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TRABAJO RECEPCIONAL

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RESPONSABLE DE LA ESPECIALIZACIÓN EN
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Abstract

This reflective exploration delves into my professional growth and teaching philosophy as an ESL teacher at Liceo Mexicano Japonés in Mexico City. Over the past eight years, I have taught English in a culturally diverse environment, engaging with students from various linguistic backgrounds. This assignment outlines the evolution of my teaching philosophy, integrating modern language education theories and methodologies such as Communicative Language Teaching (CLT) and Task-Based Learning (TBL). These approaches have significantly influenced my teaching practice, enabling me to create an engaging and interactive learning environment emphasizing real-life communication and practical language use.

The paper also examines the importance of intercultural communication in language education. Teaching in a multicultural setting has underscored the necessity of incorporating intercultural perspectives into my lessons. This approach helps students not only learn English but also appreciate and respect cultural diversity. By integrating intercultural communication, I have been able to enhance students' language acquisition and cultural understanding, preparing them to navigate and succeed in a globalized world.

Additionally, the assignment highlights the role of continuous professional development in evolving as a competent ESL teacher. I reflect on my journey as an English learner, my experiences in the classroom, and the knowledge gained through the Specialization of Teaching English as a Foreign Language. This continuous learning process has allowed me to adapt my teaching strategies to meet the diverse needs of my students. I emphasize the importance of being adaptable and innovative, embracing new technologies and pedagogical strategies to stay relevant in a constantly changing educational landscape.

The paper also addresses the challenges and opportunities presented by online teaching, especially in the context of the COVID-19 pandemic. Transitioning to online teaching required me to develop new skills and adapt my teaching methods to maintain student engagement and participation. I discuss the strategies I employed to create a supportive and engaging online learning environment, ensuring that all students feel connected and respected despite the physical distance. The use of digital resources, interactive activities, and project-based learning has been crucial in achieving these goals.

Effective assessment is another critical component discussed in this assignment. I underscore the necessity of reliable and practical assessment tools in measuring student progress and identifying areas of need. By designing both traditional and performance-based assessments, I have been able to provide personalized feedback and support, helping students achieve their language learning goals. The use of formative assessments, such as quizzes and reflective journals, has been particularly valuable in tracking student progress and guiding instruction.

Through this reflective process, I aim to gain a deeper understanding of my teaching practice and continue evolving as an ESL educator. My primary objective is to foster a supportive and engaging learning environment that prepares students for a globalized world. By integrating CLT, TBL, and intercultural communication into my teaching, I strive to create a dynamic classroom where language learning is naturally integrated with cultural exploration. This holistic approach not only enhances language skills but also cultivates empathy, respect, and intercultural competence among students, equipping them with the skills needed to thrive in a diverse and interconnected world.

Keywords

- ESL (English as a Second Language)
- Teaching Philosophy
- Communicative Language Teaching (CLT)
- Task-Based Learning (TBL)
- Intercultural Communication
- Professional Development
- Online Teaching
- Student Assessment
- Language Acquisition
- Cultural Understanding

Resumen

Esta exploración reflexiva profundiza en mi crecimiento profesional y filosofía de enseñanza como profesora de inglés en el Liceo Mexicano Japonés en la Ciudad de México. Durante los últimos ocho años, he enseñado inglés en un entorno culturalmente diverso, interactuando con estudiantes de diversos antecedentes lingüísticos. Esta asignación describe la evolución de mi filosofía de enseñanza, integrando teorías y metodologías modernas de educación en idiomas como la Enseñanza Comunicativa de Lenguas (CLT) y el Aprendizaje Basado en Tareas (TBL). Estos enfoques han influido significativamente en mi práctica docente, permitiéndome crear un entorno de aprendizaje atractivo e interactivo que enfatiza la comunicación en situaciones reales y el uso práctico del idioma.

El documento también examina la importancia de la comunicación intercultural en la educación de idiomas. Enseñar en un entorno multicultural ha resaltado la necesidad de incorporar perspectivas interculturales en mis lecciones. Este enfoque ayuda a los estudiantes no solo a aprender inglés, sino también a apreciar y respetar la diversidad cultural. Al integrar la comunicación intercultural, he podido mejorar la adquisición del idioma y la comprensión cultural de los estudiantes, preparándolos para navegar y tener éxito en un mundo globalizado.

Además, la asignación destaca el papel del desarrollo profesional continuo en la evolución como profesora competente de ESL. Reflexiono sobre mi trayectoria como aprendiz de inglés, mis experiencias en el aula y el conocimiento adquirido a través de la Especialización en la Enseñanza del Inglés como Lengua Extranjera. Este proceso de aprendizaje continuo me ha permitido adaptar mis estrategias de enseñanza para satisfacer las diversas necesidades de mis estudiantes. Enfatizo la importancia de ser adaptable e innovadora, adoptando nuevas tecnologías y estrategias pedagógicas para mantenerse relevante en un panorama educativo en constante cambio.

El documento también aborda los desafíos y oportunidades presentados por la enseñanza en línea, especialmente en el contexto de la pandemia de COVID-19. La transición a la enseñanza en línea me obligó a desarrollar nuevas habilidades y adaptar mis métodos de enseñanza para mantener el compromiso y la participación de los estudiantes. Discuto las estrategias que empleé para crear un entorno de aprendizaje en línea de apoyo y atractivo,

asegurando que todos los estudiantes se sientan conectados y respetados a pesar de la distancia física. El uso de recursos digitales, actividades interactivas y aprendizaje basado en proyectos ha sido crucial para lograr estos objetivos.

La evaluación efectiva es otro componente crítico discutido en esta asignación. Subrayo la necesidad de herramientas de evaluación fiables y prácticas para medir el progreso de los estudiantes e identificar áreas de necesidad. Al diseñar tanto evaluaciones tradicionales como basadas en el desempeño, he podido proporcionar retroalimentación y apoyo personalizados, ayudando a los estudiantes a alcanzar sus objetivos de aprendizaje del idioma. El uso de evaluaciones formativas, como cuestionarios y diarios reflexivos, ha sido particularmente valioso para rastrear el progreso de los estudiantes y guiar la instrucción.

A través de este proceso reflexivo, mi objetivo es obtener una comprensión más profunda de mi práctica docente y continuar evolucionando como educadora de ESL. Mi objetivo principal es fomentar un entorno de aprendizaje de apoyo y compromiso que prepare a los estudiantes para un mundo globalizado. Al integrar CLT, TBL y la comunicación intercultural en mi enseñanza, me esfuerzo por crear un aula dinámica donde el aprendizaje de idiomas se integre naturalmente con la exploración cultural. Este enfoque holístico no solo mejora las habilidades lingüísticas, sino que también cultiva la empatía, el respeto y la competencia intercultural entre los estudiantes, equipándolos con las habilidades necesarias para prosperar en un mundo diverso e interconectado.

Palabras Clave

- ESL (Inglés como Segunda Lengua)
- Filosofía de Enseñanza
- Enseñanza Comunicativa de Lenguas (CLT)
- Aprendizaje Basado en Tareas (TBL)
- Comunicación Intercultural
- Desarrollo Profesional
- Enseñanza en Línea
- Evaluación de Estudiantes
- Adquisición del Lenguaje
- Comprensión Cultural

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INTRODUCTION

As an ESL teacher, I believe that every experience can contribute to our understanding and influence our approach toward teaching in a constantly changing world of language education. This assignment is a reflective exploration of my professional growth and teaching philosophy. Firstly, I will reflect on how my teaching philosophy has developed over the years not only through my classroom experience but also through the different theories and approaches that define modern language education. Thus, I will take a closer look at these theories and consider how they have contributed to my teaching philosophy. My aim in this reflective exploration is to gain a deeper understanding of my teaching practice and to continue to evolve as a competent ESL teacher.

First, I will explain my teaching context which consists of a dynamic and culturally diverse environment that provides a great opportunity for applying and testing various educational theories and approaches. Throughout this assignment, I will reflect on the most important concepts that have influenced my teaching practice, providing a deeper understanding of the principles that guide my daily interactions with students. Moreover, I will explore the integration of intercultural communication and the nuanced application of language acquisition theories. This exploration aims to not only recount changes in my pedagogical approach but also to highlight the profound impact of continual learning and adaptation in the life of an ESL teacher.

Firstly, in this assignment, I would like to share my teaching context, which is a dynamic and culturally diverse environment. It has provided an excellent opportunity for me to apply and test various educational theories and approaches. As an ESL teacher, I encounter students from different cultural and linguistic backgrounds every day. This diversity is both challenging and rewarding, as it requires me to constantly adapt my teaching strategies to meet the needs of each student. Besides, throughout this assignment, I will reflect on the most important concepts that have influenced my teaching practice. These concepts have provided me with a deeper understanding of the principles that guide my daily interactions with students. I will explore how my teaching practice has evolved and the impact of these changes on my students' learning experience. In particular, I will focus on the integration of intercultural communication and the application of language acquisition theories. These

two areas are crucial to the success of any ESL teacher, as they have enabled me to better understand and engage with my students. By exploring these topics, I hope to not only describe the changes in my pedagogical approach but also to highlight the great impact of continual learning and adaptation in my career as an ESL teacher. Therefore, I believe that teaching in a culturally diverse environment requires a deep understanding of the unique challenges and opportunities that this context implies. As an ESL teacher, I am committed to providing my students with the best possible learning experience, and this assignment is part of the evidence of that commitment.

Moreover, I will use key concepts from my learning to self-reflect on my own teaching practices, taking into account my journey as an English learner, my current teaching environment, and the pedagogical choices I have made. This reflective process will facilitate a deeper understanding of my role as an educator and help me to further refine and personalize my teaching philosophy. For these reasons, I aim to assertively underline the importance of continuous professional development and the active adaptation of teaching strategies to meet diverse student needs, thus enriching the educational experience for both my students and myself.

Finally, I will reflect on the importance of effectively assessing foreign language proficiency and design a reliable and practical assessment tool to help me measure my students' progress and identify areas of need. By doing this, I aim to help my students achieve their language learning goals, making the learning process both enjoyable and productive.

CHAPTER 1: PHILOSOPHY AND THEORY

1.1. My Teaching Context and Philosophy

My Teaching Context

I currently teach at Liceo Mexicano Japonés, a well-known private school in Mexico City. Initially, it was founded to keep Japanese cultural heritage and fulfill the educational needs of children of Japanese temporary workers living in Mexico. However, over time, the Japanese community decided to open the school to Mexican students to promote intercultural exchange between the two countries. From kindergarten to high school, the school is divided into two sections: one for students of Mexican descent and one for those of Japanese descent. Both languages are taught until high school. The Mexican section offers Spanish-language classes based on the curriculum of SEP and UNAM, while the Japanese section provides Japanese classes based on the curriculum of the Japanese Ministry of Education. English as a Second Language is part of the curriculum in both sections from kindergarten to senior high. A communicative approach is used to develop the necessary abilities for Cambridge Qualifications preparation. I have been teaching English at Liceo Mexicano Japonés for the last 8 years. Initially, I started teaching at the lower primary level. The children have classes for two hours a day, Monday to Friday, using mainly communicative and humanistic approaches. The classes also prepare students for YLE Qualifications. Each classroom is equipped with a smartboard, whiteboard, and a projector; therefore, it is possible to exploit technology in classes. It is also important to highlight that students also learn through projects and games based on the topics learned in the classroom.

This current school year, I was assigned three groups of Mexican kindergarteners and one group of Japanese kids with ages from 4 to 5. At this level, the classroom environment is unique as it consists of a mix of children from both countries in the first two grades of pre-k. As a result, the immersion approach is used as the primary teaching method. This approach allows the children to learn Japanese and English languages more naturally. Both groups of students have the opportunity to interact and immerse themselves in the language, leading to a more effective and efficient learning experience. In this case, language interference is common among children learning two languages simultaneously.

Interculturalism at Liceo Mexicano Japonés is a reality that takes part of our educational approach. Teaching English to Japanese children as a Mexican teacher has presented unique challenges and opportunities due to cultural, linguistic, and educational differences such as language barriers. I have found it challenging to pronounce Japanese names or words correctly, which is important for building rapport and respect in the classroom. Besides I have had to learn basic instructions and phrases to make communication easier. In the same way, I have had to find ways to encourage Japanese children to interact in English or incorporate elements of Japanese culture into the lessons My role as an educator extends beyond teaching English since it involves facilitating a deeper understanding and appreciation of diverse cultural backgrounds

On the other hand, due to the COVID-19 pandemic, online courses have become increasingly popular in the field of education. As a result, I started teaching an online course a year ago to kids aged between 9 and 12. For this assignment, I have chosen to work with this specific group comprising four Mexican kids who live in different states of Mexico, and one of them recently moved to the United States. Therefore, their cultural backgrounds differ from each other. They began the English course as true beginners a year ago, and most of them come from public schools. Thus, the class has a consistent level of proficiency in English. They enjoy playing sports and video games, and love sharing their experiences in class. They are particularly interested in interactive activities and games during class. During this year, they have made significant progress in their English language proficiency and skills, since they can understand instructions and explanations in English as well as comprehend details in short texts. On the other hand, although they are capable of understanding instructions, explanations, and short texts in English, they still need more practice in real-life situations to improve their communication skills. It is also needed to boost their writing abilities to help them communicate their ideas and feelings through different types of texts.

In this particular case, the learning context is distance education, where the use of the internet and digital materials and resources helps students interact with the content, teacher, and peers. This interaction provides support throughout the learning process and helps learners gain more from the learning experience.

In this online course, students attend three hours of class each week, mainly focusing on small projects that are done at the end of each lesson. These projects allow students to

practice the grammar and topics they have learned in the lesson. Additionally, challenging activities are designed to help learners link new information with real-life situations and acquire meaningful knowledge.

Throughout this course, I have learned to create engaging and interactive activities and adapt to new technologies and methods to teach English remotely. Therefore, students have found audiovisual or computer media to be highly beneficial. For teachers working in online learning contexts, the challenge is to create a learning environment that is both learner-centered and content-centered.

According to Rossett (2002), online learning offers numerous advantages, but it requires commitment and resources and must be done correctly. Doing it correctly implies that online learning materials must be designed appropriately, keeping learners and their learning objectives in mind, and that sufficient support must be provided.

As a conclusion, both teaching contexts have challenged me to continuously innovate and adapt my teaching strategies to be culturally inclusive and sensitive to varied learning environments. It underscores the necessity of creating a supportive and engaging online community where every student feels connected and respected, despite the physical distance.

My Teaching Philosophy

As an ESL teacher, my teaching philosophy has been built through my experience as an English learner, my professional career, and the knowledge gained through the Specialization of Teaching English as a Foreign Language. I have come to understand that learning a language is not just about acquiring vocabulary or mastering grammar rules, but also about connecting with others, expressing ideas, and opening doors to a world of opportunities. That is why my journey as an English learner has provided me with valuable insights into the challenges and achievements that come with learning a new language. This experience is the heart of my teaching philosophy, where I aim to be not just an instructor, but a mentor, a coach, and a guide as well as to provide the specific requirements of each student while building strong relationships with them. I try to make the learning process engaging and rewarding, ensuring that every interaction adds value to their educational journey.

Moreover, I do believe that academic success is built on four essential pillars: a teacher who acts as a facilitator, engaged students, a supportive learning environment, and active

parental involvement. As well, my teaching is also a continuous journey of learning so I think that, as educators, we must remain adaptable and innovative, embracing new technologies and pedagogical strategies as they arise to stay relevant in a continually evolving social context. By committing to these principles, I am dedicated to using resources and strategies effectively to support each student's learning journey, ensuring that they not only achieve academic success but also become compassionate and informed global citizens. I am now more conscious of my students' learning process and my role as a teacher to lead and support them throughout this journey. I have learned that techniques from different approaches can be combined to create engaging classes and help students achieve communication goals. Moreover, I clearly understand that all human beings are social creatures, so it is necessary to practice working in teams to develop in my students' life skills such as active listening, leadership, and critical thinking. Besides, my teaching philosophy emphasizes empathy and respect, since the affective aspect is crucial for learning to take place. I make necessary modifications to support those who may find the language challenging or need extensive adjustments in their learning approach. I make necessary modifications to support and reach those who may find the language challenging or need extensive adjustments in their learning approach. My primary objective is to foster effective communication in the language while considering each student's unique abilities, strengths, needs, and interests.

In the same way, I understand that I have multiple roles as an educator. I am a facilitator who encourages collaborative learning, a counselor who provides emotional support, and a researcher who aims to understand diversity and promote cultural awareness. By recognizing these roles, I am committed to creating a learning environment where all students feel valued and empowered.

Finally, as part of my evolution through this Specialization I have learned about the importance of prioritizing meaningful content and being culturally inclusive, I realize how crucial it is to help students develop confidence in various skills. This not only improves their language skills but also deepens their understanding and appreciation of diverse cultures. By integrating intercultural perspectives, I understand that part of my role is to prepare students to effectively participate in a globalized world, emphasizing intercultural competence as a crucial aspect of language learning.

Moreover, I continually adapt and refine my teaching strategies to meet individual student goals, emphasizing the importance of personalized learning pathways. Effective language

assessment plays a crucial role in this process since it helps in identifying specific learning needs, enabling me to tailor my instruction to maximize each student's potential. Thoughtful assessment practices ensure that students are not only tested on their knowledge but are also encouraged to reflect on their learning and apply language skills in diverse contexts.

1.2. Theory linked to my Teaching Practice

I have learned that using a variety of methods in the ESL classroom makes you a more effective and engaging teacher. Nowadays, it is crucial to implement various techniques from a variety of approaches and methodologies, in this way, we as teachers, can address the different needs of learners rather than sticking to one method and its techniques.

In my teaching practice, I aim to create an engaging and interactive learning environment that provides young learners with practical language skills. To achieve this, I mainly incorporate two methodologies into my lesson planning: Communicative Language Teaching (CLT) and Task-Based Learning (TBL) approaches. These methods are not just teaching strategies; they are integral to how I perceive language learning, which is a process that is meaningful, active, and directly connected to real-life uses of language. Moreover, I have also learned the importance of implementing the intercultural approach into my lesson planning. The intercultural approach seeks to emphasize understanding and respecting cultural diversity through language learning to go beyond traditional language instruction that focuses only on grammar, vocabulary, and pronunciation, but, it also integrates the cultural context of language use, encouraging students to explore and reflect on both their own cultures and those of others as we learned through this module.

In this section, I will deepen into each methodology and provide a detailed explanation of how I incorporate it into my everyday teaching practice through lesson planning. By analyzing each methodology and examining its key elements, I aim to offer a comprehensive understanding of how I have applied them to various in my classroom to promote student learning and engagement.

Communicative Language Teaching (CLT)

On the one hand, Communicative language teaching (CLT) is perhaps the most popular approach among the methods of teaching ESL today. According to Littlewood (2011), Communicative Language Teaching pays systematic attention to functional as well as

structural aspects of language, combining these into a more fully communicative view. The primary objective of this approach is to acquire the ability to express communication functions and categories of meaning. Moreover, CLT emphasizes the student's ability to communicate in real-life contexts. As a result, students learn to make requests, accept offers, explain things, and express their feelings and preferences. Additionally, since CLT focuses on teaching language through real-world assignments and problem-solving, it's less concerned with grammar accuracy and instead focuses on fluency.

As previously stated, I believe that using Communicative Language Teaching (CLT) is an effective method for learners to develop their communication skills through meaningful activities that prioritize understanding and comprehension. This approach boosts learners'; confidence and allows them to express themselves more proficiently. Additionally, wide exposure to content words and functional language provides learners with the opportunity to use English in a manner that is similar to their native language, which is meaningful and purposeful. In my experience, designing communicative activities is easy but implementation is challenging and time-consuming. The principles of communicative language teaching (CLT) should be included in the curriculums of schools in my country. The main objective is to promote effective communication among Mexican students. However, some communicative activities may seem too fun and spontaneous to be associated with learning, which could lead to misunderstandings among students and parents. Features of CLT include communication through interaction (cooperative and collaborative learning), the use of authentic texts, and students contributing personal experiences. Some classroom activities that I implement from this approach are role plays, interviews, games, or information gap activities.

Task-Based Learning Approach (TBL)

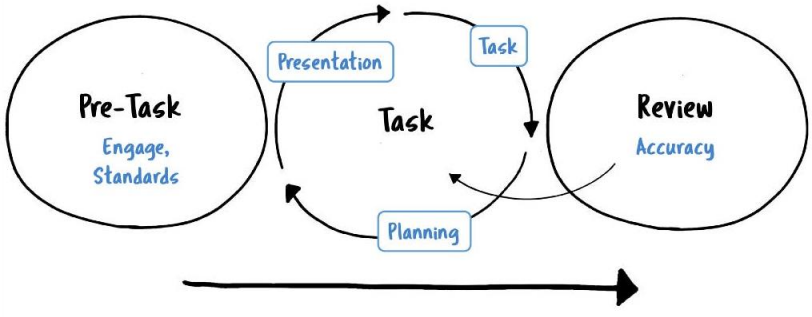
The task-based learning approach (TBL) proposes the use of tasks as the core unit of planning and instruction in language teaching (Richards & Rodgers 2001). It is sometimes considered to be part of the CLT, but it heavily emphasizes the students' independence and individuality. While TBL's basic principles are derived from CLT, there are some important differences. Communicative Language Teaching sees meaningful communication as the goal whereas Task-based learning takes it a bit further, so students need to communicate in order to achieve or do a meaningful task. Both acknowledge the

importance of real authentic meaningful communication as a way to learn a language. After all, in our daily lives, language is crucial for communication and accomplishing tasks.

When planning a task, it is important to take into account several steps to prepare students for it:

1. Pre-task: The teacher introduces the topics and gives students clear instructions.
2. Task: The students complete a task in pairs or groups using the language resources that they have while the teacher monitors and offers guidance.
3. Planning: Students prepare a short oral or written report to tell the class what happened during their task.
4. Report: After completing the task, the students are required to either present their findings orally or read their written report to the entire class.
5. Analysis: The teacher highlights relevant parts from the recording for analysis.
6. Practice: After completing the task and report phases, the teacher identifies the language areas that need further practice based on the student'; needs. The students then engage in practice activities to enhance their confidence and take note of any useful language they come across.

When assigning a task to young learners, it is important to demonstrate what is expected while allowing for creativity and problem-solving. An example of a task-based activity used with kindergarteners might be building letters and words with different by placing these materials in the shape of a letter, both with and without a template. This task-based activity engages kindergarteners with a letter or word visually, rather than just writing and rewriting mechanically. Thus, using task-based learning activities in the classroom helps students become more empowered and motivated when they complete tasks because they 'own' the language and control the task response.



In conclusion, I believe that combining Communicative Language Teaching (CLT), Task-Based Learning (TBL), and the Intercultural Approach within my teaching practice provides

a complete structure that not only enhances language skills but also cultivates a deep appreciation and understanding of diverse cultures. For example, by employing CLT, I enable students to practice English in realistic communicative scenarios, while TBL allows them to apply language in solving practical tasks, mirroring real-life challenges. The addition of the Intercultural Approach enriches this learning environment by encouraging students to explore and respect cultural differences, thus preparing them to navigate and succeed in a globalized world. Through this application of methodologies, I expect my classroom to become a dynamic space where language learning is naturally integrated with cultural exploration.

CHAPTER 2: METHODOLOGY AND PRACTICE

In this chapter, I will explain the main goal of the lesson plan I designed for this project based on the Communicative Learning Approach, the Task-Based Learning Approach, and the Intercultural Approach as well as the rationale behind each activity. Moreover, I will analyze the importance of integrating interculturalism within the ESL framework and how culture impacts the way in which ESL students learn and interact in the classroom.

First, it is important to note that teaching English as a Second Language (ESL) goes beyond just learning the language. Since English is widely used as a lingua franca, teaching English now involves an intercultural component. This means that teachers now have the challenge of making the culture behind the language comprehensible and intercultural to learners from diverse backgrounds.

Coyle (2007) states that language learners are encouraged to develop cultural awareness, sensitivity, and competence. This involves exploring and understanding the perspectives, values, beliefs, and practices of different cultures that use English as a means of communication. Therefore, as English language teachers, we have the responsibility to help learners look beyond stereotypes and generalizations to appreciate the unique ways in which people see the world which involves recognizing that each culture has its way of interpreting experiences, challenges, and relationships. By learning a language, students gain access to these perspectives, enriching their understanding of the world and broadening their points of view.

In this way, by integrating intercultural communication, we are helping students express themselves freely in the target language and interact with students from different cultural backgrounds. This, in turn, motivates them to communicate more effectively without any fear of being misunderstood. As a result, intercultural communication plays a vital role in promoting cultural understanding and creating an inclusive learning environment. Finally, it is important to highlight that this exploration encourages learners to engage in reflective and critical thinking about both the target culture and their own. This reflection involves examining how culture influences perceptions, behaviors, and interactions. Through analyzing cultural influences, learners can reflect on their own cultural practices and how they might be

perceived by others. This helps to develop a deeper cultural competence and recognition of the role of language in building and conveying cultural identity, promoting a more inclusive and understanding global perspective.

2.1 Lesson Plan and Rationale Behind the Activities

Lesson Plan: Developing Intercultural Communicative Competence in Young Learners

Kramsch (1993) says effective language will take place when teachers and learners are constantly engaged in creating a culture of a third kind throughout the give-and-take of classroom dialogue. She believes that effective language learning happens when both teachers and students work together to create a "third culture" in the classroom. This "third culture" is a special mix of the cultural and linguistic backgrounds of both the teacher and the students. Thus, it is not just about teaching and memorizing words, but about understanding the cultural context in which the language is used. For this reason, I have designed a lesson plan aimed at students aged 9 to 11 with an A1 level, which helped them develop cultural awareness through the topic of food and restaurants. The lesson plan not only focuses on teaching the English language but also aims to expand their cultural horizons by exposing them to content about international food. Moreover, this lesson plan is based on task-based, communicative, and intercultural approaches, and it aims to emphasize understanding and respecting cultural diversity through language learning. One of the main goals was to enhance students' linguistic abilities through the four key language skills (listening, speaking, reading, and writing) while fostering intercultural awareness and communicative competence. Through the planned activities, students discovered various international foods and dishes, while learning vocabulary related to food and dining. They also engaged in discussions about their own food experiences, read and listened to materials about breakfast traditions from different cultures, and compared their eating traditions to those from other cultures. Through this lesson, children gained valuable insights into how food can reflect cultural identities and bring people from different backgrounds together.

Rational Behind the Activities

In this section, I will explain the purpose of each activity and the materials chosen to help students achieve the expected goals. First, in each session, I included some brainstorming

activities to activate schema and elicit students' background knowledge about food in the context of eating at a restaurant, which is a common experience for most students. By doing this, I expected to help them associate the new vocabulary with familiar concepts, creating a meaningful connection that facilitates easier recall and understanding. I also created some digital games and activities to consolidate and enhance the vocabulary introduced in the lesson, promote peer interaction, and foster a collaborative learning environment. Each stage of the lesson plan was designed not only to teach the language but also to contextualize the topic in a cultural diversity. This intercultural approach I used ensured that students not only learned English but also developed a broader perspective on the world, an essential skill to behave appropriately in today's global society of a restaurant setting. Thus, the lesson plan not only addresses the linguistic goals of an ESL class but also culturally informed students.

While the lesson plan was engaging, I realized that it is essential to ensure that all students, regardless of their learning styles and abilities, are included and can participate fully. Differentiating the activities to cater to various learning needs is crucial. For instance, as I know my students' needs and interests I tried to provide visual aids for students who are visual learners or offer additional support for those who might struggle with reading, writing or pronunciation to make the lesson more inclusive

Session 1: Speaking and Listening

The main objective of this session was to improve students' speaking and listening skills by focusing on meals and restaurant vocabulary. Thus, I used a variety of methods, such as digital flashcards, interactive activities and worksheets, contextual clues, and visual aids to help students learn new words in context and make the learning process more intuitive and effective.

These activities also aimed to enhance memory retention and help students easily connect words with their meanings. Finally, students practiced the new language about meals and restaurants and developed their listening skills by engaging with pre-recorded dialogues set in restaurants.

Session 2: Reading & Writing

According to Byram (1997), the development of intercultural competence has gained importance, as language is considered to be embedded in social and cultural activities in real life. Therefore, the main goal of this session was to implement interculturalism.

First, we played a trivia game to introduce young learners to a variety of foods from different cultures around the world and promote curiosity as well as to engage students in an interactive learning experience that encouraged active participation. After the game, we had a short discussion where students shared what they learned, expressed their interests, and reflected on the cultural knowledge gained. Next, I played a video about breakfasts around the world. By learning about foods from various cultures, students not only expanded their culinary knowledge but also developed empathy and interest in the traditions and lifestyles of people from around the world. After watching and discussing the video, the students read a short article about foods around the world. This activity allowed them to learn about eating traditions in other countries. Besides, they wrote and compared their breakfast traditions to the ones they learned in the video and the reading text.

Session 3: Speaking (Role-play Menus Presentations)

Loewen and Sato (2018) mention the importance of interaction in the context of foreign language learning. They emphasize that interaction is a critical component for learners because it addresses the fundamental human need for social interaction and communication. For this reason, the main goal of this session was to engage children in a role-playing activity. First, they practiced asking and answering questions using “would”. After that, they worked on completing and personalizing a dialogue using a real menu. Finally, they took on the roles of customers and waiters in a restaurant setting. This activity was designed to enhance their communication abilities, boost their confidence, and introduce them to real-world scenarios in a controlled and supportive environment. In the end, they used the language and knowledge learned throughout these sessions to create and design an international menu and present it to the class. This project also fostered intercultural competence, as students explored and incorporated dishes from various cultures into their menus. By presenting their menus to the class, students practiced their speaking skills and shared their understanding of different cultural culinary traditions, promoting a deeper appreciation and awareness of cultural diversity. This activity not only

reinforced language skills but also encouraged them to think critically about how food and culture are interconnected.

2.2 Assessment Tools

Assessment in English as a Second Language (ESL) education plays an essential role in building the learning journey of students who are acquiring English as a second language. I do believe that effective assessment provides valuable information to help teachers personalize instruction in order to meet different learning needs. ESL assessments are designed not just to test proficiency but to guide both teaching and learning, creating the correct educational environment.

Assessment in ESL refers to various methods, including formal tests and informal observations. These methods help us gather a wide view of a student's linguistic abilities regarding speaking, listening, reading, and writing. These assessments are essential to make sure that instruction provides the unique strengths and challenges of each learner. Brown (2004) emphasizes that language assessment should aim to improve language teaching and learning, highlighting the formative purpose of ESL assessment, and steering away from the sole use of summative purposes.

Besides, ESL assessment is not just about measuring accuracy, but also evaluating communicative competence and practical application of language skills in real-world contexts. Therefore, a balance between standardized measures and personalized feedback is crucial for effective ESL assessment. This balance ensures that every learner can overcome the difficulties of English language acquisition with confidence and support. In this way, effective assessment helps build confidence by providing students with feedback on their successes and areas for improvement. It also plays a critical role in helping learners develop the competence needed to use English in real-world academic, social, and professional settings.

Moreover, assessing language proficiency is an important aspect of guiding students toward the correct path. It has several goals such as providing general information about a student's current level of language skills, identifying which language learning needs more focus, and which strategies are most effective. This feedback can help personalize their instruction to meet each student's needs thus improving language teaching. Additionally, language assessment helps identify areas for improvement and set achievable goals for future

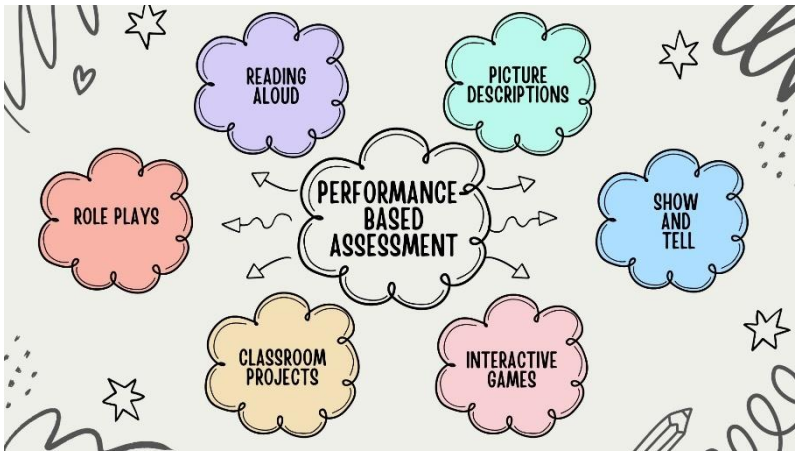
language development. In this way, teachers can provide appropriate resources and support to help students reach their language goals.

In the same way, constant assessments have several benefits for both teachers and students. Firstly, they help identify the areas where students need improvement, and teachers can focus on those areas to help students improve their skills. Next, regular assessments allow teachers and students to monitor progress over time. This constant evaluation helps to identify improvements in various language domains and can motivate students by showing them tangible signs of their development. Besides through assessment, teachers can identify the specific linguistic challenges faced by each student, such as difficulties in pronunciation, grammar, vocabulary, or aspects of communicative competence. This detailed understanding helps provide interventions to address these needs. Therefore, regular assessments play a crucial role in improving the language skills of students.

During Module 3 of his Specialization, we learned about two types of assessing language: Traditional assessment and Performance-Based assessment. On one hand, traditional assessments are the types of tests most of us as teachers are familiar with. These usually come in the form of quizzes, multiple-choice tests, true-false questions, or fill-in-the-blank exercises. The main goal of traditional assessments is to evaluate how much knowledge a student has acquired in a specific subject area. These tests are easy to apply to a large number of students at the same time and to grade them quickly. One of the advantages of traditional assessment is its clarity and structure, which allows for easy comparison of results across different students. However, it mainly focuses on memorization and less on how students can apply their knowledge in real-world situations. So while traditional tests can tell what a student knows, they might not fully assess how well a student can use that knowledge in real-life contexts.

On the other hand, Performance-based assessment offers a more dynamic approach. This type of assessment requires students to perform a task or create something that demonstrates their skills and abilities. Some examples include presentations, projects, experiments, or even role-playing exercises. The focus is on application rather than just knowledge, encouraging students to apply what they have learned in a practical way. This approach helps to identify students' strengths and weaknesses more effectively and provides a more accurate assessment of their overall performance. I think that this method can be more engaging for students because it involves active participation and often imitates

real-life situations. Performance-based assessments are great for developing and evaluating a student's critical thinking, problem-solving, and technical skills. They allow teachers to assess not just the final product but also the process, including decision-making and the ability to integrate and apply various skills and knowledge.



In this case, to assess speaking skills I designed a rubric to assess students based on the concept of performance-based assessment (PBA), which, as I mentioned before, PBA evaluates learners through **a**uthentic tasks rather than isolated skills. According to Brown and Abeywickrama (2019), performance-based tasks encourage learners to apply language skills in meaningful ways that mirror real-world interactions. This rubric includes specific categories such as listening comprehension and adaptability, which are integrated to assess practical communication skills in unpredictable situations, imitating a real restaurant experience. By addressing listening skills, confidence, and adaptability, the rubric emphasizes whole language development, matching with the communicative approach that values both accuracy and fluency. I think that I can use this rubric as a formative tool to guide and improve students' speaking skills over time, not just for grading. This rubric offers a fair method to assess important speaking skills in a performance-based learning environment, helping students become more aware of their speaking abilities and areas that require improvement.

Besides, I decided to assess interculturality and cultural awareness in a classroom setting focused on food from around the world and vocabulary related to restaurants. This rubric is also based on Performance-Based Assessment (PBA) approach. Thus, the rubric I designed is aimed at evaluating students' understanding and appreciation of different cultures through their engagement with international foods and restaurant vocabulary. I also hope to assess and encourage children's cultural awareness and sensitivity in a fun and educational context,

fostering a more inclusive and globally aware classroom environment. At the end of the activity, I provided individual feedback based on the rubric, focusing on what students did well and areas for improvement. Besides, I encouraged them to reflect on what they learned about the cultures studied and how they can apply this understanding in different settings. Finally, to assess reading skill, I used the traditional assessment by using a true-false reading comprehension activity. This reading comprehension activity evaluates students' ability to recall and understand specific facts presented in the text. It also helped me assess whether students can extract detailed information from the text. This type of traditional assessment helped reinforce the facts learned during the lesson and gave students a clear sense of their grasp of the lesson.

According to Brookhart (2013), using both traditional and performance-based assessments together can enhance the overall educational experience. This approach can provide a more detailed understanding of student learning results, which is crucial in ESL programs. By integrating both types of assessments, teachers can address different aspects of language learning, from grammatical accuracy to communicative competence. Moreover, regular and diverse assessments can help identify individual students' strengths and weaknesses, enabling personalized teaching strategies that meet different learning needs. This approach can support more effective teaching and promote greater student engagement and motivation, leading to a richer ESL curriculum that promotes better language proficiency. This balanced assessment strategy is essential for developing comprehensive language skills and providing students with the tools they need to succeed in a globalized world. By understanding the different aspects of both types of assessments, teachers can prepare students for a variety of communicative settings in their personal and professional lives.

I believe that incorporating both types of assessments in my lesson planning is crucial as it allows me to address diverse learning needs through various aspects of language learning, from grammatical accuracy to communicative competence. This dual approach not only enhances my teaching effectiveness but also boosts students’ engagement and motivation. I can create a more comprehensive ESL curriculum by using and understanding the contributions of each assessment type. This will help me prepare students for various communicative settings in their personal lives. That is why it is important to have a balanced strategy that provides students with strong language skills necessary in a multilingual and globalized world.

In conclusion, integrating both traditional and performance-based assessments in ESL education offers a comprehensive approach that significantly enhances both teaching and learning processes.

CHAPTER 3: EXPERIENCE REPORT

3.1 Analysis and Reflection

Reflection on my Teaching Practice

I have been an ESL teacher for the past 15 years and looking back, I have learned the positive effects of adopting new teaching methods in my classroom. It has not only enhanced my classroom, but also encouraged my students to be more motivated towards learning.As education is constantly evolving, I must keep up with the changes and continue to adapt my teaching methods, especially in the dynamic and globalized world of language learning. This is why I believe that adopting a student-centered approach is crucial for effective teaching.

Adopting student-centered approaches like Communicative Language Teaching (CLT) and Task-Based Learning (TBL) has been enriching. These strategies emphasize practical language use and prioritize real-life communication skills, which has allowed me to focus more on what the students can do with the language rather than just what they know. This shift has made my lessons more dynamic and directly relevant to each student's experiences and needs.

Besides, the integration of technology has also brought a new dimension to my classroom. By using apps, interactive games, and videos, lessons have become more engaging and enjoyable, leading to increased enthusiasm and participation among students. These tools are not just about matching with the digital age but they improve the way my students engage with the language, promoting better communication and understanding. In the same way, I have learned that creating a warm and encouraging classroom atmosphere is something I must take into account. It is important for the kids to know that making mistakes is part of their learning process and that every attempt they make is a step forward in their language journey. This supportive environment helps build their confidence, which is crucial when they try to master a new language.

I also keep myself open to learning and growing professionally. I am open to fresh ideas and effective strategies to bring into my classroom.

In summary, staying adaptable and responsive to new teaching paradigms not only enhances my skills as a teacher but also enriches my students' learning experiences. It is about making the classroom a place where all children feel included, engaged, and excited to learn. As I continue to evolve and learn in my profession, I find teaching more rewarding than ever, filled with endless opportunities to make a difference in my students' lives.

Reflection on my Lesson Plan Performing

Teaching an online lesson plan on foods and restaurants to young children has represented a great opportunity to engage students with interactive activities, foster cultural awareness, and develop critical language and social skills. This reflection will explore the results of such a lesson plan, the areas that I need to improve, and the lessons learned from this experience, with a particular emphasis on using digital resources and online teaching methodologies. Reflecting on the lesson plan and its outcomes is crucial for my continuous improvement. It allows me to critically evaluate what I have done well and what I have not, and to make necessary adjustments. According to Schön (1983), reflective practice is essential for professional development, as it helps educators become more effective by learning from their experiences.

It is well-known that children at this age are naturally curious and enthusiastic about learning new things, especially when the content is presented in a fun and interactive manner. Interactive activities encourage active participation, critical thinking, and collaboration among students, which are essential components of effective learning. As I went through the lesson plan, I realized that using digital resources such as interactive games, videos, and online worksheets significantly enhanced my students' engagement. For example, the trivia games about foods from around the world and the video content showing different breakfast traditions captivated my students' attention and made learning more enjoyable by providing factual information about various cultures. This provided a richer context and proved to be highly engaging for the students. Similarly, the interactive games I designed served as educational tools and motivators, stimulating the children's competitive spirits and encouraging active participation. Additionally, I also noticed that the success of the trivia games and role-playing activities highlighted the effectiveness of using interactive and engaging pedagogical strategies. These methods not only made learning fun but also helped students retain information better.

In an online setting, role-playing allowed students to practice real-life scenarios, such as ordering food, while interacting in a controlled and realistic environment. The activity, in which students practiced ordering food at a restaurant through video conferencing, was highly effective in enhancing their practical communication skills. This boosted their confidence in speaking and interacting with others, which are crucial skills for their overall development. Vygotsky's (1978) social development theory emphasizes the importance of

social interaction in cognitive development, suggesting that such activities are essential for learning. Besides, the final project involved designing and presenting a menu in class, which was very successful in promoting creativity and presentation skills. During this activity, students used their creativity to design menus that demonstrated their understanding of the vocabulary and language they had learned. Presenting their menus enabled them to practice public speaking and receive immediate feedback from the teacher.

One of the significant lessons learned from this experience is the importance of fostering cultural competence in students. By exposing them to different cultures and cuisines, I was able to help them develop empathy, respect, and understanding for people who are different from them. This is particularly important in today's globalized world, where cultural competence is a valuable skill. According to Gay (2010), culturally responsive teaching not only improves academic achievement but also helps students develop a positive sense of their own identity and respect for others. Therefore, by introducing students to diverse breakfast foods from around the world with the reading activity, I significantly enhanced their cultural awareness. This exposure was critical in fostering a sense of global citizenship from an early age. So, by incorporating lessons on global cuisines and cultures, we are helping students become more culturally aware and sensitive.

I also would like to share that while preparing and selecting materials and resources for the lesson was vital to consider the students' needs and interests to keep them motivated. Recognizing what captivates and engages students at this age is crucial for creating effective lesson plans. This helped me select interactive games that were not only educational but also aligned with their interests and provided videos that visually demonstrated cultural practices to make learning more relatable and exciting. Additionally, adapting the digital worksheets to match their reading levels and ensuring that the content was accessible to all students helped maintain their interest and participation throughout the lesson. Therefore, understanding the students' profiles allowed me for better customization of the lesson, ensuring that each activity was appropriate for their developmental stage and learning preferences. According to Tomlinson (2001), knowing our students' needs and profiles is fundamental because it enables us to create a more inclusive and effective learning environment, so when students feel that the content is relevant to their interests and abilities, their motivation to engage and learn increases significantly

Furthermore, I have come to understand the importance of ensuring that all students, regardless of their learning styles and abilities, are included and can fully participate. Therefore, it is crucial to differentiate activities to accommodate various learning needs, so by understanding my students' needs and interests, I have tried to provide visual aids for visual learners and offer extra support for those who may struggle with reading, writing, or pronunciation to ensure that the lesson is inclusive for all.

Regarding the improvements I should take into account after analyzing my class recordings and perming my lesson plan, I noticed that although the lesson plan introduced students to various cultures, there is always time to deepen this understanding so I should have included more short discussions about the cultural significance of trying different foods to provide students with a more profound appreciation and understanding. Another area for improvement is the assessment of student learning and the provision of feedback. While the activities were engaging, implementing a more structured assessment approach to measure student understanding and provide constructive feedback would enhance the overall effectiveness of the lesson plan. Formative assessments, such as quizzes or reflective journals, could help track student progress and identify areas where they might need additional support.

In conclusion, by continuously refining and improving my lesson plans, I can surely meet the needs of my students and prepare them to succeed in a diverse and interconnected world. This process of reflection represented an important experience for my professional growth and ensured that I must continuously reflect on my teaching practice.

3.2 Challenges Faced in Creating Intercultural Competence in Virtual Classroom

1. Remote learning- As we don’t meet and interact with our students face to face as in a traditional classroom, we might miss out on cultural behavior, body language or attitudes that we might discover with social interaction in the classroom
2. Technological Barriers: Not all students have equal access to technology, which might have created disparities in participation and engagement.
3. Language Barriers: Differences in language proficiency can avoid correct communication and understanding among students from various backgrounds.

4. Engagement: Keeping young learners engaged in an online setting, especially when discussing complex topics like culture, requires innovative and interactive teaching methods.

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CHAPTER 4: CONCLUSIONS

Online learning has united people from various cultural backgrounds and geographical locations. This interconnectedness provides a unique opportunity to integrate intercultural competence into ESL (English as a Second Language) online classrooms, enriching the learning experience and fostering global understanding among students. Therefore, as educators, we are tasked with the challenge of adapting our teaching methods to effectively engage young learners in an online environment. It is possible to manage this with the use of digital platforms and by incorporating games, songs, and interactive exercises to maintain engagement and make learning fun.

While designing and creating activities to fit the intercultural approach and lesson plan, I realized how important it is for the teacher to know the students in order to design the correct tasks and facilitate the learning and approach culture in different ways. Moreover, I discovered the crucial and diverse role of a teacher in an intercultural classroom to guide students to develop cultural competencies. For example, I had to research on foods and meals from different cultures and prepare specific activities to give my students an opportunity to share their experiences and encourage them to use English in culturally relevant scenarios, such as role-playing or short discussions that simulate real-world intercultural interactions. This helped me develop my ability to integrate cultural learning into language teaching, enabling my students not only to communicate effectively in English but also to thrive in a global and cultural environment.

In the same way, I learned that cultural input is a relevant element since it refers to the integration of cultural information and contexts within the language-learning process. Through this concept, I learned that language and culture are interconnected and that understanding one helps in comprehending the other. Cultural input can involve various elements from different cultures where English is spoken, as well as from the diverse backgrounds of the students themselves. Therefore, in the lesson plan about food and restaurants, I expect my students to develop empathy by being exposed to food traditions from different countries. In the same way, by integrating cultural input in my lesson plan I expect to promote critical skills among my students through shoer discussion and the analysis of cultural differences and similarities

Finally, including authentic materials will greatly enrich my intercultural lesson plan by exposing my students to real situations and it made it easier to integrate the four language

skills throughout the sessions. From my point of view, The use of authentic material makes a class more engaging, and informative. Besides, these materials not only will help my students develop their language skills but also foster a deeper understanding and appreciation of cultural diversity.

APPENDICES

Appendix 1
Lesson Plan

Teacher's Name	Mariana Molotla Mendoza
Activity's name	A journey through food around the world
Level	Beginners - A1
Students' Age	9 to 12 years old
Number of Sessions	3 sessions of 1 hour each
Course Modality	Remote learning
Communicative Skills	Listening, Reading, Speaking & Writing
Main Learning Objective	- The main goal of this lesson plan is to enhance students' linguistic abilities through the four key language skills (listening, speaking, reading, and writing) while also fostering intercultural awareness and communicative competence. By exploring various international foods and dishes, students will learn vocabulary related to food and restaurants, engage in discussions about their own food experiences, read and listen to materials related to food traditions from different cultures, and write about their learnings and reflections. Besides, this lesson plan will build language proficiency and deepen students' understanding of and appreciation for cultural diversity, teaching them to communicate respectfully and effectively across cultural boundaries. Through this lesson, children will gain valuable insights into how food can reflect cultural identities and bring people from different backgrounds together.

Session 1: Vocabulary and Culture Introduction (60 minutes)

Skills: Speaking & Listening

Stage	Objective	Time	Materials	Procedure
Warm-up: Brainstorm session	To activate students' prior knowledge about different meals and familiarize them with the new vocabulary by relating it to their own experiences.	5 mins	Digital images of various food items and restaurant scenes.	- The teacher will begin the class by displaying some pictures of different foods and asking students the following questions: *Can you name some foods? Which ones do you like? Where can you eat these foods?* Next, the teacher will display photos of restaurants from different countries and elicit what type of food people can eat at each place. - The students will express their likes and interests about food and restaurants.
Vocabulary Introduction	Introduce meals & restaurant vocabulary: menu, waiter, main dish, side dish, dessert, drink, breakfast, lunch, and dinner. -	10 mins	Digital slides with vocabulary and pictures	- The teacher will display digital slides for each new word with pictures and audio pronunciation. The students will listen, and repeat the words aloud to practice pronunciation and enhance their listening and speaking skills.
Vocabulary Practice & Review		20 mins	- Interactive game - Interactive vocabulary worksheets	- The teacher will explain to students the activity and share a link of the interactive worksheet - Students will complete vocabulary worksheets with a matching exercise. Students will look at the columns and read the definitions or related phrases. Students will draw lines connecting each word from Column A to its correct definition or related phrase in Column B. Finally, students will

				share and compare their answers with the class.
Listening Activity	- To improve listening skills with a focus on food-related dialogue.	15 mins	- A real menu - Pre-recorded dialogues set in restaurants with varying cultural contexts.	- First, the teacher will activate schema by asking some questions: *How often do you go to a restaurant? Who do you go with? What is your favorite restaurant?* - The teacher will pre-teach some expressions to order food at a restaurant: *I would like lasagna for the main dish, please?* Next, the teacher will model different examples and emphasize that ii is important to be polite at restaurants. - Finally, The teacher will display a real menu and ask students to practice the new expression using different dishes. - The teacher will play pre-recorded restaurant dialogues using the vocabulary words about menus and meals - The students will listen and fill out a digital worksheet with missing words from the dialogue and identify the dishes for each section in the menu. -
Wrap-up and Reflection	Explore cultural diversity through different meals of the day across various cultures	10 mins	- Digital cultural fact sheet about different breakfasts, lunches, and dinners around the world.	- The teacher will present a cultural fact sheet about different breakfasts, lunches, and dinners around the world and elicit the ones they recognize. - The teacher will ask students to quickly sketch their favorite international dish mentioned. - The teacher will recap the lesson and vocabulary learned by asking some questions: *Which meal is your favorite - breakfast, lunch, or dinner?*

				- Finally, the teacher will encourage students to share one new cultural fact they learned during the lesson.

Session 2 (60 minutes)
Skills: Reading & Writing

Stage	Objective	Time	Materials	Procedure
Warm-up: Vocabulary Review	- To review vocabulary from the previous class	5 mins	-Interactive flashcards with different types of dishes	- First, the teacher will elicit the vocabulary learned in the previous lesson. Next, the teacher will display images of different dishes. - The students will look at the images and say to what section of the menu or meal of the day it corresponds to.
Introduction to culture and food around the world.	- To foster cultural awareness by exploring food traditions from around the world.	10 mins	- Video about foods around the world - Interactive Trivia game	- The teacher will begin to build cultural awareness with a brief introduction to different foods around the world by asking some questions and eliciting international dishes they know. Next, the teacher will play a video about different dishes from different countries. - To review dishes from different countries, the students will play a trivia game to guess the dishes' names from other countries.

Reading Activity	- To develop reading skills and cultural awareness	20 mins	- Reading text - A world map - Interactive worksheet with comprehension questions	- First, the teacher will activate schema by asking some questions. Next, the teacher will pre-teach new vocabulary and explain it in context. - The teacher will ask the students to read the title of the article and predict what it will be about. Next, the teacher will display a world map and ask students to use the interactive drawing tools o circle the countries the article will talk about. - The teacher will have students to look at the dishes and identify them. - The students will take turns reading the article. - Finally, the students will answer the comprehension questions for each country in the interactive worksheet and identify the main idea of each section of the article.
Writing Activity	- To develop writing skills & share personal experiences	15 mins	- Notebooks	- The teacher will ask students to investigate a different country from the text and write a short paragraph about what people usually eat for one of the meals of the day. - The students will share their texts and reflect on the similarities between each country.

Wrap-up & Cultural Awareness Reflection	- To reflect on cultural differences. - To compare and contrast food traditions in different countries.	5 mins	- Interactive chart	- The teacher will display an interactive chart on the screen divided into four columns to help students compare different countries. - Then, the teacher will ask the following questions: *What food do people from these three countries eat?Which country spends the most on groceries? What are popular dishes in your country? When do you eat them(lunch, breakfast)?* - Finally, the students will collaborate to complete the chart by comparing what people eat in different countries and theirs. Finally, students will reflect on the similarities and differences and share their opinions with the class.

Session 3 (60 minutes)
Skill: Speaking & Listening

Stage	Objective	Time	Materials	Procedure
Warm up	- To activate schema about restaurants	5 mins	- Interactive pictures of different menus	- The teacher will display different real menus and ask students to say what type of restaurants they like to go. Next, ss will express their likes and dislikes about

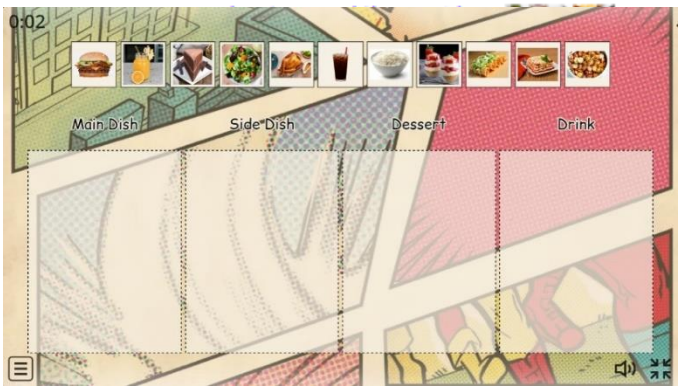
				the dishes in the different menus.
Listening Activity	- To develop listening skills and learn phrases to successfully	10 mins	- Video of children role-playing in a restaurant setting.	- The teacher will play a video where two children act out a scene at a restaurant and order food. - The teacher will teach polite language and useful phrases for ordering food in a restaurant.
Speaking Activity	- To role-play ordering food at a restaurant. - To learn polite ways to make suggestions.	10 mins	- Interactive speaking worksheet - Different real interactive menus	- The teacher will ask the students to look at the menu on the screen. - The teacher will ask students to read the different dishes on the menu. - Then, students will listen to a conversation between a waiter and a customer. - the students will listen and check the items of each section they hear. - The teacher will model the phases and expression to order at a restaurant and make polite suggestions, - Finally, the teacher will make pairs and assign roles. Then, the teacher will display a different menu for each pair of students. -Finally, the students will take turns role-playing and making suggestions at a restaurant
Menu creation	- To create a digital menu for an international restaurant. - To apply language skills to create a	20 mins	- Restaurant editable menu template - Sample menus to be used as a guide	- The teacher will share intercative menu templates. - The students will design their own menu for an international restaurant, including a main dish, side dish, dessert, and drink. Students can choose dishes

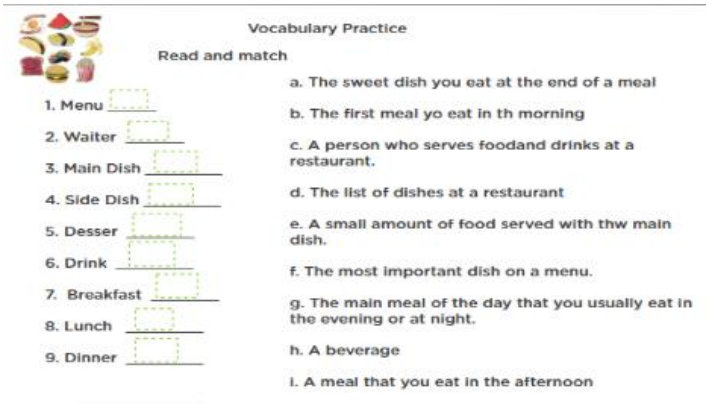
	digital menu using vocabulary learned. - To demonstrate understanding of cultural diversity through menu creation.			from their own culture or others they have learned about. - The students will use the restaurant menu template to create their own menu, incorporating the vocabulary learned. - The teacher will display examples of different menus to use them as a guide. - The teacher will encourage them to think of dishes from different cultures for their menu as well as the name of their restaurant.
Cultural menus presentation and Reflection	- To encourage public speaking. - To develop oral skills - To reinforce cultural understanding	15 mins	- Students' menus	- The students will present their menus to the class. -The students will discuss what they learned about food, culture, and language.

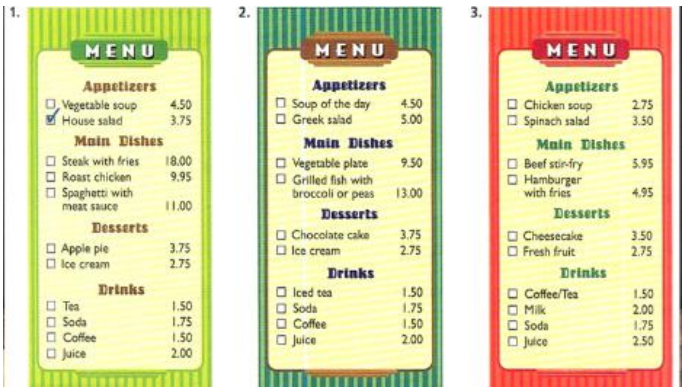
Appendix 2
Class Recording Link

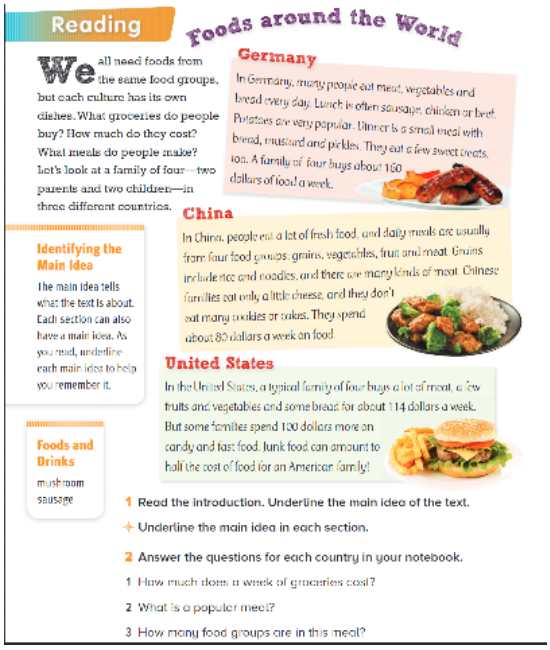
https://drive.google.com/file/d/15MBMk49kAJCJB2W37dwuplKsbl75vHsk/view?usp=sharing

Appendix 3
Materials and Teaching Resources

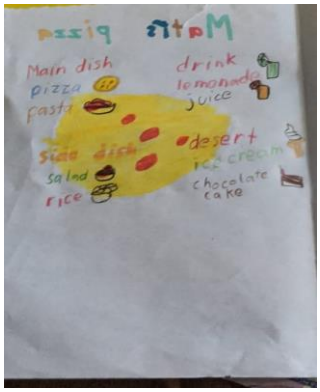


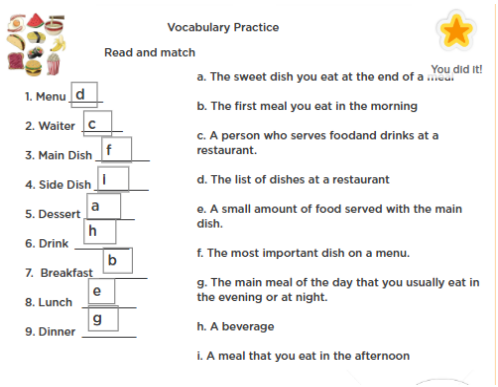






Appendix 4
Students' Evidences





Vocabulary Practice

Read and match

You did it!

1. Menu d
2. Waiter c
3. Main Dish f
4. Side Dish l
5. Dessert a
6. Drink h
7. Breakfast b
8. Lunch e
9. Dinner g

a. The sweet dish you eat at the end of a meal.
b. The first meal you eat in the morning
c. A person who serves foodand drinks at a restaurant.
d. The list of dishes at a restaurant
e. A small amount of food served with the main dish.
f. The most important dish on a menu.
g. The main meal of the day that you usually eat in the evening or at night.
h. A beverage
i. A meal that you eat in the afternoon

Breakfast Around the World

What do you usually have for breakfast?

I usually have a eggs quesadillas and green juice

Choose a country from the video a write what people usually eat for breakfast

I choosed a breakfast japanese,in this breakfast have's a white raice,miso soup,pickled vegetables and black tea

Foods Around the World

Germany

You did it!

China

United States

Read and choose True or False

1. In Germany, the daily diet consists of meat, vegetables, and bread. True False
2. German families spend about $160 every week on food. True False
3. Chinese meals do not include any meat. True False
4. In China, a typical family spends about $80 a week on food. True False
5. Chinese families eat a lot of desserts and cheese. True False
6. American families eat a lot of fruits and vegetables. True False
7. American families eat a lot of junk food. True False

Appendix 5
Assessment Tools

Speaking Skill Rubric: Role-Play Ordering Food at a Restaurant

CRITERIA	EXCELLENT 4 POINTS	GOOD 3 POINTS	FAIR 2 POINTS	NEEDS IMPROVEMENT 1 POINT
LANGUAGE USE (GRAMMAR & VOCABULARY)	Uses a variety of vocabulary and proper grammar.	Uses basic vocabulary with a few grammar errors but communicates ideas effectively.	Uses a limited vocabulary, with frequent grammatical errors.	Struggles with basic vocabulary and makes significant grammatical errors.
PRONUNCIATION	All words are pronounced correctly, including appropriate intonation and stress patterns.	Pronunciation is generally good with minor errors Intonation and stress are mostly correct.	Some words are mispronounced, affecting clarity or meaning. Intonation and stress patterns are occasionally incorrect.	Pronunciation frequently interferes with communication. Many words are mispronounced, and intonation and stress are often incorrect.
FLUENCY	Speech is smooth and expressive There are minimal or no hesitations, and the student comfortably uses a variety of structures and vocabulary.	Speech is mostly fluid with some hesitations.	Speech has noticeable hesitations and uneven pacing. There are frequent uses of fillers or self-corrections.	Speech is fragmented. Frequent hesitations, and pauses

LISTENING COMPREHENSION	Understands the waiter's questions easily and responds appropriately without hesitation.	Usually understands but needs clarification occasionally.	Needs frequent repetition or rephrasing to understand.	Cannot follow the server's questions, even with repetition.
ADAPTABILITY	Handles unexpected questions or changes smoothly, adjusting naturally.	Recovers from confusion but may need a pause to think.	Struggles significantly with unexpected situations.	Unable to adjust and remains fixated on the script

Rubric for Assessing Interculturality and Cultural Awareness

CRITERIA	EXCELLENT 4 POINTS	GOOD 3 POINTS	FAIR 2 POINTS	NEEDS IMPROVEMENT 1 POINT
KNOWLEDGE OF INTERNATIONAL DISHES	Accurately identifies the dish and its country of origin.	Correctly identifies the dish and its country of origin	Identifies the dish and its country of origin with minor errors.	Struggles to identify the dish and its country of origin.
USE OF RESTAURANT VOCABULARY	Uses a wide range of appropriate restaurant vocabulary fluently and accurately during class activities.	Generally uses appropriate restaurant vocabulary correctly with minor errors.	Uses basic restaurant vocabulary with some errors.	Limited use of restaurant vocabulary, with frequent errors
CULTURAL AWARENESS AND SENSITIVITY	Demonstrates deep respect and understanding for cultural differences.	Shows respect for cultural differences and participates in discussions about cultural practices.	Shows some respect for cultural differences	Shows minimal awareness of or respect for cultural differences.

True-False Activity to assess Reading skill

Instructions: Read the statements below and mark them as True (T) or False (F) based on the reading about food habits in Germany, China, and the United States.
1. In Germany, the daily diet primarily consists of meat, vegetables, and bread. (True/False) 2. German families spend approximately $160 per week on food. (True/False) 3. Chinese meals do not include any meat. (True/False) 4. In China, a typical family spends about $80 a week on food. (True/False) 5. Chinese families consume a large amount of cheese and desserts. (True/False) 6. The average food spending for a family of four in the United States is about $114 a week. (True/False) 7. American families spend less on junk food than on regular groceries. (True/False) 8. Junk food can make up half the cost of food for some American families. (True/False)

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