at UPIICSA last one month. Instead of it, I was given a basic level and decided to adapt all the activities to continue with the lesson plan.

Click on the link to access to the **Power Point Slides, the video for the listening activity and the video of the lesson plan in action:**
https://drive.google.com/drive/folders/16pEq4lX9wbgKXnxOJbt9jKTrX-MAB6C8?usp=share_link

Chapter 1: Philosophy and theory

1.1 My own experience as a second language learner

My name is Haydeé Rodríguez Mendoza, I have a degree in Foreign Affairs at UNAM² and I have lived in Mexico City all my life. I started to study English at secondary school, but I was not able to learn anything as I was a very bad student in this subject. Every time a teacher asked me the answer of an exercise, I shook (believe me, I suffered a lot). When I started high school, I had the same problem, so I was depressed and I hated English. Learning a second language was a real challenge, but I wanted to study Foreign Affairs, so I started my English studies at UPIICSA,³ a school from IPN (Instituto Politécnico Nacional) because it is near my home.

At that time, I made a big effort and I repeated some courses most of the time, the exams were really difficult. I memorised words and structures, and it was horrible because when I finished all my courses (basic, intermediate and advanced levels) I couldn't speak in English very well, I did not trust myself and I felt pretty frustrated, so I gave up and I thought "I will never learn English".

When I finished my major (2004), I had to learn English because I didn't have any other choice. I started to study it in the same school (UPIICSA) because any other courses were extremely expensive. However, the story changed totally because when I finished all the levels I could speak in English and started to understand movies, songs and people. These skills gave me confidence, but I am a very shy person, and speaking is not easy. However, being an English teacher has helped me face my fears.

When I was in my last English level, my teacher asked me if I wanted to study the Teacher's course. At that time, I was out of work and I thought "this opportunity can help me because when I finish the Teacher's course, they will hire me" and I accepted to study

² Universidad Nacional Autónoma de México.

³ Unidad Profesional Interdisciplinaria de Ingeniería y Ciencias Sociales y Administrativas.

and changed my career. The course lasted one year (2013-2014) and I had the opportunity to learn different methods to teach English.

1.2 My experience as a teacher in the school where I work

At the end of 2014 the language coordinator gave me the opportunity to work for UPIICSA, I had a five-hour course every Saturday, and I remember that I was terrified because I am a very shy person, so I could not speak in front of people, but I did it. I am very demanding with myself and when I made a mistake, I felt very bad, and I started to think “I am not good enough at teaching English, I am very bad at doing this”, but I did not have another option because I did not have another job, so I just kept going.

My first lessons plans were very difficult because I gave a five-hour course (the courses lasted 5 hours before) every Saturday. Fortunately, the principal of UPIICSA had a great idea; he ordered to put projectors in every classroom, and I thought “I can use technology in my classes”, so I spent hours making presentations in Power Point. At the beginning, I wrote all the information, but I noticed that my students got bored because I only read and explained the information. I said, “I will give them part of the information and elicit the missing information from them” and it worked. I can say that I have all the courses, from Basic 0 to Intermediate 2, in Power Point (unit by unit), and I update them constantly because if I do not like something or if I consider that I can improve or complete the information, I just do it.

We have given classes online since the Pandemic (2020) started. At the beginning, I was afraid of doing it, but I have every unit in Power Point, so it was easier and my students let me know they like my classes, they send me messages and congratulate me which is remarkable and invaluable because I thought I was a very bad teacher. Nevertheless, I need to learn more to be a good English teacher. Although, I use TIC’s and some of my students like my classes, I strongly believe I need to improve every day.

I have worked at UPIICSA for 9 years which has a centre of language, the CELEX (Centro de Lenguas Extranjeras). This centre was built because the authorities from that school want their students to learn a second language (English, French, Italian or Russian). The centre had a lot of demand and opened its doors to the public (externos). The courses are divided into (Basic, Intermediate, Advanced and Upper levels) one introductory course, five basic courses, five intermediate courses, six advanced courses and five upper courses. I only have B2 (FCE), so I am allowed to give from B0 to Intermediate 2. For me it is great because I love Basic levels, in my opinion this kind of students pay attention all the time, they are really funny and do not hesitate to do all the activities.

The school offers English courses from Mondays to Fridays (weekly); the classes meet every day for two hours each and the course lasts one month. It is important to say that all weekly courses are online. Another kind of course is called Intensive because the course lasts 1 month, but learners have to study English online for four hours every day (Monday to Friday).

The school has three more schedules: Saturdays (Sabatinos) where students take six-hour classes and the course lasts 2 months; Sundays (Dominical) where learners take six-hour classes and this course lasts 2 months as well; Saturdays and Sundays (Combo) of 12 hours divided in two days, and this course lasts 1 month. All these courses are face-to-face.

I have two groups (online) during the week, so I only work four hours every day. Apart from that, I have a Combo group working 12 hours on the weekend (face-to-face). I mean, I have three groups in total, and I have different students every month because the courses last one month. I have worked with different books through these years such as World English, Traveller, Empower and the most recent, Evolve. Fortunately, I learnt English with a book called New Headway which is my favourite.

Evolve is divided into five sections of 12 units; 2 grammar-vocabulary sections, 1 functional language section, 1 writing section and 1 speaking section. To be honest, I only check the first four units because I do not have enough time, I need to check four different units, two for the Midterm exam and two more for the Final Exam; I mean, four units has to be seen in a short period of time (a month). We are under pressure all the time. Grading exams is done every two weeks. In addition, students at this school pass the course with 80 points without exception, the exams are not written by me, there are teachers that have that function at UPIICSA, and I cannot be a participant in that task.

Regarding my students' profile, they are 18 years old and older, most of them study at IPN and the rest are from different schools or they are graduated. We have administrators, accountants, engineers, doctors, managers, workers, parents, housewives, etc. They really want to learn a second language because they need to get a degree, a better job, a promotion, earn more money (instrumental motivation) or they just want to travel and communicate with English speakers (intrinsic motivation), a few of them take English classes because their parents oblige them. We have students with a low and high economic level, some of them take their English classes through their cell phone because they do not have computers or laptops, but the most important thing is that they want to learn a L2.

1.3 My personality and preferences

Being a teacher has been a hard process because I am very shy and it is very hard to start a conversation. I prefer to be and work alone, but when I am in front of my students, I become a different person because I need to speak in English and I even make jokes.

I started to teach in English in the same way I was taught, I mean, using Grammar Translation Method, but I knew a very good teacher who told me "teach English like you would have wanted to be taught" and these simple and easy words made me understand and changed my teaching philosophy. I am very visual, so I started to use Power Point

slides, and it worked, students pay more attention than information written on the whiteboard with only one slide about grammatical rules.

At the beginning of my teaching career, I could not manage my own classroom because I was very shy and I felt my students did not pay attention to me. Nevertheless, I started to raise my voice and stood up showing self-confidence and little by little I started to be seen like an authority, but I am not a person who is seen like a bossy or strict person. I try to be and look like a teacher who students can trust and ask anything that they want because any question is very important. Politeness is everything in my classes, if somebody is speaking, everybody has to be in silence, and respect others is the most important thing. Bullying is not allowed in my classroom. Nobody is allowed to laugh at others.

Assessing my students was not in my plans, but now I have learnt that assessments are necessary to make changes in my classes in order to help my students to develop the four basic skills in the target language. The courses and levels at UPIICSA lasts one month, so I have time to assess them once using the appropriate techniques and I can make informal assessments every class.

1.4 Educational background

I took the teacher's course at UPIICSA, it lasted one year (500 hours) which took into account the following subjects: Propaedeutic, Psycholinguistics, Linguistics, Methodology, Skills Development, Teaching Grammar, Evaluation and Teaching Phonetics Team Teaching.

Currently I have almost finished my Especialización en Enseñanza y Aprendizaje de Inglés como Lengua Extranjera and what I want to do is to apply the different stages (pre-, during- and post-) in the reading and listening because students' reactions and results changes in a positive way carrying out these steps. I would like to put into practice

the TBLT with some adaptations because students need to solve little problems using the target language to prepare them for the life and if I am able to help them, I will do it.

Moreover, all the skills are taught as a whole, we cannot separate them (integrative skills), so if teachers plan assessments, we are able to assess them quickly and easily with practical activities. In addition, I am very excited to promote interculturality in my classroom because everyone has to be free to express their ideas freely without hurting people's feelings. I have realized that being different is something good and knowing more about other worlds is really interesting and gives us the opportunity to learn from others and use that knowledge to improve our lives and be a better person.

1.5 Specific method or approach

I need to follow the methodology known as Communicative Language Teaching (CLT) in my job, focusing on communicative competences rather than linguistic competences and my favorite approach is the Task-based Approach. We used this approach giving one point for every task that students accomplished, but the way of grading our students has changed. Now I want to retake the Task-based Approach because students really get involved into "real situations" that have to be solved using their mother tongue and the target language. In this approach, grammar is given at the end of the task-cycle which is something new because I always start with the grammar section, so big changes have to be done in my lessons plans.

In my classes, the motivator role is part of my personality because I always give my students the confidence to express their ideas without criticizing or judging them, and if they use their mother tongue, I say "now try to express your idea in English" and they do it. The role of advisor is played because I answer all their questions and clarify any doubts and try to monitor their performance as much as I can.

Finally, I would like to say that I love ludic activities, games are part of my classes (memory games, crossword puzzles, word searches, find someone who, etc.). Students

learn from games because they remember information when they play, games become significant. If a learning is significant, learners keep the information for a long period of time and they use that information, they will never forget it.

Chapter 2: Methodology and Practice

2.1 Assessments

Testing and assessing are not synonymous terms. Tests are prepared administrative procedures that occur at identifiable times in a curriculum when learners muster all their faculties knowing that their responses are being measured and evaluated. Assessment, on the other hand, is an ongoing process that encompasses a much wider domain. Whenever a student responds to a question, offers a content, or tries out a new word or structure, the teacher subconsciously makes an assessment of the student's performance. (Brown, 2004, p.4)

Students need to be assessed because in some cases the exams or tests do not give us a real result of our students' performance, abilities and competences. The teacher assesses students every day consciously or unconsciously, and that information has to be analyzed to make students be aware of their advantages and disadvantages and work on it in the classroom and at home.

2.2 Informal or formal assessments

Informal assessment can take a number of forms, starting with incidental, unplanned comments and responses, along with coaching and providing feedback to the student. Examples include saying "Nice job!" "Good work!" "Did you say *can* or *can't*?" Informal assessment does not stop there. A good deal of a teacher's informal assessment is embedded in classroom tasks designed to elicit performance without recording results and making fixed judgments about a student's competence. (Brown, 2004, p. 5)

A good teacher assesses his/her students. However, it is important to have our

findings in a file to analyze them and start to do something with it. For example, teachers could plan classes according to students' necessities and identify their disadvantages in the learning process, in that way teachers need to modify the way of teaching or make them practice a specific content, syllabus or skill.

Formal assessments are exercises or procedures that are systematic, planned sampling techniques constructed to give teacher and student an appraisal of student achievement. (Brown, 2004, p.6) This is what we need to do in this project, because the only way to know about our students' advantages and disadvantages is to assess them formally. The exercises in the textbooks are not enough to develop the main skills, teachers need to provide their students the best tools and learners need to do extra job at home (being exposed to the second language).

2.3 Assessing Receptive Skills

Traditional assessment considers the following formats: multiple-choice, true/false, dictation, and cloze formats. These ones are also mostly used in Norm Referenced Tests for standardized assessing EFL purposes. Standardized and traditional tests focus more on finite knowledge or facts, than on how the language is used. Moreover, traditional assessment (TA) provides more objective assessment measures than Performance Based Assessment.⁴

In my lesson plan, I used both (TA and performance based assessment) because they are very useful. The TA gives me an objective measurement and with the Performance Based Assessment I can obtain a real use of language in situations that learners will probably have in the future.

2.3.1 Multiple-choice (MC)

It is very popular among teachers because it only has one correct answer, especially when the institution has a big population. In addition, the time that teachers

⁴ Information taken from Module 3, Lesson 5.

take to score this section is brief. This kind of exercise has some disadvantages such as students cannot provide reasons about why they choose one or another response. Apart from that, MC format tests focus on language recognition, and not on language production.⁵

I decided to use a multiple-choice test because it is very common in the Mid-term and final exam in my school, so my students need to practice a lot and I consider that is easy to mark as the number of students in each classroom is very big. Analyzing marks, if students get 3-5 score, the evaluation has to be considered as good.

The multiple-choice exercise is one of my favorite assessments because the questions are in order according to the reading, so they are not selected at random. Apart from that, the obvious way of reducing the chances of answering by guessing is to give more than one alternative answer, in this case, the multiple-choice was my best option. Although distractors are given, they confuse students because learners believe that all the options can be possible. However, learners have to identify one or two mistakes in each option to choose the correct one.

In my experience, this kind of exercise is very useful to grade exams and give students feedback. However, when teachers write the options (three or five), they really have to think of smart possibilities to avoid a low level of difficulty because learners can lose the attention on the exercise if it is not a real challenge for them. On the contrary, if the level of difficulty is too high, learners will give up sooner.

One strategy that I use with my students is to underline the information on the text where the answer is given in order to be very sure about the correct option. Teachers who prepare the exams for intermediate levels in my school use the multiple-choice exercises in the mid-term and final exam. However, for basic levels they use of True/False tests in the reading section are very common, so students are very familiarized with it.

⁵ Information taken from Module 3, Lesson 5.

2.3.2 True/false

It is very common in TA as well. It is mostly used to assess reading comprehension, grammar, and vocabulary. Differently from MC tests, true/false tests have only two possible answers with a fifty percent possibility each, so students have a fifty percent chance to succeed which is an advantage that why the result may show some kind of subjectivity or inconsistency in interpretation.⁶

In the lesson plan, I use a video about Aztecs food (authentic material) where extensive and selective kinds of listening are used. I prefer that students listen to catch the general idea and in the second “play” they listen again to answer the True or False exercise. The video lasts 10 minutes approximately, so I decided to use a cloze exercise which is not easy. However, learners need to listen more and more authentic material to get used to the word sounds.

To be honest, I used this test in the listening section because the same as MC test are exercises which appears in the exams made at UPIICSA. However, even if students have fifty percent change to succeed, it is not always a rule. Students have a lot of trouble in the listening section, that is why I decide to use it because it is a good practice for them.

2.3.3 Cloze

These are designed to test grammar and/or vocabulary, but they can be modified to focus on any discrete aspect of language. These tests are usually made of a sentence or a small paragraph. Obviously, a cloze test has to be designed based on student’s vocabulary level. The best way to assess the test is designing an “exact word” answer. The test should include a word bank used once. Other options may be ambiguous with a high level of difficulty.

⁶ Information taken from Module 3, Lesson 5.

The second exercise of the listening assessment is a cloze, but I did not use a word bank because it could be very easy to answer it and students need real challenges to be conscious of their advantages and disadvantages, in that case students and teachers are able to make decisions about teaching and learning process.

In a listening cloze, deletions are governed by the objective of the test, not by mathematical deletion of every nth word. Listening cloze tasks should normally use an exact word method of scoring, in which you accept as a response only the actual word or phrase that was spoken and consider other appropriate words as incorrect. Such stringency is warranted; your objective is, after all, to test listening comprehension, not grammatical or lexical expectancies. (Brown, 2004, p.126) In the cloze exercise, the words removed are the words seen in the vocabulary that learners practiced in a previous exercise to reduce the high level of difficulty.

2.4 Assessing Productive Skills

2.4.1 Assessing Speaking

From a pragmatic view of language performance, listening and speaking are almost always closely interrelated. While it is possible to isolate some listening performance types, it is very difficult to isolate oral-production tasks that do not directly involve the interaction of aural comprehension.

In the lesson plan, I use a multiple-match exercise where students have to read the description of some of most famous international dishes around the world to match them with the correct name and country. I consider it is necessary to give student an input to let them speak freely, but respectfully. Then students have to work in trios to create a new dish based on an international dish with a Mexican touch. The best idea will be part of the menu in one of the most famous international restaurants in Mexico City. Finally, they have to mention their reasons to create that dish.

While speaking is a productive skill that can be directly and empirically observed,

the freedom of choice given to test-takers creates a challenge in scoring procedures. In receptive performance, the stimulus can be structured to anticipate predetermined responses and only those responses. In productive performance, the oral or written stimulus must be specific enough to elicit output within an expected range of performance. One solution is to assign not one but several scores for each response, each score representing one of several traits (pronunciation, fluency, vocabulary, grammar, comprehensibility, etc.). (Brown, 2004, p.140)

This is an important point because in my lesson plan I decided not to use a structure stimulus to anticipate specific responses, I preferred to use a stimulus where I expect my students to use a free performance. However, I have to deal with different traits that need to be assessed. A check list (**Appendix 2**) would be a very useful tool in my class, I am going to use each one to check groups of three (practicability).

2.4.2 Assessing Writing

Very few people learn to express themselves clearly with logical, well-developed organization that accomplishes a purpose. And yet we expect second language learners to write coherent essays with artfully chosen rhetorical and discourse devices. It follows logically that the assessment of writing is no simple task. As you consider assessing students' writing ability, as usual you need to be clear about your objective or criterion. (Brown, 2004, p. 218)

Assessing writings is an art because one has to pay attention on many things. On the other hand, make students write well-organized ideas is not so simple, but in my personal experience I have learned that if learners think of the basic structure (subject, verb, complement and time expression) before they start to write, they can avoid a lot of mistakes. It is very easy to add more words such as adjectives, adverbs, quantifiers, articles, modal verbs, etc. having this structure.

I decided to use a recipe to make students express their best ideas writing the

preparation of their favorite comfort food. They need to use verbs about cooking and follow a structure. A recipe can be a good start to assess my students through a check list (**Appendix 3**), this kind of task is perfect for beginner levels and it would be a pleasure to have a good tool to check learners' weaknesses and straightness. I need to write and give learners some feedback to express their ideas clearly, using the correct vocabulary and following a specific structure.

2.5 Communicative Language Teaching

Communicative language teaching can be understood as a set of principles about the goals of language teaching, how learners learn a language, the kinds of classroom activities that best facilitate learning, and the roles of teachers and learners in the classroom. (Richards, p. 2)

The Goals of Language Teaching. Communicative language teaching sets as its goal the teaching of *communicative competence*. They include the following aspects:

- ❖ Knowing how to use language for a range of different purposes and functions
- ❖ Knowing how to vary our use of language according to the setting and the participants (e.g., knowing when to use formal and informal speech or when to use language appropriately for written as opposed to spoken communication)
- ❖ Knowing how to produce and understand different types of texts (e.g., narratives, reports, interviews, conversations)
- ❖ Knowing how to maintain communication despite having limitations in one's language knowledge (Richards, p. 3)

How learners learn a language:

- ❖ Interaction between the learner and users of the language
- ❖ Creating meaningful and purposeful interaction through language
- ❖ Negotiation of meaning as the learner and his or her interlocutor arrive at understanding
- ❖ Learning through attending to the feedback learners get when they use the

language

- ❖ Paying attention to the language (the input) and trying to incorporate new forms into one's developing communicative competence
- ❖ Trying out and experimenting with different ways of saying things (Richards, p. 4)

The kinds of classroom activities that best facilitate learning. **Communicative practice** refers to activities where practice in using language within a real communicative context is the focus, where real information is exchanged, and where the language used is not totally predictable. For example, students might have to draw a map of their neighborhood and answer questions about the location of different places, such as the nearest bus stop, the nearest café, etc. (Richards, p. 5)

The Roles of Teachers and Learners in the Classroom. Learners now had to participate in classroom activities that were based on a cooperative rather than individualistic approach to learning. Students had to become comfortable with listening to their peers in group work or pair work tasks, rather than relying on the teacher for a model. They were expected to take on a greater degree of responsibility for their own learning. And teachers now had to assume the role of facilitator and monitor. (Richards, p. 5)

2.6 Task-Based Approach

Task-based Approach (also known as *task-based teaching*), is another methodology that can be regarded as developing from a focus on classroom processes. In the case of Task-based Approach, the claim is that language learning will result from creating the right kinds of interactional processes in the classroom, and the best way to create these is to use specially designed instructional tasks. (Richards, p. 30)

Pedagogical tasks are specially designed classroom tasks that are intended to require the use of specific interactional strategies and may also require the use of specific types of language (skills, grammar, vocabulary). A task in which two learners have to try to find the number of differences between two similar pictures is an example of a pedagogical task.

Real-world tasks are tasks that reflect real-world uses of language and which might be considered a rehearsal for real-world tasks. (Richards, p. 31)

Willis (1996) proposes six types of tasks:

- ❖ **Listing tasks:** For example, students might have to make up a list of things they would pack if they were going on a beach vacation.
- ❖ **Sorting and ordering:** Students work in pairs and make up a list of the most important characteristics of an ideal vacation.
- ❖ **Comparing:** Students compare ads for two different supermarkets.
- ❖ **Problem-solving:** Students read a letter to an advice columnist and suggest a solution to the writer's problems.
- ❖ **Sharing personal experience:** Students discuss their reactions to an ethical or moral dilemma.
- ❖ **Creative tasks:** Students prepare plans for redecorating a house. (Richards, p. 31)

2.6.1 Pre-task Activities

Introduction to Topic and Task

- ❖ T helps Ss to understand the theme and objectives of the task, for example, brainstorming ideas with the class, using pictures, mime, or personal experience to introduce the topic.
- ❖ Ss may do a pre-task, for example, topic-based, odd-word-out games. T may highlight useful words and phrases (vocabulary), but would not pre-teach new structures.
- ❖ Ss can be given preparation time to think about how to do the task.
- ❖ Ss can hear a recording of a parallel task being done (so long as this does not give away the solution to the problem).
- ❖ If the task is based on a text, Ss read a part of it.

2.6.2 Task Cycle

Task. The task is done by Ss (in pairs or groups) and gives them a chance to use whatever language they already have to express themselves and say whatever they want to say. This may be in response to reading a text or hearing a recording.

Planning. Planning prepares for the next stage where Ss are asked to report briefly to the whole class how they did the task and what the outcome was.

- ❖ Ss draft and rehearse what they want to say or write.
- ❖ T goes around to advise students on language, suggesting phrases and helping Ss to polish and correct their language.
- ❖ If the reports are in writing, T can encourage peer-editing and use of dictionaries.
- ❖ The emphasis is on clarity, organization, and accuracy, as appropriate for a public presentation.
- ❖ Individual students often take this chance to ask questions about specific language items. (Richards, p. 33)

Report. T asks some pairs to report briefly to the whole class so everyone can compare findings, or begin a survey. (N.B. There must be a purpose for others to listen). Sometimes only one or two groups report in full; others comment and add extra points.

- ❖ T comments on the content of their reports, rephrases perhaps, but gives no overt public correction.
- ❖ T sets some language-focused tasks, based on the texts students read or on the transcripts of the recordings they hear. (Richards, p. 34)

Practice. T conducts practice activities as needed, based on the language analysis already on the board, or using examples from the text or transcript.

Practice activities can include:

- ❖ Choral repetition of the phrases identified and classified

- ❖ Memory challenge games based on partially erased examples or using lists already on blackboard for progressive deletion
- ❖ Sentence completion (set by one team for another)
- ❖ Matching the past-tense verbs (jumbled) with the subject or objects they had in the text
- ❖ Dictionary reference with words from text or transcript (Richards, p. 34)

2.7 Lesson Plan in Action through Task-Based Approach

I titled my lesson plan “A Sweet Taste of Culture” because everybody loves food and it is a good topic to work with interculturality. I consider that if we know, respect, value and love our roots, we are able to do the same with other cultures, but we need to start from home.

Pre-task Activities (Introduction to Topic and Task)

- ❖ **Reading.** Students need to focus on an image which contains a lot of chocolate and then I ask them three questions related to this delicious product. This approach lets teachers use memory challenge games, so students have to work with one, a lotto game which contains key vocabulary to prepare them for the reading task.
- ❖ **Listening.** I use another image about the food of the Aztecs and students have to answer some questions related to the pictures to activate schemata. Secondly, students have to identify some words related to Aztecs food in a crossword puzzle.
- ❖ **Speaking.** Teacher will show students a picture of international dishes, making some questions to activate schemata. After that, learners have to read a short article about what comfort food is because they have to work in trios to talk about their favorite comfort food and their reasons.
- ❖ **Writing.** The strategy to show pictures is very functional, it helps to make students predict what is coming next (activation of schemata). I decided to select a picture about comfort food. After that, learners have to see how a recipe is structured because they need to write a recipe.

Task Cycle

a) Task

Reading. Learners have to read an article about the History of Chocolate and answer a multiple-choice exercise. They have to work in trios.

Listening. Learners have to listen and watch a video to answer two exercises, one is T/F assessment and the other one is a cloze assessment.

Speaking. Learners have to decide (trio work) the best idea to create a new dish based on an international dish with a Mexican touch, and they have to explain their reasons of their idea. The best one will be part of a one of the most important international restaurants in Mexico City.

Writing. Students have to write the recipe of their favorite comfort food.

b) Planning

Reading. Teacher has to explain that they need to work together dividing the article to read it aloud. Finally, they have to answer a multiple-choice exercise discussing what the correct option is and their reasons.

Listening. In the first part, students have to listen to an audio about Aztecs food do decide if the statements are true or false. The second part is to catch the correct word and fill in the gaps (cloze). They have to work individually and in order to follow the stages of this approach, students have to work to identify the missing words.

Speaking. Teams have to report briefly to the whole class how they did the task and their outcome. However, they will have the opportunity to rehearse what they want to say. I am going to monitor the class to give them suggesting phrases and polish their language. In this stage, students can have questions about grammar, so I need to pay attention on it to help them.

Writing. Students have to write their recipe following the correct structure.

c) Report.

Reading. Learners have to read the questions and the correct answer saying why they selected that option.

Listening. Some volunteers have to read aloud the text with the correct answers.

Speaking. Students have to tell us about their new dish and the reasons for it. Teams are allowed to ask any questions to the expositor team. Teacher has to take notes about students' performance correcting them in private.

Writing. Students have to explain to the class briefly how to prepare their favorite comfort food using peer correction and teacher's correction.

The idea of using an exercise about international dishes (speaking) is because I want students to see different kinds of food around the world (interculturality).

2.8 Material evidence



Chapter 3. Experience Report

3.1 Results

Skill. Reading

Assessment: Multiple-choice

Material:

- ❖ Memory Game
- ❖ Article titled “Chocolate: a short and a sweet history” (authentic material)

The activities in my lesson plan were planned for an Intermediate level, but the course finished last week and now I have a different level which is Basic 3 (A2).

In order to activate schemata, I asked them three questions about the image on the projection about the history of the chocolate. After that, I gave them vocabulary because the article has some key words, they made series of repetitions, then students played with a memory game (the game was made with an internet app). I consider that they really enjoyed the activity because they felt very excited. Then, they had to work in trios to read the article aloud and finally, they answered a multiple-choice exercise with three different options (a, b, and c). They underlined their answers on the text because at the end, they had to tell where they found the information in the article. My students really surprise me because they could read and answer the questions getting 3/5 on average.

Problems and solutions. When they were in the breakout rooms two teams were reading individually, so I had to interrupt and I gave them the same instructions and they started to do the activity, I monitored teams for a while, but I felt very nervous because I thought they could not finish the activity on time, but they did it. I consider that the article has easy words that they understood perfectly well. Nevertheless, I realized that students translated the most important parts of the article to answer the multiple-choice exercise.

I think this is inevitable because I cannot prohibit that kind of strategy. On the other hand, students have previous knowledge about L2 because some of them have been studied English in secondary and high school. In addition, they have learned about History since primary school, so they could understand the article and answer the exercises.

Skill. Listening

Assessment: True / False and a Cloze

Material: Video titled “What Aztecs were eating before European contact”. (Authentic material)

Schemata was activated by photographs about Aztecs eating food. Learners were asked what they could see and they answered that the people in the pictures were eating. I introduced key words or important vocabulary for the following activities through a word search, some of them were recycled words for the previous assessment (reading) and four more words were part of new vocabulary. In my opinion, students enjoy this kind of games and work very fast even if the level of difficulty is high.

The whole video lasts 11 minutes, so I decided to divide it into two parts with two different exercises. The first one is a True/ False exercise which let students read the five statements and then they watched the video for the first time asking them to listen to it carefully trying to understand the information without answering the assessment. Then, they listened to it twice. Most of them got 3/5 or more. Although the video was not easy, they did it really well. However, a learner asked me to play the video one more time, but I did not do it because the time was running and I had to continue with the second assessment.

The second part of the video was a cloze exercise which learners had to catch 6 words to complete the sentences. I consider it the most difficult assessment, so I decided to play the video once which learners had to listen carefully without answering the exercise, then they listened twice. Finally, I decided to play the video in chunks where

students focused on specific parts of the video, so in this way, they confirmed or caught the answers which was really impressive because learners gave me the accurate word. Only one learner could catch all the words and the rest have 4/6 correct which was really surprising.

At the end of the class, I told my students that the two-hour class is not enough to be bilingual, so what they have to do is to work hard at home listening to music in English, watching children's movies and listen to a podcast or videos every day about what they like most, but in English.

Skill. Speaking

Situation. Students entered a competition to create a new dish based on an international dish with a Mexican touch. The best and creative dish will be part of the menu of one of the most important international restaurants in Mexico City.

Material. Power Point Slides

I started to show my students a picture with some international dishes and their flags, so I elicited the name of each country using the flags to activate schemata which was really easy because they recognized each flag except for one (Georgia). After that, I used an exercise with the descriptions of some international dishes, the description had to be read to match the name of each dish.

The answers were checked with the whole class. What I caught my attention was that the descriptions had a lot of new vocabulary, but they understood the text without any problem. Next, I showed students a picture of Mexican food, so I elicited the name of each dish from my students. I explained to them the situation (which was described above) to catch their attention and work properly.

Problems and solutions. To my surprise they did the activity, but most of them communicated their ideas using their first language, so every time I entered a room, I

monitored them and I realized about the use of Spanish and I always told them “try to Speak in English, please”, they did it, but it was a little bit stressing because I need to monitor other rooms, so I left them without any supervision. I consider the time was not enough. At the end, students gave me their best ideas.

However, I consider that I could have used a different task such as thinking about an international dish with an ingredient that comes from pre-Columbian civilizations to focus on the encounter of cultures and the fusion of two different cuisines (interculturability) with a previous research made by each team.

Skill. Writing

Assessment: Write a recipe of their favorite comfort food.

Material: Power Point slides

My students saw three images of chicken soup, a woman smelling it and a second woman enjoying the taste of the soup, after that, students answer some questions to activate schemata. Then, they read aloud a blog post about title “A taste of home” which is really interesting because it explains what a comfort food is and five examples of chicken broth around the world.

After that, students worked in trios to talk about their favorite comfort food and their reasons for it before the task, learners had 2 minutes to think about it and to express their ideas clearly and much better. When they finished, I asked them to talk about it in front of the class. I could notice a feeling of nostalgia in some of my students which was good because that was my intention. The point is that they talk about something important and significant for them.

Next, students checked the order of a recipe and the use of imperative form or the base form to write it, the use of commas and the linking word *and* in a list of things. Then, I showed them vocabulary about verbs of cooking, they asked me the meaning of some

of them. I gave them the instructions of the task and ten minutes to accomplish it and during that time, students ask me some words in English although they are allowed to use their dictionary. Finally, they sent me their recipe on WhatsApp (the evidences are on the video).

I did not have enough time to adequate the grammar section because I wanted to teach them countable and uncountable nouns and some quantifiers, but the syllabus of the B3 level does not take into account that topic that is why it was not possible to put in practice that section of my lesson plan.

3.2 Evidences



Chapter 4. Conclusions

Students learned that it is not necessary to know the meaning of all the words to comprehend a text and the use of the dictionary is allowed just if they really need it. In the listening section, they noticed that it is very bit difficult to catch a specific word, so I told them that the practice at home is essential. Learners must work with music and the lyrics of their favorite songs, children's movies, podcasts and videos listening to them the times that they need.

Another difficult skill for them is speaking, they must speak English as much as then can, so it does not matter if they make mistakes, they should dare to do it. However, if they make mistakes, they need to be able to correct themselves (little by little). Finally, most of them write well, but writing is an art the same as speaking, so to make ideas clearly, they must write and write because practice is everything to develop the four skills.

I have learned that I must not underestimate my students, they are capable of understanding authentic material with some modifications for each level. And teachers have to make an effort to prepare useful materials in order to assess them, which it is not easy, but it is necessary. In some cases, the beginning is difficult, but if teachers prepare any kind of assessments, students will have a better opportunity to develop the four abilities in a foreign language.

Authentic material is an important resource to assess students because they are in touch with real language which is an enormous advantage. However, learners can deal with that, but teachers have to be patient and use good techniques to help them.

The task for the speaking activity was not the best because learners did not produce their ideas in English, they used Spanish most of the time, and it was a little bit disappointing, but I consider this to be the start of something positive. I need to focus on the speaking skill, learners need tasks which they start to communicate their ideas in the target language. I realized that they need time to get ready and express what they think,

and I admit that I did not give them enough time to do it because I could only take one hour of the class for 4 days.

The activity that I planned for the writing assessment was very significant for my learners, I noticed important feelings on their voices such as nostalgia, love, tenderness, and sympathy. The idea of writing about their favorite comfort food was good because they tried to speak in English and they did it because they knew what they were talking about because they mastered the topic perfectly well. If learners do not know a topic, they will not communicate any ideas, on the contrary, if they know about a particular subject, their development and production of ideas will be easier.

I strongly believe that my learners need more speaking activities, so I have to plan classes with short and simple exercises, then I need to help them with listening activities because the assessment was not easy for them. The reading and the writing assessments were a little bit easy for them because in the course, learners have to read a short book in English to answer a quiz of 5 questions. On the other hand, the writing assessment was not too demanding because the structure of a recipe is not difficult. Although they make mistakes, they were not significant.

Unfortunately, it was not possible to put into practice the grammar section because the syllabus of Basic 3 level does not cover that topic (countable and uncountable nouns, and some quantifiers).

I was taught English through the Grammar Translation Method. However, I have learned through this specialization that teachers need to follow the principles of the Communicative Language Teaching because communicative competences are more important than linguistic competences or maybe we can have a balance between them because grammar is necessary to learn any language. This is a big step in my classroom due to the fact that I have to change the way I teach English which is a real challenge,

but I need to make a big effort. Apart from that, I really enjoy looking for interesting tasks according to my students' necessities and preferences.

I did not understand why I had to choose or work with a methodology or an approach, but now I strongly believe that they are like a compass in the big ocean of learning because they guide our job step by step with a real purpose and objective. In addition, they open the door to new strategies, exercises, activities to make students learn a second language.

I want to continue with my education, reading more books and taking more courses because knowledge and societies are not static. TIC's, apps and online activities help us to teach English, so if we have technological tools is our duty to use them. However, if we do not have access to technology, teachers have to be able to work with elements around the classroom. Being a teacher is a big responsibility because we have to provide our students with necessary tools to prepare them for life.

Teachers do not have to do all the job, let students to be responsible of their own education. We are not the center of the class, that is part of my philosophy, let students learn from other students, the knowledge is built by everyone in and outside the classroom. We are only guides, advisors and our job is to let them to walk on the way they want, but following an objective, respecting others and learning from each person who comes across in our lives.

Appendixes

Appendix 1: https://drive.google.com/drive/folders/16pEq4lX9wbqKXnxOJbt9jKTrX-MAB6C8?usp=share_link

Appendix 2

Speaking CONTENTS	POOR 1 point	FAIR 3 points	GOOD 5 points
Pronunciation / diction	Most of the words are pronounced incorrectly.	Some words are pronounced incorrectly, but can be understood.	Most of the words are pronounced correctly and use the auto correction if it is necessary.
Fluency	Learners' fluency is very poor, they always hesitate and use stock phrases.	Learners' fluency is fair, sometimes they hesitate and use stock phrases.	Learners fluency is good, they hardly ever hesitate and use stock phrases.
Vocabulary	Lack of vocabulary in the target language using their mother tongue to communicate ideas.	Express their ideas using some words in the target language and some words in their mother tongue.	Express their ideas using a lot of vocabulary in the target language and a few words in their mother tongue.
Usage	A lot of grammar mistakes and structure making speech is difficult to understand.	Frequent mistakes in grammar and structure, but it is possible to understand.	A few errors in grammar and structure and can be understood.
Coherence	Hardly never produce intelligible ideas and the order of words is poor.	Sometimes produce intelligible ideas and in some cases the order of words is fair.	Usually produce intelligible ideas and the order of words is good.

Appendix 3

Writing Contents	POOR 5 points	FAIR 7 points	GOOD 10 points
Use of the imperative form (no subjects).	The use of the imperative form is not seen.	The use of the imperative form is used, but not always.	Good use of the imperative form.
Use of vocabulary about cooking	Lack of vocabulary about cooking.	A few words related to cooking.	Good use of vocabulary about cooking.
Coherent ideas.	Unintelligible ideas.	Some ideas are unintelligible and some are intelligible.	Most of the ideas are intelligible.
Spelling Punctuation Capitalization	A lot of spelling mistakes, not use of punctuation and capital letters.	Some spelling mistakes, some mistakes of punctuation and capitalization.	Good spelling and a few mistakes of punctuation and capitalization.

Appendix 4. LESSON PLAN



Universidad Pedagógica Nacional

Especialización en la Enseñanza y Aprendizaje del Inglés
como Lengua Extranjera

LESSON PLAN “A SWEET TASTE OF CULTURE”

Teacher's name		Schedule	Level
Haydeé Rodríguez Mendoza		Weekly	Basic 3-5
MCER Level	Number of students	CLASS	
A2		Ages	Date
	20	18 to up	12-18 May, 2023

Number of sessions	Hours	BOOK PAGES		
		From		To
4	1			
OBJECTIVES		CONTENT		
		Grammar	Vocabulary	Skills
<p>GENERAL OBJECTIVE: STUDENTS WILL BE ABLE TO APPRECIATE, RESPECT AND BE PROUD OF OUR CULINARY ROOTS AND DISHES AROUND THE WORLD.</p> <p>MAIN OBJECTIVE: Ss will be able to practice the target language through some activities based on the culinary culture of Mexico and other countries.</p>		<p>Quantifiers</p> <p>such as:</p> <p>some, a few, a little, a lot of, much, many and How much...? and How many...?</p>	<p>Vocabulary</p> <p>about food.</p> <p>Countable and Uncountable nouns.</p>	<p>Reading, listening, speaking and writing.</p>

MAIN OBJECTIVE	WHAT TO DO?	Material and some indications.
	READING	
<p>Reduce student's level of anxiety.</p>	<p>Pre-reading (Slide 2)</p> <p>1.Show some pictures about chocolate and ask the following questions:</p> <ul style="list-style-type: none"> ❖ Do you like chocolate? ❖ Where is it from? ❖ Do you know its history? <p>Vocabulary (Slides 3-4)</p>	<p>Projection on Power Point</p>
<p>Introduce new words that</p>		<p>Memory Game</p>

<p>appear in the reading.</p>	<p>1.Show some pictures about vocabulary with some important words appearing in the article named “Chocolate: A Short and Sweet History”.</p> <p>2. Make students series of repetitions to check the correct pronunciation.</p> <p>Work individually</p> <p>3.Students have to play with a memory game with the vocabulary given. Click on the link to start to play:</p> <p>https://puzzel.org/es/memory/play?p=-NUUzjMEMHFOPQPEP2yx</p>	
<p>Develop comprehension through article about chocolate history.</p>	<p>While-Reading</p> <p>Work in trios</p> <p>1. Give each team an article titled “Chocolate: A Short and Sweet History” by Roberto Verna.</p> <p>2.Ask students to divide the article in tree parts to read each one aloud.</p> <p>3.Learners have to answer the exercise choosing the correct option. (Appendix 1)</p> <p>Answers</p> <p>1.A 2.B 3.C 4.B 5.C</p> <p>Post-Reading</p> <p>1.Make students to read the questions and their answers aloud.</p> <p>2. Learners have to discuss what they like most about this reading.</p>	<p>Photocopies of an article or a PDF file.</p>
<p>Problems</p>	<p>Solutions</p>	
<p>1.Ss could give an incorrect answer.</p>	<p>1.Use pair correction.</p>	

	LISTENING	
<p>Reduce students' level of anxiety.</p>	<p>Pre-Listening (Slide 5)</p> <p>1.Show a picture referring to Aztecs' food (Slide 2)</p> <p>2.Ask learners the following questions:</p> <p>What can you see?</p> <p>What are they doing?</p> <p>Individual Work</p> <p>Vocabulary (Slide 6)</p> <p>1.Students have to answer a crossword puzzle with the following words:</p> <p>coriander, avocado, seeds, corn, cinnamon, vanilla, chili, cacao, amaranth, mushrooms, drink, truffles.</p> <p>2. Ask students the photo of the crossword puzzle.</p>	<p>Use students' ideas to activate schemata referring to Aztecs' food.</p> <p>Ask these questions to make students predict what is coming next.</p> <p>Reduce their level of anxiety with a puzzle game and they can reinforce previous vocabulary.</p>
<p>Recognize specific words (sounds) in a cultural video (bottom-up strategy).</p>	<p>While-Listening</p> <p>Activity 1. Individually Work</p> <p>1. Learners have to listen to an audio about Aztecs' food to answer the exercise given. (Slide 7)</p> <p>Answers</p> <p>1. T 2. F 3.F 4. T 5. F</p> <p>2. Play the audio with the video as many times learners need it.</p> <p>Post-Listening</p> <p>Peer work (pairs)</p> <p>1.Make learners compare their answers and finally ask them to read aloud the complete information.</p> <p>Activity 2. (Slide 8)</p> <p>Individual Work</p>	<p>Learners decide the number of times they listen the audio no the teacher. If they have the control of this situation, they will feel free and self-confident with the activity.</p> <p>The video lasts 11 minutes so play the video until minute 6.</p>

<p>Recognize specific words (sounds) in a cultural video and dismiss incorrect information (bottom-up strategy).</p>	<p>1. Ask students to read the sentences and guess what the missing words are: nouns, verbs or adjectives</p> <p>2. Ask students to answer the exercise with the audio.</p> <p>3. Play the video with the audio to help learners answer the exercise.</p> <p>4. Students will watch the video the number of times they need.</p> <p>Post-Listening</p> <p>Peer work (pairs)</p> <p>1. Request students to compare their answers.</p> <p>2. Check student's answers.</p> <p>Answers: 1. cheese 2. mushroom 3. truffles 4. drink 5. water 6. cacao</p>	<p>Students compare their answers in trios to share what they could catch or understand.</p> <p>Play the video at minute 6 to listen to the second part of the video.</p>
Problems		Solutions
<p>1. Ss can have problems with the correct answers.</p>		<p>1. Play the record in chunks to confirm the answers. That gives students the comfort they are correct or wrong.</p>
	SPEAKING	
<p>Reduce students' level of anxiety with simple questions.</p>	<p>Pre-Task Activities (Slide 9)</p> <p>1. Show learners a picture of international dishes and ask them where they are from, help them with the flags of each country.</p> <p>Speaking. Work in Trios</p> <p>2. Students have to match the descriptions of international dishes with the correct name of that dish and country. (Slide 10)</p> <p>3. Read aloud each description and ask classmates to say the answer.</p>	<p>Projections on Power Point.</p>

<p>Develop speaking strategies to solve a problem.</p> <p>Reinforce their confidence with information learners already know.</p>	<p>Task Cycle</p> <p>Task. Work in trios</p> <p>Situation. Learners enter a competition to create a new dish based on an international dish with a Mexican touch. The best creative dish will be part of the menu of one of the most important international restaurants in Mexico City. (Slide 11)</p> <p>1.Students have to discuss about the best option for a new dish.</p> <p>Planning</p> <p>2.Students have to prepare what they want to say to present their dish and the reasons for it. T can help them with vocabulary, phrases, etc.</p> <p>Report</p> <p>3.Students have to present their dish explaining the reasons for it. (Appendix 2)</p>	
	WRITING	
<p>Reduce students' level of anxiety to be comfortable and relax.</p>	<p>Pre-Task Activities (Slide 12)</p> <p>1.Show students three images about comfort food and ask the question:</p> <ul style="list-style-type: none"> ❖ Do you think that food makes you happy? Why? <p>Trios</p> <p>1.Ask students to read aloud the blog post about comfort food "A taste of home". (Slide 13)</p> <p>Learners have to answer the following questions:</p> <ul style="list-style-type: none"> ❖ What is comfort food? ❖ How many different types of chicken soup does the writer describe? <p>2. Let learners to think about their favorite comfort food and then ask them to work in trios to talk</p>	<p>Projection on Power Point.</p>

	<p>about their favorite comfort food and what they feel when they eat their comfort food.</p> <p>Task Cycle</p> <p>Task.</p> <p>1.Students have to write their recipe of their favorite comfort food (between 50-60 words) following the structure of a recipe. (Slide 14)</p> <p>2. Check some verbs about cooking.</p> <p>3. Ask them to read the recipe to correct spelling and punctuation mistakes and syntax.</p> <p>Trios</p> <p>4.Ask them to read their recipe aloud and ask students to correct their classmates' recipe if it is necessary.</p> <p>Planning</p> <p>1.Students have to make a rehearsal to read their recipe in front of the class.</p> <p>Report</p> <p>2.Students have to explain their recipe briefly in front of the class.</p> <p>Product. Homework</p> <p>1.Ask them to write their recipes on their computers and upload it to Google Drive (give them the link for it).</p> <p>2. Correct the writings and give feedback.</p> <p>3. Check the rubric. (Appendix 3)</p>	
Problems	Solutions	
1.Ss can be lack of vocabulary	1.Help them with the words in English they need or they are allowed to use the dictionary.	

<p>Know important information about chocolate and make a review of quantifiers.</p>	<p>Warm-up</p> <p>Show learners a picture about food in a kitchen and ask them what they can see. (Slide 13) Elicit the correct name of each food from students.</p> <p>Grammar</p> <p>1.Explain to students the difference between count and uncountable nouns. (Slide 14)</p> <p>2.Show them some vocabulary related to food (countable nouns and uncountable nouns).</p> <p>3.Ask students to classify these nouns into the correct column. (Slide 15)</p> <p>Answers</p> <p>Countable nouns: apple, orange, egg, vegetable, potato, tomato, carrot, olive, peanut, onion, pea, grape.</p> <p>Uncountable nouns: bread, fruit, juice, meat, rice, cereal, jam, milk, coffee, sugar, flour, oil, salt, soup, tea, pasta, honey, water, cheese, butter, corn.</p> <p>4.Check the correct pronunciation.</p> <p>5. Show them the uses of the following quantifiers: too many, too much, a lot of, a few, a little, many, much, how many and how much. (Slides 16-20)</p>	
Problems	Solutions	
<p>1.Ss can have problems with the meaning of new words.</p> <p>2.Learners might have problems to classify the words in C or U nouns.</p>	<p>1.Teacher can help them or Ss can use the dictionary.</p> <p>2. Help them with the strategy of singular and plural</p>	

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A 4 del mes de Julio de 2023.

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Lengua Extranjera
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