

UNIVERSIDAD PEDAGÓGICA NACIONAL

UNIDAD 092 AJUSCO

ESPECIALIZACIÓN EN ENSEÑANZA Y APRENDIZAJE DEL INGLÉS COMO LENGUA EXTRANJERA

“MEANINGFUL TEACHING SEQUENCE AND ASSESSMENT TOOLS FOR PRE-A1 STUDENTS AT COLEGIO KAROL WOJTYLA”

TRABAJO RECEPCIONAL DE INTERVENCIÓN PEDAGÓGICA

QUE PARA OBTENER EL DIPLOMA DE:

ESPECIALIZACIÓN EN ENSEÑANZA Y APRENDIZAJE DE INGLÉS

COMO LENGUA EXTRANJERA

PRESENTA:

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CIUDAD DE MÉXICO, JULIO 2024

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SPECIALIZATION IN TEACHING AND LEARNING OF ENGLISH AS A FOREIGN LANGUAGE

***“MEANINGFUL TEACHING SEQUENCE AND ASSESSMENT TOOLS FOR
PRE-A1 STUDENTS AT COLEGIO KAROL WOJTYLA”***

RECEPTIONAL PEDAGOGICAL INTERVENTION WORK

TO OBTAIN THE DIPLOMA OF:

SPECIALIZATION IN TEACHING AND LEARNING OF ENGLISH
AS A FOREIGN LANGUAGE

PRESENTS:

CRISTINA SOBRADO DE LA FUENTE

TUTOR: ELIN EMILSSON INGVARSDOTTIR

MEXICO CITY, JULY 2024



Ciudad de México, 18 de septiembre de 2024

DICTAMEN DE APROBACIÓN DEL TRABAJO DE ESPECIALIZACIÓN PARA LA OBTENCIÓN DEL DIPLOMA

Se hace constar que el/la participante Sobrado de la Fuente Cristina con matrícula 230926031 de la generación XII de la Especialización en Enseñanza y Aprendizaje de Inglés como Lengua Extranjera, modalidad en línea, promoción 2023-2024, presentó el trabajo recepcional: "Meaningful teaching sequence and assessment tools for Pre-A1 students at Colegio Karol Wojtyla", que es un requisito para la obtención del diploma de especialización.

El trabajo recepcional ha sido APROBADO por el jurado formado por el/la directora/a y dos lectores:

Elin Emilsson Ingvarsdottir

Director	Elin Emilsson Ingvarsdottir
Lector/a	Alma Delia García Salazar
Lector/a	Gabriela Ruiz de la Rosa

ATENTAMENTE
"EDUCAR PARA TRANSFORMAR"

GABRIELA RUÍZ DE LA ROSA
RESPONSABLE DE LA ESPECIALIZACIÓN EN
ENSEÑANZA Y APRENDIZAJE DE INGLÉS

C.c.p Miguel Ángel Vertíz Galván-Coordinación de Posgrado
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ABSTRACT

This study examines the instructional strategies and outcomes of Unit 6, "My Food," within an Early Years Program based on Cambridge Education's framework, designed for Pre-A1 English language learners in a 3rd Kindergarten setting. The unit introduces students to essential food-related vocabulary, including terms like cake, candy, chips, chocolate, grapes, pineapple, beans, cereal, fruit, meat, rice, and vegetables. Language patterns such as "Would you like some (chocolate)? Yes, please / No, thank you" and "I'd like some (candy), please" are incorporated to facilitate practical communication skills. Additionally, students learn to articulate their food preferences during meals, utilizing sentences like "I have (meat and rice) for (breakfast)." The phonetic focus of the unit centers on the /tʃ/ sound represented by "ch," contributing to the development of early literacy skills. The unit also emphasizes values like sharing through the story "Share, Ricky Raccoon!" and integrates cross-curricular concepts related to the science of taste, exploring salty, sour, and sweet flavors.

The teaching context involves two groups of students, Group A and Group B, comprising 48 children aged between 5 years 6 months and 6 years 2 months. Group A consists of 25 students (15 girls and 10 boys), while Group B has 23 students (13 girls and 10 boys). The students, who have been exposed to English since Nursery, possess a Pre-A1 level of language proficiency. The pedagogical approach adheres to the Early Years Program from Cambridge Education, emphasizing international standards in early childhood education and focusing on various developmental milestones. The primary teaching materials include the Pippa and Pop 3 series, which encompasses a Student's Book, Workbook, Digital Book, and access to the Cambridge One platform. Each group receives seven 45-minute lessons weekly, distributed from Monday to Thursday, with an additional hour-long session led by a native speaker on Fridays.

In the English language classroom, fostering a supportive and engaging environment is crucial for the holistic development of young learners. The curriculum emphasizes building confidence, cultivating enjoyment in learning, and nurturing curiosity. The focus is on early literacy, learning through play, and developing metacognitive skills like task focus, motivation, and goal-setting. Early literacy is enhanced through stories, songs, and rhymes that reinforce sound-spelling relationships, while learning through play promotes interaction, creative thinking, and communication. Metacognitive development is supported by setting clear goals, employing varied assessment techniques, and establishing consistent classroom routines.

The teaching sequence integrates diverse formative assessment tools to evaluate student progress and engagement throughout the unit. Lessons include various assessment methods, such as checklists, self-

assessment through emojis, peer evaluation via digital games, and rubrics for reading and speaking. These assessments aim to monitor oral participation, vocabulary usage, comprehension, and overall language acquisition.

The implementation of this innovative language learning methodology has yielded significant positive outcomes in the Pre-A1 classroom. Through interactive activities and technology, students have demonstrated notable progress in language proficiency and confidence. Collaborative projects have fostered inclusivity and support among students, creating an energetic and purposeful learning environment. The success of this student-centered approach highlights its effectiveness and potential for further enhancing the language learning experience for young learners.

KEY WORDS: Pre-A1, Early Literacy, Formative Assessment, Language Acquisition, Student-Centered Learning

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Introduction

*"Assessment drives learning. It not only measures performance but also fosters it." -
DYLAN WILLIAM*

Teachers approach their profession with different motivations, influenced by a combination of intellectual and emotional elements. While some prioritize intellectual growth, others are attracted to the emotional impact of learning a new language. Teaching young learners a second language presents both rewards and obstacles, pushing students beyond their comfort zones. It's crucial to empower teachers to tailor their instruction to fit the context and needs of their students, as rigid curricula can hold back progress. Acquiring proficiency in a second language demands a combination of both conscious and subconscious efforts, including active monitoring, exposure, practice, interactions, and motivation. These elements are orchestrated within a specific methodology designed to help students develop the mental functions and structures required to attain proficiency in the second language, approaching a level comparable to their native language. This journey also takes into account individual variations and external factors that can influence the learning process.

In the classroom, teachers serve as guides and motivators, nurturing student advancement and fostering inclusivity and openness for knowledge. Students are active participants, who must be engaged in discussions, problem-solving, and assuming responsibility for their learning. Successful language education centers on effective collaboration between teachers and students, promoting growth and empowerment. Patience and adaptability are essential for creating a supportive learning environment. Teaching the four basic skills in a L2 at the pre-A1 level presents unique challenges, especially as students are still solidifying their skills in their L1. As educators, our primary objective is to facilitate students' learning journeys as they navigate towards achieving their objectives. This involves providing them with the necessary resources and guidance to develop and assess their competencies within the mandatory curriculum. Inside the classroom setting, a blend of knowledge, skills, and attitudes is essential to aid learners in acquiring tools for both academic and social contexts. During the formative years, effective communication through various mediums such as words, actions, pictures, songs, and movement play a crucial role in fostering the development of the fundamental English language skills.

For this particular work, the four skills will be the main focus but will include the intercultural factor. This will be done through a lesson plan that promotes the development of the ability to communicate and connect effectively in a second language according to the age and level of students but at the same time promote an intercultural approach to develop the skills and attitudes needed to thrive in an increasingly diverse world. Introducing pre-A1 Level students to interculturality begins with creating a welcoming and inclusive classroom environment where diversity is celebrated. Incorporating multicultural books, pictures, and materials that reflect various cultures into the classroom, where students are encouraged to share their own cultural experiences and traditions, fostering a sense of pride and appreciation for cultural diversity. The usage of interactive activities, such as cultural games, music, and art, is key to engage students in learning about interculturality in a fun and meaningful way, in order to model open-mindedness and respect for all cultures through words and actions, emphasizing the importance of empathy and understanding. By embracing an intercultural teaching approach, young learners can develop a broader worldview and build positive attitudes towards people from diverse backgrounds.

Each teacher's motivation to teach is deeply personal and varied, shaped by their unique perspectives and experiences. While some are driven by intellectual development, others are inspired by the emotional impact of language acquisition. Regardless of their individual philosophies, every teacher undergoes a continuous journey of professional development, refining their beliefs, strengths, and weaknesses in the process. This journey empowers teachers to create, reflect upon, and define their own teaching approaches, allowing them to tailor their methods to the needs of their students and their teaching context. Embracing a personal teaching philosophy becomes essential in ensuring effective language acquisition and usage among students, especially when adhering to a standardized curriculum may not fully address their linguistic needs. When teaching a new language, it's imperative to comprehend and articulate the dimensions of a teaching philosophy. By striking a balance between cognition, attitude and behavior, educators can effectively fulfill their mission of guiding each student towards language proficiency in their specific learning environment.

As educators, our teaching identity and philosophy undergo continuous transformation, reflecting our personal convictions, principles, and encounters. It is the amalgamation of

educational theories, hands-on teaching methodologies, and the roles we assume within the classroom that shapes the distinctive approach we cultivate. Our teaching identity serves as a manifestation of our dedication to fostering linguistic competencies in our students. The dynamic interplay of these components defines the framework of effective language instruction. The journey towards becoming a proficient language educator is an ongoing process, integrating the most effective theoretical frameworks with practical applications to create a learning environment conducive to students' language acquisition and achievement. This intricate fusion of concepts and actions ultimately culminates in the successful fulfillment of our mission as language instructors: to empower students to communicate fluently and confidently in an increasingly interconnected world.

Our ability to shape the future rests on our clarity regarding our pedagogical and learning objectives. By defining our educational goals, we can avoid being passively influenced by technology that may not align with our desired educational outcomes. If we aim to foster a classroom culture characterized by ownership, collaboration, and joy, teachers must be granted autonomy to conduct research, encouraged to engage in self-reflection, and allowed the freedom to learn from mistakes. This autonomy is vital for teachers to cultivate consistent learning environments and instill a sense of agency in their students. It is essential to identify tangible strategies that truly make a difference and to empower teachers to implement them effectively as well as to assess them accordingly.

Stephen Sireci, emphasizes the importance of assessment as a tool for improving student learning and guiding instructional decisions. He advocates for assessments that are valid, reliable, fair, and transparent, ensuring that they accurately measure what they intend to measure without bias or discrimination. Sireci emphasizes the need for assessments to align with educational goals and standards, providing meaningful feedback to both students and educators. Additionally, he highlights the importance of considering cultural and linguistic diversity in assessment practices to ensure equity and inclusivity in education, emphasizing the role of assessment in supporting student growth and informing effective teaching practices. (Sireci, 2015) Assessment is vital for young learners as it helps educators tailor instruction to individual needs, ensuring optimal learning outcomes. Regular assessments allow for progress monitoring, guiding students towards their learning objectives. Moreover,

assessment data empowers educators to refine teaching methods and resources, while also serving as a motivational tool for students. Furthermore, assessments promote accountability, ensuring the delivery of a high-quality education. Overall, assessment supports young learners' development through personalized instruction, progress monitoring, instructional refinement, motivation, and accountability promotion.

Chapter 1: Philosophy and theory

In education, the teaching philosophy, identity, and context are crucial for shaping effective practices. A clear teaching philosophy guides educators in fostering learning and engagement, influencing their methods and classroom dynamics. Teaching identity, reflecting a teacher's values and experiences, helps them connect with students and adapt to diverse needs. The teaching context, including the educational environment and student demographics, significantly impacts teaching strategies and outcomes. Recognizing and adapting to these contextual factors is essential for creating inclusive and effective learning environments.

This chapter explores some of the complex relationship between teaching philosophy, identity, and context, examining how these elements collectively influence educational practices and contribute to the development of a dynamic and responsive teaching approach. Through this exploration, I aim to highlight the importance of a holistic understanding of teaching, one that integrates personal beliefs, professional identity, and contextual awareness to enhance the overall educational experience.

1.1 My Teaching Philosophy

A significant chapter in my life began when English first sparked my interest. Discovering the fascinating world of language acquisition at a tender age, I felt an undeniable sense of calling. My journey into teaching started during High School, where I found myself not only helping classmates grasp English but also assisting with various subjects. It was

then, that I realized my true vocation lay in education. Pursuing a bachelor's degree in Pedagogy during college, I continued to teach English, although with limited understanding, as I was still navigating my own learning journey.

Initially, I adhered to traditional teaching methods, emphasizing grammar rules and vocabulary memorization. However, my perspective shifted upon encountering the concept of functional language, echoing the sentiments of sociolinguist M.A.K. Halliday. Halliday said, the important thing about a language is that it has to be functional, people need to learn it to interact with the world around them but this learning process has to be done in a meaningful way. (Halliday, 1975)

This realization coincided with my (current) school's transition to the Cambridge Methodology, which prioritizes communicative language learning and social functions. Embracing this approach, I embarked on a journey of self-improvement and professional development in language teaching.

As the Coordinator of the Early Years English Program at Colegio Karol Wojtyla, my focus shifted towards fostering a comfortable and engaging learning environment. Recognizing the importance of foundational vocabulary and communication skills, I prioritize teaching common expressions, action verbs, and understanding of instructions and everyday language. Moreover, I emphasize the significance of student progress, encouraging resilience and confidence throughout their language learning journey. Witnessing tangible improvements in our students' language skills and communicative abilities reaffirms the effectiveness of our approach.

Today, I can say that as a language specialized teacher, my teaching philosophy has undergone significant evolution following my exploration of new insights into language acquisition. Central to my approach is the recognition that language learning is a dynamic and multifaceted process, influenced by diverse factors such as cognitive development, cultural background, and social interaction. Drawing from contemporary theories of language acquisition, I prioritize creating an immersive and communicative learning environment that mirrors real-world language use.

One key aspect of my teaching philosophy is the emphasis on meaningful and authentic language experiences. I believe that language acquisition is most effective when learners are actively engaged in using language to express themselves and interact with others. Therefore, I design activities and tasks that promote authentic communication, encouraging students to engage in genuine conversations, debates, and collaborative projects.

Additionally, I recognize the importance of providing comprehensible input and scaffolding support to learners at different proficiency levels. By gradually introducing new vocabulary and language structures in context, I aim to facilitate gradual language acquisition while ensuring that students feel challenged yet supported in their learning journey.

Additionally, my teaching philosophy embraces the idea of learner-centered instruction, where students are active participants in their own learning process. I strive to cultivate a classroom culture that values diversity, fosters creativity, and encourages independent inquiry. Through differentiated instruction and personalized feedback, I'm (trying to) aim to meet the individual needs and interests of each student, empowering them to take ownership of their learning and become lifelong language learners.

Ultimately, my teaching philosophy is guided by the belief that language learning is not merely about mastering grammar rules and vocabulary lists but about developing communicative competence and cultural awareness. By fostering a supportive and engaging learning environment, my goal is to inspire my students to become confident, proficient, and culturally competent users of the English language.

1.2 My Teaching Identity and Role at School

The teacher's role in the learning process is multifaceted and essential. We play a crucial part in facilitating and enhancing students' education and development. Teachers are responsible for delivering lessons and information to students, using appropriate methods and providing explanations, demonstrations, and examples to aid understanding. We must create a learning environment that encourages active participation, critical thinking, and collaborative learning. At the same time, also assess students' progress through testing and

assessment tools, using the data to provide additional support. Teachers give feedback to help students improve and tailor their instruction to individual needs. We inspire and motivate students, set low or high expectations, and maintain a positive classroom atmosphere. We also manage the classroom, design or adapt the curriculum, engage in professional development, serve as role models, and offer emotional and academic support to students.

Teachers play multiple important roles in the educational ecosystem, each contributing to the growth and success of our students. First and foremost, we are team members within our schools and institutions, who collaborate with colleagues, administrators, and support staff to create a cohesive and effective learning environment. This teamwork allows for the exchange of ideas, sharing of best practices, and the development of a unified approach to education.

Being a teacher and an English coordinator for kindergarten education and 1st and 2nd elementary grades is both a fulfilling and challenging role. As a teacher, I have the privilege of nurturing the minds of young children, introducing them to the wonders of language and communication but also the challenge of familiarizing them with a second language.

Working at Kindergarten, it's essential to create a warm and stimulating environment that raises curiosity and a love for learning. I have the opportunity to engage in creative and interactive teaching methods, helping my students build a strong foundation in English language skills, such as speaking, listening, and early literacy.

Simultaneously, as an English coordinator, I play a pivotal role in shaping the English language curriculum for kindergarten and 1st-2nd elementary grades. This involves designing age-appropriate lesson plans, selecting engaging materials, and providing guidance and support to fellow educators. I collaborate with my colleagues to ensure that our English language program aligns with SEP educational standards and best practices and at the same time with the standards a recognized private school needs to have, but also allowing our young learners to develop the language skills they need to succeed in their academic journey. It's a role that requires dedication, innovation, and a genuine passion for early childhood education, but the rewards of witnessing children's growth and development in language and communication make it truly worthwhile.

1.3 My School and Teaching Context as a Pre-A1 Teacher

I started working at Colegio Karol Wojtyla about 8 years ago. My school is located in Tehuacán, Puebla. It's a private school with around 700 students ranging from Nursery to High School, every group has around 15-25 students. (*Appendix 1*)

The social level of our students and teachers is considered "Medium-high class". Our school is one of the top 3 best recognized schools in the area and fosters a community of well-accommodated families, who are well-known around the city societal standards. It is also a catholic formation school, which has its moral basis in the life works of Pope John Paul II, Robert Baden-Powel (Founder of Scouts Movement) and Jean Baptiste de la Salle.

Our English level is above the average of other schools in the area. We work with Cambridge Methodology and are a Certification Centre for Cambridge Certifications. This means that we mostly work with British accent and all of the variations that come from it as well as focusing on learning English based on the four basic language skills: reading, writing, speaking and listening. All of our lessons must be taught in English exclusively so one could say that is a clear example of a Lingua Franca environment of learning. (*Appendix 2*)

The majority of our students come from the same cultural and educational background. Also, most of our students start their educational journey with us since their Kindergarten years, so this means the linguistic abilities and development is pretty much the same within a group, but when that's not the case (e.g., with a new student from another school/city or one that is behind) we try to level them up with extra resources or after classes lessons.

Starting from Kindergarten and up to 2nd grade Elementary, we work with a learning program called Early Years English (adapted for a Pre-A1 and A1 level), where our youngest kids are motivated to like and learn English as a second mother tongue, stimulating certain language functions such as: greetings interactions, exchanging basic information about themselves, understanding instructions, giving simple opinions, etc. This program is an educational framework designed for children in the early stages of their learning journey, typically ranging from birth to around 7 years old. Developed by Cambridge Assessment International

Education, the program provides a holistic approach to early childhood education, focusing on key areas of development such as cognitive, linguistic, social, emotional, and physical growth. It emphasizes play-based learning, recognizing the importance of hands-on exploration and discovery in young children's development. Through a combination of structured activities, guided play, and child-led experiences, the program aims to nurture children's natural curiosity and creativity while laying a strong foundation for future academic success. (*Appendix 3*)

When our students grow and start their 3rd year of Elementary Education, we test them and divide them into 3 levels: basic, intermediate and advanced, depending on their skills and language ability, this is done through the application of Cambridge Young Learners Assessment Exams, in order to warrant the correct exposure to language according to their performance and helping everyone feel confident and safe during their learning process.

Once the children reach their Middle and High School years, they are motivated to escalate in our level system and move upwards to become fully bilingual, for this, the school works with a Project Based Learning approach introducing students to different types of learning processes and strategies applying most of the metacognitive principles, such as interaction or production. With these techniques, our school makes sure all of our population is well formed to continue with any further education needed to complete their transition to adulthood.

At school, we expose our students to Native Speakers English as well as with Local Mexican English teachers, encouraging the need to learn a language in order to be able to communicate and being understood in the form of any expression. This exposure is done in order for students to speak English as a global language, to understand the differences between accents, intonation and stress patterns, to apply the principle of politeness, to comprehend language in all of its forms. (*Appendix 4*)

We take the perspective of teaching where being coherent in the usage and meaning of language is going to impact the process of learning and communicating in a second language. Whether it is in its written or spoken form, the methodology we follow is a perfect example of a social practice of language where we try our best to communicate in the classroom by

giving and obtaining factual information and establishing social contact with the world around us.

For this particular work, the teaching context is the following: (*Appendixes 5 and 6*)

- **GRADE:** 3rd kindergarten (Groups A and B)
- **POPULATION:** 48 students in total
 - **Group A** → 15 girls and 10 boys (25 students)
 - **Group B** → 13 girls and 10 boys (23 students)
- **AGE:** ranging from 5 years and 6 months to 6 years and 2 months' old
- **ENGLISH LEVEL:** Pre-A1, most of them have been at school since Nursery so they have basic understanding of English Language and the dynamic of a class.
- **METHODOLOGY:** We work with the Early Years Program from Cambridge Education, which is aligned with international standards and best practices in early childhood education. It encompasses a wide range of learning objectives and developmental milestones, covering areas such as language and literacy, numeracy, science, arts, and personal, social, and emotional development.
- **MATERIAL:** Pippa and Pop 3 (Student's book, Workbook, Digital book and Cambridge One platform)
- **CLASS SCHEDULE:** each group has 7 classes a week, 45 minutes each class, distributed from Monday to Thursday and 1-hour class with a Native Speaker Teacher on Friday.
- **TEACHERS:** Cristina Sobrado De la Fuente (English teacher), Jaily Scott (Native teacher)

1.4 Language Learning Theoretical Framework for Pre-A1 Level

Researchers have long researched into the field of Second Language Acquisition (SLA) to establish connections between learning a language as a mother tongue and as a secondary one. Various SLA theories, including Behaviorism/Structuralism, Generative Linguistics, and the Sociocultural Theory, offer distinct perspectives on language teaching and pedagogical models. Focusing solely on one theory may overlook many aspects of SLA, emphasizing the need of considering multiple viewpoints (Gass & Selinker, 2008).

The Sociocultural Theory is a learning theory that emphasizes the influence of social interactions and cultural factors in a human's development. It highlights how learning,

cognition and psychological processes are shaped by social relationships, cultural norms and the collective knowledge of a particular environment.

Inspired by Vygotsky, this theory led the way to cooperative learning, construction of meaning and several sociocultural variables where languages are learned as a result of interactions between social and cognitive factors.

This work will be an example of SCT and how children learn a language through social interactions with their caregivers and the cultural context where they are raised. This theory will help us explain how cultural norms and beliefs influence individual's problem-solving strategies and decision-making processes.

The SCT looks at the development of higher mental functions that develop as result of mediation and interaction between socially and culturally created contexts where there are material and conceptual artifacts that will help the learner's mind develop. These higher mental functions are cognitive abilities that develop over someone's life and include: memory, attention, rational thinking, emotion and learning, all of them experienced through intentional and voluntary actions. On the other hand, artifacts are physical or cultural tools that mediate and regulate a person's actions and are used to engage the learner in a goal-directed activity.

Language is considered to be a cultural-conceptual artifact and it plays a relevant role in the development of higher mental functions that can potentially impact cognitive development to gain control over actions as stated by Vygotsky in his Genetic Model. (Lantolf J.P & Thorne, 2006)

Vygotsky also coined the concept of Zone of Proximal Development (ZPD) which is the distance between a child's actual developmental level and the level at which they could perform solving tasks with the assistance of a teacher. This zone is a socially negotiated space where feedback and interaction are seen as a collaborative process that allow the student to become more capable. (Vygotsky, 1978)

Scaffolding is crucial for guiding learners toward their ZPD, where they can acquire new skills or enhance existing ones. In this instructional method, a more knowledgeable

individual provides support to learners, gradually reducing assistance as their abilities improve. Scaffolding fosters a supportive environment for students to construct their own knowledge, motivating them and reducing frustration. Breaking down complex tasks into manageable steps allows students to develop problem-solving skills by initially following the teacher's lead and then completing the task independently.

The Language Learning Approach followed at my institution is the one designed by Cambridge University, called Cambridge Framework of Life Competencies to show what different life skills there are and how they can develop along the learning journey. With it teachers can prepare their students to succeed in a world that is changing fast, help them to work together with people from around the world, to think creatively and solve problems, to analyze sources more critically, to communicate their views effectively, to maintain a positive mindset in an increasingly complex world. This framework has grouped the competencies into eight different areas: (Press, 2020)

1. **Creativity** → Learners actively participate in creative activities, generate new ideas and use them to solve problems.
2. **Critical thinking and problem solving** → Learners identify patterns and relationships, evaluate ideas and use these skills to solve problems.
3. **Digital literacy** → Learners develop the ability to effectively navigate, evaluate, and create information using digital technologies.
4. **Learning to learn** → Learners develop practical skills to support and take control of their learning and reflect on their own progress.
5. **Communication** → Learners choose the most appropriate language to use in different situations, manage conversations effectively and express themselves clearly and confidently.
6. **Collaboration** → Learners work well together in groups through actively taking part in group activities, listening to others, sharing tasks and finding solutions to problems.
7. **Emotional development** → Learners describe and manage emotions and develop positive relationships with others.
8. **Social responsibilities** → Learners recognize and describe different roles and responsibilities in a variety of groups and understand cultural and global issues.

This framework also tracks how each competency develops along the five stages of the learning journey: kindergarten, primary, secondary, higher education and the workplace.

The component areas are divided into two sets of skills: 1) Thinking and learning skills (creativity, critical thinking, digital literacy and learning to learn) and 2) Social skills (communication, collaboration, emotional development and social responsibilities).

The Common European Framework of Reference for Languages (CEFR) is an international standard for describing language ability. It describes language ability on a six-point scale, from pre-A1 for beginners, up to C2 for those who have mastered a language. This makes it easy for anyone involved in language teaching and testing, such as teachers or learners, to see the level of different qualifications.

In this work, the focus will be set at the kindergarten stage, for pre-A1 level learners, with a leaning approach based on the SCT and the Cambridge Framework for Life Competencies.

The application of a theoretical framework based both on the Sociocultural Theory and the Cambridge Framework of Life Competencies can be used to improve the English language learning programs used in the classroom. Some of the benefits of having a firm basis are:

- *Curriculum development* → Use descriptors of component competencies at each learning stage to develop curriculum learning outcomes.
- *Learning materials* → Use of research to design suitable learning activities.
- *Teacher development* → Develop awareness of the component skills that learners should be developing at every stage and level of learning.
- *Evaluation* → Develop appropriate tasks and record-keeping to monitor success in developing second language acquisition.

Chapter 2: Methodology and practice

The importance and relevance of methodology in designing a teaching sequence and assessment tools cannot be overstated. A well-chosen methodology provides a structured

approach to instruction, ensuring that teaching strategies are aligned with learning objectives and student needs. It guides the sequence of activities, the pacing of lessons, and the integration of various instructional techniques, making the learning process coherent and effective. Moreover, methodology influences the design of assessment tools, ensuring they accurately measure student understanding and progress. By selecting appropriate methods, educators can create engaging, student-centered learning experiences that promote deeper understanding and retention of material, while assessments can provide meaningful feedback to both students and teachers, guiding future instruction and improvement.

2.1 Development of the four basic skills of language in Pre-A1 Level

English is the most commonly studied foreign language worldwide and is rapidly becoming a global *lingua franca* – an international language. Parents, educators, and politicians alike recognize that new generations will require a stronger command of the English language. The typical ELT classroom revolves around a single aim – the acquisition of the English language. Teachers are often specially trained in language instruction, and materials tend to focus explicitly on language, with lessons built around grammar, vocabulary, and occasionally, second language (L2) culture, but English must have a much larger and complex role, it must have a focus on content and language at the same time.

Learning English needs to be about having the confidence to communicate and access a lifetime of enriching experiences and opportunities, enabling students to develop and build speaking, reading, writing and listening skills for the real world outside the classroom.

Pre-A1 Level is the first basic level established by the CEFR (Assessment, 2018). Students at Pre-A1 level have some Reading and Writing general ability statements, where they can:

- read and understand some simple sentences, including questions
- follow some very short stories written in very simple language
- write the letters of the English alphabet
- write names using the English alphabet
- copy words, phrases and short sentences

- spell some very simple words correctly

Students at Pre-A1 level have some Listening and Speaking general ability statements, where they can:

- understand letters of the English alphabet when heard
- understand some simple spoken instructions given in short, simple phrases
- understand some simple spoken questions about self – such as name, age, favorite things or daily routine
- understand some very simple spoken descriptions of people – such as name, gender, age, mood, appearance or what they are doing
- understand some very simple spoken descriptions of everyday objects – such as how many, color, size or location
- understand some very short conversations that use familiar questions and answers
- name some familiar people or things – such as family, animals, and school or household objects
- give very basic descriptions of some objects and animals – such as how many, color, size or location
- respond to very simple questions with single words or a ‘yes/no’ response

When teaching Listening to pre-A1 level students it is important to make sure that students can understand the spoken and written forms of words from their level, that vocabulary and grammatical structures are carefully prepared and linked with all the language they hear or read on a daily basis and that is relevant to the young children’s experiences of the world. It is also important to familiarize students with accents (starting with American and British) and pace of speaker, which should be moderately slowly.

For this skill, teachers must: do plenty of practice with describing people in pictures: their hair, their clothes and what they are doing; help students know which are their first names and if they are male or female; make sure that learners know what is expected from a listening task, for example, write a name or a number in answer to a question; practice the letters of the alphabet, paying particular attention to the vowels and the ‘difficult’ consonants, such as

G and J, and recognizing each of these; encourage to pay attention and reflect carefully on what they are listening to; guarantee that students are familiar with colors and shapes and can identify similar words or patterns within an audio; etc.

When teaching Reading and Writing to this level, the most appropriate to do is for activities to be supported by pictures, also to familiarize the students with comparing and contrasting vocabulary or structures to the ones from their L1, to give them the opportunity to read and enjoy stories from their level, to reinforce vocabulary in a fun and interesting way, and to revise common letter patterns in English (which they might not have in their L1) and to try to spell words correctly avoiding confusions that may arise from using both languages.

To work on these two skills, teachers must encourage young learners: to read simple sentences and associate them with pictures; to understand by reading which sentences are true or false, to make sure they distinguish between real words and false ones also which words are from a similar word family; to be familiar with simple daily action verbs (run, ride, walk, play, throw, sing, etc.); to practice the writing and spelling of vocabulary words from their level (this can be done with games or puzzles); to read by skimming or scanning to get a sense of the text before trying to answer questions; to practice to fill in the gaps in a text; to help them to identify words or grammatical forms that will indicate whether an answer should be plural or not; to practice answering questions with single words, with the emphasis on selecting key information; etc.

When teaching Speaking to pre-A1 level, it is important to remember that students might need to use their L1 to express themselves, teachers need to be clear and relaxed when asking questions, children need to know and understand vocabulary words that follow some pattern in order to avoid surprises, classroom instructions are crucial so children become familiar with the usage of verbs, greetings are a start point for fostering confidence towards practice and that short answers are appropriate for most of the basic interactions at the beginning.

In order to achieve a better ability on this skill, teachers need: to help children practice identifying vocabulary words in real life or in pictures; to make sure there are plenty of speaking opportunities in class whether it is by asking/ answering questions or just

commenting on something; to guide the understanding and following of simple spoken questions and instructions; to foster and practice short answers as well as personal ones; to make students feel confident that they can give basic information about themselves and can answer questions such as: “How old are you? What’s your friend’s name?”; etc.

2.2 Culture and Interculturality in Pre-A1 Level students

When surfing the internet, numerous definitions of culture are available, ranging from dictionary explanations to more intricate anthropological perspectives. In essence, culture encompasses all aspects associated with a specific group of people. Given the diverse populations worldwide, it's imperative to impart this knowledge to students, enabling them to effectively communicate and interact with others while comprehending and honoring their unique cultures, traditions, and customs.

In order to achieve this, it's essential to address cross-cultural awareness and comprehension within the classroom. First, students must be introduced to the existence of diversity. They should understand that differences do not inherently represent superiority or inferiority; rather, they simply mean uniqueness. Once students grasp this fundamental concept, they gain the capacity to appreciate and accept the differences between various groups of people. This comprehension marks a significant milestone in their understanding. (Teodorov, 2021)

But, why should we teach culture in the classroom? It's evident that we regularly meet with diverse cultures and traditions, particularly in urban settings where people from around the globe coexist. By emphasizing to our students that they can gather valuable lessons from these interactions, we cultivate greater tolerance towards cultural diversity. This fosters an inherent curiosity among students to explore various traditions, customs, and festivals. As students encounter examples of different cultures in their class activities, they gradually become aware of the existence of cultural diversity and learn to coexist with it comfortably.

Teaching interculturality to pre-A1 level students, who are typically beginners in language learning, is crucial for several reasons:

- *Enhances self-awareness*→ Understanding our values and origins helps us empathize with others who may share similar experiences.
- *Demystifies prejudices and preconceptions*→ Teaching that culture surpasses stereotypes reduces biases towards certain groups.
- *Provides vocabulary teaching opportunities*→ Exploring different cultures allows for vocabulary expansion, such as learning words like "kilt" and "bagpipe" when discussing Scotland.
- *Builds confidence*→ Knowledge of diverse traditions and customs boosts students' confidence in cross-cultural interactions, fostering a deeper understanding of both their own culture and others'.

Working with cross-cultural awareness and understanding also promotes an opportunity to develop students' critical thinking. Asking questions, working in teams, brainstorming, comparing and contrasting information, solving problems, etc. are ways of developing cross-cultural awareness and understanding as well as critical thinking that, students can make connections to life.

When students recognize connections between their classes, textbooks, activities, materials and their existing knowledge, they become more motivated to share their thoughts. Discovering new information ignites their enthusiasm for learning, driving them to seek further knowledge. This approach equips our students to thrive in an interconnected world.

2.3 Methodology for a Teaching Sequence at Pre-A1 level

The English language classroom must be a supportive environment in which learners have the opportunity to develop several skills. Young Learners need to start their learning path in a way that kindles their curiosity and imagination, which inspire a love for learning new things and captivates students while focusing in essential areas for their development.

Pre-A1 level focuses on three areas that are essential for preparing preschool children for elementary school by building confidence, installing enjoyment for learning, and helping

them discover the world around them with a playful approach. These areas are: 1) Early literacy; 2) Learning through play and 3) Learning to learn. All three areas are also combined with a gradual introduction to numeracy, letters and sounds, projects, cross-curricular topics and values; making this level the perfect start to the child's journey through language learning.

The core area of "Early literacy" describes the development of skills and cognitive tools in young learners that prepare them to learn to read and write. Fostering a joy for stories, songs and rhymes, teaching students that the words are all around us, and making them aware of sound-spelling relationships, enables them to learn and read more easily. (Papp, 2020)

Even before they start to read, children can learn about how reading works by playing with books. Children can play with picture books and simple story books in the target language which will support meaning and begin preparing children to start writing as well. By interacting with stories, children develop essential oral skills and learn to concentrate, following a story and asking questions, all while assessed in a natural way in which students can respond by drawing, making models or using physical movement to show their understanding.

The core area of "Learning through play" is probably the most relevant of the three, because when preschool children play, they begin to find out how to interact with classmates, follow rules, and express themselves. Children are best able to learn when their attention is fully captured, which often happens when they play. (Paes & Eberhart, 2019)

Guided play scaffolded by the teacher, is extremely beneficial in the ELC, here the teacher prepares the environment and materials, and children have flexibility and choices in how they take part. The teacher monitors and supports children with ideas, development of thoughts and positive reinforcement. Using different types of play helps children develop a range of life skills such as creative thinking, critical thinking, learning to learn, communication and collaboration.

The core area of "Learning to learn" is one of the Cambridge Life Competencies Framework, in which skills include being able to focus on a task, keeping motivated, being aware of and working toward learning goals, and reflecting on learning. (Boyd, 2020)

Classroom routines play a vital role in helping young learners develop learning skills. In order to reflect on their learning, children need clear goals and to understand how to achieve those goals, also it is crucial to use a variety of visible assessment, feedback and reflection techniques. Here, children can be asked prop reflective questions such as: What did you learn? How do you feel about what you did? How well did you do? etc.

As in any level or class, there will be a range of abilities and confidence levels among very young learners. Some children will be confident in the structures and vocabulary, while others may be less confident. More confident learners can be paired with those who need more support, to act as helpers. In mixed-ability classes, the setting up of ongoing activities with plenty of time for everyone to finish is key, just as it is the need to include extra tasks for fast finishers. Rather than measuring achievement against the same end point, teachers should praise all learners equally by recognizing individual progress.

2.4 Materials, resources and technology at the Pre-A1 Level

For learning to be effective, children need to feel safe and comfortable in familiar settings. Establishing clear class routines, allowing children to be active and hands-on, and learning to learn by themselves are key aspects of language learning before they can start producing language themselves. Therefore, class activities, materials and resources must allow children to interact and explore with language.

The English class for pre-A1 level is carefully structured with clear steps:

1. **Starting the class**→ Using rhymes, songs, puppets to help children get ready to learn English. Movement-based games help prepare children for the on-desk tasks.
2. **Before the book/worksheets**→ Presenting target language or sounds, using flashcards, leading a fun practice activity, introducing topics or class objectives.
3. **With the book/worksheet** → Once children are ready to focus on the task, with clear step-by-step instructions given, monitoring understanding and asking additional questions to enhance learning, usage of audios/videos is encouraged.

4. **After the book**→ Often game-based and provide controlled, scaffolded language practice to review content and consolidate learning and help children produce language themselves.
5. **Finishing the class**→ Interactive activities to review the lesson content and encourage self-reflection, can be done through play or with the aid of technology.

The structure of a learning sequence is divided into units and topics. Each unit is dedicated to a specific topic which covers a unit opener, language presentation 1, language practice 1, sounds and letters, literacy and values, language presentation 2, language practice 2, numeracy, cross-curricular topic, unit review, project and self-evaluation.

Technology is also a key aspect of these lessons because the materials used in class have access to a Digital Pack for Teachers on Cambridge One platform, which brings all the teaching materials, including interactive activities, animations and routine boards in one place that is easy to access from any device.

For this particular work the details of the learning sequence are the following:

- **UNIT:** 6 My food
- **VOCABULARY:** cake, candy, chips, chocolate, grapes, pineapple, beans, cereal, fruit, meat, rice, vegetables
- **LANGUAGE:** Would you like some (chocolate)? Yes, please / No, thank you. – I'd like some (candy), please. – I have (meat and rice) for (breakfast / lunch / dinner)
- **SOUNDS AND LETTERS:** Letter sound /t/ (ch)
- **LITERACY AND VALUES:** Share, Ricky Raccoon! (Share)
- **CROSS-CURRICULAR:** Science: Salty, sour and sweet
- **PROJECT:** Make a healthy breakfast

The following appendixes show the lesson plan formats correspondent to the learning sequence of UNIT 6 My food for pre-A1 learners of 3rd grade Kindergarten. There's a total of 10 lesson plans, which are aimed to develop all four communicative skills plus the integration of the intercultural factor and the area of Learning Through Play (LTP).
(Appendix 7)

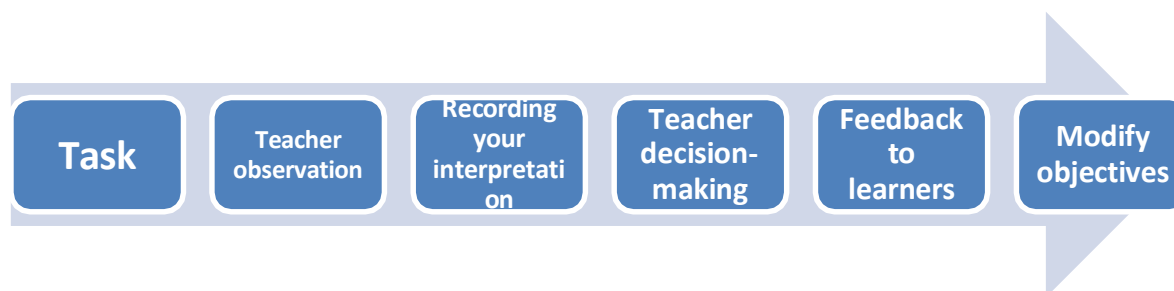
2.5 Testing and assessment tools for the Pre-A1 Level

When we think about assessment, we often think of high stakes assessments like end of school exams. Or we may think about more regular summative exams that take place at the end of a school term or language course. The types of assessment that give our students' information on the level of language proficiency they have achieved.

The connection between assessment and motivation extends beyond mere test preparation. While high-stakes tests, often result in grades or proficiency levels, they may induce stress in some students, yet they offer insights into learning achievement. But, more informal classroom assessments, combined with formal large-scale evaluations, can serve as evidence of learning, indicating the acquisition of knowledge. Moreover, these assessments also contribute to the learning process itself, fostering student engagement and participation. (Thaine, Assessment and motivation in English language programmes, 2017)

Teachers are assessing all the time naturally in the classroom. Students are given an activity and as they are doing it teachers are looking for evidence that their students have understood. We are constantly reviewing where our students are, what they are aiming at and how we can help them to get there.

According to Jones and Saville there is an instinctive and on-going evaluation of learners common to many second language teachers know as Learning Oriented Assessment (LOA) (Jones & Saville, 2016), which is guided by a task cycle that can be applied at the micro/task level, but also at a more macro/lesson level:



The three steps in an integrated Learning and Assessment approach that are most likely to have a direct impact on learners' motivation are: 1) the task itself, 2) the feedback that the teacher gives to learners, 3) the modification of task objectives.

To foster motivation, it's essential to incorporate stimulating materials and activities. Clearly outline the objectives so that students understand the outcomes they are striving for. Providing a rationale for tasks or groups of tasks can enhance engagement. Set explicit learning goals for each lesson or series of lessons. Ensure task variety to sustain student interest and cater to diverse preferences. Take into consideration the various learning styles and preferences of students. Feedback can occur either immediately, while learners are engaged in the task, or later, after task completion. It can target performance, focusing on task completion, or language, pinpointing both instances of proficient language use and errors made by learners. It's crucial to determine the timing and content of corrections, considering appropriateness and effectiveness. Effective, targeted feedback enables learners to assess their learning outcomes and adjust their individual objectives accordingly. Encouraging self-assessment during activities fosters ownership of learning goals. This self-assessment aspect is integral to a comprehensive learning and assessment strategy. The degree of learner engagement with tasks, the management of feedback, and the learner's involvement in setting and revising objectives greatly influence motivation throughout the course.

The task cycle outlined above demonstrates the potential of assessment as a potent motivator for learning. LOA offers teachers numerous opportunities for ongoing evaluation, serving as a valuable mean of motivating learners. Central to this process are the decisions and assessments teachers make daily regarding students' language proficiency. To maximize the motivational impact of an integrated approach to evaluation, teachers should deliberate on when and how they convey their interpretations and assessments to students. Feedback that primarily focuses on student learning is more likely to be both motivating and beneficial.

In LOA, the learner is actively involved in their own assessment, whether in class activities, formative assessment tasks, written progress tests or external summative exams. The teacher and student use the evidence of such assessments to refer back to the learning objectives for the stage of the course – be it a section of a lesson or a larger chunk of teaching – to decide whether effective learning has taken place and to plan further. This enables learners to

develop into more autonomous learners with good reflective awareness and strategies for lifelong learning. It encourages learners to be active agents in the learning and assessment processes by making choices and monitoring and evaluating their activity and progress.

There are several ways in which assessment is a powerful tool to motivate learners: (Thaine, Cambridge , 2022)

- Determines and prioritizes learning needs
- Provides learners with specific goals
- Can encourage more independent study
- Summative assessment can benchmark to an international standard e.g. CEFR
- Successful outcome provides a sense of accomplishment
- Can result in a gate opening for learners e.g. an IELTS, Cambridge Advanced result that allows study at university, etc.

The mark of effective assessment lies in its ability to guide us towards decisions that are more informed than those we would have made without the gathered information. While this may seem like a complex task, even simple formative assessment tools, such as using traffic lights or evaluating students' confidence with a "thumbs up or thumbs down," allow teachers to follow the essential steps of this process. For instance, analyzing which questions were challenging for learners in a quiz or exercise aids in making informed decisions about the next steps in teaching.

Toledo (Toledo, 2023) suggests concrete strategies to use the results of assessment as a springboard for reflection with our learners:

1. Start by setting the learning goals. Be specific about what learners will be able to do by the end of the class (or unit or year) that they cannot do at the beginning, and why that is relevant for them.
2. When discussing the goals, don't forget to define the success criteria. The main question is "How will students know if they have reached the learning goals?", this is important for assessment to be and feel fair, and to give learners guidelines to develop their autonomy.

3. Analyze the results – first on your own, looking at the results of each learner, the average of the class, and then on a more detailed level looking at the skills that show strengths and weaknesses in the group and for each learner.
4. Then, discuss the results with each of the learners, celebrating strengths and identifying areas of improvement
5. Finish by deciding the next steps – what are our priorities and learning goals going to be for the next stage of learning, based on the information on the assessment? What new challenges can we set to take their English to the next level?

In terms of classroom practice there are three core aspects to assess Young Learners:

- Assessment tasks as learning tasks
- Student involvement in the learning process
- Forward-looking feedback

These aspects are underpinned by evidence, needs to be practical to collect and interpret and should be mapped to a learning goal which is based on the overall syllabus. Evidence also should not be treated as a passing or failing criteria, but instead should focus on each individual learner and inform their personal progress. (Boud, 2006)

In the classroom tasks should: be relevant to the content and context; be based on meaningful interaction in situations which we expect our learners to be able to participate in; develop awareness for learners of how the task relates to the learning objective; be monitored for the evidence of learning; make feedback available to the learner so decisions can be made on the learning objectives; and reflect on the needs of the learners alongside the lessons.

We all know that observing our learners' performance once does not give us enough evidence to assess their competence. We also know that students achieve more when they have been guided through the process of learning while being allowed to figure things out independently. Two key elements of a teacher's job are therefore to check for understanding and to provide meaningful feedback, helping learners identify their learning targets along the way. This is called formative assessment. For it to be valid, we observe different performances on the same topic to ensure reliable assessment of our learners' competences. This allows us to triangulate and avoid bias.

But which tools can be used? Teachers need tools that can help them keep track of their learner's progress on many different levels. Which help them check for understanding, but also for interactions, effort, moods, participation, and involvement, etc. These tools for formative assessment should give teachers the opportunity to record academic work but also social and classroom behavior.

Designing and using formative assessment tools will help teachers identify teaching needs, give individual feedback to learners, help them identify their personal targets, write reports, and give detailed accounts to parents about their children's progress.

For example, **KWL Charts** are a tool for students sharing what they already know, and what they want to know about a specific topic. Whether done on a large sheet of paper or a shared online document, the approach is the same: to provide students with a three-column chart which guides and organizes thinking before, during and after learning activities. The columns are labelled '*K*', '*W*' and '*L*'. *K*) In the first column learners note everything they already know about a topic. *W*) In the middle column learners list everything they wonder, or want to know about a topic. *L*) Students record their reflections at the end of the learning activity by completing the final column with what they've learnt. This is a useful process for students, but also one that helps teachers check learning and identify areas for review.

Another tool useful specially with Young Learners is the **Traffic Lights**. Simply get each student to cut out three paper disks, one red, another yellow and the final one green. These can then be held up by learners to provide snap feedback during or after an activity, for example:

- Green: This is easy.
- Yellow: This is challenging, but I'm making progress.
- Red: I'm stuck!

Use this feedback to prioritize support. Teachers could group the 'red' students and give extra help or pair them with 'green' students. Teachers could substitute traffic lights for hand signals (thumbs up/sideways/down), or emoji. This technique also leads students to consciously think about their own learning, as well as providing you with important information.

Checklists and Success Criteria serve as valuable aids for teachers aiming to enhance learner independence and the quality of their work. It's crucial for students to grasp the meaning of success criteria, and studying examples or analyzing model texts or tasks can help develop this understanding before they tackle their own tasks. Referring to success criteria during activities offers continual reminders of task requirements, facilitating self-evaluation with prompts and support. Additionally, it guides peer and teacher feedback, ensuring that feedback remains focused, relevant, and beneficial.

Cue Cards are a tool to support relevant functional language assessment to provide handholds for students. Functional language should be presented formally before the activity. Then the corresponding Cue Cards can be attached to the board, placed on a table in the middle of each group or passed out to pairs. To provide structured practice at the start of each oracy activity, have students point to or pick up a Cue Card before they speak.

Self-assessment occurs when a student evaluates his/her own performance in a course, it requires that the students reflect on their progress and set personal learning goals. For example, the strategy of the **Exit ticket** is a brief activity that students complete at the close of class. They answer a couple of questions that check their understanding of the day's lesson before handing their responses to the teacher as they exit the classroom. Or the **Emoji Indicator**, which can help students to indicate their feelings, or the **Fill-in-the-blank**, where students get a card with a sentence line at the bottom that says "My goal before the next class is to _____." Self-assessment helps our students become autonomous learners who develop responsibility for their own learning and are able to recognize the next steps they need to take to advance their learning. They feel secure even when they're not right, which raises self-esteem and confidence. Finally, they become more actively involved, which in turn keeps them more motivated.

Peer feedback is now a common feature of many courses because it: empowers students to use assessment criteria to improve; reduces the power imbalance between teachers and students; increases student autonomy and independence; is motivating, due to the increase in autonomy; encourages collaborative learning; helps students to understand the gaps in their own learning; in other words, improves metacognitive skills; builds student confidence; and gives students a reason to listen to others' opinions. (Sackstein, 2017)

The following lesson plans have a mix of assessment tools designed according to the Pre-A1 learners' needs and their areas of improvement. All of them are open to suggestions and corrections if necessary.

LESSON	ASSESSMENT TOOL
Lesson 1: Unit Opener	Checklist for oral participation and enthusiasm for new knowledge through a digital memory game
Lesson 2: Language Presentation	Traffic lights checklist for the usage of language structures and vocabulary
Lesson 3: Language Practice	Self-assessment with emoji to check their participation at a class party
Lesson 4: Sounds and Letters	Reading rubric self-assessment to check reading performance
Lesson 5: Literacy	Checklist with cue cards questions for the understanding of a story
Lesson 6: Language Presentation 2	Peer-evaluation using a digital matching game
Lesson 7: Language Practice 2	Self-evaluation with questions made for reflection of progress
Lesson 8: Cross-curricular	Speaking rubric about target language and practice of vocabulary
Lesson 9: Review	Speaking checklist for language acquisition throughout the unit
Lesson 10: Project	Self-assessment worksheet to evaluate all four skills practices in the unit

The assessment tools designs are in the Appendixes section as well as the link to the video to prove the implementation of it. (*Appendixes 8 and 9*)

Chapter 3: Experience Report

Reflecting on the results of this project and incorporating feedback is essential for continuous improvement and success. This process helps identify strengths and areas for growth, ensuring that future projects can build on what worked well and address any shortcomings. Feedback from various participants provides valuable insights and different perspectives, enriching the reflection process and leading to more informed decision-making. By systematically evaluating outcomes and integrating constructive feedback, individuals and teams can enhance their performance, adapt to challenges, and achieve better results in subsequent projects.

3.1 Results from the implementation of a meaningful teaching sequence and assessment tools

In lesson 1, reaching the class objective of learning about party food and listening to a song was effectively assessed through a checklist for oral participation. This checklist helped track each student's engagement and understanding as they discussed different party foods and participated in related activities. By listening to a song about party food, students reinforced their vocabulary and comprehension in an enjoyable way. The checklist ensured that all students were actively participating, providing a clear measure of their progress towards the class objective.

To meet the objective of learning to offer, accept, and refuse food during lesson 2, role-playing exercises and practical dialogues are effective strategies. Students practice these conversational skills by simulating party scenarios where they offer, accept, or refuse food politely. This hands-on practice helps solidify their understanding of polite expressions and social etiquette. Assessing their performance with a traffic lights checklist encouraged students to do better and escalate to the next stage in the next class.

In lesson 3, practicing the specific language skills of offering, accepting, and refusing food was further enhanced through guided practice sessions. In small groups or pairs, students took turns using these expressions in context, receiving immediate feedback from peers and

the teacher. This continuous practice not only built confidence but also ensured fluency in using these phrases. Assessing their performance with a self-assessment tool encouraged students to reflect on their own progress and areas for improvement.

Recognizing the letter sound /tʃ/ (ch) was another key objective that was approached through phonics activities and listening exercises when applying lesson 4. Students listened to words and identify the /tʃ/ sound, practiced pronouncing it, and found examples in their own vocabulary. Incorporating these sounds into the context of party food and related activities made the learning experience more cohesive. A reading rubric was employed to assess their ability to read and understand scenarios involving these words, providing a structured evaluation of their reading comprehension and expression.

In lesson 5, listening to, enjoying, and answering questions about a story helped develop critical listening and comprehension skills. Reading aloud a story related to party food, followed by interactive discussions and questions, engaged students in active listening. They learned to identify key details, infer meanings, and connect the story to their own experiences. Assessment through cue questions ensured that they had understood the story's content and could articulate their responses effectively.

Reaching the class objective of talking about food and meals in lesson 6 involved engaging students in dialogs about their favorite foods, typical meals, and dietary preferences. Introducing a variety of foods from different cultures enriched the conversation and made it more relatable and interesting. Students shared their personal experiences and preferences, fostering a collaborative and interactive learning environment. Peer-evaluation through a digital matching game was an effective way to assess their understanding and use of vocabulary related to food and meals. This interactive assessment tool not only made the evaluation process fun but also promoted peer learning and feedback.

In lesson 7, practicing talking about food and meals with a chant was a dynamic way to reinforce language skills and make learning enjoyable. Chants, with their rhythmic patterns and repetitive structure, helped students memorize vocabulary and sentence structures more easily. By participating in chants, students improved their pronunciation, fluency, and

confidence in using the target language. A speaking rubric was used to assess their performance during these activities, providing a structured way to evaluate their use of vocabulary, accuracy, and overall speaking skills.

Learning about how food tastes and flavors introduced descriptive language and sensory experiences into the classroom during lesson 8. Students explored different tastes such as sweet, salty, and sour, and described the flavors of various foods. To assess their progress, a speaking checklist was used to track their ability to describe tastes and flavors accurately and confidently.

In lesson 9, reviewing learning and progress throughout the unit was essential for reinforcing knowledge and identifying areas for improvement. A self-evaluation with reflection questions allowed students to assess their own understanding and skills, promoting self-awareness and responsibility for their learning journey. These reflection questions guided students to think about what they have learned, what they found challenging, and what they enjoyed, helping them set goals for future learning.

Finally, a craft activity to review unit language during lesson 10, provided a creative and hands-on way to consolidate learning. For example, students created a menu and a breakfast plate using vocabulary and phrases they had learned. This activity not only reinforced language skills but also encourages creativity and collaboration. A self-assessment worksheet from the book, was used to evaluate all four language skills practiced during the unit. This comprehensive assessment tool helped students reflect on their overall progress and identify specific areas where they have improved or need further practice.

Reaching these class objectives required a blend of interactive teaching methods and diverse assessment tools, including checklists for oral participation, self-assessments, reading rubrics, and cue questions. This comprehensive evaluation framework not only tracked student progress but also encouraged active engagement, self-reflection, and a deeper understanding of language skills. By incorporating peer-evaluation through digital games, speaking rubrics, and self-assessment worksheets, students remained actively involved in

their learning and assessment processes, fostering a supportive and interactive classroom environment. (*Appendix 10*)

3.2 Personal reflections

While putting this lesson plan in action, I got remarkable outcomes achieved through the implementation of a different approach on language learning methodology in my Pre-A1 language class. Embracing innovation and a commitment to student-centered learning, we embarked on a transformative journey that has generated tangible and inspiring results.

The introduction of this methodology has infused our classroom with energy, enthusiasm, and a renewed sense of purpose. By prioritizing interactive and experiential learning activities, we have created an environment where students are actively engaged and empowered to take ownership of their language acquisition journey.

One of the most gratifying aspects of this approach has been witnessing the remarkable progress made by our students. Through dynamic role-plays, collaborative projects, and real-life simulations, they have not only expanded their vocabulary and language proficiency but have also developed a newfound confidence in using the target language.

Moreover, the incorporation of multimedia resources and technology-enhanced learning tools has enriched the learning experience, making it more immersive and relevant to the digital age. Interactive games, online exercises, and multimedia presentations have captivated students' attention and provided them with valuable opportunities to practice and apply their language skills in authentic contexts.

In addition to academic growth, the new methodology has also fostered a sense of solidarity and inclusivity within the classroom. Collaborative activities and group projects have encouraged peer interaction, cooperation, and mutual support, creating a supportive learning community where students feel valued and respected.

As an educator, seeing the positive impact of this methodology on my students' learning journey has been incredibly rewarding. Their enthusiasm, progress, and eagerness to

participate serve as a testimony to the effectiveness of student-centered approaches in language education.

I am thrilled with the results achieved through the implementation of our new methodology in the Pre-A1 language class. By prioritizing engagement, interaction, and student empowerment, we have created a vibrant learning environment where every student has the opportunity to thrive and succeed. I look forward to building on these successes and continuing to explore innovative ways to enhance the language learning experience for all our students.

Conclusions

The implementation of a different methodology in our Pre-A1 language class has generated transformative results, aligning seamlessly with my teaching philosophy and making me reflect on my role as an educator within my school's unique context. Grounded in a student-centered approach, my teaching philosophy emphasizes the importance of fostering engagement, collaboration, and empowerment among learners. Through the adoption of this approach, I have embraced my role as a facilitator of learning, guiding students on their language acquisition journey while promoting inclusivity and cultural awareness.

In my Pre-A1 classroom, the integration of a language learning theoretical framework has provided a solid foundation for my instructional practices, emphasizing the development of the four basic language skills within a supportive and interactive learning environment. Cultivating an appreciation for culture and interculturality among my students has been a central focus, with multicultural materials and activities fostering a sense of curiosity and respect for diverse perspectives.

The methodology for my teaching sequence at the Pre-A1 level has been carefully designed to cater to the unique needs and abilities of our students, incorporating a variety of engaging and interactive strategies to enhance learning outcomes. Utilizing materials, resources, and

technology tailored to the Pre-A1 level has enriched the learning experience, making it more dynamic, relevant, and accessible to my students.

Central to my approach has been the implementation of effective testing and assessment tools at the Pre-A1 level, providing valuable insights into student progress and informing instructional decisions. Regular assessments have allowed for progress monitoring and adjustment of teaching strategies to better meet the needs of our learners, ensuring optimal learning outcomes.

The results of applying this new methodology have been nothing short of remarkable. My students have demonstrated significant growth in their language proficiency, as evidenced by their increased confidence and proficiency in using the target language. Moreover, they have developed essential skills for communication, collaboration, and cultural competence, laying a solid foundation for their future language learning activities.

In conclusion, the successful implementation of this methodology in my Pre-A1 language class has not only aligned with my teaching philosophy and identity but has also enriched the learning experience for my students. By embracing innovative approaches, fostering cultural awareness, and using effective instructional practices, I have empowered my students to thrive academically and interpersonally in a progressively interconnected world.

Appendixes

Appendix 1 https://www.facebook.com/colegiokarolw/photos_albums?locale=es_LA



Appendix 2 https://www.facebook.com/collegiokarolw/photos_albums?locale=es_LA

MEJORA TU FUTURO CON UNA
CERTIFICACIÓN

We prepare for

Cambridge

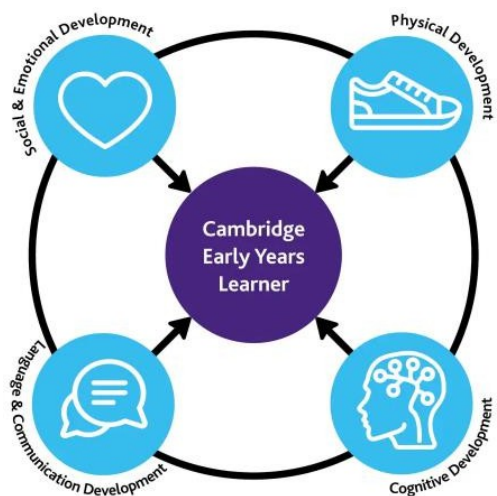
English Qualifications™



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Appendix 3 Early Years Program diagram

Appendix



4

https://www.facebook.com/collegiokarolw/photos_albums?locale=es_LA



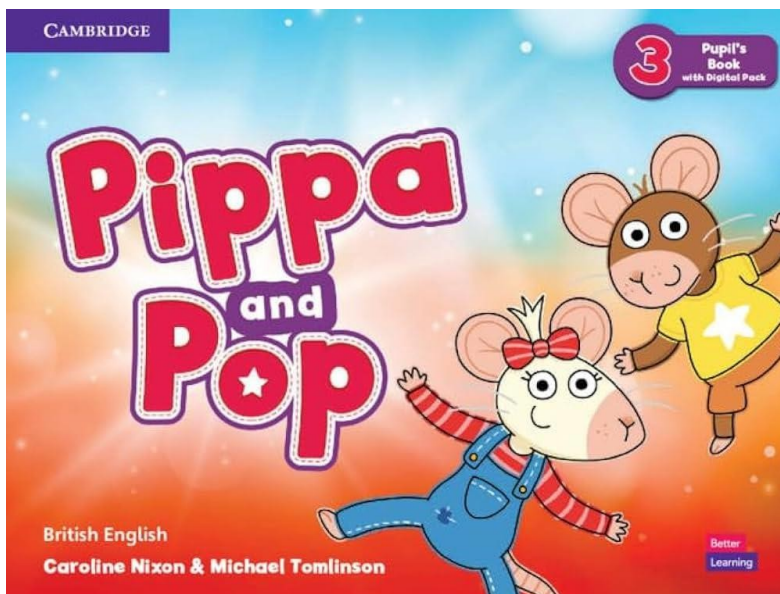
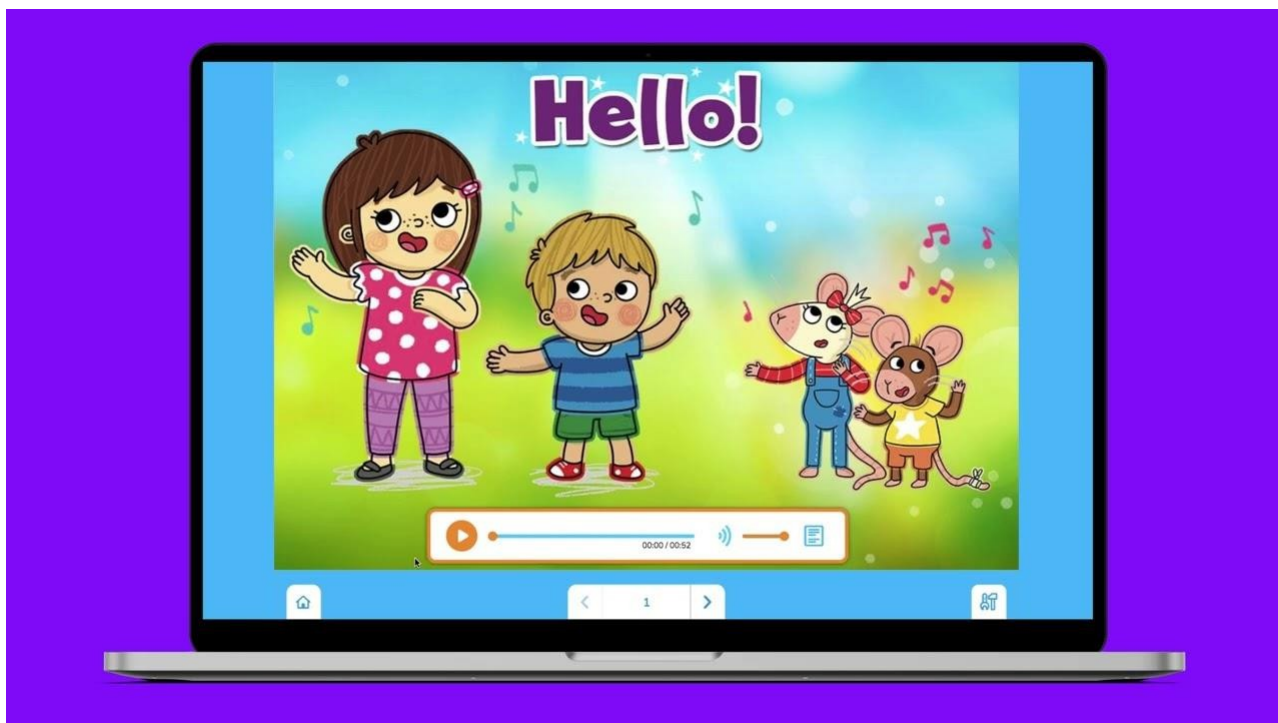
Appendix 5 Groups of 3rd grade Kindergarten A-B





APPENDIX 6: Pippa and Pop 3 materials

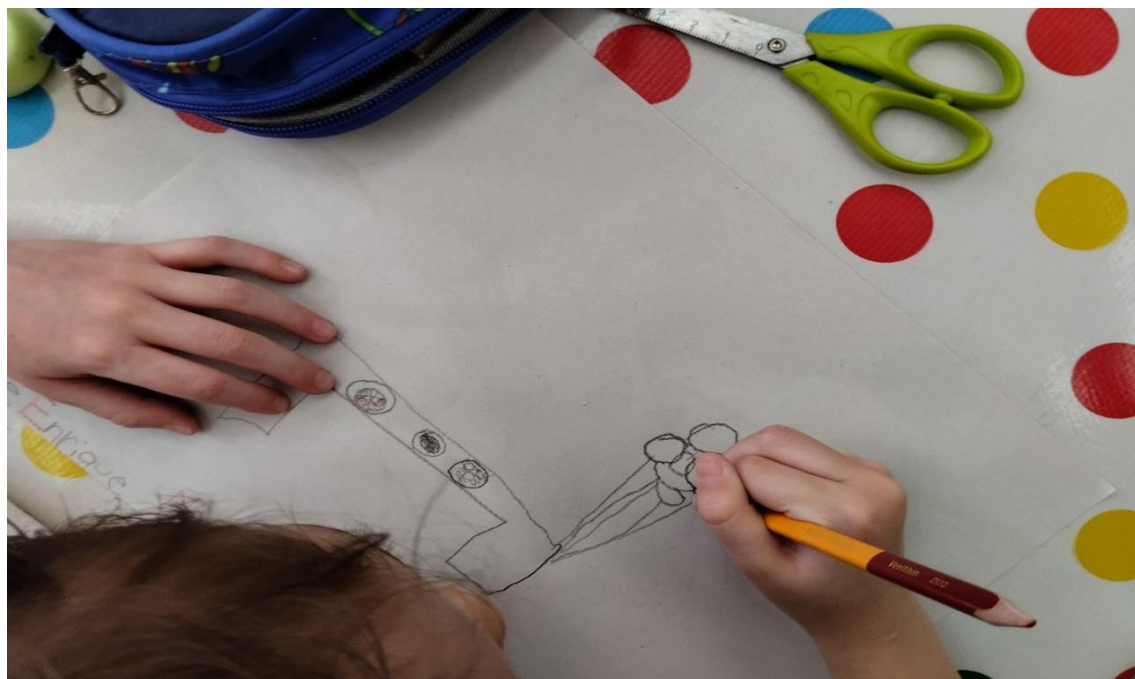
<https://www.cambridge.es/catalogo/infantil/cursos/pippa-and-pop>



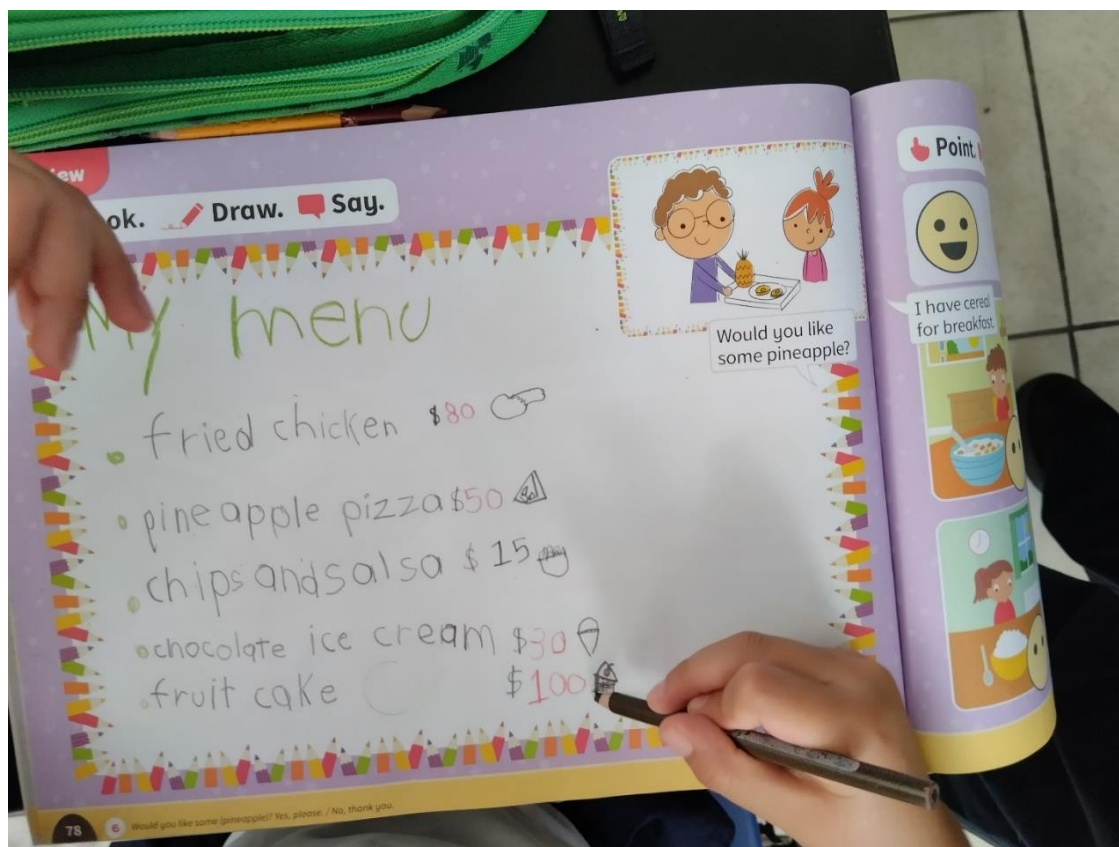
Appendix 9: Link to the video of the teaching sequence in action

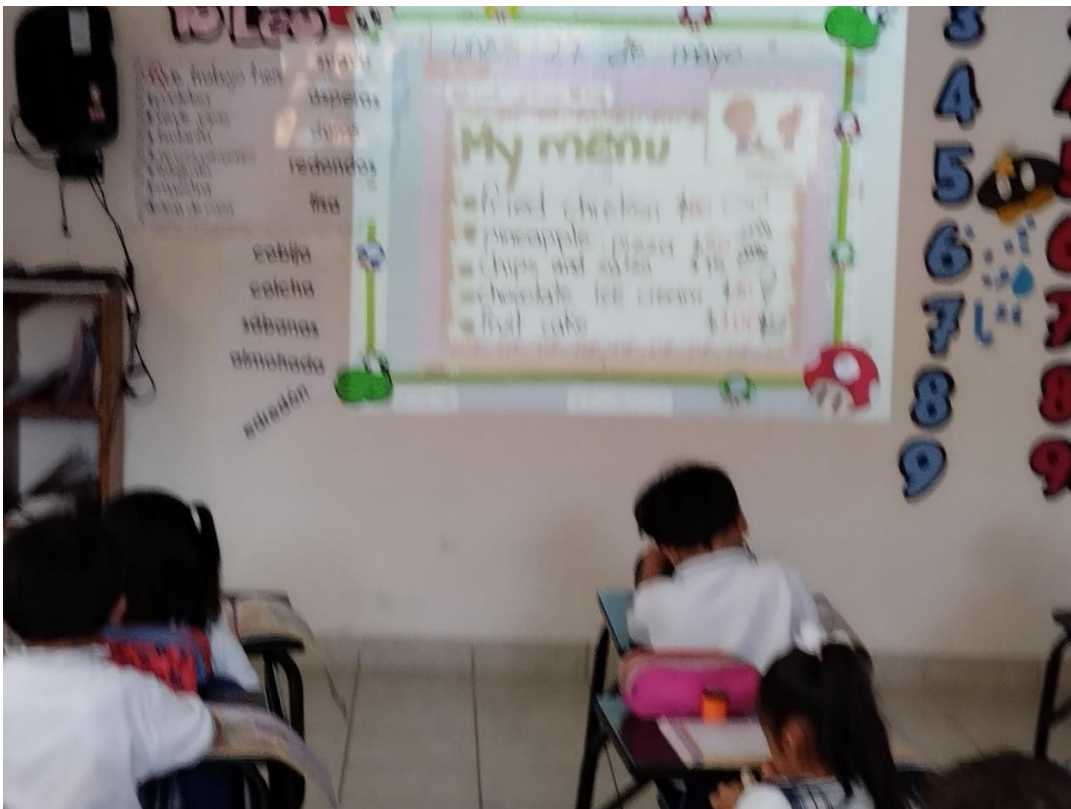
[https://drive.google.com/file/d/1xZ8MB1rJEOZqGyk3a5-y25RjEc2tz-sf/view?usp=drive link](https://drive.google.com/file/d/1xZ8MB1rJEOZqGyk3a5-y25RjEc2tz-sf/view?usp=drive_link)

APPENDIX 10: Pre-A1 students during the teaching sequence of this work

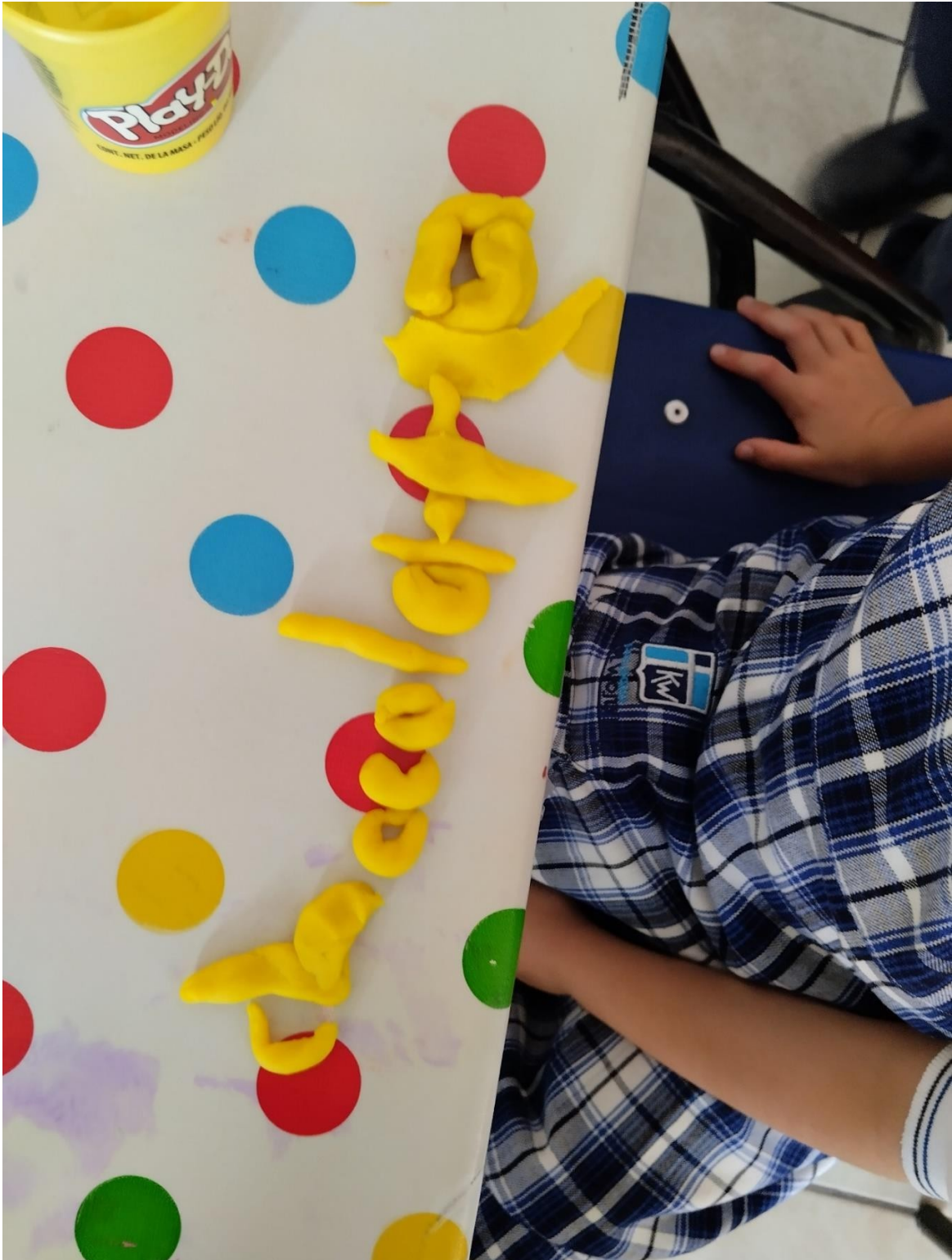


















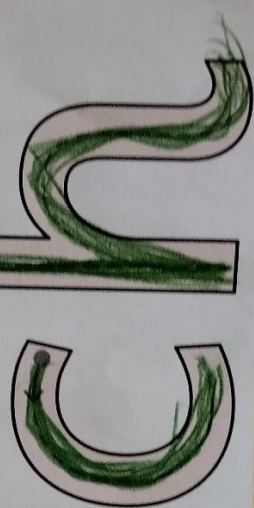


Listen again. Find. Circle. Trace. Say.

Teacher Crispy
✓REVISED



chocolate
chicken
chips
cheese







APPENDIX 7: Teaching sequence (10 lesson plans)

UNIT OBJECTIVES	<ul style="list-style-type: none">• Talk about food and meals• Learn about different kinds of food• Follow a story about sharing food• Learn the sound /tʃ/ (ch)• Learn about flavors: salty, sour and sweet• Review learning and progress	LANGUAGE SKILLS	Listening and speaking
UNIT TOPIC		CLASS	Lesson 1: Unit Opener
6: My food		ENGLISH LEVEL	3 rd grade kindergarten Pre-A1 (beginners)
LESSON OBJECTIVE	Learn about party food and listen to a song	LANGUAGE STRUCTURES	Introduction of new vocabulary
VOCABULARY	Cake, candy, chips chocolate, grapes, pineapple		
MATERIALS	Flashcards, introduction video, possibly real food according to the vocabulary (parents’ permission needs to be asked beforehand) books, audio track, projector, iPad, speaker		
CLASS LEARNING SEQUENCE			
STARTING THE CLASS	The class starts with our daily routine: teacher greeting, checking the date, the weather and doing our morning prayer. Then a puppet greets the children individually. Then the teacher takes out some feelings emoji and asks children how they feel.		
BEFORE THE BOOK	Teacher shows children some food flashcards and asks them to elicit their names in L1 and then proceeds to say it in L2. Teacher asks children if they have had any of these food at parties or picnics. If possible, allow children to try each food while using flashcards to present the words of each item.		
WITH THE BOOK	Students watch the introduction video of the unit and listen to the song: “My party”, then ask the questions “What kind of food can you see? What are the children eating?” repeat the video and ask a student to come at front and select their favorite food from the video and then point at the correct flashcard. After this, students open their book on page 68, look at the pictures and check which foods are missing from the picture, finally they take some stickers and put them in the correct place of the page.		
AFTER THE BOOK	Teacher have children talk about each party food item, e.g. What’s your favorite type of candy? Which one do you prefer? Students can use their L1 to answer. Then teacher plays the song again and hands out the flashcards to some children and asks them to hold up the card when they hear the word. This can be done 2 times.		
FINISHING THE CLASS	Teacher shows the interactive book on the projector and asks students to play a memory game, here every student comes at front and tries to find the matching pairs while listening to the words on the speaker and repeating them.		
LEARNING THROUGH PLAY / INTERCULTURALITY	Interculturality: teacher asks if they know where some of the foods are from / made of, e.g. In China they like to eat rice, or chocolate is made from cacao beans, etc.	CLASS ASSESSMENT	Through the interactive game of memory, teacher will be able to assess oral participation and enthusiasm for new knowledge

UNIT OBJECTIVES	<ul style="list-style-type: none">• Talk about food and meals• Learn about different kinds of food• Follow a story about sharing food• Learn the sound /tʃ/ (ch)• Learn about flavors: salty, sour and sweet• Review learning and progress	LANGUAGE SKILLS	Listening, speaking and reading
UNIT TOPIC		CLASS	Lesson 2: Language presentation
6: My food		ENGLISH LEVEL	3 rd grade kindergarten Pre-A1 (beginners)
LESSON OBJECTIVE	Learn to offer, accept and refuse food	LANGUAGE STRUCTURES	Would you like some (candy)? Yes, please / No, thank you
VOCABULARY	Cake, candy, chips chocolate, grapes, pineapple		
MATERIALS	Flashcards, grapes (if possible), books, audio track, projector, iPad, speaker		
CLASS LEARNING SEQUENCE			
STARTING THE CLASS	The class starts with our daily routine: teacher greeting, checking the date, the weather and doing our morning prayer. Then a puppet greets the children individually. Then the teacher plays the song “My party” and encourages singing and dancing around.		
BEFORE THE BOOK	Teacher shows food flashcards, say each name and encourage children to repeat them. Offer some real grapes and ask “Would you like some grapes?” if the child says yes, teacher models Yes, please; if the child says no, models No, thank you. Repeat with a few children and try to make it a peer-to-peer activity by encouraging group work.		
WITH THE BOOK	Teacher asks to open their book on page 69, then asks where are the children? What are they doing? What can you see at the table? Then plays the audio and points to the speech bubbles on the picture, plays the audio again and asks children to mark (✓ or ✕) the food that the children from the song would like to eat. The language structure is repeated with different examples.		
AFTER THE BOOK	Teacher writes a ✓ and ✕ on the board, then shows a flashcard and elicit students to say if they remember if the children from the song would like them or not. Then talks about the parties with children and asks about which food was served at their parties.		
FINISHING THE CLASS	Teacher hands out paper and colors and asks the children to draw their ideal party and party food. When finished the whole class compares drawings and types of parties.		
LEARNING THROUGH PLAY / INTERCULTURALITY	Interculturality: discuss what song the students sing at birthday parties. If possible, teach them the Happy Birthday song or other birthday songs children might know	CLASS ASSESSMENT	Teacher checks if students can elicit the names of the food from flashcards and use the language structure and/or answers

UNIT OBJECTIVES	<ul style="list-style-type: none">• Talk about food and meals• Learn about different kinds of food• Follow a story about sharing food• Learn the sound /tʃ/ (ch)• Learn about flavors: salty, sour and sweet• Review learning and progress	LANGUAGE SKILLS	Listening and writing
UNIT TOPIC		CLASS	Lesson 3: Language practice
6: My food		ENGLISH LEVEL	3 rd grade kindergarten Pre-A1 (beginners)
LESSON OBJECTIVE	Practice offering, accepting and refusing food	LANGUAGE STRUCTURES	Would you like some (candy)? Yes, please / No, thank you
VOCABULARY	Cake, candy, chips chocolate, grapes, pineapple		
MATERIALS	Flashcards, additional food and drink flashcards, flypaper, realia: party food, balloons, paper plates, party decorations, puppet, books, audio track, projector, iPad, speaker, board and markers		
CLASS LEARNING SEQUENCE			
STARTING THE CLASS	The class starts with our daily routine: teacher greeting, checking the date, the weather and doing our morning prayer. Then a puppet greets the children individually. Then the teacher asks if they are hungry, and what they would like to eat today.		
BEFORE THE BOOK	Review party food with the flashcards and write the language structure on the board with the flypaper ask students to come at front to ask them: Would you like some (candy)? Children hit the flashcard they choose for Yes, please or No, thank you. Elicit students to read and identify the words correspondent to the pictures.		
WITH THE BOOK	Teacher asks students to go to page 70, then plays the audio and encourage students to put the sticker in the correct place according to the audio, and trace the names of the food from the stickers. Then plays the audio again and pairs children up to practice the language structure Would you like some... by reviewing the words and the pictures on the page.		
AFTER THE BOOK	Divide the class into two groups, a group hosts and another guests. Children stand opposite to each other and with help of the flashcards, hosts pretend to offer food to guests, then they accept or refuse the food using the language structures.		
FINISHING THE CLASS	Children will offer the class puppet some food from their lunchboxes (if possible)		
LEARNING THROUGH PLAY / INTERCULTURALITY	LTP: The class will host a small party. Children decorate their desks for a party and play hosts or guests between each other,	CLASS ASSESSMENT	Encourage children to self-evaluate their performance at the class party

	offering the food they like (from flashcards)		
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UNIT OBJECTIVES	<ul style="list-style-type: none">• Talk about food and meals• Learn about different kinds of food• Follow a story about sharing food• Learn the sound /tʃ/ (ch)• Learn about flavors: salty, sour and sweet• Review learning and progress	LANGUAGE SKILLS	Listening, reading, writing and speaking
UNIT TOPIC		CLASS	Lesson 4: Sounds and letters
6: My food		ENGLISH LEVEL	3 rd grade kindergarten Pre-A1 (beginners)
LESSON OBJECTIVE	Practice recognizing letter sound /tʃ/ (ch)	LANGUAGE STRUCTURES	Letter sounds (ch) in different words
VOCABULARY	Chocolate, chips, cheese, chicken,		
MATERIALS	Flashcards, books, audio track, projector, iPad, speaker, playdoh, magazines, cardboard		
CLASS LEARNING SEQUENCE			
STARTING THE CLASS	The class starts with our daily routine: teacher greeting, checking the date, the weather and doing our morning prayer. Then a puppet greets the children individually. Then the teacher asks if what do they think the class puppet would like to eat.		
BEFORE THE BOOK	Write the letter CH on the board and explain the sound of this in English by pronouncing and repeating the word, then encourage students to repeat it. Finger trace the letters and ask students do the same, show some flashcards with CH sounds and say them aloud and encourage repetition.		
WITH THE BOOK	Students open their book on page 71, they point to the letters and trace them with colors 5 times, then teacher plays the audio of the sound and words an children color only the words with CH as they repeat the correct pronunciation.		
AFTER THE BOOK	Divide the class into small groups and hand out playdoh. Children mold the CH letters and words with it, promoting fine motor skills and letter recognition.		
FINISHING THE CLASS	Hand out magazines and make students find words that contain the letter sound CH, they can say the name in L2 or L1, teacher guides the pronunciation and translation of words if possible. Children glue the words in a piece of cardboard paper		
LEARNING THROUGH PLAY / INTERCULTURALITY	Interculturality: When searching for words in magazines, teacher asks if they know names that start with CH and talks about nicknames in different places of Mexico and the world.	CLASS ASSESSMENT	After the finishing activity, teacher asks students how they feel about their performance and reading progress

UNIT OBJECTIVES	<ul style="list-style-type: none">• Talk about food and meals• Learn about different kinds of food• Follow a story about sharing food• Learn the sound /tʃ/ (ch)• Learn about flavors: salty, sour and sweet• Review learning and progress	LANGUAGE SKILLS	Listening, speaking and reading
UNIT TOPIC		CLASS	Lesson 5: Literacy
6: My food		ENGLISH LEVEL	3 rd grade kindergarten Pre-A1 (beginners)
LESSON OBJECTIVE	Listen to, enjoy and answer questions about a story	LANGUAGE STRUCTURES	-----
VOCABULARY	Bear, birthday party, picnic, raccoon, share		
MATERIALS	Picture of raccoon, bag of candy, puppet, big book and story video, iPad, projector, speaker		
CLASS LEARNING SEQUENCE			
STARTING THE CLASS	The class starts with our daily routine: teacher greeting, checking the date, the weather and doing our morning prayer. Then a puppet greets the children individually. Then the teacher prepares the class for story time by sitting on the floor comfortably.		
BEFORE THE BOOK	Show a picture of a raccoon and say that there’s a raccoon in the story who goes on a picnic, and ask what children eat at picnics. Open the big book and read the story title, ask students to guess what the story is about. Then take out some candy and pretend not to share. Finally ask which animals can they see in the story helping with imagination about the plot.		
WITH THE BOOK	Teacher plays the video from the story and read it at the same time, then on book page 72-73 points to speech bubbles and guides the dialogues with their fingers as they hear them and elicit understanding of the story and the message.		
AFTER THE BOOK	Ask questions about each frame of the story e.g. what’s the raccoon doing? Why the animals are sad? What are the animals doing? Why the raccoon doesn’t like to share? Then talk about the importance of sharing and share some of the candy with them.		
FINISHING THE CLASS	Look at the story again and ask Who’s eating? In each frame, then children remember the characters name’s and say goodbye to them.		
LEARNING THROUGH PLAY / INTERCULTURALITY	Interculturality: teacher gives examples of social responsibilities of ways in which people cooperate to live together, like: taking turns, being polite or following rules.	CLASS ASSESSMENT	Check understanding of the story by asking students which were their favorite parts of the story and why.

UNIT OBJECTIVES	<ul style="list-style-type: none">• Talk about food and meals• Learn about different kinds of food• Follow a story about sharing food• Learn the sound /tʃ/ (ch)• Learn about flavors: salty, sour and sweet• Review learning and progress	LANGUAGE SKILLS	Listening and speaking
UNIT TOPIC		CLASS	Lesson 6: Language presentation 2
6: My food		ENGLISH LEVEL	3 rd grade kindergarten Pre-A1 (beginners)
LESSON OBJECTIVE	Talk about food and meals	LANGUAGE STRUCTURES	I / we have (meat) for (breakfast)
VOCABULARY	Beans, cereal, fruit, meat, rice, vegetables, breakfast, lunch, dinner		
MATERIALS	Flashcards of vocabulary words, puppet, projector, iPad, speaker		
CLASS LEARNING SEQUENCE			
STARTING THE CLASS	The class starts with our daily routine: teacher greeting, checking the date, the weather and doing our morning prayer. Then a puppet greets the children individually. Teacher asks what did they have for breakfast at home.		
BEFORE THE BOOK	Teacher puts vocabulary flashcards on the board and encourages speaking aloud. Then explains that some of these words are general words to describe food groups like: fruit, meat, vegetables. Then reviews the concepts of breakfast, lunch and dinner by asking volunteers to come at front and divide the food flashcards according to these meals.		
WITH THE BOOK	Students work on page 74 where they listen to an audio and point to the pictures by following the audio. Then they hear the audio again and answer questions about the pictures, e.g. what are the kids having for breakfast? Do you like what's for lunch? Etc.		
AFTER THE BOOK	Review what the children in the pictures from the book where eating and ask students to speak aloud about what they can remember from that, then reflect on the fact that our meals are always different at home and that not everyone has the same costumes that we have when eating.		
FINISHING THE CLASS	The children play a matching game in the digital book. In pairs, the children check their answers and participate out loud, then the teacher asks which food they like the best.		
LEARNING THROUGH PLAY / INTERCULTURALITY	Interculturality: teacher encourages critical thinking about analyzing links between ideas of what people eat for breakfast around the world on in different parts of the country.	CLASS ASSESSMENT	Peer evaluation using the digital game of matching to check in pairs if their answers are correct.

UNIT OBJECTIVES	<ul style="list-style-type: none">• Talk about food and meals• Learn about different kinds of food• Follow a story about sharing food• Learn the sound /tʃ/ (ch)• Learn about flavors: salty, sour and sweet• Review learning and progress	LANGUAGE SKILLS	Listening, reading and writing
UNIT TOPIC		CLASS	Lesson 7: Language practice 2
6: My food		ENGLISH LEVEL	3 rd grade kindergarten Pre-A1 (beginners)
LESSON OBJECTIVE	Practice talking about food and meals with a chant	LANGUAGE STRUCTURES	I have (rice) for (lunch)
VOCABULARY	Beans, cereal, fruit, meat, rice, vegetables, breakfast, lunch, dinner		
MATERIALS	Flashcards, chant video, realia: toy food, plastic cutlery, plates, glasses, puppet, paper and colors.		
CLASS LEARNING SEQUENCE			
STARTING THE CLASS	The class starts with our daily routine: teacher greeting, checking the date, the weather and doing our morning prayer. Then a puppet greets the children individually. Teacher explains what people normally do at a restaurant.		
BEFORE THE BOOK	Teacher displays the flashcards around the floor and tells students what she had for breakfast today using them. Then, invites some children to do the same and talk about their breakfasts. Next, teacher asks some students to remember what their classmates said about their breakfast to elicit paying attention and memory.		
WITH THE BOOK	Students work on page 75. First, teacher elicits food items they can see on the page and encourages students to read the names on the bubbles. Then plays the chant video to watch and listen only, then plays it again and encourages children to draw an ✕ or ✓ next to each meal that is mentioned in the chant. Finally, students write the names of the food marked with a ✓.		
AFTER THE BOOK	Students sing the chant again and hold some flashcards from the food they listen in the chant. Then teacher says some statements from the chant aloud for students to determine if they are true or false, e.g. I have sandwiches for lunch, then invites some students to do the same with different statements.		
FINISHING THE CLASS	Students take the class puppet and tell her about what they had for breakfast, lunch and dinner the day before the class.		
LEARNING THROUGH PLAY / INTERCULTURALITY	LTP: Class is divided into 3 groups. Each group designs a menu. Afterward, they play “At the restaurant” and use food realia to offer the rest of the students food from their menu.	CLASS ASSESSMENT	Children answer reflection questions for self-evaluation, such as: what did you learn? How well did you do? Etc.

UNIT OBJECTIVES	<ul style="list-style-type: none">• Talk about food and meals• Learn about different kinds of food• Follow a story about sharing food• Learn the sound /tʃ/ (ch)• Learn how to estimate quantity• Learn about flavors: salty, sour and sweet• Review learning and progress	LANGUAGE SKILLS	Reading and speaking
UNIT TOPIC		CLASS	Lesson 8: Cross-curricular (Science)
6: My food		ENGLISH LEVEL	3 rd grade kindergarten Pre-A1 (beginners)
LESSON OBJECTIVE	Learn about how food tastes and flavors	LANGUAGE STRUCTURES	How does it taste? It tastes (sour)
VOCABULARY	Salty, sour, sweet		
MATERIALS	Real salty, sweet and sour food and drinks to taste. E.g. lemon, candy, chips, soda, pickles, etc.		
CLASS LEARNING SEQUENCE			
STARTING THE CLASS	The class starts with our daily routine: teacher greeting, checking the date, the weather and doing our morning prayer. Then a puppet greets the children individually. Teacher plays mimic and acts out salty, sweet and sour expressions to the class.		
BEFORE THE BOOK	Place the sweet, salty and sour food on a table at the center of the classroom. Then teacher picks up some food, names it and tastes it and says..Mmm it's (salty) do you want to try it? Teacher elicits repetition of the flavors and makes children guess how the next food is going to taste. Teacher tries out at least one food from each flavor.		
WITH THE BOOK	Students work on page 77 where they look at pictures from the 3 flavors, then underline their names with different color resembling the flavor (yellow-sour, sweet-pink, salty-blue) then students match the flavor with the correct pictures and color.		
AFTER THE BOOK	Teacher discusses with children what other food items they have tried and adds them to the corresponding group, this can be done in L1 or L2. Also asks children how did the food taste before? Encourages language structure: It tastes (sweet)		
FINISHING THE CLASS	Children make the class puppet try some food and ask the puppet the target question: How does it taste? and its answer. They can do this activity in pairs or groups.		
LEARNING THROUGH PLAY / INTERCULTURALITY	Interculturality: students imagine they are chefs offering different food they know to their peers; they pretend creating imaginary dishes they believe are eaten around the country	CLASS ASSESSMENT	Teacher goes around the class and asks children if certain foods are sweet, salty or sour and encourages speaking practice

UNIT OBJECTIVES	<ul style="list-style-type: none">• Talk about food and meals• Learn about different kinds of food• Follow a story about sharing food• Learn the sound /tʃ/ (ch)• Learn how to estimate quantity• Learn about flavors: salty, sour and sweet• Review learning and progress	LANGUAGE SKILLS	Listening, speaking and writing
UNIT TOPIC		CLASS	Lesson 9: Review
6: My food		ENGLISH LEVEL	3 rd grade kindergarten Pre-A1 (beginners)
LESSON OBJECTIVE	Review learning and progress in the unit	LANGUAGE STRUCTURES	Would you like some...? yes, please- no, thank you I'd like some ...
VOCABULARY	Cake, chocolate, chips, fruit, candy, pineapple, grapes, beans, rice, meat, vegetables, cereal		
MATERIALS	Flashcards, projector, speaker, iPad		
CLASS LEARNING SEQUENCE			
STARTING THE CLASS	The class starts with our daily routine: teacher greeting, checking the date, the weather and doing our morning prayer. Then a puppet greets the children individually. Teacher plays the “Candy and treats” song and pretends offering food to students.		
BEFORE THE BOOK	Review party food with help of the flashcards, encourage kids to name them. Then shuffle the cards and ask some children to come at front and pretend offering food to others. The rest of the class practices answering: Yes, please or No, thank you		
WITH THE BOOK	Children work on page 78, here they look at the picture and name the food they can recognize, then imagine which of the food they'd like to have for breakfast or lunch. Finally listen to an audio and match the pictures with the correct answer and write the names of the food.		
AFTER THE BOOK	Teacher asks some volunteers to play the roles from the audio and ask/ answer questions of the food from the book. They practice this around the classroom in pairs.		
FINISHING THE CLASS	Teacher plays the Unit 6 introduction video again and talk about what children can see and what they learned in this unit, congratulates everyone on their work.		
LEARNING THROUGH PLAY / INTERCULTURALITY	Interculturality: teacher asks for kids to draw themselves offering different types of food to others, then asks individually what does their drawings represent and encourages descriptions.	CLASS ASSESSMENT	Children sit in a circle and encourage children to come at front and describe their drawings aloud and assesses language acquisition from the unit.

UNIT OBJECTIVES	<ul style="list-style-type: none">• Talk about food and meals• Learn about different kinds of food• Follow a story about sharing food• Learn the sound /tʃ/ (ch)• Learn how to estimate quantity• Learn about flavors: salty, sour and sweet• Review learning and progress	LANGUAGE SKILLS	Speaking
UNIT TOPIC		CLASS	Lesson 10: Project
6: My food		ENGLISH LEVEL	3 rd grade kindergarten Pre-A1 (beginners)
LESSON OBJECTIVE	Do a craft activity to review unit language and review progress	LANGUAGE STRUCTURES	I have (food) for breakfast, it tastes (salty)
VOCABULARY	Food		
MATERIALS	Photocopiable food template, glue, crayons, scissors, paper plates.		
CLASS LEARNING SEQUENCE			
STARTING THE CLASS	The class starts with our daily routine: teacher greeting, checking the date, the weather and doing our morning prayer. Then a puppet greets the children individually. Teacher asks children to say as many foods as they can remember and asks children if they think they are healthy or unhealthy.		
BEFORE THE BOOK	Teacher plays the song “Let’s eat” from the unit and encourages children to sing along marching around the classroom and saying Yes, please or No, thank you, depending on the food they hear.		
WITH THE BOOK	Every kid gets a food template and a plate. Teacher explains they will design a healthy breakfast according to their likings and family costumes. Children color, cut and glue the food on their plates. They can decorate their breakfast plate as they want.		
AFTER THE BOOK	Once everyone has finished their plates, children present their breakfast plates using the unit’s language and explaining in L1 or L2 if they think it is healthy or not. Breakfast plates get displayed on a wall.		
FINISHING THE CLASS	Teacher explains kids that they’ve finished the unit and elicits everything they’ve learned so far. Tries to make a reflection on their own learning success and the knowledge and mistakes they’ve overcome over the past classes.		
LEARNING THROUGH PLAY / INTERCULTURALITY	Interculturality: teacher explains that all around us people have different food traditions and what’s considered healthy breakfast varies from place to place and that that is not right or wrong.	CLASS ASSESSMENT	Children get a self-assessment worksheet where they will reflect on their own learning in terms of language, structures and vocabulary.

APPENDIX 8: Assessment tools (1 per lesson)

LESSON 1: Unit Opener	ASSESSMENT TOOL: Checklist	
ACTIVITY TO ASSESS: Oral participation and enthusiasm for new knowledge through a memory game		
CRITERIA	YES /NO	
ACTIVE ENGAGEMENT		
• Engages actively in class activities /games		
• Demonstrates interest and enthusiasm during the class activities / game		
INITIATIVE		
• Takes initiative or volunteers to participate in class activities / game		
QUALITY OF CONTRIBUTIONS		
• Provides relevant and insightful contributions to class activities / games		
• Offers well-thought-out responses that demonstrate understanding of the topic		
COMMUNICATION SKILLS		
• Communicates ideas clearly and effectively		
• Listens attentively to peers and responds thoughtfully		
ENTHUSIASM FOR LEARNING		
• Demonstrates eagerness and enthusiasm for learning new concepts and ideas		
• Expresses curiosity and asks questions to deepen understanding		
RESPECTFUL INTERACTION		
• Shows respect towards classmates and the teacher during class activities / games		

LESSON 2: Language Presentation	ASSESSMENT TOOL: Traffic Lights Checklist		
ACTIVITY TO ASSESS: Usage of new language structures and vocabulary			
CRITERIA	GREEN / YELLOW / RED		
LANGUAGE USAGE			
<ul style="list-style-type: none">Demonstrates and uses the new language structures accordingly to class			
VOCABULARY USAGE			
<ul style="list-style-type: none">Utilizes the new vocabulary in an appropriate way relevant to the context			
ACCURACY AND FLUENCY			
<ul style="list-style-type: none">Uses words and language expressions in context accurately and appropriately			
<ul style="list-style-type: none">Repeats and uses language and vocabulary structures fluently			
SELF-CORRECTION			
<ul style="list-style-type: none">Recognizes and corrects errors during communication.			

LESSON 3: Language Practice	ASSESSMENT TOOL: Self-assessment through emoji			
ACTIVITY TO ASSESS: Participation in a class party				
CRITERIA	EMOJIS (excited, happy, bored, sad)			
ACTIVE PARTICIPATION				
• How actively did I engage in the class party?				
CONTRIBUTION TO THE GAME				
• How well did I contribute to my classmates' efforts?				
COOPERATION				
• How well did I work with my classmates?				
COMMUNICATION				
• How well did I communicate with my classmates?				
DECISION MAKING				
• How involved were you in the team's strategy and decision-making process?				

LESSON 4: Sounds and Sounds	ASSESSMENT TOOL: Self-assessment rubric		
ACTIVITY TO ASSESS: Reading and speaking performance when learning a new sound and words			
CRITERIA	VERY WELL / WELL / NOT WELL		
ORACY			
<ul style="list-style-type: none">Repeats and says the sounds and letters in a fluent way			
READING			
<ul style="list-style-type: none">Reads and identifies the sounds and letters in given words			
UNDERSTANDING			
<ul style="list-style-type: none">Understands the sounds and letters when shown alone and in words			
IDENTIFICATION OF WORDS			
<ul style="list-style-type: none">Identifies the sound and letters in other words from different texts			

LESSON 5: Literacy	ASSESSMENT TOOL: Checklist with Cue Questions	
ACTIVITY TO ASSESS: Reading and listening comprehension of a story		
CRITERIA	YES /NO	
MAIN CHARACTERS		
<ul style="list-style-type: none">Can you name the main characters in the story?		
SETTING		
<ul style="list-style-type: none">Do you remember where the story takes place?		
PLOT		
<ul style="list-style-type: none">Can you tell me about the main events in the story?		
PROBLEM AND SOLUTION		
<ul style="list-style-type: none">Do you remember the problem of the story and how it was resolved?		
VALUE		
<ul style="list-style-type: none">Can you identify the message of the story?		
SEQUENCE OF EVENTS		
<ul style="list-style-type: none">Can you explain the sequence of events in the story?		
EMOTIONS		
<ul style="list-style-type: none">Do you understand how the characters feel during the story?		
REFLECTION		

<ul style="list-style-type: none"> Can you share what or how do you feel about the story? 		
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LESSON 6: Language Presentation 2	ASSESSMENT TOOL: Peer-evaluation		
ACTIVITY TO ASSESS: Practice in a digital matching game			
CRITERIA	YES / AT TIMES / NO		
ENJOYABILITY			
<ul style="list-style-type: none">Was the game enjoyable to play with a partner?			
ENGAGEMENT			
<ul style="list-style-type: none">Was your partner engaged while playing the game?			
UNDERSTANDING			
<ul style="list-style-type: none">Was it easy to understand the rules of the game before playing?			
INSTRUCTIONS			
<ul style="list-style-type: none">Were the instructions from your partner clear?			
OVERALL SATISFACTION			
<ul style="list-style-type: none">Did you like playing this game with a partner?			

LESSON 7: Language Practice 2	ASSESSMENT TOOL: Self-assessment questionnaire		
ACTIVITY TO ASSESS: reflection of progress in language acquisition and usage of structures			
CRITERIA	VERY WELL / WELL / NOT WELL		
LANGUAGE USAGE			
<ul style="list-style-type: none">• Demonstrates and uses the unit’s language structures accordingly to class			
<ul style="list-style-type: none">• Uses language structures fluently with peers			
VOCABULARY USAGE			
<ul style="list-style-type: none">• Utilizes the unit’s vocabulary in an appropriate way relevant to the context			
ACCURACY AND FLUENCY			
<ul style="list-style-type: none">• Uses words and language expressions in context accurately and appropriately			
<ul style="list-style-type: none">• Uses vocabulary structures fluently			
SELF-CORRECTION			
<ul style="list-style-type: none">• Recognizes and corrects errors during communication			

LESSON 8: Cross-curricular		ASSESSMENT TOOL: Speaking rubric		
ACTIVITY TO ASSESS: usage of target language and vocabulary when describing flavors				
CRITERIA		EXPECTATIONS (high, normal, low)		
TARGET LANGUAGE USAGE				
<ul style="list-style-type: none">• Uses accurate and varied target language confidently				
VOCABULARY USAGE				
<ul style="list-style-type: none">• Utilizes a wide range of vocabulary effectively and precisely				
CLARITY AND FLUENCY				
<ul style="list-style-type: none">• Speech is clear, fluent, and natural, with smooth transitions and minimal pauses				
COMPLEXITY OF LANGUAGE				
<ul style="list-style-type: none">• Uses sophisticated language structures and expressions (for their age) effectively				
CONTEXTUAL APPROPRIATENESS				
<ul style="list-style-type: none">• Uses language that is consistently relevant, appropriate, and engaging				
ENGAGEMENT AND EXPRESSION				
<ul style="list-style-type: none">• Shows high levels of engagement and expression, conveying enthusiasm and passion for the topic				

LESSON 9: Review		ASSESSMENT TOOL: Speaking Checklist	
ACTIVITY TO ASSESS: review speaking language throughout unit 6			
CRITERIA		YES /NO	
PRONUNCIATION			
• Pronounces words clearly and accurately			
INTELLIGIBILITY			
• Learner’s speech is easy to understand			
VOCABULARY USAGE			
• Uses a range of vocabulary appropriate for their age and level			
LANGUAGE STRUCTURE			
• Forms sentences with correct language structures from the unit			
• Demonstrates understanding and use of basic language rules			
SPEAKING FLUENCY			
• Speaks without pauses and hesitations			
INTERACTIVE SKILLS			
• Engages in short conversations and responds to questions appropriately			
COMMUNICATION STRATEGIES			
• Uses strategies such as gestures, expressions, or paraphrasing to communicate meaning			
CONFIDENCE AND ENTHUSIASM			
• Speaks with confidence and enthusiasm about unit’s topics			
ENGAGEMENT			
• Maintains interest and engagement throughout the conversation/activity			

LESSON 10: Project, will be assessed through a worksheet from the book.

Point. Say. Draw.



I have cereal
for breakfast.



I have (cereal / fruit / meat / rice / vegetables / beans) for (breakfast / lunch / dinner).

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