



UNIVERSIDAD PEDAGÓGICA NACIONAL

UNIDAD AJUSCO

PROPUESTA DE INTERVENCIÓN EDUCATIVA

**"DEVELOPING COMMUNICATION IN UNIVERSITY
STUDENTS IN A VIRTUAL WORLD"**

TRABAJO RECEPCIONAL

PRESENTA:

MIGUEL JOSUÉ VALDEZ VELÁZQUEZ

TUTOR: ROSA ISELA ÁVILA SÁNCHEZ

**ESPECIALIZACIÓN EN ENSEÑANZA Y APRENDIZAJE DE INGLÉS COMO LENGUA
EXTRANJERA, MODALIDAD EN LÍNEA**

México Ciudad de México a 16 de agosto de 2023



EDUCACIÓN
SECRETARÍA DE EDUCACIÓN PÚBLICA



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Developing Communication in University Students in a Virtual World

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Specialization in English Language Teaching and Learning as a Foreign Language, Universidad

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Developing Communication in University Students in a Virtual World

English language teaching is an area that has seen a lot of changes throughout history. Since emergent of the first approaches, we have seen English language teaching evolve. In the early stages, we saw these whole new ideas of how languages should be taught. Throughout the years, these all ideas and concepts had been changing as new research has been carried out. At some point, it was learned that the main approach should be on communication since it was the main focus of students when learning English, which it is also known as communicative or sociolinguistic competence. In recent years, we have looked at English language teaching as intercultural, English has evolved into a global language and that many English language learners will interact in English with other language learners rather than with native English speakers. With the advent of technology, incorporating technology in classes shifts the way we look at education, offering numerous ways to give, prepare, and teach our classes.

This final project offers a reflection of theories, principles and approaches regarding learning and language acquisition; approaches and methodology for the four skills: reading, writing, listening, and speaking; developing digital competences in each of the abilities; and cultural awareness and Intercultural competences, as well as assessment and testing tools to measure students' development and progress with the aid of digital tools. Thus, it was done with special interest to reflect on my new acquired knowledge within my teaching practice. This reflection merges all areas of the topics observed throughout the specialization program.

As part of the project, these piece of work aims at incorporating theory to be the foundation of our future practices. Firstly, looking at Second Language Acquisition, all different approaches to English Language Teaching; new teaching methodology's theoretical support, guiding principles, assumptions, approaches, methodologies, techniques and strategies the basis of our philosophy. A detailed description of my teaching context is described, and the Teaching Philosophy and Identity are stated, to be part of the new teaching style.

In order to put into practice and apply everything that has been learned I chose the group I am currently working with, my undergraduate engineering students from Tecnológico Nacional de Mexico campus Tecnológico de Tapachula. Therefore, it was designed and implemented a pedagogical intervention, to carry out this piece of work, an own format lesson plan design is

provided, it was adapted according to educational context and needs; the student's background, level, university requirements a lesson plan aimed at developing student's skills on the language. Activities that were carefully planned and sequenced, along with designed materials in the lesson plan. Additionally, a complete description and thorough analysis of the procedure of the learning activities, mentioning what students and teacher will be doing and outcomes on processes and attitudes. Activities that were carefully planned and sequenced, along with designed materials in the lesson plan.

Part of this reflection process has to do with information and communications technologies. Technology is an area that also goes hand in hand with technology, with the advancements of technology, we as teachers have to rethink how we teach the four skills using technology. During and after the pandemic, we learned a lot from it. We had to find ways to deliver our classes in order to students learn. Therefore, technology is an area we have to incorporate in our teaching practices, it should not be left apart. In addition, another really important part to reflect on is inter culturalism, integrating intercultural competence in our teaching. As the last part of the reflection, in the light of assessment, as an important component of any language classroom and core element in teaching, helping among other reasons, to know our students and insights from the class, necessary tools to assess or to test the progress of students are presented, and an analysis of the assessing or testing tool. It is also provided a rationale of each of the designed materials, to check how they assess or test students' development and progress, in conjunction with evidence graphics photos, pictures, experience report and conclusions.

In regards with the results achieved from the teachers' perspective and the students' needs, a good portion of the lesson plan went mostly as planned. Additionally, It was noticed there was good engagement with the activities. As to downsides, it was reported there were time management problems, students taking longer doing the activities, and teacher taking some time more of what it was initially proposed. Also, there was not as many opportunities to provide feedback to students, it was concluded that it was difficult for the teacher take advantage of the situations feedback could be provided. As to lesson learning objectives of the class, in general, it could be said that they were met, students achieved the main aim of the lesson and practiced language forms.

Overall, it could be said giving a class helped to reflect on processes and results to identify areas of opportunity to improve lesson planning design. There is no doubt that sinking in all these these ideas, theories, concepts and terms, are views now as a way that will allow us to improve our teaching.

Philosophy and Theory

This chapter is organized into two different sections. The first section of the chapter is a description of the teaching context; it is an analysis of the context where the lesson plan was going to take place, profile and language needs are presented. It also states the teaching philosophy it goes over the latest version of the Teaching Philosophy, enriched and reshaped, stating a new posture considering what has been learned along the specialization in order to show new teaching principles. Also, it presents teacher's identity which are the ideas taken in the classroom, beliefs, values, and commitments toward being a teacher. The second section of the chapter contains all the theoretical foundations, principles, hypotheses, approaches, methods, techniques that are part of your new teaching style

Teaching Context and Philosophy

The current teaching setting is university. The university is called Tecnológico Nacional de México campus Tecnológico de Tapachula. This school particularly belongs to a network of technological universities as part of public system of education. It was created on 23 July 2014 by presidential decree. As part of the undergraduate engineering program stipulation, by the end of the undergraduate engineering program, students must possess an advanced English level, so it is a requirement students get some sort of proof of Proficiency of the language. There are different options to obtain these, one of them is English course completion, in order to get a certificate of completion, students must take all 16 English courses.

The university has an English program for students enrolled in the undergraduate courses. The school organizes the English program aligned to The Common European Framework of Reference for Languages (CEFR), from A1 to C1, which pairs with 16 levels offered in the program. The English department, area in charge of students' enrollment to the program, sorts and puts all students into different groups according to their level. Students take classes with peers from different types of engineering. There are two modalities of taking the courses. Due to COVID-19 pandemic there were changes, Monday-to-Friday courses are taken in-person and Saturday courses are taken synchronous online. The English course is aligned to a series of books called interact. English Courses are divided in levels, which relates to students' progress in the program. The 16 levels are aligned with the book series. Each book is good for four courses.

An English course is comprised of 4 units from a series of 4 books called Interact. In each unit of this book series, there are 3 lessons, making a total of 12 lessons. As I am currently teaching in Saturday modality, the 12 lessons are expected to be covered in 6 days, two lessons each Saturday.

The lesson plan belongs to level 6. Ss level is somewhere between A1-A2 according to the CEFRL. Participants of this class are students from Instituto Tecnológico Nacional de México campus Tapachula. They attend classes of level 6 according to the English program of the school. Although there are 39 students enrolled in this course, 17 students attend the course. This group has 17 females and 22 males. Only 26 attended the day the class was scheduled to take place, 14 males and 12 females. they rank ages between 18-21.

Teaching is a process where we are always learning. Being a good teacher is a process, so teaching is learning about ourselves. And during this path, we also learn and create our own beliefs around learning and teaching. As we shape ourselves as teachers, all these ideas of teaching and learning meet our experience and expertise around the area we teach.

My name is Miguel Valdez. I am from Tapachula, Chiapas. I studied the Bachelor's Degree in English Language Teaching at Universidad Autónoma de Chiapas (UNACH). I have worked as an English teacher since 2015. I started teaching when I was in 5th semester as part of a teacher's autonomous English school. I would teach children aged 3-5. I worked there for 2 years. In 2017, I finished college. As soon as I finished graduate school, I started working for Harmon hall, and I worked there full-time, teaching English in different levels to students of all ages. In 2020, I began working in two different jobs; The first one was in a private primary school, I was teaching the science subject in English to first and fifth graders; The second one, which I am currently in, is Tecnológico Nacional de México Campus Tapachula, I teach English to undergraduate engineering students. In 2021, I started my third job in a online English school based in Monterrey, teaching english to kids, teens, and adults.

My teaching style is mainly based on The Communicative Approach as it is the most suitable for most of my students and applicable to our current global needs. I personally feel inclined to this approach since it is aimed at helping learners communicate through language. During all my lessons, I like to focus on all areas of the language; reading, writing, listening and speaking. I also give importance to other factors that have to do with learning a language, such as

pronunciation, vocabulary, grammatical forms, idioms, collocations, etc. From the perspective of the Direct Approach, I really like the idea that students learn language via experience, and not sitting in the classroom. I also rely on the Cognitive Approach though is not a classroom-focused approach, it has provided tried-and-true evidence on learning that supports most of our teaching practices today. I recognize the idea of improving practice and recall of language information by using different language learner strategies. I have gained better insights into how to plan, organize, and monitor learning. Through the implementation of these techniques, I provide students with a wide range of authentic real-life situations in order to get students communicating in the target language. In relation to the Affective Humanistic approach, I tend to focus a lot on learners' feelings by making them feel comfortable. As to the Comprehension Approach, I try to give students a silent period, especially beginners, to process the information before I ask them to speak. In regard with students at a higher level, I encourage them to use the target language. And I balance the target language in the classroom by allowing the use of the native language, when necessary and appropriate. By incorporating these ideas into my teaching practice, I can provide a better learning experience to my students.

My teaching philosophy is both, Teacher-centered philosophies and Student-centered; I think, to an extent, I incorporate both, one more than the other one. incorporating both, I believe can have successful student's learning. Moreover, I include both positions to keep a balance during my practice, I strongly believe that bounding the best of both of them can bring about great results. I would say teacher-centered ones are key as they provide communication in regards educational outcomes, students do learn better by knowing what to expect from a course. This is also related to learning outcomes, which are essential in class. As to student-centered ones that focus on student needs, from teacher transferring content and managing the environment moving towards engaging students in the creation of their own learning, according to UPN (n.d). I believe we must equip students with knowledge required to fulfill current lesson objectives and standards by providing students a clear understandable instruction, leaving out as many doubts as possible so that they can problem-solve. I believe teaching English involves making students aware of their learning and having them engaged and motivated, with a sense of belonging, in a free and fun environment that promotes learning.

One of the roles I concur mostly is the one in CLT. I believe being a facilitator of learning, I like to provide nurturing contexts for learners to face real-world contexts so that they can use the language, creating scenarios that will encourage conversation. As stated by Larsen-Freeman (1986) my role could be associated with being manager. Another important factor important in my role as a teacher is responding to inquiries from the students and keeping an eye on their academic progress. In accord with TBLT, there is part I play in the classroom which is defined as Anderson and Larsen-Freeman (2011) as monitor of my students, it is really important for me to keep an eye on the students' progress and intervene as necessary.

In the classroom, I like to encourage my students take over their own learning. Following the principles of CLT according to Larsen-Freeman (1986) I like to promote my students be responsible managers of their own learning since I try to be less dominant as in the role of a teacher in a teacher-centered approach. An important element in TBLT, as acclaimed by Anderson and Larsen-Freeman (2011), is collaboration, it is important to address in the classroom that students' job is to cooperate with one another to do an assignment.

The main key rules I always focus on in my lessons is providing students time to practice, I stick to the 80/20 rule, which 20% of the time is teacher-talk and the other 80%. The 80% percent practice facilitates finding gaps in students' learning and provides insights into their learning progress for the purpose of providing feedback. Another important focus is that I find a way so that students connect previous knowledge with new information to stimulate long-term learning. Something funny about my classes I teach is that I get students from different ages, and sometimes, this small trait can turn my classes really challenging. I incorporate different teaching techniques in my lessons. One of the first steps I take to approach students is by establishing rapport so that they feel part of the class. I would normally make use of different ice breakers to get them engaged. During classes, I use teacher talk most of the time as a way to make meaning clear. I tend to deliver most of my instruction deductively. I like students to learn by figuring out grammar patterns, tenses, etc. Once they have inferred from the grammar pattern or rule, I proceed to scaffold everything so that learners comprehend concepts more quickly. Then, students elaborate and practice independently. At the end, I wrap everything up by asking questions and providing clarification. I encourage my students to use different learning

strategies, take notes, draw something, ask questions, use pictures, practice, watch videos, etc. All I can do to make knowledge memorable, usable, durable.

With reference of intercultural aspects, as a teacher, I am aware of the sociocultural components and able to understand differences. I agree with the idea of assisting students in building knowledge by taking into consideration their varied origins in order to bridge the sociocultural gaps that exist between the teacher and students in too many cases. I consider important having intercultural understanding and diversity in their classrooms. As to culture, I like the idea of perceiving classroom as a place where everyone converges, a place for cultural encounters. Interculturalism plays an important part of my classroom. Additionally, in accordance with applying ideas about culture, to facilitate an intercultural perspective, I believe important fostering the classroom some stereotypes (positive or negative) about the culture that we see and help overcome through language in the classroom, as well as to understand aspects about their own culture. In this sense, this is relevant because it will help them not to make judgments about other people's points of view, but be more empathetic about how they think, interact with the world in a respectful manner.

In terms of assessment, I integrate both in my teaching practice. As formative assessment important to evaluate students in the process of acquiring the language. Being process a key factor in students' learning experience. The assessment is assumed to be about the students' current performance level to guide future learning when learners are given some formative evaluation. Another key factor is providing the student with some feedback on their performance in order to do formative evaluation. As part the second function of assessment, termed summative assessment, measuring the students' current abilities through an instrument or method. I usually do it is by applying quizzes, and it serves to illustrate or measure what the learner has acquired over the course of a semester. The way summative assessment occurs is more dependable for how the course or syllabus is structured. Therefore, I usually follow the information on how to assess students summatively and take into consideration the formative part. Essentially, I encourage my students to work towards applying their knowledge as opposed to pursuing grades.

As to my actual context, outside de classroom, I consider my role is material developer, since I have the option of using a coursebook and creating my own materials. Lastly, in regard with my

personality in the class, I like to make students feel part of the class, I like to encourage students to try participating. I try to make the classroom a safe environment where students can feel free to make error without anyone to judge them. In regarding with the class, I am always constantly asking if there are questions about what I am explaining. I like to leave out doubts as much as possible

Theory underlying Teaching Practice and Identity

Language teaching has been shaping over the course of the years since the major milestones in language teaching and learning in course of the twentieth century. According to Richards and Rodgers (2014), The whole foundation of contemporary teaching has its inception in the early 1900s, as linguists, scholars and researchers sought to develop principles, materials, methodologies and procedures supported on different fields such as linguistics and psychology. As they claim, the biggest changes in approaches to language teaching was in relation of the teaching practices on a particular theory and language learning. Throughout the 20th century, many educators and applied linguists were preoccupied with the search for new techniques. Methods are a reflection of current understanding of language learning. Bearing in mind the adverts in teaching and learning, it can be stated that most of our current teaching practices and techniques used in classroom can be traced back to last century, where most of methodologies and approaches were formed.

Different approaches and ideas that have been developed in teaching. They were examined throughout the specialization, which served as a framework for reflection on how students learn a foreign language and how teachers should support them so that this learning/acquisition process occurs successfully in our learners. Current teaching practices are based on theoretical foundations, principles, hypotheses, approaches, methods, techniques and they provide a strong foundation to teaching identity. Therefore, all these are part the new teaching style and rrepresented in the lesson planning process.

One of the hypothesis and theories of SLA is the distinction between two terms, language learning and acquisition, which has allowed to be more understandable about student's progress. Students can learn a language in one of two methods, according to Krashen. The process of acquisition, which involves the subconscious and relies on communication, is comparable to

acquiring a native language. Learning is the deliberate absorption of information "about" a language. This theory holds that the key to learning a second language is informal dialogue. The Monitor hypothesis where, according to Krashen, learners can use what they learn to monitor their language production, allowing them to change their output. As a result, learners should put more emphasis on form which includes pronunciation, spelling, grammar, and word formation than meaning. On the other hand, in order to use the rules, people must be aware of them and have the time to consider and analyze them.

The Natural Order Hypothesis explains that, as in our mother tongue, the natural order of morphemes must be taken into account when students are learning a second language (progressive -ing, plural, copula (be) - progressive auxiliary, article (a, the) - irregular past - regular past, third personal singular -S, possessive - S). Therefore, teachers need to keep in mind when students present problems or difficulties with learning certain Language structures. "The learners will not be able to acquire a more complex structure or one that naturally comes later in child and adult L2 development" if they have not yet mastered a simpler one. (1970, Krashen). As in our mother tongue, the natural order of morphemes must be taken into account when students are learning a second language.

The Natural Order hypothesis where Input, as we discussed before, refers to the physical and cultural tools used by teachers to involve students in the teaching-learning process and to aid us in carrying out or finishing our tasks. Learners must be exposed to intelligible input in both written and spoken form that is at or just above their current level in order to acquire a second language (L2). It is also crucial to maintain the learners' motivation. According to Krashen (1970), this theory might be expressed as follows: Level of growth of the learner as of the present, $i + 1$, the level just above that.

According to the Affective Filter hypothesis, there are various variables that can either positively or negatively affect the acquisition of a second language. These variables relate to the unique characteristics of each learner and should be taken into consideration when the teacher plans the activities for the teaching-learning process. Krashen refers to motivation, attitude, confidence, and anxiety as affective factors.

The input that pupils are exposed to cannot be obtained when kids are apprehensive or tense because their affective filters are high or elevated. On the other hand, if students feel

relaxed and at ease, their affective filter is down or lower. The language input that your children get under these circumstances can be easily learned (Krashen 1970).

In order to attain meaningful learning, teachers must create wholesome learning environments where students feel secure and at ease.

Another important theory into consideration is Zone of Proximal development (ZPD), refers to the difference between what a learner can accomplish on their own and what they can accomplish with the support of a skilled partner. Thus, “proximal” regards the abilities that students are “close” to mastering. This is the zone where students can get the most benefit from. The theory is seen as the difference between a learner's potential development and actual development as measured by problem-solving under the supervision of a more experienced peer. As difficult it can get ZPD is flexible, in fact, it has been discovered that the ZPD is flexible, always being built, and being negotiated by individuals. For instance, meaning negotiation and corrective feedback are collaborative activities whose dynamics affect the feedback's nature and inform the learner of its value.

In the light of the information gathered, the Grammar Translation Method GTM, being the oldest method here analyzed, I was able to pinpoint relevant practices I do as a teacher in the classroom. According Anderson and Larsen-Freeman (2011); the use of cognates, this is one of the main things I make use of as teacher. Depending the lesson I give, I remind students that English words that look like Spanish words are called cognates. Additionally, I make students aware that there are words that might look similar to words in our L1, but in reality, although resembling, they are words that have a completely different meaning. I always make the distinction of “embarrassed” and “embarazoso”, although they are adjectives, both have different meanings. Another idea present in my current teaching, which is traced back to the GTM, is memorization of vocabulary, I consider this being a good vocabulary learning strategy for students. In addition, I seldom consider teaching certain grammar rules deductively as I think is more relevant for them teaching it that way. Other examples are giving importance to grammar and vocabulary, asking students to state the grammar rule and memorizing tenses, such as present tense, past tense, and past participle forms of one set of irregular verbs.

In regards with direct method, I was able to relate to some of the principles found in this method summarized by Anderson and Larsen-Freeman (2011); One the predominant ideas in The

Direct method (DM) and I currently apply in most in most of my classes is the idea of not using the target language in the classroom. I could also identify the use of pictures or realia at different stages of my instruction as the use of objects (e.g., realia or pictures) in DM help students understand the meaning. Self-correction is something I like to promote in my lessons as I have seen my students being able sink in the idea of why they made mistakes. I like the idea of student's find themselves the location and nature of their errors or doubts. Additionally, I foster the idea of students being responsible for their learning and therefore, more independent of the teacher. Another important aspect rooted in my instructions is the teaching of grammar inductively. At last, I sometimes like to include facts about Anglo cultures is a good way to get students attention as Anderson and Larsen-Freeman state, "Learning another language also involves learning how speakers of that language live." (2011, p. 51)

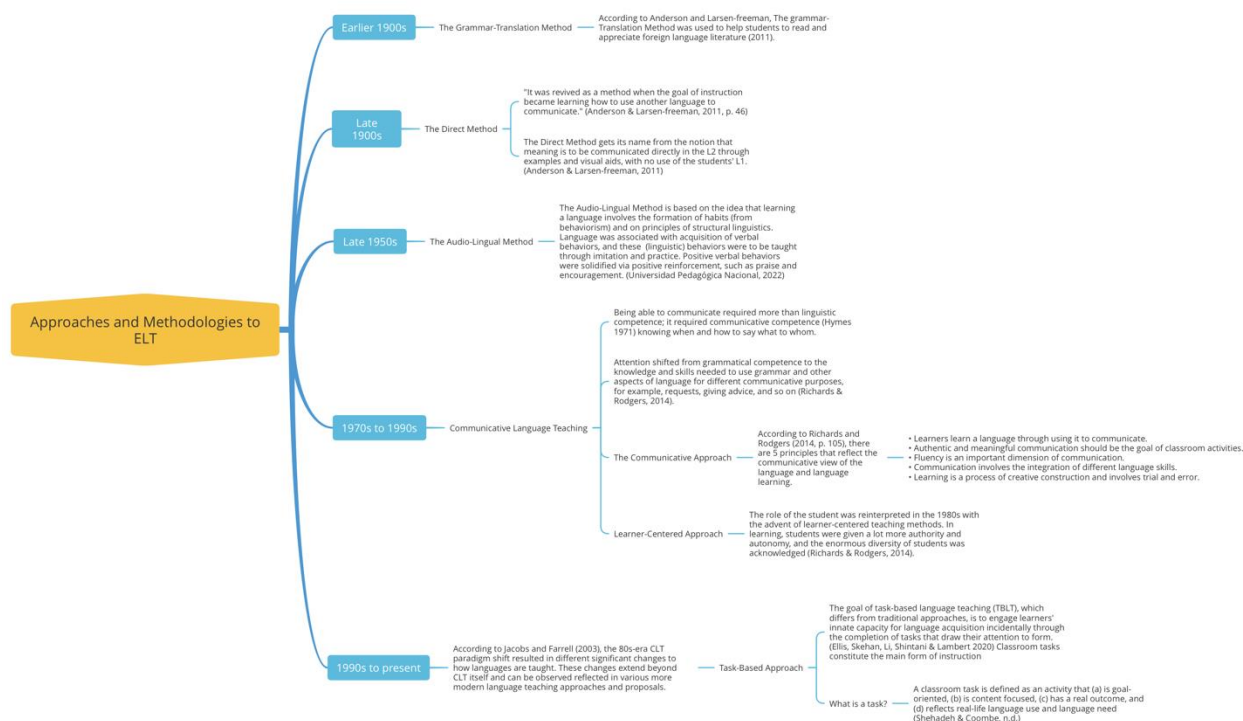


Figure 1. Mind map of Approaches and Methodologies to ELT

In addition to other methods used in the classroom there is The Audio-Lingual Method (ALM) is another method that provide other principles that can be linked to my present teaching.

As reported by Anderson and Larsen-Freeman (2011), one of ALM's features is to provide student's a model of the target language so that students, by listening, know how it is supposed to sound and should be able to mimic the model. When giving classes, I am aware that students imitate the way we pronounce words and sentences, therefore, one of the steps I do as a teacher when I prepare the class is reviewing the pronunciation of words, I am unsure about so that students get an appropriate model of how those sounds. This is important to me because I see students see the teacher as a role. Also, I believe communication is essential in our real lives. In doing so, I try to include spaces in my lessons where students are able to communicate, and this is in resonance with ALM's main purpose, which is that language learning is about learning how to use the language to communicate. Furthermore, an important characteristic of ALM is reinforcement. After associating this idea with my teaching, I consider this being paramount to make students feel motivated in the class. I like to recognize student's effort in the class by saying 'very good,' 'good job,' 'excellent,' etc. Finally, the concept of learning a second language should be similar to learning one's native language. Using our L1 does not need memorization of rules. Rules for using the target language will be determined or inferred from examples. In concordance with this principle, I do not penalize much when students when they do not produce grammar patterns correctly after I explain. During classes, I do not have students memorize grammar patterns, I actually do not pay much attention to get students say perfect sentences. I understand they will make sense of it later in their acquisition.

As one of other important approaches underlying my teaching behavior is The Communicative Approach or Communicative Language Teaching (CLT). Anderson and Larsen-Freeman (2011) contend as one of the main characteristics of it is the provision of authentic material. I completely agree with the idea of providing students with authentic input as I like students interact with the language as it was real life. As with some other approaches, I maintain the idea of giving instruction in target language to offer as real-life context as possible for students. I also make use of games as games in the communicative approach are considered relevant since they have characteristics with actual communicative events. Moreover, the speaker gets quick feedback from the audience on how well she has communicated. The quantity of communication practice that students get is increased when they are working in small groups. In the communicative approach students have a voice, Students should be given an opportunity to

express their ideas and opinions. As a teacher I believe is very important to know student's opinion. Accordingly, at the end of a course or term, I try to get feedback as a teacher from students to know what are their thoughts about classes. I like to do such things because I believe we as teachers can always improve. When doing activities, I like to act as student's advisor, I firmly believe students sometimes do not get grammar rules or vocabulary at first so I always try to be around them to remind things they might have forgotten. "The teacher acts as a facilitator in setting up communicative activities and as an advisor during the activities." (Anderson and Larsen-Freeman, 2011, p. 159).

Some other important factors in CLT regard that teacher's major responsibilities is to establish situations likely to promote communication and learning to use language forms appropriately is an important part of communicative competence, in such cases, something I do is stating the activity to be done to students or asking for understanding as well as emphasizing all the aspects of it. I also notice other important reasons for students working collaboratively in CLT, among which emphasize that communicative interaction encourages cooperative relationships among students and gives students an opportunity to work on negotiating meaning. In fifth place, the last approach reviewed was Task-Based language teaching (TBLT). Although CLM and TBLT might look similar there are some differences found at their pedagogical level. Although tasks can be used in both Task-based teaching and CLT, the difference lies in the purpose of the tasks. While a task in CLT can be used to practice a specific function or a particular form of the language whereas a task in TBL make use of several linguistic forms in order learn the language. In spite the fact TBL and CLT might look similar, I was able to determine similarities between TBL and my current teaching practice, according to the model provided by Anderson and Larsen-Freeman (2011). A common teacher technique I found in relation with my teaching is the use of recasts, where the teacher supplies the correct target form by reformulating or recasting what the students have said. Similarly, a role I always take when exemplifying students any use of language is by provides good models of the target language as it is a common principle underlying the task-based method. Another important aspect relevant to TBLT regards teacher interruption, where the teacher should not necessarily interrupt the students when they are focused on meaning. I believe that students should use whatever source they have to transmit meaning.

Methodology and Practice

This chapter is divided into 4 sections. The first section puts on view the lesson plan. An own format design to make sure that you are covering all the activities of the lesson plan. The lesson plan was crafted according to current educational context and needs. It conveys a detailed description and a deep analysis of the procedure of the learning activities, mentioning what students and the teacher will be doing. Outcomes on processes and attitudes are also described. The second section corresponds to the representation of necessary tools to assess/test student's progress. Necessary tools to assess or to test the progress of students are provided. Also, evidence of the designed tools to assess students, an analysis it to see if the tool was successful enough for the criteria of your planning and proposal of the necessary changes to modify the tool to fulfill teachers' expectations were included at the end. An analysis of the outcomes of teacher's assessment tool. In addition, the rationale behind each of the designed materials to assess and test students' development and progress. The third section, displays all the evidence gathered by the instructor when carrying out activities. Lastly, the fourth option includes a link to the actual video of the implemented class.

A practical and Useful Lesson Plan

The series of two lesson plans were designed to teach an beginner's level and adapted to a Saturday course modality. Each one of the following lessons comprise one of the two lessons scheduled to be covered every Saturday as part of the program. The book that was used is called Interact 2. This second book used is level 2 focuses on enhancing the student's communicative abilities that result in learning English. The book is aligned to The Common European Framework of Reference for Languages (CEFR), from A1 to A2. The book contains 12 units. In terms of organization and, as the book's plan suggests, grouping 4 units of the could be considered a course or a level in an English school program. In each unit of this book series, there are 3 lessons. In terms of lesson planning, I considered 120 minutes for each lesson plan.

The first lesson plan is a combination of listening, speaking, and grammar activities. This lesson plan is based on lesson 27, unit nine of the book series interact 2. It consists of pages 108, 109, 110, and 111. The main objective of the lesson is aimed at students to be able to make polite requests and practice bargaining. There are some specific objectives associated with this lesson

plan, Students being able to listen to a recording about two people at a flea market bargaining and being able to practice speaking, making polite requests and bargaining. The second lesson plan corresponds to lesson 31, unit 11, pages 124, 125, 126, and 127. The specific objectives are using counters with uncountable nouns, developing strategies in reading, and writing their own recipe of how to make their favorite international dish using counter with uncountable nouns. The topics discussed in the unit will allow students know about other's group culture. In addition, it shows different cross-cultural contexts bearing in mind that communicating competently implies knowing something about the different cultures, as stated in UPN (n.d). In turn, this will help students communicate effectively in intercultural context.

The structure of the whole unit's lesson is based on different activities. The first lesson plan constitutes five activities Warmer (Activity 1), pre-listening (Activity 2), grammar presentation (Activity 3), and while-listening (Activity 5), and Post-listening (Activity 5) ; The second lesson plan has a total of eight activities warmer (Activity 1), pre-reading (Activity 2), while-readingg (Activity 3), Grammar presentation (Activity 3), Post-reading (Activity 5), pre-writing (Activity 6), While-writing (Activity 7), and Post-writing (Activity 8).

Lesson Plan		
LESSON 1. Lesson learning Objective: By the end of the lesson students will be able to: <ul style="list-style-type: none"> • make polite requests using Would you mind + verb -ing... and could you...? • Practice bargaining. 		
Class Level		Intermediate A1-A2
Material		Slides, book, Pictures, etc.
Activity	Procedure	Time
1 Warmer	a. Tell Ss they will play Hangmen. Write on a slide: ----- b. Have Ss guess the matching letters. Ss guess 10 blank letters that match the phrase "Flea market." If the man is finished, he is hung and the game is lost. c. Write the following on the board: 1. <i>It/outside./a/taking place/is/market/</i>	21'/21'

		<p>2. usually/cheap and not new/merchandise/sell/in good state/people/and possessions./</p> <p>d. Tell Ss to look at the scrambled parts. Have Ss unscramble both sentences. (1. It is a market taking place outside. 2. People usually sell cheap and not new merchandise and possessions in good state.)</p> <p>e. Have Ss watch a video about flea markets. Play twice. https://youtu.be/j5RctKh-Jis</p> <p>f. Ask, “What did you learn from the video?” Check what is mentioned in the video. Mention some important facts taken from the video and write them on a slide (Why they are called after fleas, when they were originated, when they were originated, what was the purpose of flea markets in the beginning and nowadays, etc.). Mention important vocabulary from the video write it on the board.</p> <p>g. Show Ss a picture of a flea market. Prepare some pictures of flea markets. Ask, “<i>What objects, things, or items do you see?/What kind of things do you see?</i>” Have Ss brainstorm what they observed in the picture and type it in the chat box.</p>	
2	Pre-listening	<p>a. Student’s book p.126. Ask learners to look at the picture on page 126 and ask, “<i>Is there anything that looks interesting to buy?</i>” Elicit Ss answers and ask how much would you pay for such items and whether others agree with according price.</p> <p>b. Write on a slide:</p> <ol style="list-style-type: none"> 1. <i>What kind of things do people sell at flea markets?</i> 2. <i>Have you ever been to a flea market?</i> 3. <i>If so, what did you buy?</i> 4. <i>Are flea markets popular in your country?</i> 5. <i>Are there any famous flea markets in your town?</i> 	15’/36’

		<p>c. Have Ss work in pairs in breakout rooms discussing the questions on the slide. Give Ss a few minutes to think and answer. Ask Ss randomly and have them report their answers.</p> <p>d. Tell Ss to close their books. Explain to learners that they're going to listen to a conversation between Tom and Barbara at a flea market asking for different prices. Ask where they are and what the listening is mainly about. Elicit answers.</p> <p>e. Explain the meaning of stallholder and pounds.</p>	
3	While-Listening	<p>a. Student's book p.126. Ask Ss to look at the pictures in the table. Ask them what those items are, and how much they would pay for each item in the country's currency. Elicit Ss answers.</p> <p>b. Have Ss listen to the recording one more time and write what they buy at the market.</p> <p>c. Provide Ss a copy of the script with some gaps. Have Ss listen for the missing information. Ss listen again for how much the stallholder first asks for each item, and how much Tom and Barbara actually pay. Then learners fill in the script with the information heard.</p> <p>d. Write on a slide:</p> <ol style="list-style-type: none"> 1. <i>What did they say to ask if they have got any scarves?</i> 2. <i>Did Toma pay \$7 for the scarf and the woolly hat? What did he say after that?</i> 3. <i>What did Barbara say to get a discount?</i> 4. <i>What did Barbara say to ask about the price of the cactus?</i> <p>f. Have Ss work in groups of three in breakout rooms discussing the questions on the slide. Tell students refer to the script to find the answers. Give Ss some minutes to find the answers.</p>	22'/58'

		<p>g. Provide a link to google documents. Tell Ss to write their answers in groups. Ss report their answers. Check answers as class.</p>	
4	<p>Grammar presentation</p>	<p>a. Tell Ss to close their books. Focus attention on the board. Write on a slide:</p> <ol style="list-style-type: none"> 1. <i>Would you mind telling me how much do you want for it?</i> 2. <i>How much do you want for it?</i> <p>b. Have Ss focus on both questions. Ask what is the difference between both questions. Have Ss think for a moment. Elicit answers.</p> <p>c. Tell students that the difference is that number 1 sound more polite than the other. Ask situations when we try to be more polite when we request something. Elicit answers. Ask, “<i>What makes it polite?</i>” (<i>Would you mind</i>).</p> <p>d. Write on a slide:</p> <ol style="list-style-type: none"> 1. <i>Would you mind telling me how much do you want for it?</i> 2. <i>Could you tell me how much do you want for it?</i> <p>e. Ask, “<i>What differences is there between these two sentences at structure level?</i>” (One question has <i>would you mind...</i>, and the other, <i>could you...?</i>) “<i>What happens to the verb tell?</i>” (One question uses the -ing form, and the other uses the infinitive form) “<i>Is there a change in meaning?</i>” (No) Tell Ss both questions are requests, and both sound polite.</p> <p>f. Write on a slide:</p> <ol style="list-style-type: none"> 1. <i>give me a discount</i> 2. <i>you’ve got t-shirts</i> 3. <i>how much do you want for this CD</i> <p>e. Tell Ss using the appropriate structure make polite requests with the prompts.</p> <p>g. Student’s book p.126. Ex.4.</p>	30’/88’

		<p>Have Ss read language focus and answer activity 4.</p> <p>h. Tell Ss they will work on an online worksheet to practice making polite requests. http://bit.ly/3xDNe0q</p> <p>i. Present Ss different scenarios (at work, at school, at the store, at the restaurant, etc.). Have one student choosing a scenario and classmate to participate. Have the chosen S do the same and on. Ss work on making polite requests. Provide verbs so that students can create their examples. Have all students participate.</p>	
5	Post listening/ Speaking activity	<p>a. Write on the board:</p> <p><i>Could you bring the price down a little more? ___</i> <i>___ Abbey Road? That's £4.50. ___</i> <i>___ Oh, alright then, £3.50 it is. ___</i> <i>___ I'm afraid I only have £3.50 to spend.</i> <i>___ Excuse me. How much do you want for this CD? ___</i> <i>___ Alright. Let's say £4.00. ___</i> <i>___ Thank you very much. Here you are.</i> <i>___ OK, £3.75. ___</i> <i>___ Thanks. Here's your CD. ___</i> <i>___ It's a little expensive. Can you give me a discount?</i></p> <p><i>___ Abbey Road by The Beatles. ___</i> <i>___ Which CD is that? ___</i></p> <p>b. Have Ss write S for seller or C for customer next to each sentence. Then number the conversation sections in the correct order.</p> <p>c. Have Ss work in pairs in breakout rooms. Explain to learners that they're going to sell some items at a flea market. Tell Ss to make a list of 10 items in their homes that they'd like to sell. Next to the items, they should write how much money they want for each. Ss should decide the lowest price they're willing to accept for each. They can make a note of this, but keep it secret.</p>	32'/120'

		<p>d. Ss work in pairs to role-play buying and selling items at a flea market. Student A is the stallholder. Ask them to show their list with the ‘asking’ price to their partner. Student B is the customer. They choose four items to buy. Ask them to use ‘polite requests’ to bring the prices down.</p> <p>e. Ss change roles and do it again. Monitor the Ss’ use of vocabulary and language. Note good use of vocabulary and language, and any mistakes.</p> <p>f. Highlight good use of language and elicit corrections of any problems you noted. Go over each breakout room and listen to the conversations. Provide feedback.</p> <p>g. After providing feedback to each group. Have Students record their conversations. Have Ss their recordings through drive. Have Students notice which polite questions were made and point out errors or corrections they would made.</p> <p>h. Provide feedback in general.</p>	
<p>LESSON 2. Lesson learning Objective: By the end of the lesson students will be able to:</p> <ul style="list-style-type: none"> • Use counters with uncountable nouns • Develop strategies in reading. • write their own recipe of how to make their favorite international dish using counter with uncountable nouns. 			
Class Level		Intermediate A1-A2	
Material		Slides, book, Pictures,	

1	Warmer	<p>a) Ask Ss, “What is the difference between countable and uncountable nouns?” Have students share ideas in breakout rooms.</p> <p>b) Elicit students’ ideas and write them on a virtual board. Recapitulate the information. Point out which ideas are correct and which ones are not. Provide general feedback</p> <p>c) Tell students that they are going to brainstorm vocabulary. Have students get a piece of paper. Tell students that you will start a timer of 2 minutes and Ss have to write as much vocabulary of food as they can remember.</p> <p>d) Once students have finished. Have them classified their vocabulary into countable and uncountable.</p> <p>e) Check students’ answers. Have them take pictures of the notes. And share them in WhatsApp group.</p>	12’/10’
2	Pre-reading	<p>a) Ask the following:</p> <ul style="list-style-type: none"> • Are you a good cook? • What was the first dish you learnt to cook? • Who does the most cooking at home? <p>b) Introduce vocabulary through slides.</p> <p>c) Present some slides without the names and have students remember the vocabulary</p> <p>d) Student’s book p.146. Ex.2.Have Ss complete the chart with the vocabulary.</p> <p>e) Have Ss close their books. Ask about random vocabulary found on page 146. Have Ss tell you whether it is countable or uncountable.</p> <p>f) Explain Ss that they can some action verbs into adjectives. Provide examples. (boil/boiled, dice/diced, fry/fried, grate/grated, chop/chopped, stir/stirred, mix/mixed)</p>	15’/27’

		<p>g) In a slide, write each of the adjectives. Have Ss participate telling which vocabulary for food can go with such word.</p> <p>h) Ask the following:</p> <ul style="list-style-type: none"> • Have you tried Spaghetti Bolognese? • What do you think the ingredients will be? • What do you think of how is it prepared? <p>i) Elicit ideas</p>	
3	While reading	<p>a) Tell Provide students stripes of paper. Ss guess the correct adjective that goes in the gap. Provide correct answers</p> <p>b) Student's book p.146. Ex.2. Ss read the recipe instructions and number the boxes to put the recipe in order.</p> <p>c) Have students notice the words they used to sequence the text.</p>	15'/42'
4	Grammar instruction	<p>a) Read the explanation and example sentences with learners. Ask learners to underline the uncountable nouns in activity 4, then circle the 'counters' used to make them countable.</p> <p>b) Student's book p.146. Ex.5. Ss match the counters with the items.</p> <p>c) Student's book p.148. Ex.2. Ss underline the most likely word.</p> <p>d) Provide a worksheet in order to Ss practice.</p> <p>e) Student's book p.148. Ex.2. Ss answer the workbook</p>	15'/57'
5	Post-reading	<p>a) Set up breakout rooms. Provide simple recipes. So that student talk about the way that is prepared. Provide 2 or 3 different recipes. Monitor Ss. Have Ss discuss about ingredients, procedure and quantities using counters.</p>	15'/72'

		b) Pick 2 teams so that they briefly present one recipe. Provide feedback																																	
6	Pre-writing	<p>a) Tell Ss to write a recipe individually. Tell them that they are going to show their classmates how to prepare their favorite dish. Have Ss brainstorm ideas. Have Ss ask themselves What's the name of the dish? What ingredients do you need? o What do you do first?, What do you do next? Ss write down their ideas.</p> <p>b) Go around the class and help as needed.</p> <p>c) Show Ss how to write a recipe. Go over what the piece of writing needs to have. Explain the use of words for sequencing (first, next, after that, then, finally, lastly, at the end, etc.)</p>	13'/85																																
7	While-writing	a) Have Ss write their recipe. Help as needed.	15'/100																																
8	Post-writing	<p>a) Have Ss write their recipe.</p> <p>b) Tell Ss they will check other classmates' pieces of writing and provide a score based on rubric. Tell Students the composition is worth 15pts. Explain how they will grade their classmates' pieces of writing using the rubric.</p> <p>c) Have Ss use the following rubric:</p> <table border="1" data-bbox="555 1444 1271 1879"> <thead> <tr> <th colspan="4">Peer assessment rubric</th> </tr> <tr> <th colspan="4">Read the question and mark yes/no and write an additional comment if needed.</th> </tr> <tr> <th colspan="4"></th> </tr> <tr> <th></th> <th>Criterion</th> <th>Yes/No</th> <th>Comments (if any)</th> </tr> </thead> <tbody> <tr> <td colspan="4">Did my classmate...</td> </tr> <tr> <td>1</td> <td>...include the name of the dish</td> <td></td> <td></td> </tr> <tr> <td>2</td> <td>...include the ingredients needed?</td> <td></td> <td></td> </tr> <tr> <td>3</td> <td>...mention the steps of carrying out the recipe?</td> <td></td> <td></td> </tr> </tbody> </table>	Peer assessment rubric				Read the question and mark yes/no and write an additional comment if needed.									Criterion	Yes/No	Comments (if any)	Did my classmate...				1	...include the name of the dish			2	...include the ingredients needed?			3	...mention the steps of carrying out the recipe?			20'/120'
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		5	...use counters to make countable nouns countable?			
		6	...is clear with the recipe?			
		<p>d) Set up breakout rooms. Have Ss exchange their composition with a partner. Tell Ss grade their classmates' compositions. Make sure each has a copy of the rubric. Encourage Ss to ask and answer follow-up questions about the compositions, and to ask about anything in the recipe they did not understand. Go around the class, and help as needed.</p> <p>e) Monitor Ss</p> <p>f) Tell Ss that this piece of writing will be assessed Have them correct their pieces of writing.</p>				

In relation to the selection of the activities comprising the lesson plan, they were chosen in accordance with the, theoretical concepts, and methodology. The idea of the Communicative Approach, which creates opportunities for meaningful conversation, is at the core of the lesson plan. Furthermore, the lesson plan is in alignment with Bryans model of intercultural competence, developing three main essential ccomponents linguistic competence, sociolinguistic competence and intercultural competence to teach students to be intercultural speakers (rather than native speakers). Thus, it results an in attainable goal for teachers. Lessons' topics promotes interculturality as the first characteristic suggests an achievable ideal, being the intercultural speaker. Lesson clearly set objective for students in accordance in an English learning environment as the second characteristic is a framework for developing intercultural competency in a learning environment and contains learning goals. And lastly, because it has an educational component, it includes details about learning environments and the functions of teachers and students.

Another additional aspect of the whole lesson plan is that it follows the sequencing of activities as a pre, while and post structure. In reference to that all language skills writing,

listening, speaking and writing follow such pattern. The only learning skill that does not follow that pattern is speaking as it is included at different instances in the whole lesson plan in order to provide as much communicative activities as possible in order to develop fluency. Furthermore, according to UPN lesson plan is looking to whole language approach which tries to integrate skills throughout the whole structure of the lesson as it provides sustained length of time in all areas of language Listening, Writing, Reading, Speaking, Vocabulary, and Grammar.

As part of the development of strategies for building listening skills in my students, both, bottom up and top-down processing had to be employed. Using “bottom-up” and “top-down” listening skills are necessary to understand spoken discourse in order to target listening comprehension. Before starting listening activities, there had to be activation of previous knowledge. Therefore, Top-down strategies were used. As mentioned by UPN (n.d.), Top-down processing, as opposed to bottom-up processing, which travels from sound to language to meaning, refers to the utilization of background knowledge or prior information of a certain issue in order to interpret the meaning of a communication. Furthermore, the unit also mentions the use of incoming auditory input is the foundation for message comprehension which corresponds to bottom-up processing. That is to say, comprehension begins with the information that has been received, from which a message can be derived through the examination of sounds, words, clauses, sentences, and texts; this is the decoding process. By integrating spoken language's tiniest components, one can deduce its meaning in this fashion. Additionally, in order to offer students another range of possibility, the lesson plan integrates multimedia, providing development of students listening skills. Students were also asked where they are and what the listening is mainly about, students, just by listening, obtain information. Students will decode, or creating a message from sounds, words, and phrases, and from there, they give an answer.

As to speaking activities, lesson plan incorporates manipulative and communicative activities and techniques. In relation with manipulative techniques, there was use of brainstorming throughout different activities in the lesson. Some of the techniques employed in the post listening activity was meaningful drills requiring precise responses all of them restricted asset of possible responses in this case was the grammatical form that had to be used. Furthermore, there is also the possibility students turn them into form-focused since there is the possibility of negotiation for meaning as students are sinking in the grammar. In addition, the

speaking stage intends to enable students to use grammar in interactive situations. As mentioned by UPN they do have the advantage of encouraging accuracy in a communicative manner, that is, by also assisting students in increasing their fluency. They are personal, indirect (covert), learner-centered, dynamic, and guided by cognitive principles. Interactive grammar tasks are nothing new, but they do have the advantage of encouraging accuracy in a communicative manner, that is, by also assisting students in increasing their fluency. As to the grammar presentation stage in both lessons, it is designed so that students use grammar in interactive situations in order to promote accuracy in a communicative way.

The writing part of the lesson plan employs a guided writing approach. When selecting the approach suitable for the writing part, it seemed to be the best choice since the book provides a sample text. Students imitate the text model. The teaching principle used in the lesson was providing opportunities for as much authentic writing as possible. UPN mentions that writing pieces must always have a purpose and conveying meaning. In the light of this, students wrote a composition about superstitions and good and bad luck in our culture. Ss worked individually writing their pieces of writing. Achieving the purpose of providing opportunities of authentic writing as articles are mentioned to be an example of authentic writing. This section clearly emphasizes a point of Byram's model of intercultural competence attempting to foster skills of interpreting and relating (*savoir comprendre*) which is the ability to interpret a document or event from another culture, to explain it and relate it to documents or events from one's own. One of the elements used to evaluate writing was rubrics which, according to UPN, are instruments developed to assess or provide feedback on student progress for a specific task. Rubrics, particularly with writing, help the teacher provide feedback and assess achievement. Regarding technology and writing, email was used to be part of the writing part. Ss were asked to grade their classmates' compositions using a rubric that the teacher provides.

With reference to reading. During the pre-reading before engaging directly with the text, activates what they already know about the subject, prior experiences. The procedure of the activities is crafted to activate students' prior knowledge of the topic. For example, Activity 6 starts getting info from their mental background about the topic asking about what students expect to read. Connection with the topic of the reading it is more noticeable later in the subsequent activities. Additionally, there was included a section of vocabulary about that appears

in the text. Students are asked to define these concepts based on what they understood from the reading, helping students analyze unfamiliar terms by using context and grammatical signals, or by extracting meaning from the text, as it is further mentioned.

Another concept included in the lesson plan is schema, which was employed in questions to retrieve information from students' knowledge about a specific topic. As UPN suggests, we use content schema to connect new information in the text to our prior experiences, we draw on our understanding of those events. By connecting old and new information using content schema, we can better understand a text message. In regards with formal schema, I consider it was helpful when carrying out the writing activities as well because teacher showed an example of an article and students do already have knowledge about articles. As students are familiarized with this type of texts it was possible to have a better understanding. UPN states that the understanding of the many textual arrangements that we have is referred to as formal schema or rhetorical patterns. As to the third type of schema, linguistic schema, it could be also be inferred that students made use of it in most of the activities. According to UPN, this is the linguistic knowledge we have stored in our minds help students decipher words and their meanings.

The lesson plans intend students become aware of cultural differences by interacting with people they're with. In addition, culture is considered throughout the whole lesson plan's content. The fact that it takes into consideration culture it makes culture aware. Moreover, the book mentions different topics related to culture, more specifically, it shares social knowledge, people's shared beliefs and philosophies that make it possible for them to communicate effectively with one another. The nature of the topic promotes skills of interpreting and relating, meaning the capacity to see things from the standpoint of another person, not being in the center. Another point found in the lesson is that it gets students acquire new knowledge of the cultures and cultural practices. In the light of the topic, cultural awareness is developed so that students are able to critically assess the ideas and practices of their own culture being crucial to intercultural competence.

Designing of Necessary Tools to Assess/Test the Progress of Students

Assessment in this lesson plan plays an important role in knowing student's progress as opposed to actual classes aimed at indeed evaluating students through an instrument, requiring

them to do something to measure students' ability to use the target language: speaking, writing, listening, and reading. As mentioned by UPN (n.d.), Assessment is viewed as a much wider idea, rather than just measuring person's ability, knowledge, skills, performance through measuring means. Moreover, it serves to determine pupils' knowledge gaps and knowledge gaps, as well as their strengths and shortcomings.

Therefore, it was considered to take a formative route as teacher is not actually grading every activity in the lesson plan. As is suggested by UPN (n.d.), formative and summative assessment, both not being mutually exclusive, it could be said that all classroom assessment where teacher is gathering information from students' progress could have an effect in some part of their unit's grade in relation with the institutions grading criteria. As a result, this could be considered a way of using formative assessment in a summative way. In the light of formal and informal assessment, assessment is considered being informal during the course but formal when pondering students. Engaging in informal forms of assessment, during the course students are being provided with informal assessment, which is, according to UPN (n.d.), pointing out to students their strengths and areas for improvement. For instance, the ongoing informal assessment goes in accordance with one of my different philosophies in teaching, which is telling them that they will receive feedback throughout the course which will help them to determine what they need to improve and/or work on in order to achieve the learning objectives.

In order to provide an improved formative assessment and therefore a more reliable and accurate feedback, the assessment tool teacher uses will be in form of rubrics. This way, by using a rubric, teacher can look at it, and observe how well students are doing or performing in relation to the criteria in the rubric, in turn, this will provide insights and information necessary to advise and inform students about the achievement of the activities purpose. As to the assessment tools used in the activities for formative assessment, it is disclosed that only activities that provide value to students were taken into account. With that being mentioned, activities like ice breakers and warmers are excluded to be assessed by a tool.

It was decided to assess writing only. It was implemented by the use of rubrics. This would not have a grade. This will be only used for informative means, that is, this will provide insights to students about their process and performance during the activities. In order to assess

writing, it was it was encouraged students use a speaking rubric which will inform students their progress during the writing activity.

During the reading activity students were taken step by step so that they knew what to include in their piece of writing. Before undertaking the task, students were given a sample of the possible outcome and how to use the rubric. Also, Students were told to focus on using proper spelling and punctuation, to watch out for grammar errors, to capitalize names, places, languages, and months properly, and, most importantly, to include all the needed information. After being given instruction, they were requested to start writing on their piece of writing. Once they finish writing their piece of information. Students were requested to check each other's pieces of writing. In order to know how well students performed in this first writing stage, a rubric consisting of series of statements that students can read and mark yes or no, if they fulfill the criterion. The rubric also includes a comment section to exemplify how the criterion was accomplished or not. A problem when carrying out the rubric is that lead to student's bias. Therefore, it is important to provide explanation if how to complete at all time. For that, they used the following rubric:

Peer assessment rubric			
Read the question and mark yes/no and write an additional comment if needed.			
	Criterion	Yes/No	Comments (if any)
Did my classmate...			
1	...include the name of the dish		
2	...include the ingredients needed?		
3	...mention the steps of carrying out the recipe?		
5	...use counters to make countable nouns countable?		
6	...is clear with the recipe?		

After, their final piece of writing is checked in pairs, students are requested to make corrections and turn in a final piece of writing which will be assessed using the following rubric. The writing rubric is a series of statements in which teacher selects the best defines their pieces of writing. If a student meets all standards, it is considered to get 50 pts. This activity goes to student's learning portfolio as samples of the most pertinent language products can be kept by the teacher or pupils in a portfolio, which is merely a large folder or box. This rubric is used for

informal evaluation. This activity has a small value in the classroom assessment, part of formative assessment, in the grading criteria. During the decision reporting, as UPN (n.d.) mentions, teachers and students stop to evaluate some or all of the portfolio items in order to grade them using a rubric or just to offer formal or informal feedback. One of the problems was that carrying out this rubric can be long and tedious, so teacher might kind of grade students generally and write comments in some part of the paper being graded referring back to the rubric's criteria. For that, they used the following rubric:

Writing rubric				
Name:	Needs support (0)	Approaching standard (3)	Good (7)	Meets standard (10)
Content	Does not provide	Provides the name of the dish and ingredients that are needed.	provides the name of the dish and ingredients that are needed. And what to do first and next.	provides the name of the dish and ingredients that are needed. And mentions a series of steps according to pictures.
Sentence organization	Sentences are unclear and incomplete.	Some problems with word order within sentences (subject-verb agreement, subject omission, adjective-noun order).	Writes detailed, clear and well-thought out sentences.	Writes detailed, clear and well-thought out sentences.
Connecting ideas	No link between ideas, no argument or conclusion provided.	Some problems linking ideas using first next, after that, then, finally, lastly, at the end, ect.	Some ideas are appropriately linked to form a step-by-step recipe using first, next, after that, then, finally, lastly, at the end, etc.	ideas appropriately linked to form a step-by-step recipe using first, next, after that, then, finally, lastly, at the end..
Punctuation and spelling.	Excessive problems with punctuation and spelling that lead to a breakdown in communication.	Problems with punctuation and spelling that impede communication.	Some problems with punctuation and spelling that don't impede communication.	Writes sentences with correct punctuation and spelling.
Language and vocabulary.	Excessive inaccurate use of language and vocabulary that lead	Problems with accurate use of language structures and vocabulary that	Some problems with accurate use of language structures and vocabulary that	Capable of using accurate language structures and vocabulary.

	to a breakdown in communication.	impede communication.	don't impede communication.	
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Tecnológico Nacional de México
Instituto Tecnológico de Tapachula

English: level 6
Theme: Cooking recipes
Presentation: "Mexican Steak"
Teacher: Miguel Valdez
Student: Aguirre Ledezma Rolando
Date: 10/06/2023

Ingredients

- 6 beef fillet steaks
- 2 tablespoons of oil
- 1/2 filleted onion
- 1 minced garlic clove
- 2 serrano chiles cut into strips
- 2 chopped tomatoes
- 1/2 cup of water

Preparation method

In a saucepan, heat 1 tablespoon of oil and fry the steaks one by one.
Pour in the remaining oil and fry the onion, garlic and chili for 2 minutes.
Add the tomato and cook for 3 more minutes.
Add the steaks, the water Broth flavor Res.
Cover and cook for 10 minutes, stirring eventually to integrate all the ingredients.

Picture 2. Picture of a student's piece of writing during the early stages.

Video

The following link redirects to video that was edited in order to highlight the most important parts of the lesson which was implemented in May.

URL: <https://www.youtube.com/watch?v=Awa6YBlICs>

Experience Report

The last chapter reflects and analyses the results of carrying out the activities. It compares the results of the expected outcomes and provides possible solutions.

Outcomes and possible solutions

As the lesson plan constitutes 5 activities. As the class started with the warmer (Activity 1); Activity 1a, b, c, d, e, f and g went well as planned. In relation to my class and the activities I carried out f, I was able to observe as the class progressed well. Students took some time to guess the sentences. Starting out I noticed good engagement with students. During warmer, they were attentive. I think it was good activity using hangman to start the class. During the same activity, the sentences they needed to unscramble, I think to help students clarify the term of “flea markets”. Having the video shown to students, it helped to engage in the activities and to trigger student’s previous knowledge. I also think the video helped to clarify why is the term flea used or knowing at least the roots of the term. Here, I suggest adjust timing and provide more explanation to arrange the sentences. In regards with the video, I suggest provide students a list of vocabulary words that might be difficult so that students have a better understanding of the video. One of the things I could improve is having students write the vocabulary to later incorporate that in the portfolio as an extra activity. In regards with vocabulary, not only the one in this activity, the vocabulary throughout the lesson. The vocabulary we often employ affects both spoken and written language, as UPN (n.d.) notes. In order to guarantee that our students will benefit from our vocabulary focus. In relation with the second activity, the Pre-listening (Activity 2), starting with 2a, students successfully participated eliciting vocabulary of things in the picture. I believe that using the pictures helped to start student’s previous knowledge and to help better understand the lesson. I also think that having students discuss the questions also had them interact with each other and share their thoughts. Explanation of the meaning of some vocabulary, I think, helped have a better understanding of the recording. I also think it was a good idea having students close their books and have them listen to the video. I think this helped them developed their bottom-up skills. In while-listening (Activity 3), Activities went well. I think it served its purpose because it helped students in two ways; it helped them have a better understanding as it focused on comprehension, and it also got them an idea of the grammar. The

answers to the questions helped students to notice the two grammar structures that the lesson was about. The grammar presentation part (Activity 4) went well, as to this part, I taught it inductively, students were supposed to discover the language form on their own. I think having student notice language patterns helped them understand better in order to make polite results. The activity we did online, where students used a link, also helped reinforce the concepts mentioned. Lastly, during Post-listening/speaking (Activity 5), activities went well but it took a little bit of more time from the suggested time. Activities 5 c and d took more time than planned. I think the activity, which students had to organize the conversation, aid to internalize meaning of the language form and to how this language form is used in a real context. Lastly, when monitoring I noticed students were engaging and asking for doubts. As teacher I had to monitored each breakout room, which it was tedious to go back and forth checking pair work. Although some problems appeared, I consider the class successful in terms of objectives. As the things I can improve, I consider I should work on managing my time and giving more time to activities that matter more than other ones. For example, I noticed that during the warmer activity, doing the hangman activity. Moreover, I took more time than what I should have which I could have use that time on other activities. I consider my time management was acceptable, but it could have been better. In regards with my teaching practice, I noticed, after watching my video class, that I did not provide more feedback to students, or at least, I did not take advantage of the situations I could have employed feedback. This are things I will consider or have in mind for future lessons.

In regards with possible solutions. Having taught the lesson plan, I would like to make the following changes to the lesson plan, which I believe it could resolve some of the problems that arose. First, it is necessary to consider timing is very important to have in mind when planning. Also, it necessary to plan or have backup activities when students are not participating. A solution I would add is having more prompt questions or having example answers in order cope with students not knowing what to say. They may come up with their own responses if you give them some time to reflect and some potential responses. Second, I believe there was need of authentic materials since I merely only focused on the one provided by the book. Nowadays, you can find a great deal of reading activities online. Most of the people can easily access the internet, and there are numerous options available. In my

immediate context, as classes are still taken online, as teacher I had to adapt most of the activities. In relation with the current lesson plan, I was able to get the online version of the book so that they can follow the reading with me. It is important to mention that the most of the activities were carried out using power point presentation to show instructions, question series of pictures, and the reading.

Conclusions

This project has granted me a great deal of experience, taking everything into consideration to create one last final piece of work. This project got me into a journey of compiling everything that was learned throughout the specialization. Also, it has allowed me to think analyze and reflect, once more, on my teaching practices.

Along the specialization there have been three main areas, from which I learned a lot. First of all, when looking at Second Language Acquisition, all different approaches to English Language Teaching are supportive, to have a broad viewpoint of the context of teaching English as a foreign language. It was very important to know about it because it provides all the foundation to teachers, and it is backed on scientific information. As a result, I was able to identify teaching philosophy which helped me to know better my methodology and to know more about my students and their context, these aspects that something the teachers do not consider but it is very important to have better when teaching, and for students' learning.

Another are from which I learned significantly, learning more closely about each area of the language, the approaches and methodology for the four skills reading, writing, listening, and speaking, developing digital competences in each of the abilities. I would say this really important because it provided me with insights for my teaching practices itself for instance, the crucial aspect of designing the lesson plan and the theories that rely on each of the language skills to be considered when planning. In addition, I now see why is important to prepare activities to be carried out, and not seeing the lesson plan as an administrative task, a class can not be successful if planning is not well done. During this module, I also learned about the different roles that students play in the learning process as they are the center of attention and developing strategies that allow them to internalize their knowledge. I also learned about the responsibilities of teachers within and outside the classroom.

The last area of the specialization was in regards the third module, having a grasp of interculturalism and assessment was very insightful, culture being incorporated in lesson plan is something teachers should always bear in mind as culture plays an important role in language teaching. I also gained important understanding of how important is assessing on students. Additionally, I was able to get the broad idea of the concepts of assessment and testing when developing and creating my assessing tools that included all areas of the language. I have

reflected on the importance of assessment within the teaching of English as a Foreign Language and the necessary considerations that we as teacher have think when assessing students since each of the formats has advantages and drawbacks, therefore a careful design. We, as teachers, must first provide students with resources, numerous opportunities of practice, a diversity of approaches and strategies to help them become better learners.

After finishing up the project, I could say that all the work done and information read through the course will be beneficial to my students' learning. Now, I think I feel more prepared to deliver better classes. All the content seen has improved my teaching practice, my lessons, my classroom, my knowledge, and all this together has had and will have a positive impact on my students. The specialization has been a challenge because you have to find a balance between work, studying, and leisure time. I faced some difficulties while completing this course because working in a virtual environment makes things more difficult. We must discover opportunities to collaborate in groups, learn how to use new technologies, and be self-reliant in order to complete the course's primary purpose. The specialization gave me the opportunity of meeting my classmate, now colleagues. The class was very supportive. They were always there to give me a hand when it was necessary. I truly loved the journey of Specialization In English Language Teaching and Learning as a Foreign Language because I gained paramount knowledge that will help me continue improving my role as a teacher and my teaching practice onwards.

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Appendix A



Unit 9 Lesson 27

At the Flea Market

HANGMAN



Guess the word

Unscramble sentences

1. It/outside./a/taking place/is/market/
- 2.usually/cheap and not new/merchandise/sell/in good state/people/and possessions./

1. It is a market taking place outside.
2. People usually sell cheap and not new merchandise and possessions in good state.

Flea markets



What did you learn from the video?

Mention some important facts taken from the video and write them in the chatbox.



Braistorm ideas

What objects, things, or items do you see?
What kind of things do you see?

UNIT 9

27 At the Flea Market



Is there anything that looks interesting to buy? What?

How much would you pay for a plate?

What kind of things do people sell at flea markets?

Have you ever been to a flea market? If so, what did you buy?

Are flea markets popular in your country?

Are there any famous flea markets in your town?

Breakout Rooms

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Braistorm ideas

What objects, things, or items do you see?
What kind of things do you see?

**Discuss
questions on
the slide.**

Think and answer

Report their answers

**Listen a conversation
between tom and
Barbara in a fleamarket.**

Stallholder /*Stolholder*/

**A person who rents or owns a stall in
a market.**

Pound /*paund*/

**The standard unit of money used in
the UK and some other countries**

look at the pictures,
What are those
items?
How much they
would you pay pay
for each item in the
country's currency?

Leather jacket Practice listening
/Leder yaket/

Scarf **/sskarf/**

2 a Look at the pictures in the table below. What are they?
b **Track 54** Listen. Tom and Barbara are at a flea market.
Write their conversations and write their names under the items that they bought.

Items				
Wolly hat				Catus
/wulli jet/				/quektus/
price asked	£ _____	£ _____	£ _____	£ _____
price paid	£ _____	£ _____	£ _____	£ _____

3 **Track 54** **Track 55** Listen again. How much did the stallholder first ask for each item?
How much did Tom and Barbara pay? Write the amounts in the table above.



Lesson 27 127

Answer in breakout rooms

1. What did they say to ask if they have got any scarves?
2. Did Tom pay \$7 for the scarf and the woolly hat? What did he say after that?
3. What did Barbara say to get a discount?
4. What did Barbara say to ask about the price of the cactus?

01

Track 54 (page 178, Student Book) 1:12

Tom Excuse me. Would you mind telling me if you've got any scarves?

Stallholder I think there's one in this box here. I'll have a look. Oh, yes. Here's a nice, yellow one.

Tom Yeah, that's very nice. I'm also looking for a woolly hat. Do you have one?

Stallholder Well, how about this?

It looks nice with the scarf.

Tom Great! How much for the scarf?

Stallholder Five pounds.

Tom Hmm... And the hat?

Stallholder Three pounds. So that's eight pounds in total.

Tom That's a little expensive. I want to buy both, so could you bring the price down a little?

Stallholder OK. Umm... seven pounds?

Tom Could you give me both for five pounds?

Stallholder Oh, alright. Five pounds.

Tom Here you are.

Stallholder Thanks.

Track 55 (page 178, Student Book) 1:03

Barbara Hello. I'm looking for a jacket. Do you have any?

Stallholder Hmm... I've got this [REDACTED]

[REDACTED] your size.

Barbara Oh, I like that. Would you mind telling me how much you want for it?

Stallholder [REDACTED]

Barbara Hmm... [REDACTED]

Would 10 pounds be OK?

Stallholder 15?

Barbara I'm sorry, [REDACTED]

Stallholder Alright. 12 pounds.

Barbara Thank you. Oh! Could you tell me how much the cactus is?

Stallholder [REDACTED]

Barbara Oh, dear. I only have three pounds left to spend.

Stallholder OK. Three pounds. So that's 12 pounds for the jacket and three for the cactus. [REDACTED]

Barbara Here you are.

Stallholder Thanks.

02

write S for seller or C for customer next to each sentence.

Number the conversation sections in the correct order.

Could you bring the price down a little more? ___

___ Abbey Road? That's £4.50. ___

___ Oh, alright then, £3.50 it is. ___

___ I'm afraid I only have £3.50 to spend.

___ Excuse me. How much do you want for this CD? ___

___ Alright. Let's say £4.00. ___

___ Thank you very much. Here you are.

___ OK, £3.75. ___

___ Thanks. Here's your CD. ___

___ It's a little expensive. Can you give me a discount? ___

___ Abbey Road by The Beatles. ___

___ Which CD is that? ___

DECLARATION LETTER:

I declare that the following assignment ***“Final Project”*** is entirely my own work and that it is written in my own words and not those copied directly from any source, except for those properly acknowledged.

I understand if I omit to cite in any document signed under my name, I am committing plagiarism, which is unaccepted in any academic environment, and it is a serious violation of the institutional regulations, stated by the Guidelines for Academic Honesty in Citation and References included at http://eeaille.cealupn.net/pluginfile.php/2441/mod_resource/content/1/eeaille_1_00_Academic%20Guidelines%20for%20Citation%20and%20References.pdfm *“Participants must be aware of norms for Academic honesty. The following are the policies that the Specialization has adopted, based on Georgia State University (<http://www2.gsu.edu/~wwwfjb/sec409.html>) and Universidad Pedagógica Nacional policies. As members of the academic community, students are expected to recognize and uphold standards of intellectual and academic integrity. The program assumes as a basic and minimum standard of conduct in academic matters that students be honest and that they submit for credit only the products of their own efforts. Both the ideals of scholarship and the need for fairness require that all dishonest work be rejected as a basis for academic credit. They also require that students refrain from any and all forms of dishonorable or unethical conduct related to their academic work.”*¹

Definitions and Examples

The examples and definitions given below are intended to clarify the standards by which academic honesty and academically honorable conduct are to be judged. The list is merely illustrative of the kinds of infractions that may occur, and it is not intended to be exhaustive. Moreover, the definitions and examples suggest conditions under which unacceptable behavior of the indicated types normally occurs; however, there may be unusual cases that fall outside these conditions which also will be judged unacceptable by the academic community.

A. Plagiarism: Plagiarism is presenting another person's work as one's own. Plagiarism includes any paraphrasing or summarizing of the works of another person without acknowledgment, including the submitting of another student's work as one's own.

¹ EEAILE-CEAL. UPN. Guidelines for Academic Honesty in Citation and References.
http://eeaille.cealupn.net/pluginfile.php/2441/mod_resource/content/1/eeaille_1_00_Academic%20Guidelines%20for%20Citation%20and%20References.pdf

Plagiarism frequently involves a failure to acknowledge in the text, notes, or footnotes the quotation of the paragraphs, sentences, or even a few phrases written or spoken by someone else. *The submission of research or completed papers or projects by someone else is plagiarism, as is the unacknowledged use of research sources gathered by someone else when that use is specifically forbidden by the faculty member. Failure to indicate the extent and nature of one's reliance on other sources is also a form of plagiarism. Any work, in whole or in part, taken from the Internet or other computer-based resource without properly referencing the source (for example, the URL) is considered plagiarism. A complete reference is required in order that all parties may locate and view the original source. Finally, there may be forms of plagiarism that are unique to an individual discipline or course, examples of which should be provided in advance by the faculty member. The student is responsible for understanding the legitimate use of sources, the appropriate ways of acknowledging academic, scholarly or creative indebtedness, and the consequences of violating this responsibility.*"

The "Reglamento General para estudios de posgrado de la UPN" states as follows in the **TITULO QUINTO: De las sanciones y recursos.**

CAPITULO 1. De las sanciones

III. Baja definitiva en los siguientes casos:

d) Presente como propios trabajos académicos que no son de su autoría, entre ellos, artículos, revistas, ensayos, libros, tesis profesionales o de grado, así como cualquier otro sin consentimiento expreso de su autor."²



Miguel Josué Valdez Velazquéz

² Reglamento General para estudios de posgrado de la UPN. <http://137.135.91.197/normateca/index.php/category/6-reglamentos-internos.html>