UNIVERSIDAD PEDAGÓGICA NACIONAL

UNIDAD 092, AJUSCO

PROPUESTA DE INTERVENCIÓN EDUCATIVA

INTERCULTURAL PROJECT

CUISINES AROUND THE WORLD

TRABAJO RECEPCIONAL

PARA OBTENER EL DIPLOMA DE

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

PRESENTA:

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ASESOR: ALMA DANIELA OTERO SOSA

MÉXICO, CIUDAD DE MÉXICO A 23 DE JUNIO DE 2024.

Universidad Pedagógica Nacional

Specialization in English Language Learning and Teaching as a Foreign Language

EDUCATIONAL INTERVENTION PROPOSAL

INTERCULTURAL PROJECT

CUISINES AROUND THE WORLD

RECEPCIONAL WORK TO OBTAIN THE DIPLOMA OF

SPECIALIZATION IN TEACHING AND LEARNING ENGLISH AS A FOREIGN LANGUAGE, ONLINE MODALITY.

PRESENTS: FERNANDO SALVADOR SANTINI BARRERA.

TUTOR'S NAME: ALMA DANIELA OTERO SOSA.

MEXICO CITY, JUNE 23RD, 2024.

EDUCACIÓN
SECRETARÍA DE EDUCACIÓN PÚBLICA

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 Santini Barrera Fernando Salvador con matrícula 230926028 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: "Intercultural Project. Cuisines around the world", 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:

Alma Daniela Otero Sosa

Director	Alma Daniela Otero Sosa
Lector/a	Gabriela Ruíz de la Rosa
Lector/a	Alma Delia Garcia Salazar

ATENTAMENTE
"EDUCAR PARA TRANSFORMAR"

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

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2024
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PUERTO

Abstract.

This project represents the implementation of an intercultural activity developed within a theoretical framework that includes the approaches, methodologies and techniques learned during the Specialization in Teaching and Learning English as a Foreign Language. This activity represents paradigm shifts and teaching philosophy to stay at the vanguard of English language teaching.

In the first stage, the specialization involved us in recognizing our teaching philosophy when at the beginning we were not fully aware of it. On the other hand, we also took into consideration international guidelines that propose to evolve language teaching towards a context of social practice in which the student, through social functions and roles, is able to integrate and develop successfully within a global society in constant evolution.

An evolution in teaching methodologies, which has traditionally conveyed knowledge of the target language through the conservative system that emphasizes grammar without deepening the learner's interaction in real contexts, is only possible when the structural, behavioral and functional theoretical frameworks of language scholars and specialists are known.

On the other hand, approaches that in turn result in methods and techniques developed by linguistic scholars such as Lev Vygotsky, Stephen Krashen, H. Douglas Brown, among others, considerably enrich the teacher's awareness within the classroom to successfully apply such tools and obtain more consistent and relevant results in second language learning.

In a world where technology plays a key role in communication, interactions and even research, it is essential to be at the forefront of these resources in order to apply them effectively in the classroom. The new generations were practically born with these technologies and therefore it becomes essential to master these tools to achieve full and effective communication with students.

Finally, the methods and techniques for assessing student knowledge and performance must be analyzed and diversified in order to obtain reliable results that allow us to make correct and timely decisions to improve or even change our methodologies and techniques for better learning. A collection of evidence, such as the use of portfolios, will give us a clear picture of the continuous evaluation of the student who will be able to realize his own mistakes and progress in language proficiency.

Everything previously mentioned is represented and applied in the intercultural activity contained in this final project, which, through a cultural topic as representative as international cuisine, successfully involved my students in a holistic work that considered all the necessary skills for teaching and learning English and resulted in a group commitment that successfully achieved a great learning experience for all involved.

Resumen.

El presente proyecto representa la puesta en práctica de una actividad intercultural desarrollada dentro de un marco teórico que incluye los enfoques, metodologías y técnicas aprendidas durante la Especialización en Enseñanza y Aprendizaje del Inglés como Lengua Extranjera. Dicha actividad representa cambios de paradigma y filosofía de enseñanza para mantenerse a la vanguardia en la enseñanza del idioma Inglés.

En primera instancia la especialización nos involucró para reconocer nuestra filosofía de enseñanza cuando en un principio no teníamos una plena conciencia de la misma. Por otra parte también tomamos en consideración lineamientos internacionales que proponen evolucionar la enseñanza de los idiomas hacia un contexto de práctica social en la cual el estudiante, a través de funciones y roles sociales, sea capaz de integrarse y desenvolverse exitosamente dentro de una sociedad global en constante evolución.

Una evolución en las metodologías de enseñanza, que tradicionalmente ha transmitido el conocimiento de la lengua objetivo a través del conservador sistema que da prioridad a la gramática sin profundizar en la interacción del estudiante en contextos reales, solo es posible cuando se conocen los marcos teóricos estructurales, conductuales y funcionales de los especialistas y expertos de la lengua.

Por otra parte los enfoques que a su vez resultan en métodos y técnicas desarrolladas por lingüistas eruditos como Lev Vygotsky, Stephen Krashen , H. Douglas Brown, entre otros, enriquecen de manera considerable la conciencia del profesor dentro del aula para aplicar exitosamente dichas herramientas y obtener resultados más consistentes y relevantes en el aprendizaje de una segunda lengua.

El reconocer los roles de los maestros y estudiantes dentro del aula, estableciendo y analizando los papeles que cada actor tiene dentro de la misma, e inclusive dentro de todo el plantel educativo, permite tener una panorama más claro de interacción entre el profesor y el aprendiz que resulta finalmente en una mejor comunicación entre los participantes del proceso enseñanza-aprendizaje.

En un mundo en el que la tecnología tiene un papel preponderante en la comunicación, interacciones e incluso investigaciones se vuelve imprescindible estar a la vanguardia de dichos recursos para aplicarlos eficazmente dentro del aula. Las nuevas generaciones prácticamente nacieron con estas tecnologías y por consiguiente se vuelve imprescindible el dominio de estas herramientas para lograr una comunicación plena y efectiva con los estudiantes.

Finalmente los métodos y técnicas para evaluar el aprendizaje y desempeño de los estudiantes se deben analizar y diversificar para obtener resultados confiables que permitan tomar decisiones correctas y oportunas para mejorar o incluso cambiar nuestras metodologías y técnicas en pro de un mejor aprendizaje. Una recopilación de evidencias, como el uso del portafolios, nos dará un claro panorama de la evaluación continua del estudiante quien podrá darse cuenta propia de sus errores y avances en dominio de la lengua.

Todo lo mencionado previamente se representa y aplica en la actividad intercultural contenida en este proyecto final, el cual, mediante un tema cultural tan representativo como lo es la cocina internacional, logró involucrar exitosamente a mis estudiantes en un trabajo integral que consideró todas las habilidades necesarias para la enseñanza y aprendizaje del Inglés y tuvo como resultado un compromiso grupal que derivó exitosamente en un gran aprendizaje por parte de todos los involucrados.

Table of Contents.

Introduction.

As I have expressed since the beginning of this specialization, the approaches, methodologies and techniques used in the processes of teaching a second language (L2), in this case English, have been evolving over time in the same way as any other subject. Keeping up to date with these changes in order to be able to compete and interact in international environments has become paramout and compulsory. The paradigm shift of not only teaching the target language as a system but as a communication process for social practice through the different purposes and functions of language requires the teacher to be prepared beyond language proficiency.

It is clear that such preparation should not only include the latest trends in cognitive processes but also take into account the evolution that over time they have had to understand them in the best way. That is why it was very appropriate to start this specialization with a theoretical framework that began by showing how linguistics began making comparisons with the different existing languages to continue with approaches such as structuralism, behaviorism, sociolinguistics, functional linguistics or generative linguistics from authors such as Ferdinand Saussure, Dell Hymes, Leonard Bloomfield, Michael Halliday or Noam Chomsk, establishing with this theoretical framework the basis for a deep analysis in the evolution of language. Stephen Krashen's Monitor Model and Affective Filter Hypothesis, Krashen (1982), as well as Vygotsky's Genetic Model, Vygotsky (1978), provided us with analytical tools to understand the reasons for certain learning dynamics in the classroom and thus have more references to improve our teaching methodology.

The fact of starting and closing our learning process with the recognition of our identity and teaching philosophy in our professional practice as well as recognizing our context as teachers also triggered a personal reflection that contributes to take advantage of areas of opportunity and improvement in our daily activities. The deepening of the approaches, schemes, strategies and techniques of teaching and evaluation in the skills of listening, reading, writing and speaking also enriched and expanded our criteria for planning, implementing and evaluating when in addition to being analyzed theoretically they were put into practice with an interesting intercultural activity that set a challenge for everyone to integrate all the theory learned in order to make a change in our paradigm that would show better results in a specific process of applying language to a common project in an interesting and relevant socio-cultural context for our students.

The fact that this activity began with our philosophy, identity and work context allowed us to visualize all the resources we have as teachers, whether in terms of facilities, teaching materials and technological resources, although we were aware of them beforehand, it is sometimes necessary to reflect more on the advantages we have for teaching and less on the drawbacks of our context. In particular, I had a better perspective of the context and characteristics of the group with which I would work my intercultural activity as well as the tools and resources with which I would develop this process. The inconveniences or unforeseen events that arose during the development of my activities now form a set of experiences and learning that will serve me in the future to improve my planning, implementations and evaluations.

Chapter 1

1.01 My Teaching Context.

My name is Fernando Salvador Santini Barrera. I work as an English teacher at the Centro de Estudios Científicos y Tecnológicos (CECyT) number 1, "Gonzalo Vázquez Vela", a public school belonging to the Instituto Politécnico Nacional (IPN), State Educational Institution belonging to the Secretaría de Educación Pública, this CECyT is located at Av. 510 Nº 1000 Col. Ejidos de Aragón, Alcaldía Gustavo A. Madero, C.P. 07480, Mexico City. As part of the educational opportunities offered at the upper secondary level by the IPN there are Foreign Language Centers called CELEX, which are language educational units incorporated to the CECyTs themselves, and in turn depend on the IPN's Foreign Language Training Department. These language centers contribute to the education of CECyT students, as well as to the development of society in general; the CELEXs work with certain administrative and labor independence. Some of these language centers offer weekly and Saturday courses, and some others, like the one where I am currently working, offer only Saturday courses. Although before the pandemic I was working on Saturday and weekly courses in another campus called Walter Cross Buchanan, after that contingency the groups were closed, and I changed to the CECyT where I am currently working, teaching only on Saturdays. On the other hand, I replaced the weekly courses with individual private classes, which I teach either at my home or online.

Therefore, although I have different types of students with different levels of knowledge, such as two adults in my private classes with levels B1 and B2, it could be said that in relation to the group classes I have only one group with which I interact every Saturday at CELEX. I can change group and level every two months, since the courses are two-monthly, but once assigned I stay with the same group during that

period. In the last 2 years my groups have varied between Basic 1 and Basic 5 levels, and I am currently working with a group of 20 Basic 4 students with an English level of A2. Although the offer of these weekend courses is made public so that anyone who wishes to learn English can register, generally 90% of the population comes from the CECyT itself, since the IPN established a B2 level as a requirement for higher level degrees, and that is why students are encouraged to start learning English at an early stage. CECyT students within their high school curriculum have English as a subject, but the scope and quality in the teaching of the subject is not the same as in CELEX, finding in these language centers a higher level of quality; besides being English a compulsory subject in their regular courses, it creates a difference in the interest of the students to learn the language when enrollment in Saturday courses is done on a voluntary basis.

The students are then generally adolescents between 15 and 17 years old, with a middle socioeconomic status, with an education, values and behavior that facilitate the interaction in my lessons. Among teachers we maintain a collaborative and comradeship environment.

I have to mention that years ago I had the experience of working at secondary level with students from private schools in a transition stage from children to teenagers and I find a huge difference in the treatment, behavior and respect that I experience in my current courses, since the students with whom I currently work are more enthusiastic, respectful and eager to learn the language. The facilities used in the Saturday courses are the same that the students use in their regular courses. The classrooms in which I work are spacious and clean with a capacity of up to 50 students, with white magnetic boards for color markers, chairs and desks for the teacher, curtains, adequate benches for the students, good natural and artificial lighting, personal computer at the desk, projectors with retractable electronic screens, plus the additional and recent installation of smart screens, as well as wi-fi signal. However, these smart screens were installed to replace the use of projectors that due to overuse already have a very weak image projection, and on the other hand the internet signal often fails so I usually prefer to bring my laptop and connect it to a portable projector, which also lends me the CELEX where I work, using data (wi-fi) from my own phone to avoid inconsistencies and loss of rhythm in the teaching of my subject. I always try to bring enough cables, connectors and data so as not to have problems with the technological use of my devices.

We are provided with both digital and printed teacher books, recorders or speakers with bluetooth connection, as well as markers, erasers and free photocopying service for extra material we use with the students. In addition, coffee and cookies are offered as a courtesy to the teachers.

I consider that I have more than enough resources for an adequate teaching of the subject, however I must comment that as teachers we do not consider adequate or sufficient the amount paid per hour of work, since we are teachers who work for fees, without any benefits since in these courses we are not basic teachers. Furthermore, going deeper into my work context, unfortunately the payment procedures changed last year in the CELEXs, and we had a delay in our payments for more than 9 months, working without our economic retribution during that period of time, motivated more by vocation and respect for the students than by the respect and justice that we deserve as teachers from the school authorities and from the IPN itself. Currently, we have only been partially paid a part of the arrears with a commitment to regularize the debts. It is important to highlight the commitment and professionalism shown by all CELEX teachers during this difficult period, teaching our lessons with the same commitment and quality as if our economic retribution had been given under the contracted terms and conditions. I am not quite sure if this comment is inappropriate and does not conform to any guidelines of the present document, but in the end, like any job, the salary is also an important part of my employment status and belongs to my context as teacher within the school.

1.2 My teaching philosophy.

At the beginning of this course I must admit that, although I have always tried to carry out my work as a teacher with the highest ethics, responsibility and professionalism, I had never, before this specialization, considered the fact of having a personal philosophy as a teacher. Considering the elements mentioned in module 1 where cognitive, behavioral and even emotional dimensions were mentioned for such philosophy, and it was mentioned that in addition to those dimensions the knowledge and experiences that being students we acquired and being teachers we have experienced through our professional practice are considered to complement our philosophy, it was that in my first assignment when I framed my philosophy in a strict language system context, since my activities were stuck in a mainly grammatical teaching context. Despite the variety of content in the books and the occasional extra resource to supplement my teaching, my main and final point was to make clear to the student the structures necessary for the formation of sentences and ideas as right as possible.

It was not until the beginning of this specialization when the concepts of social practice of language used more as a tool to perform certain tasks in different social contexts when my paradigm has had certain changes to promote in my students the use of language as social agents, as proposed by the Common European Framework of Reference for Languages, https://www.coe.int/en/web/common-european-framework-reference-languages/key-concepts. In this sense, although I maintain attention to the best expression of their ideas, I now try to promote dynamics in more contexts in which through environments that recreate real situations, students interact more among themselves applying their knowledge to solve different purposes that they would face in real life.

Taking into account the mentioned dimensions, I try to keep myself up to date and prepared to provide my students with the best teaching I can give them, proof of which is the fact that I have taken this specialization. On the other hand, I try to take advantage of the invaluable resources that we have today through technology. I am registered in several Youtube channels from which I try to take the best or what I need at the moment in terms of language consultations. Emotionally I try to bring the best of myself to the classroom, since being all human, the ups and downs in our emotions are present in a teacher as in anyone, however, in the classroom I try to leave any inconvenience of my personal life to avoid affecting my performance as a teacher. As for the behavior inside the institution and inside the classroom, I try to be irreproachable with respect to the interaction with the administrative staff, teachers and students, always looking for harmony and collaborative spirit in all my activities. Fortunately, as I have already mentioned, the work environment is reciprocal, and despite the inconvenience of our income arrears, the interaction between all those involved in carrying out the commitments of the language center is always very respectful and harmonious.

1.3 My teacher identity.

Although in my philosophy I establish certain traits of my identity as a teacher, if I have to go deeper into certain characteristics that frame my personality as a teacher, I must emphasize that I identify myself as a teacher dedicated to my work, committed and responsible with my commitment to teaching English. I try to maintain ethical standards in my academic development such as honesty when teaching my lessons. In this sense, these ethics are based on the preparation and continuous learning that I try to have to provide my students the best performance in the classroomIn this sense, I can identify with the role of Professor as a researcher and learner, Richards (1996), when I maintain a constant interest in learning from the infinite resources available on the network and at the same time seek to enrich my

knowledge with training courses such as this specialization; I also identify myself with the role of motivator when I constantly try to increase my students' confidence to learn and even encourage their interest in researching on their own. On the other hand, I maintain an open position to learn to use and practice in class with contemporary technological resources and challenges that contribute today in a very important way to the teaching of any subject.

I identify myself as a very accessible teacher who gives a lot of confidence to students to clarify any kind of doubt, not considering if perhaps it is a doubt that should have been solved several courses ago, I believe that it is never too late for a student to question and learn something that may not have been solved in previous courses. I have never, ever evidenced someone in the classroom for not having the knowledge of something, regardless of how elementary it may be. In this sense, my students always feel confident to come to me to continue learning. While I try to have an atmosphere of cooperation, trust and harmony, Although I look to build a lot of confidence in the students for learning, I am also very clear about the roles of teacher and student. I must say that I try to maintain these roles so as not to fall into friendly dynamics that could result in disrespect or a disorder that detracts from the objectives of the class, after all I deal with teenagers who could easily confuse some necessary limits for a healthy development of teaching-learning.

Trying to relate my roles as a teacher with the theoretical proposals presented in the last modules I could also identify myself as a mediator when I usually try to ensure that the contexts presented in their workbooks are transferred to the contexts of their daily life so that the learning resulting from the dynamics in class have a result that is interesting and meaningful to them and therefore easier to assimilate through the use of the L2.

Finally, personally, I have found the information of the last modules as the most relevant, interesting and important for me, and in this sense I will try to analyze and apply in my lessons the proposed intercultural processes, as well as the roles as a teacher to support these dynamics. This is because I consider this proposal as a motivation for students, who already at an early age interact in a fully communicated and interconnected global world, of which they will be participants in the productive and working world. In this way I will seek to identify myself with my students as an agent of change that promotes the recognition of their own culture, as well as the acknowledge and respect for cultural diversity in the world, thus achieving what perhaps, as teachers, we should consider as the primary and

final objective in the teaching of English, which is to build a communication that promotes understanding and integration of human beings.

1.4 Enrichment through Specialization and Shift in my Teaching-Learning Paradigm.

Undoubtedly there is an enrichment in my learning and experience as a teacher from the moment I started the specialization and it is largely due not only to the approaches and theories programmed throughout the course but also to the constant invitation to reflect and observe these concepts in our practice as teachers through the "Reflection Moment" section. From the beginning we were made to consider if our methodology was based only on a language system and whether it contrasted with the evolution of current language teaching syllabi that propose to work with language as a social practice of communication in real life everyday contexts, we also reflected on how we should observe the variations of language coming from different regions and how these affect intelligibility and how the coherence of messages can be dependent and defined by culture.

Based on the above, we also considered how the contextual differences of our students can contribute to greater or lesser achievement in language learning, since different levels of education, school location, economic levels, ethnic backgrounds and even age, Gass & Selinker (2001), can affect language learning. We also recognized how our mother tongue can affect the learning of a second language.

On the other hand, we also identified how students' stress levels, confidence, attitude and motivation are crucial factors in L2 learning. In addition, being recurrent in several schools to work with large groups we also learned several strategies to cope with groups as large as those found in public schools, either by promoting collaboration, routines, changing the pace of our classes and proposing topics that engage the attention of our students, in this sense the selection of materials also became a crucial issue for us to get involved in the search for current themes through authentic materials that promote student motivation through all contemporary technological resources that are essential to the interests of the new generations.

The observation of how the different roles that a teacher can have within his or her institution and also the recognition of the diverse roles that students can have within a classroom irremediably affected our interactions, methodologies and strategies for teaching and learning an L2.

The suggestion of the use of certain digital platforms for the correct selection of authentic materials that fit the profiles and needs of our students resulted in a better teaching practice in the classroom.

Summarizing everything mentioned above, it is impossible and undeniable that as teachers we have had a change in our teaching paradigm in the classroom, by applying, to a greater or lesser degree, the reflections, experiences, theories, suggestions and techniques learned throughout this specialization.

1.5 Theoretical foundations for teaching principles, Schools of Liguistics.

As I mentioned at the beginning of this paper, it is necessary to recognize the origins of linguistics, which derive from different schools and approaches that allow us to recognize the first definitions and functions of language as well as the ways in which it behaves in the processes of communication.

1.6 Structuralism.

This school, represented by who is considered its founder Ferdinand de Saussure, proposes a signifier and a signified with which an arbitrary nature of language is recognized, since the same word, depending on the context in which it is expressed, could have different meanings, for example the word "water" in the expression "drink water" or in the phrase "water the plants", therefore we learned that language should be analyzed based on a structure and aspects such as morphology, phonology, and the syntax of our sentences.

1.7 Generative Linguistics.

Represented by Noam Chomsky, Brown (2007) it proposes a native competence of the language user, in which, without grammatical analysis, there is an intrinsic knowledge to identify correct or incorrect expressions when using the language. A native speaker will be able to identify without any problem that saying "I am a teacher" is incorrect, thus differentiating competence with performance.

1.8 Sociolinguistics.

In this school, scholars such as Dell Hymes and John Austin take into account the reasons for the use of language, and in this sense J. Austin points out how language has a real impact on the contexts in which we live, and it is also for this reason that Lev Vygotsky attributes language learning to the process of our social interactions.

1.9 Behaviorism.

This school proposes learning based on the response to stimuli, that is, to a behavior learned through our habits, emotions or thoughts and this allows us to recognize how complicated it can be for a student to learn a second language that had its morphology in a set of habits different from ours.

Bloomfield then points out that in language we first speak and then we write, so as teachers we could focus our attention on oral expression that could later facilitate written production.

1.10 Sociocultural Theory.

One of the questions we usually ask ourselves as teachers is why there are students who have a higher degree of learning than others. In this sense, Vygotsky, through his genetic model, Vytgotsky (1978) explains that it is through the social interaction of the individual through physical artifacts such as textbooks, pencils, notebooks, etc. and symbolic artifacts or objects such as oral and written language that the mind develops, and it is a consequence of this development when cultural and social factors produce higher mental functions that contribute to the learning of L2.

Having recognized these schools, we have some theoretical foundations of how language is produced and learned, which provides us with analytical tools for certain changes in our teaching practice.

1.11 <u>Diagram 1</u>, Approaches And Theories Derived From Language.

Language
Complex object to communicate and comprehend the World in order to integrate into society.(1)

Schools of Thought, Approaches.
"Theories and beliefs about nature of language" (2)

Structuralism:
-Ferdinand de Saussure
-Sistem of signs
-Arbitrary nature
-Syntagmatic and Paradigmatic

Functional Approach:
-Dell Hymnes
-Social dimension of language.
-John Austin
-Do things with language
-M.A.K. Halliday
Language is instrumental, interactional, personal, regulatory, heuristic, imaginative and representational.

Behaviorism:
-Bloomfield
-Learning is a result of interaction, stimulus-response. Input changes activity or behavior.

Generative Linguistics:
-Noam Chomsky
-Speaker`s mind competence.
-Distinction between competence and performance

Sociocultural Theory.
-Lev Vygotsky
-learning a language and human development through social interactions and cognitive factors

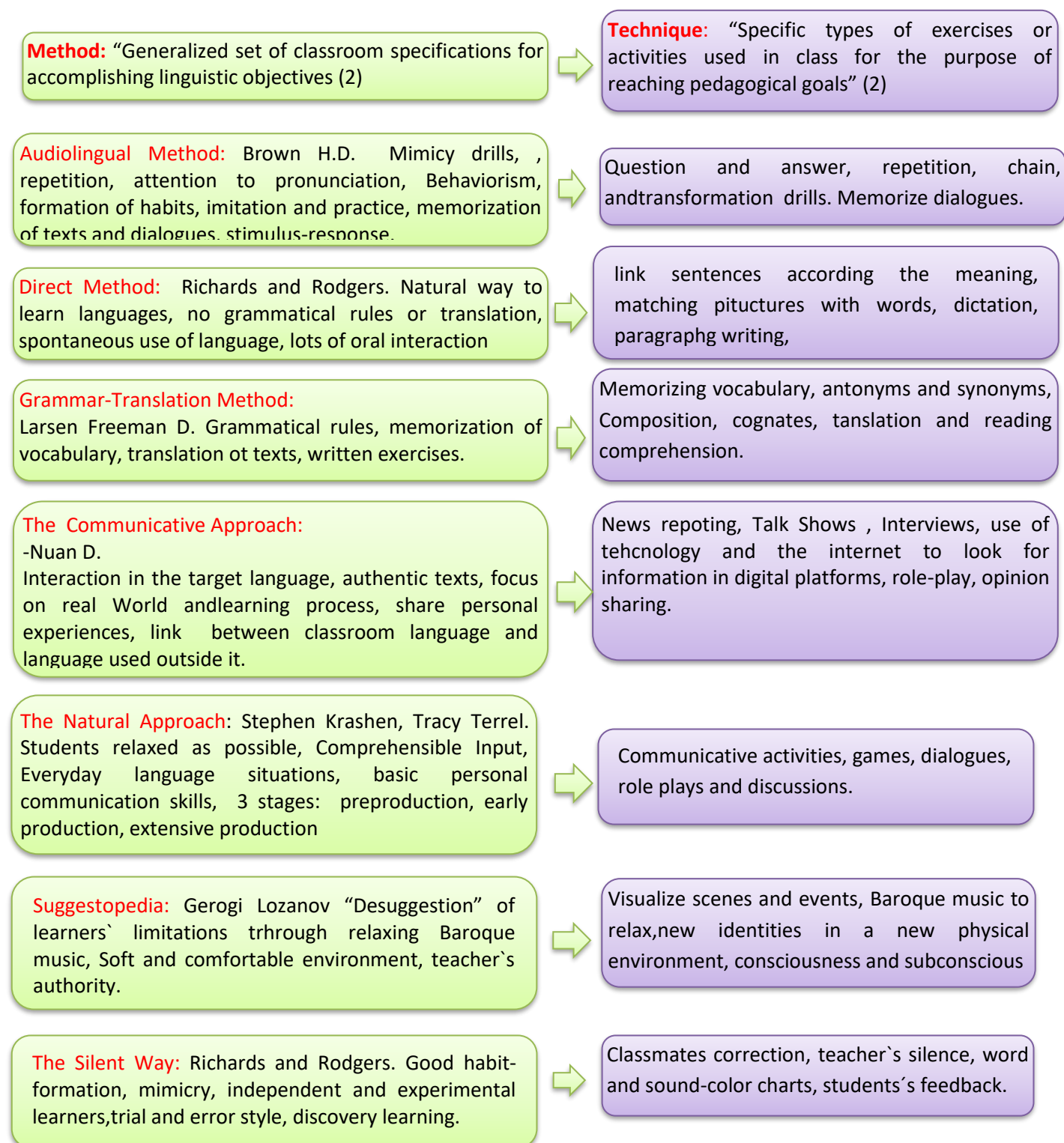1) Secretaría de Educación Básica (2006). Secundaria. Programas de Estudio 2006. Lengua Extranjera Inglés. México. SEP, p.9

2) Brown, H.D. (2007) . Teaching by principles. an interactive approach to language pedagogy. Pearson Education, p.51

This table was made by Fernando Salvador Santini Barrera, 2024, based on information mostly taken from Brown`s book, Principles of Language Learning and Teaching and EEAILE N.D.

1.12 Diagram 2, Methods Learned During The Specialization As Well As Some Of The Techniques Derived From Each Of Them.

Method: "Generalized set of classroom specifications for accomplishing linguistic objectives (2)

➡️

Technique: "Specific types of exercises or activities used in class for the purpose of reaching pedagogical goals" (2)

Audiolingual Method: Brown H.D. Mimicy drills, , repetition, attention to pronunciation, Behaviorism, formation of habits, imitation and practice, memorization of texts and dialogues, stimulus-response,

➡️

Question and answer, repetition, chain, andtransformation drills. Memorize dialogues.

Direct Method: Richards and Rodgers. Natural way to learn languages, no grammatical rules or translation, spontaneous use of language, lots of oral interaction

➡️

link sentences according the meaning, matching pituctures with words, dictation, paragraphg writing,

Grammar-Translation Method:
Larsen Freeman D. Grammatical rules, memorization of vocabulary, translation ot texts, written exercises.

➡️

Memorizing vocabulary, antonyms and synonyms, Composition, cognates, tanslation and reading comprehension.

The Communicative Approach:
-Nuan D.
Interaction in the target language, authentic texts, focus on real World andlearning process, share personal experiences, link between classroom language and language used outside it.

➡️

News repoting, Talk Shows , Interviews, use of tehcnology and the internet to look for information in digital platforms, role-play, opinion sharing.

The Natural Approach: Stephen Krashen, Tracy Terrel. Students relaxed as possible, Comprehensible Input, Everyday language situations, basic personal communication skills, 3 stages: preproduction, early production, extensive production

➡️

Communicative activities, games, dialogues, role plays and discussions.

Suggestopedia: Gerogi Lozanov "Desuggestion" of learners` limitations trhrough relaxing Baroque music, Soft and comfortable environment, teacher`s authority.

➡️

Visualize scenes and events, Baroque music to relax,new identities in a new physical environment, consciousness and subconscious

The Silent Way: Richards and Rodgers. Good habit-formation, mimicry, independent and experimental learners,trial and error style, discovery learning.

➡️

Classmates correction, teacher`s silence, word and sound-color charts, students´s feedback.

Brown, H.D. (2007) . Teaching by principles. an interactive approach to language pedagogy. Pearson Education.

This table was made by Fernando S. Santini Barrera, 2024, based on information mostly taken from Brown`s book and EEAILE N.D.

1.13 Approaches, Methods and Techniques

As we can see in diagrams 1 and 2, recognizing the differences between an approach, method and techniques is paramount for the successful application of the correct activities to be carried out in the classroom. By means of an approach we will be able to recognize as teachers our posture and beliefs of what we consider a language, to later determine our objectives, selection of materials and planning based on a method that will finally result in techniques to find specific activities in class that will allow us to achieve our objectives as teachers as well as those set out in our school syllabus.

1.14 Analysis of the methodologies in my practice as a teacher.

As a teacher I must recognize that in my teaching practice many of the methods analyzed in this specialization were unknown to me, however, in the same way that I recognize the theoretical lack of knowledge about them, I must also recognize that empirically I have applied some of them in my lessons. Now that I have a theoretical framework to recognize these methodologies I can enrich my pedagogical practice and at the same time improve the results of teaching-learning with my students.

1.15 Grammar-Translation Method.

The fact of working with large groups and basic levels, such as those I work with at my school, makes me inevitably use techniques from the Grammar-Translation Method. One practice that I apply on a recurrent basis is to give and read the instructions of the course and the exercises in English and then translate them. In this way the student first listens to sentences in L2 and then understands their meaning with the translation. This procedure is sometimes done in reverse, starting first with L1 and then indicating procedures in L2. I also identify a lot with the use of the techniques of synonyms and antonyms of this method, because although the method indicates the use of translation in the first instance, before doing this I try to give synonyms and antonyms of a word to avoid reaching the literal meaning with a translation. Cognates is another resource that I use a lot to enrich the vocabulary of the students, and I try to point out that although there are many words that could be similar in L1 and L2, such as person or institution, there are also words with similar spelling but different meanings such as fabric that does not mean "fábrica" or actually that does not mean "actualmente".

1.16 Audiolingual Method.

Being one of the principles of this method to avoid the use of the first language, as well as to promote the stimulus-response by means of the so-called linguistic or verbal behaviors, it would not be real to mention that I practice this method in my lessons, since as I have mentioned previously, I sometimes take advantage of some of the benefits of the Grammar-Translation Method, which is opposed in its principles. On the other hand, the Audiolingual Method does not emphasize the use of grammar, which does not fit with some of the guidelines I have to follow in the institution where I work.

1.17 The Natural Approach.

Also, due to the basic levels I work with, I identify myself with the Natural Approach, since for students who begin the study of English, dialogues that involve interaction with everyday situations are the most common. In this method that includes game techniques, I can comment that I have several memory and lottery games that serve as an aid in teaching vocabulary of jobs, food and verb conjugation. The role-play is already established in the textbooks I work with, in which the proposals to interact with different characters are always present, as when the interaction between waiters-customers or clients and travel agents is proposed.

 1.18 Direct Method.

Activities such as, conversations, dictation, and matching phrases according to the meaning or words according to the pictures are techniques that I recognize in my teaching practice. It is evident that in an institution to fully address only one method is not easy or practical, so while we can use in certain lessons the Direct Method which has an emphasis on aural and oral practices, this method will have to be mixed with techniques from some others to match the specifications of our school syllabi.

1.19 Suggestopedia.

It is interesting for me to have analyzed the suggestopedia method. It is not a methodology that I currently apply in my classes, but some years ago I wanted to put it into practice without knowing its theoretical basis. It is widely commented that Mozart's music relaxes the senses and predisposes and motivates children for a better learning, there are those who say that it improves the intelligence of infants. So some time ago in some classes I tried playing a background of classical music with my students, and although I had favorable responses I also had adverse ones, since being teenagers some of

them told me that it bored them or made them sleepy, so it did not become a frequent practice in my lessons and I ended up abandoning it. However, although I did not use baroque music, as this methodology proposes, I found interesting to learn that there is a theory about it.

1.20 The Communicative Approach.

The communicative approach is a methodology with which inevitably all of us as teachers are having more and more contact, since the characteristics of the new communication models proposed by both national and international organizations are having an impact on the curricula of all institutions. I find this approach the most correct. If I remember my time as a student the system language was the most recurrent methodology. Make as many correct sentences as possible, but when we wanted to communicate in different contexts it seemed that all the theory learned had no relation to our attempts to interact with English. Engaging students with diverse socio-cultural contexts in the real world gives them confidence in the use and functions of language. Encouraging students' autonomy in learning so that in this process they also recognize their weaknesses and strengths, results in student independence that is ultimately recognized in better communication in L2. In addition, with this approach the teacher becomes more of a facilitator, which lessens our workload in the classroom.

1.21 The Silent Way Method.

I could not say that I identify myself with the silent way method, because my active participation as teacher in the explanations of some topics is an important element in my philosophy as a teacher.

1.22 Kolb's model of Experiential Learning.

As a teacher I sometimes feel obliged to comply with a pre-established program, with perfectly scheduled activities and evaluations, but what possibilities are left for us to improvise. For example, if we would like to start our lesson with a trendy song that attracts the attention of our students and engages them in the class. This is the proposal in Kolb's model of Experiential Learning, we should start with an activity that captures the attention of our students so that they want to go deeper into the topic we are going to study.

Perhaps in the proposal of the mentioned song we can look for a topic that meets some elements of the subject we are going to deal with in class, and with the music we can capture the interest through the heart of the students to later develop the topic with their intellects. In the beginning we will accomplish

with the phase of concrete experience which will lead to observation and reflection when analyzing authors, pronunciation and grammatical structures, and once this objective is achieved we can plan and maybe transform the acquired knowledge to express new structures related to the initial topic.

1.23 Task-based Approach.

As I have already mentioned, as teachers we feel that we have used some approaches, without theoretical knowledge but with empirical experience.

Analyzing the principles of the Task-Based Approach in which the tasks performed by the students themselves are the main objective through a holistic view of the activities they are assigned comes to mind an activity I have done with my groups that could exemplify this approach. This task is designed to provoke a sharing of ideas about environmental pollution and water care, for this I usually put a mind map on the board that the students, starting from a premise that is written on the board with water care, go through and write an idea related to that topic. That is, we practice a brainstorming activity, obviously in this initial stage the sentences may have some mistakes that at the beginning I do not point out, then among all we analyze the proposals, without correcting grammatical errors, and then we mention how we could improve the wording of each proposal, without indicating that any of them is incorrect but simply how to improve each idea. Once the proposals have been improved, we propose to simulate a committee that will present the final proposals to the community, which would be the students themselves in the classroom. Some will act as representatives, other students as the community in general, and others as officials, who will debate to carry out the viability of the proposals. In this way, it seems to me that I could close the Cycle of Tasks, Willis (1998), proposed in this approach.

1.24 Analysis of The Communicative Approach.

When we learn a language it is evident that our main objective is communication, it is not only about knowing the grammatical rules and writing or correcting sentences in English. It is about interacting with people, whether they are native speakers or not, orally or in writing.

As teachers, we generally rely on material specifically elaborated for the practice and learning of English, such as textbooks, which in a particular way I find very correct because I have always maintained that they are elaborated by professionals with a wide knowledge of the subject. They include articles, listening activities, images, speaking activities, readings, etc., which are generally intended to

be topical. However, sometimes the editions may be some years old and not as up to date as we would like them to be. It is then that the use of authentic texts is a good suggestion in the Communicative approach, seeking and providing readings and audios with current topics that arouse the interest of our students, the use of this material is another way to motivate participation in student communication by expressing their personal experiences outside the classroom, thus relating the knowledge within the classroom with vocabulary and structures that are needed in real life.

To achieve the previous objective it is necessary that as teachers we do what is more difficult for us, and that is to stop being the center of attention and give the student the opportunity to be the protagonist in the classroom, since we want the students to express themselves and communicate, but in many occasions with our explanations and demonstrations of mastery of the subject we consume essential time for the student's work. There seems to be a risk since sometimes it looks like time is wasted with students' digressions, but giving them the opportunity to direct their knowledge regardless of their mistakes can achieve the learning autonomy that in our time is sought in students. How can self-sufficient professionals graduate if in their time as students we do not give them the opportunity to create content and take responsibility for their own learning and development.

In relation to the methodologies, I could finally say that I would rather adapt to an Eclectic Methodology, since each method has useful and interesting elements that we as teachers should put into practice when the right moment to apply them arises. Following a single methodology and the techniques it involves limits our didactic possibilities, but knowing the theoretical frameworks of all methodologies and experimenting with them in the classroom will surely result in greater student participation and therefore in a better achievement.

Chapter 2

2.1 Methodology and Practice.

In the planning of my final project I wanted to incorporate the theoretical concepts and the approaches, strategies and techniques learned in order to obtain a result that represents the objectives of this specialization. In this way I tried to put into practice various theoretical resources proposed during this course, such as the Affective Filter Hypothesis proposed by Stephen Krashen, creating a collaborative environment of confidence for the best learning of my students. Krashen, S. (1982)

This planning has an intercultural proposal and being food a fundamental cultural theme in any country, in which there are historical, social and even religious and geographical implications, I proposed to implement with my students a plan of activities in which the student would conduct research and representations of some culinary contexts of different locations in the world, delivering as a final product a video with the preparation of a recipe representative of the chosen culture, talking about its origins and mode of preparation; or talking about the history, origins and traditions of a particular culinary culture. At this point I considered the application of the concept of Mediation proposed by Vygotsky when I sought to promote the use of physical tools to learn language, suggesting to the students the use of realia such as kitchen utensils in the preparation of dishes from another country.

I sought to use the "Direct and Audiolingual Method" during the development of the learning activities, trying to use mainly the target language, giving priority to listening and speaking skills. (Rivers, 1981). I considered that theoretically Kolb's Experimental Model would also be present from the moment they would be involved and participate directly in the activities, carrying out research that would allow them to observe, conceptualize and experiment during their learning process, (Kolb, 1984).

I have to mention that due to the profile of the students, who are still in basic levels, I used a top-down approach in the reading skill, since the vocabulary of the students is still limited and therefore for practical reasons it is more convenient to work with general ideas and not to waste time looking for specific meanings of phrases or words.

In the same way that a Top-down approach was used in the reading skill, it was justified, with the same argument of the student profile, the use of a Top-down processing in the Listening skill, providing the student with previous information that allowed them to identify in a general way the vocabulary, phrases and contexts that they listened to in the audios proposed in this planning. (McCormick, T.W. 1988)

For the Writing activity, learners had to create a script to exemplify and represent the preparation of a recipe from a foreign country; theoretically I recognized in this skill the first of Hyland's 6 approaches "Language Structures" in which three of his scenarios "Guided Writing", "Free Writing" and "Familiarization" (Hyland, K. 2002) were present based on patterns that students found in the research of their topic, inserting and substituting vocabulary elements and necessary structures to write their scripts. At this stage students were able to connect the Reading activity, in which they did research, with the Writing activity by writing their scripts, these scripts represented the basis for their Speaking

activity, in which care was taken to ensure the intelligibility of their speach by correcting and improving fluency, pronunciation, intonation and rhythm.

Finally, it is very important to mention that having interacted with my students in various communicative activities in L2, and having performed research, presentation and evaluation tasks on their own, as well as research for their projects using authentic materials and personal experiences and even performing language activities outside the classroom, such as recording their final videos to close a full cycle of tasks is that I consider the two main theoretical approaches used in my planning to be the Communicative Approach and Task-Based Language Learning.

2.2 Listening Activity, Rational Behind.

I wanted to start with the Listening skill, since this activity could be used as an introduction to the general objectives in my planning. Having a wide variety of resources on the web, I intended to take advantage of the growing trend of today's "youtubers" who usually create and document content related to different cultures around the world. It is common that in the channels of the well-known application "Youtube" we find material of people, usually young people like my students, travelling around the world showing the culture and tourist attractions, and this inevitably involves addressing a topic as fundamental as it is the gastronomy of these places. As there are "youtubers" from all over the world, it was easy to find content (authentic materials) made by native English speakers, which I took advantage of to spark the interest of my students in the topic of food from other countries.

2.3 Critical cultural awareness.

In order to create a sense of curiosity and openness to the interculturality that this project proposes, I first tried to make my students recognize their own values, traditions and beliefs, for this I used a video material to encourage a self-reflection of the students with our own culture. I projected a video, which explains some historical details of the origin of a traditional Mexican dish, " el mole", prepared by a Mexican cook of Zapoteca origin who has kept intact certain culinary practices and traditions over time.

2.4 Reading Activity, Rational Behind.

After the Listening activity I wanted to continue with a Reading skill to reinforce with this activity the interest of the students to go deeper into the topic.

When the topic of different cultures in the world is approached, and especially in relation to the cultural aspect of food, the choices generally focus on the most famous cuisines in the world, such as French, Japanese, Italian, Spanish, etc., but not very often, at least in our country, we recognize dishes and the culinary culture of a continent as distant as the African continent. So I wanted my Reading activity to have a contrast with a topic as well known as food but as unexplored as African cuisine.

2.5 Values of Inclusion and Equality.

In search of fostering among students intercultural competence with values such as equity, equality, inclusion, dignity and respect for diversity in the world, I proposed a reading that immersed students in a cultural context, perhaps little explored by them in relation to food. If we as Mexicans could find in several cities franchises or restaurants with specialties in Western food, and also several encounters and experiences with Asian cuisine, we rarely find African options in the proposed menus of international cuisine in our country.

In this reading the students were able to recognize why certain ingredients are used in the different regions of the African continent, perhaps due to geographical, ethnic or even religious circumstances, and in this way they were provided with a broader intercultural perspective that helped them to work on the following activities of this planning.

2.6 Writing Activity, Rational Behind.

Having as a final objective the delivery of a product in the skill of Speaking, which would represent the communicative competence of the student and that also would permeate with its content an intercultural competence, a text had to be developed previously as a script, in which the students wrote a brief introduction of the historical, social and cultural elements of an international dish of their choice.

The interest that the elaboration of a script awaken on the part of the students was based on the connection with the speaking activity, which represented one of the most interesting skills for the

students due to the fact that they would represent a fictitious character from another country, providing a playful element that excited them in the creation of their dialogues.

For this activity, the group, divided into teams, wrote the script for the roles of interviewer and natives of the proposed country to provide relevant data on the ingredients and forms of preparation of their chosen dish or international cuisine proposal.

2.7 Writing process.

It was suggested to the students to brainstorm ideas based on previous research and then organize them to write a draft which was reviewed together, first by themselves, and then together with the teacher.

2.8 Speaking Activity, Rational Behind.

In the last stage of this planning we find the speaking skill, which finally was the result of the different activities that were carried out for the three previous skills.

A characteristic to highlight in this skill is that, although there was a possibility of being planned or unplanned, in this planning it was proposed that the speaking activity was developed in a completely planned way, with the objective that the students could regulate their dialogues at all times and avoid failures in communication that would generate some type of frustration in the delivery of their final product. It is well known that a general characteristic of speaking is mistakes and in order to generate in the group a standard in the development, recognizing that there are students with greater facility of speech and others not, as well as more extroverted students and others more shy, it was proposed to prepare the final product in conditions of confidence and tranquility that were proportional for all.

2.9 Intelligibility

Although the final product was proposed as a video recorded under conditions that best suited the students, it is undeniable that, regardless of these conditions, the students would have problems in the intelligibility of their dialogues. Such drawbacks are inevitable in terms of their lack of experience in accentuation, intonation, elision, rhythm, etc., which represent elements for good pronunciation and fluency in speaking.

From previous experiences, with the groups I have worked with, phenomena such as foreignization, word invention, substitution of meanings or literal translations are almost impossible to avoid, even due

to misinterpretations of the results of an online translator that they sometimes use. At this point it was important to recognize such phenomena and try to help students as much as possible with the expression of their ideas and sentences.

2.10 Lesson Planning.

Cuisines around the World

LESSON PLAN DATA	
Educational stage	High School Teenagers
Level	A2
Title of the lesson	Cuisines around the World
Communicative skills	In order of appearance in this planning: Listening, Reading, Writing and Speaking with an Intercultural Competence
Learning objective	Students will develop their communicative competence through the four English skills, which will serve as a bridge to cultural awareness and intercultural competence.
Main grammar structures	Present Simple and Past Simple as the main grammatical tenses, however several other structures may be present.
Session	5 Sessions (an hour each one)
Materials	Whiteboard and Markers Multimedia (Videos, Images and Articles from the Internet) Technological Devices: Laptop, Projector, Speakers. Realia (Kitchen utensils, costumes or any accessory that refers to the nationality being addressed)

Brief description of the plan	Having this planning a Whole Language Approach, it will begin with the activity of Listening, projecting a video that transmits to the student their own cultural culinary recognition, as well as relevant social, geographical and cultural factors related to food. This will be followed by a reading, proposed by the teacher, of the African culinary context, leaving an opening space for some readings proposed by the students themselves, analyzing other international contexts. The next step, having already a previous cultural recognition, as well as more information about other cultures, will be to write a script by the students, as an interview, describing and elaborating a representative Mexican or other country's dish. Finally the students will make a performance based on the script elaborated by them to record a video as a final product.

Session Number	Step of the Lesson	Teacher Activities	Student Activities	Functions	Monitoring & Feedback

| 1 | Listening Activity

Warm-up. | The teacher will write on the blackboard and then will mention the heading of the listening activity called "Recognizing our own culinary identity" and then ask questions about this title. | The student will analyze the proposed headline and make predictions about it, answering the teacher's questions. | To awaken the student's interest in the subject to be addressed in class. | The teacher will listen to and provide feedback on the student's predictions, answers and opinions. |
|---|---|---|---|---|---|
| | Introduction

The student will receive a cultural context of the national food culture. | The teacher will project on the blackboard two videos about the culinary culture of the State of Oaxaca, in which indigenous Zapotec cooks transmit the origin, cultural context and elaboration of one of the most representative dishes in Mexico, mole.

The teacher will ask the students questions (for each video) such as:

What did you think of the video?

What is it about?

What is the dish that is being prepared?

In what social or cultural contexts is it usually prepared?

What is its origin?

What ingredients does it contain?

What ancestral utensils are used?

Do you like this type of | The student will have a catharsis through the videos and the teacher's questions that will allow them to have a cultural recognition of their place of origin.

(The questions asked by the teacher will be previously dictated) | Recognize one's own culture through **"The emic approach"** understanding the culture and customs from the inside. | The teacher will participate as an **agent of change** by providing **input** that allows the student the necessary cultural contexts, as well as feedback to their answers in order to have a better understanding of their own cultural context. |

		dish? Do you identify with the context presented?			

Text Materials and Digital Resources in the Listening Activity:

1. Text Material: Printed questionnaire provided by the teacher.

2. Video to be analyzed in class:

How One Chef Is Fighting To Preserve A Cooking Tool As Old As Civilization Itself | Still Standing.
https://www.youtube.com/watch?v=ajwxJrhBzx8

Prehispanic Mole with Abigail Me
https://www.youtube.com/watch?v=rZla74-6_dU

3. Suggestion of possible videos to help students to deepen their understanding of their own culture and also to understand other reasons, such as geographic reasons for the different culinary contexts in Mexico and other parts of the world (material to be analyzed at home).

This Chef Keeps the Flavors of Ancient Mexico Alive
https://www.youtube.com/watch?v=o_-NRMYO1Ak

Chinese Food 101: North vs. South vs. East vs. West - Eat China
https://www.youtube.com/watch?v=oHCBgAcfVKE+

Culture - Food in China
https://www.youtube.com/watch?v=4GqbvwfHZi0

7 Chinese Foods You MUST Try In Southern China
https://www.youtube.com/watch?v=WtymPK4Kq9M

German Food: From Schnitzel To Black Forest Gateau – Mahlzeit! | Meet The Germans
https://www.youtube.com/watch?v=rURdtPWHglo

The History of Mexican Cuisine
https://www.youtube.com/watch?v=VTKQsP3sLQ0

What the Chaga Tribe Eats in a Day!! EXTREME African Food in Tanzania!!
https://www.youtube.com/watch?v=sZ12W9uqxR4

South Africa Street Food in Johannesburg!! Braai, Bread and Beef Head!!
https://www.youtube.com/watch?v=XPSLug5FlDE

Africa's BEST Street Food is in THIS Country!!
https://www.youtube.com/watch?v=2H5kpKBmIM4

Session Number	Step of the Lesson	Teacher Activities	Student Activities	Functions	Monitoring & Feedback
2	Reading Activity. Warm-up, Introduction Reading about African cuisine. Vocabulary Com-prehension Reading	The teacher will write on the blackboard and then will mention the heading of the reading activity called "Smells and Flavors of the World" and then ask questions about this title. The teacher will ask the students what type of cuisine they like the most, whether it is Mexican, Italian, French, Chinese, Japanese, etc. Then they will be asked if they like any African dish. In order to have a better understanding of the reading, several images will be projected with useful vocabulary for the comprehension of the reading. Once the opinions to the previous questions have been gathered, the teacher will proceed to deliver the reading, which the students will do in silence. At the end of the reading, the teacher will inquire about the general context of the reading. Once the reading is finished, in pairs the students will proceed to answer the questionnaire	The student will analyze the proposed headline and make predictions about it, answering the teacher's questions. Students will respond to the teacher the questions posed at the beginning of the session, giving the reasons for their preferences. Students will refer if they are familiar with African cuisine. Students will read "The culinary regions of African Cuisine". Once the reading is done, they will proceed, through a top-down approach, to give a general opinion of the reading, to later answer the questionnaire related to it. The students will express their opinion regarding the reason for the greater or lesser knowledge of African Culinary	To awaken the student's interest in the subject to be addressed in class. Students will recognize the culinary diversity in the world. They will also recognize the knowledge or lack of knowledge of African cuisine. Students will recognize similarities and differences between national and African cuisines.	The teacher will listen to and provide feedback on the student's predictions, answers and opinions. The teacher will detect the greater or lesser knowledge of the vocabulary and context of the students to help them with suggestions of vocabulary and contexts that allow them to express their understanding of the reading, as well as their opinions about it. The teacher will monitor the conversation prompted on why the greater knowledge or lack of knowledge of the topic, as well as serve as a moderator between the differences of opinion of the

		that the teacher will provide them, to be later checked with the teacher. Finally, a discussion will be opened as to why they think they know more about other cuisines in the world and less about African cuisine. (This activity is done on the assumption that students will have little knowledge of African dishes).	Culture.		students.

Text Materials and Digital Resources in the Reading Activity:

1. Reading provided by the teacher, which can also be found on the following website:

https://spicesinc.com/blogs/culinary-regions-african-cuisine#:~:text=Seafood%2C%20goat%2C%20lamb%2C%20beef,the%20rest%20of%20African%20cuisine.

2. Printed questionnaire provided by the teacher.

3. Extra material for reading and reflection at home:

Racism in food? In the United States, Northern European cuisines enjoy a privileged status, while others are called "ethnic".

https://economictimes.indiatimes.com/magazines/panache/food-drinks/why-is-our-food-called-ethnic/articleshow/71130768.cms?from=mdr

Session Number	Step of the Lesson	Teacher Activities	Student Activities	Functions	Monitoring & Feedback
3	Writing Activity Warm-up	The teacher will write on the blackboard and then will mention the heading of the writing activity called "My talent as a writer" and then ask questions about this title.	The student will analyze the proposed headline and make predictions about it, answering the teacher's questions.	To awaken the student's interest in the subject to be addressed in class.	The teacher will listen to and provide feedback on the student's predictions, answers and opinions. Once the Writing activity has been assigned, the teacher will review the students' progress on their script in the next class for possible modifications or improvement.
	Explanation of the elaboration and content of the script.	The teacher will explain that the objective of this activity will be to create a script, in the form of an interview. It is intended to use a format like the one used by content creators called "youtubers". Teams of a maximum of 3 people will be formed to play the roles of interviewer and interviewees. The interviewer will ask pertinent questions regarding the cultural context of a dish, while the interviewees will provide the required information as well as a performance in the preparation of a specific international dish. The teacher will guide and support the student by providing the rules for the writing of the script, as well as with the projection of a video with vocabulary related	Students will create their teams according to their affinities with their classmates. Students will choose a dish from a specific place, trying not to repeat a country or dish. This activity will be organized in the classroom, but being students who only have their English class every Saturday of the week, it is intended that as homework they have a virtual or face-to-face meeting to work on their Wrtiting activity.	Encourage students to participate in a collaborative work in which they individually research and contribute useful and relevant information for the creation of their script. This activity proposes to follow a writing process by selecting and contributing ideas, researching, processing and accommodating information, writing a draft to revise and correct it, presenting the draft to the	The teacher will propose a Language Structures approach to their Writing activity, in which students will identify grammatical and structural patterns, as well as general vocabulary in the kitchen to substitute in their own works and achieve a more correct and uniform product. The teacher will propose the observation of

| | Vocabulary | to the actions in food preparation.

The teacher will suggest reading and solving some exercises related to vocabulary in the kitchen and processes of preparation of a dish found in the book Pioneer Elementary Module 7C. | | teacher for improvements and finally delivering a useful script for the next speaking activity. | some videos proposed in activity one of Listening as models to follow. |

Text Materials and Digital Resources in the Writing Activity:

1. Cooking Actions.
https://www.youtube.com/watch?v=SRRtY928zWk

2. Check some videos from the First Activity Listening.

3. Check and answer some material from the book Pioneer Elementary Module 7C. (Exercises and Vocabulary Support for Working at Home)

Session Number	Step of the Lesson	Teacher Activities	Student Activities	Functions	Monitoring & Feedback
4	Speaking Activity Warm-up	The teacher will write on the blackboard and then will mention the heading of the speaking activity called "Me as an actor" and then ask questions about this title.	The student will analyze the proposed headline and make predictions about it, answering the teacher's questions.	To awaken the student's interest in the subject to be addressed in class.	The teacher will listen to and provide feedback on the student's predictions, answers and opinions.
	Introduction	The teacher will review the students' final product to improve or modify it. Once the pertinent adjustments have been made, the students will be instructed to do a team reading of each of the	Students will present and read their work for improvements and modifications. They will do readings in teams and a reading to the	Evaluate and provide feedback to the student so that the final product is of the highest possible	The teacher will support the student with pertinent observations to improve fluency and pronunciation in the phrasing of

		finished products as if they were doing a pre-reading of a play. Once the students have finished their reading, they will do a reading for the teacher in which they can be given indications to improve their fluency, pronunciation, intonation, rhythm and intelligibility.	teacher in which they will take note of the observations that the teacher makes to improve speaking skills and then proceed to perform and record the video with elements of realia and clothing or adaptations that resemble the reality of the topic they chose.	quality and represents a fun and valuable learning experience for the student.	their dialogues.

Text Materials and Digital Resources in the Speaking Activity:

This activity does not include text materials, nor digital resources since the material with which it is intended to work is the product of the writing activity delivered by the students.

Session Number	Step of the Lesson	Teacher Activities	Student Activities	Functions	Monitoring & Feedback
5	Video Presentation	The teacher will monitor the presentation of the videos, taking notes and helping the students by facilitating the technological means to project their work. The teacher will act as a moderator between the exchange of ideas and opinions about the work of their classmates, trying to guide their observations and expressions towards an	Students will present their work to their peers, who in turn will take notes to participate in a subsequent exchange of opinions about the content of the other teams' work, expressing their ideas and opinions in a respectful and constructive manner.	Promote through the students' final products a communicative and intercultural competence.	For all activities in this planning, teams will express a single opinion that summarizes and expresses their communicative and cross-cultural learning.

		intercultural context of inclusion, equity, respect and dignity.			

Text Materials and Digital Resources in the Second Speaking Session:

Students will bring their videos in MP4 format to project to their classmates.

2.11 Principles to Develop Tests.

2.11.1 Practicality.

Considering the five principles of testing Brown (2004), I integrated these theoretical elements in the evaluation of the activities proposed in my planning. To start I made sure that these evaluations fulfill the principles of practicality by performing assessments that were easy to administer, inexpensive and with appropriate time constraints.

2.11.2 Reliability

On the other hand, I tried to take reliability into account when applying the assessments. I should mention that in the first listening skill activity I noticed that some students were already a little tired when I applied the evaluation because it was done in the last hour of the class, after four hours working with the regular course activities. The heat of the season in the classroom and the already expected

departure of the students at the end of the class, made me reconsider applying the evaluations of the following skills at an earlier hour.

2.11.3 Authenticity.

Authenticity was present in the assessment from the moment that both the research and the production of materials that the students carried out posed completely real scenarios, with assessments that involved the natural use of language and contexts that presented challenges to be solved in real-world situations.

2.11.4 Validity.

On the other hand, I sought to achieve validity by generating in my students a self-reflection on what they had learned at each stage of this intercultural activity, in which the ultimate goal in addition to the practice of L2, would be to express in this language an attitude of tolerance and inclusion of other cultures through the English language.

2.11.5 Washback.

The feedback received by the students in each activity consisted of a reflection on each step of their skills in which the students expressed their opinions and feelings about the topic, always with the support of the teacher who guided and moderated their expressions as a group, as well as helped them to organize their ideas in L2.

2.12 **Implementation of my planning, URL Uniform Resource Locator to find my Video**

https://drive.google.com/file/d/1MOMHunhcul9EISBwTqTB5n6EfxQ5IbD-/view?usp=sharing

2.13 Listening Activity.

I chose to start my activities by giving the students a general context of what they should deliver as a final product once they had completed the tasks with the four skills in English. Having previously explained that we would be doing an intercultural activity, I started by proposing to the students the recognition of our own culinary culture. For this I firstly chose to project them a video from the Youtube platform called "How One Chef Is Fighting To Preserve A Cooking Tool As Old As Civilization Itself | Still Standing". (1) I considered that recognizing our own culinary values was the best way to initiate and motivate my students' interest in such a cross-cultural process.

I asked them to acknowledge the social context, origins and history of the dish they were about to view so that their attention would have a wider span of contex.

Picture 1. Image from video.

(1) https://www.youtube.com/watch?v=ajwxJrhBzx8

2.14 Technology Used.

Although the school where I work provides us with sufficient technological elements to carry out our activities, these resources are not always in optimal conditions and working order. In order not to run the risk of any unforeseen event in the projection of my video, I took my laptop with the necessary cables for the connection to the projector that I borrowed from the school, as well as cables for the connection of the speaker that would provide the audio. I also made sure I had enough data on my cell phone to use it as a modem, just in case the school's internet was not working properly. On the other hand, for the elaboration of the video I bought a special memory of 128 gigabytes to have enough space for recording as well as a small tripod to place my cell phone. The editing of the video will be done with software from an iMac computer that I borrowed that has a simple video editor called iMovie.

2.15 Teamwork.

An important factor to consider in the development of the planned activities is that they would all be carried out in teams. The objective of working in this way was to propose from the beginning collaborative work for all the skills. In this sense, although the dictation of the questions was taken by everyone in the group individually, at the time of answering the questions, the answers were expressed by team consensus and everyone handed in a single answer sheet with the names of the team members. (See appendices)

2.16 Reading Activity

The second part of my planning consisted of a reading activity, I started this activity by proposing to the students a lottery game with vocabulary about food, specifically fruits and vegetables, this game was very successful among the students not only because it represented a break but also a fun and playful activity for them. At first I was the one who passed the cards saying the names of the fruits and vegetables, and then I asked for volunteers to play the game. I should mention that this was an extra activity that I considered including to give a little warm up to the topic of reading the African food.

In addition, I made a list of the 54 foods mentioned in the lottery, which I projected on the blackboard in the third round of the game, with their respective translations so that the students could clear up any doubts about any fruit or vegetable they did not know from the game. To practice with most of the vocabulary, I proposed the exchange of lottery cards in each new game. The acceptance and enjoyment of the activity was such that even after finishing the prizes that I brought as an incentive, the students wanted two more rounds to practice a little more with other cards. It is evident that only some fruits or vegetables would be mentioned in the reading, but at the time I was able to realize that this extra activity was useful when they recognized words like pumpkin, pineapple, corn or peanuts in the reading.

2.17 Warming up and focusing attention on the topic.

I then proceeded with the proposed questioning of "Smells and Flavors of World". When the students recognized the vocabulary of the heading written on the blackboard, they easily expressed their relationship with food of various parts of the world. When asked what types of food and international cuisines they knew, as expected, the students referred to the most expected cuisines such as Chinese, French, Italian, Japanese and of course included Mexican. However, none of the students referred to the cuisine of any country on the African continent. This prompted me to ask about African cuisine to find out if they had any knowledge of any dishes from that region of the world. At this point I must be honest, as a teacher prior to these activities I also had no knowledge of any traditional African dishes. It was then that, faced with the negative of such knowledge, I proposed the reading "The culinary regions of African Cuisine", which I took printed in several sets of copies, together with a questionnaire, as an evaluation that the students would work on, again, as a team.

2.18 Some indications on how to approach the reading.

I proposed to them that they should read and try to identify the unknown vocabulary according to the context proposed in the sentences before or after those words or looking for a similarity with a word in our language, and only if they did not recognize the word and it was of vital importance for the understanding of the reading, they should use a translator, dictionary or consult me to clarify the doubt.

Picture 2. Reading Sample.

2.19 Reading Extra Activities.

After having done the reading I provided the students with, about African cuisine, I had an initiative, which was not in my planning, to ask the students to research with their teams about the cuisine of another country of their choice, its origins, history and a traditional dish. They should also bring, as I did, a set of copies for their classmates with a very brief reading and an exercise for their classmates to work on their understanding of the material. I emphasized that both the readings and the exercises should be brief. On the other hand, I also made the suggestion that just as different types of exercises were proposed in the Africa reading, they should formulate the evaluations for their peers using similar tools or suggesting some other form of evaluation.

The response to this activity was very favorable from the moment the students chose the country and the following week practically all of them had their material prepared.

2.20 Italian Cuisine.

The first team to make their presentation dealt with Italian Cuisine, keeping the content of their work brief and providing their partners with a set of color copies with the reading, some images and two very well elaborated exercises in which they used the multiple choice and true/false formats.

The suggested dynamic to work with was to give them the power to manage the class as if they were the teachers themselves. In this sense, the insistence on giving directions in English as well as the dynamics of interaction with their classmates was not very successful in L2, since the students, due to embarrassment or lack of experience in front of the group, ended up disguising their directions or giving them in L1. However, the enthusiasm and willingness to participate and make the best of their interventions, in general, was evident from the moment they all brought their complete materials.

Doubts about the vocabulary addressed in their work were evident from the first two presentations. For this reason, it was indicated that the following teams should bring a better knowledge of the content included in their work in order to be able to deal with any doubts that might arise from their peers.
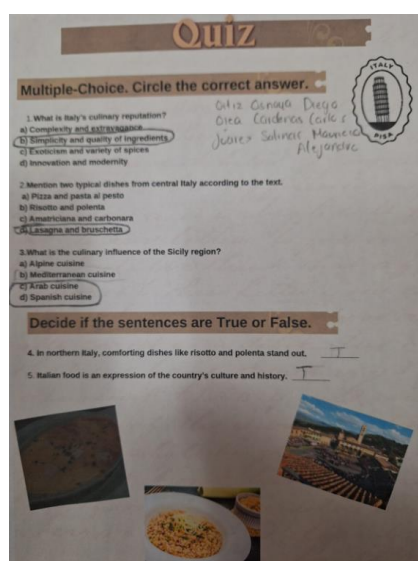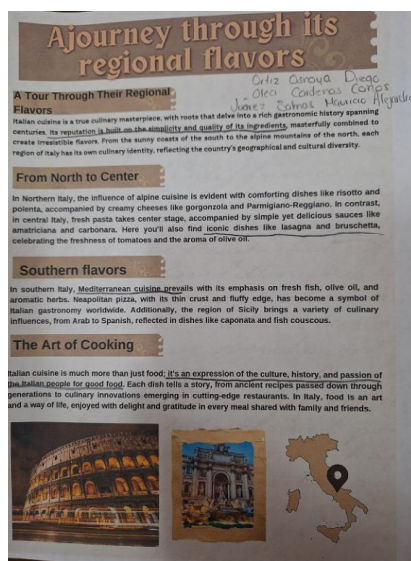
Pictures 3 and 4, Reading about Italian Cuisine as well as the quiz made by the students themselves.

2.21 Mexican Cuisine.

The second team addressed Mexican cooking, specifically a dish as representative of our gastronomy as pozole. In a very brief reading, as required, the team addressed some of the history, tradition and preparation of this dish. The level of vocabulary was very adequate for the total comprehension of the document by their teammates, and the activities proposed by the team to evaluate comprehension were two concise and clear true/false exercises and open-ended questions. Similarly, the team provided a colorful reading for their peers with appropriate images to exemplify the context of their reading. Given the shortness and clarity of their reading, the group in general had an easier time finding the answers to the proposed exercises.
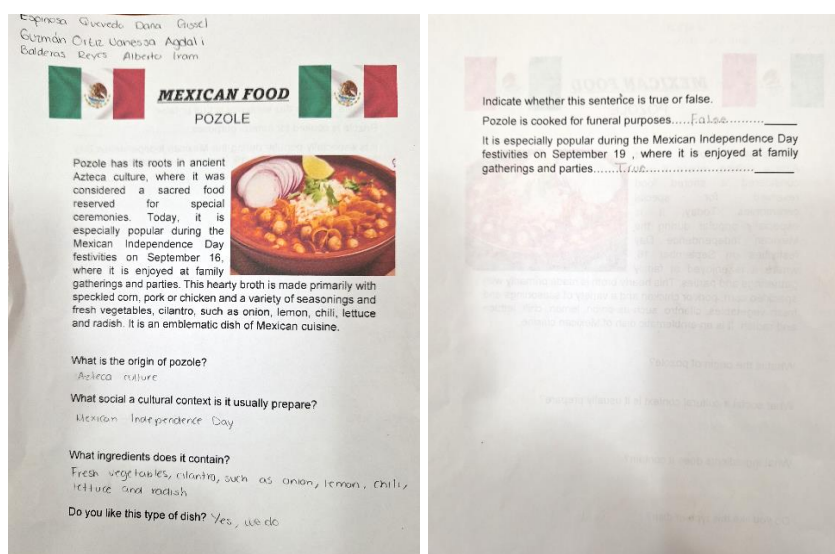
Pictres 5 and 6, Mexican Food with a questionnaire and a True / False exercise.

2.22 Escargots de Bourgogne.

The third team, although they chose French cuisine, focused their presentation specifically on a famous and controversial French dish called "Escargots de Bourgogne", in the presentation the students were able to answer more clearly to the doubts of their classmates regarding the unknown vocabulary in the reading. The test they proposed were four open questions, which were quite well posed, applying recent knowledge obtained in class about superlatives, and thinking with a logic of opposing ideas in their approaches to make their classmates reflect with questions like, Is this dish usually cheap?, when in the reading they propose it as a very expensive dish.

Pictures 7 and 8, Escargots de Bourgogne, a sample of French Cuisine.

2.23 French cuisine.

The fourth reading dealt with French cuisine, in this presentation the students approached a brief reading with a known and understandable vocabulary for their classmates, so the reading and the answer to the questions posed by the team were done quickly.

Picture 9, French Cuisine.

2.24 Japanese Food

One of the cuisines that could not be missed was the Japanese cuisine approached by the fifth team who had a more orderly interaction with their classmates due to the fact that in this team there was a teacher who could have more control of the group. The open-ended questions were answered correctly by their classmates, however when answering some of their classmates' doubts regarding vocabulary, they were unable to define the words in English, making a translation in L1.
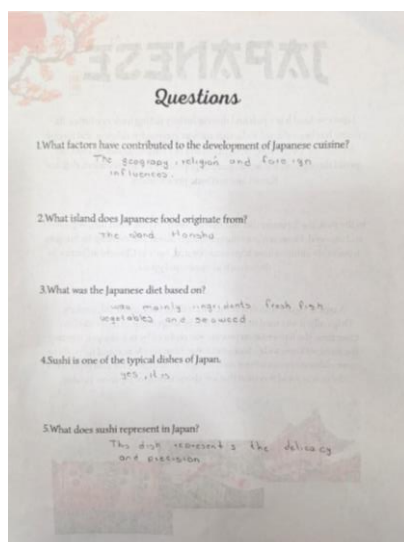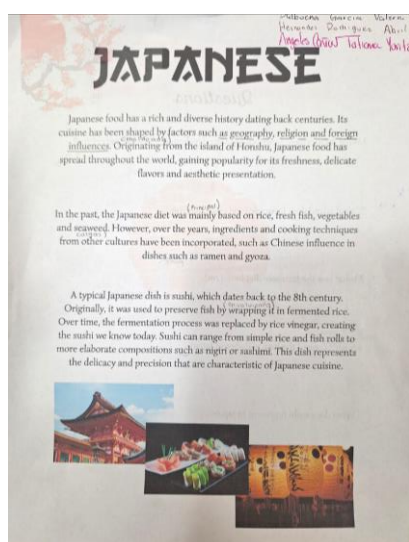
Pictures 10 and 11 Japanese Cuisine.

2.25 Lebanese Food.

The sixth team had a contrast with their presentation, as the reading they provided to their classmates was a little long, with small font and a little more complex vocabulary and structures, however the contrast was achieved with a proposed activity to evaluate their reading with a word search game, which relaxed their classmates and provided a few moments of leisure and fun to the class. They also posed two open-ended questions, which were easily answered by their classmates.
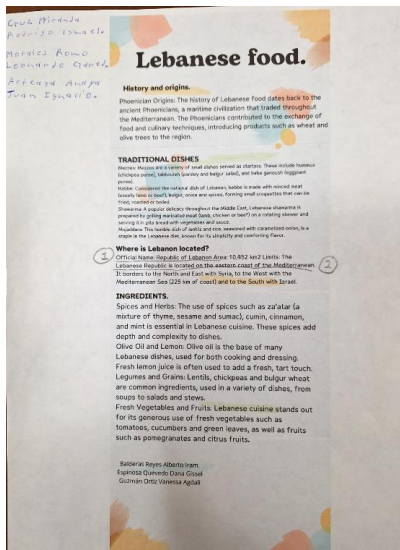
Pictures 9 and 10 Lebanese Food, the team came up with a fun and interesting word search assessment.

2.26 Chinese Food.

Teams seven and eight repeated the Chinese Food topic with two brief interventions, as originally required, and interestingly both teams evaluated their peers with multiple choice and true/false exercises.
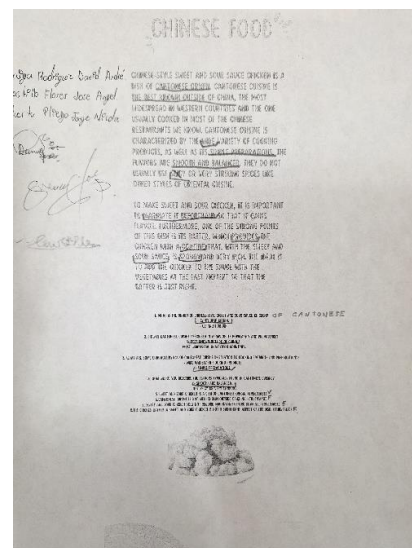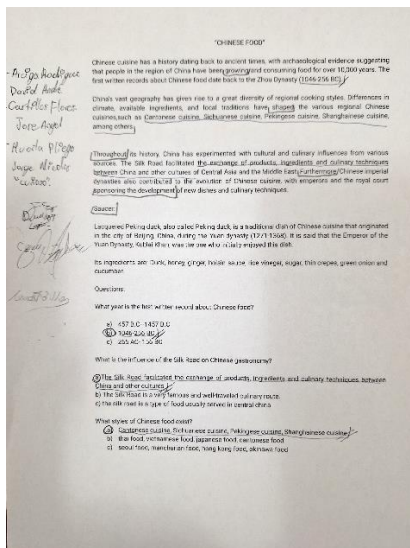
Pictures 11 and 12, two teams addressed the Chinese Food with multiple choice and True / False exercises.

2.27 Writing Activity

In relation to the writing activity, as suggested in the addition to the planning in the previous task, we started with some questions as a kind of introduction, writing on the blackboard "My talent as a Writer" and asking what the heading suggested to them, obtaining some answers that it might mean the story of a famous writer or the skills that a writer might have, etc. In relation to the answers obtained from the literary genres, the answers obtained were drama, such and horror. And as for the question of whether they would like to become writers, with one or two exceptions there was a unanimous negative response.

2.28 Paraphrasing.

Taking into account the basic level in which the students were, I considered promoting among the students an important resource such as paraphrasing. In this sense, students had an infinite number of videos on the Internet from which they could take certain phrases to take advantage of and adapt them to the dialogues in their script. Without promoting the simple copying of native speakers' expressions, they were asked to pay attention to the way they express in order to make simplified and simple adaptations to elaborate dialogues according to the level at which they still were, which in the end would provide greater meaning and clarity for their own classmates. The teacher would finally evaluate the final product based on the students' own process and the difference in delivery between their final product and their first draft.

2.29 Speaking Activity

The final product and stage of the whole process proposed in the planning was the production of a video in which the students would reflect most of the knowledge acquired in the previous stages. Obviously, in order for the students to have the best oral production, this result should come from a process of attention, in the first instance to the correct reading, pronunciation, rhythm and clarity with which they would practice their dialogues, which should be previously practiced in front of the teacher to correct and improve oral aspects of pronunciation such as contractions, elisions, rhythm, intonation, fluency, etc.

In this activity, due to time constraints, the oral practice among students and the corrections made with the participation of the teacher were limited to only one reading of each script per team, recommending the use of technological resources for further clarifications in their recording processes.

Chapter 3

3.1 Experience Report, Projection of the video for the Listening Activity.

At the beginning I observed a special interest of the students in the projection of the video, however, possibly the length of the video, which is 9:06 minutes, could have affected the attention of some students. Although I could not consider my students as still children, they are students who are just beginning their adolescence and as indicated by some authors such as Penny McKay (Penny McKay, 2006), the attention of adolescents is generally no longer than 15 minutes, so I noticed that probably some in my class in the middle and a little more of the video projection began to get distracted and stop paying attention to the material. However, when I instructed them to remain silent and continue watching the material, they returned to watching and listening to it. At this point I reflect that the video material that I have worked with in all the textbooks varies between 2 to 3 minutes of playback, which provides enough time and content to perform the activities related to such material. Perhaps a shorter video would have favored the attention process of my students. Another factor that may have affected the attention of the students was that, due to the mandatory topics of my school program that I had to address that Saturday, the projection of the video took place in the second part of the lesson that lasts 5 hours, being the last hour and a half of the class when they are already back from their break and are a little more distracted or tired.

In choosing this material, I considered talking about such a representative Mexican dish as mole, made by a person of indigenous origins who preserves the tradition of preparation with utensils and ingredients that date back to pre-Hispanic times, which I considered could awaken a sense of belonging and identification in my students.

3.2 Assessing Listening.

As it is established in the planning my listening activity was done with the projection of a video in which a cook from the state of Oaxaca prepares a traditional dish, a mole called Chichilo, which is also known as "sad mole" because it is usually made to say goodbye to a family member because he/she has passed away. To evaluate this activity I elaborated a questionnaire which, being this skill the Listening skill, I decided to also dictate the questions. In this sense I realized that, although I did a slow dictation of the items, some students wrote down what they understood best, it should be noted that some students still write some words practically as they hear them or think they are written. However the general

context was well understood and the students' answers were generally correct. It could be said that the group in general had a 90 percent understanding of what was asked in the dictation, which means a very acceptable comprehension of the material presented. Although there were significant deficiencies in the spelling presented in their questionnaires, since writing was not the skill being evaluated, these errors were not taken into account. The category in which I would classify this type of assessment would be Selective listening tasks, since it was about detecting brief pieces of information in a listening passage, which was done with open-ended questions. (See appendices)

Perhaps in order to generate a longer discussion, more questions should have been included to encourage a more prolonged debate or discussion, but in general the understanding and the objective of valuing our culinary context was relatively successful through oral responses.

3.3 Listening comprehension outcomes.

I must state that there was information in L1 in the material heard, from the Mexican cook, that might have helped the students to understand and answer the questionnaire, but for example when I asked the question about the social context in which the dish was prepared, one of the students referred to the word "mourning" that refers precisely to the context of funerals, others expressed the idea of being prepared when a person dies, which indicates that each team in their own way expressed the same idea of the context with their own words. When a student was asked about the dish prepared, although it is mentioned through all the video he referred to "Chichilo", and when that question prompted him to explain what Chichilo was, he was certainly able to express himself with the simple phrase "It is a kind of Mole", which refers to a certain ability in his comprehension and the skill to respond in a simple way to a questioning.

An interesting and even surprising fact for me were the answers to the last question of the questionnaire, since the question asked if they identified with the context presented. This question was possibly not well posed or well understood, or I simply expected that the vast majority did identify with the context of the video, since curiously there were responses that identified one hundred percent with the context presented because they were Mexican and enjoyed their food, but in the same way there were also several responses in which they expressed that they did not identify with this cultural context and that they did not like mole, which contrasted with my expectations regarding a general recognition of our roots, a generalized taste for mole and a pride in being part of this culinary culture. Without any

prejudice for the expressed preferences of the students, it was unexpected that some students did not feel involved in this context.

3.4 Reading Assessment.

When I first began my planning, the way to obtain information and assess my students' comprehension in the Listening and Reading activities was written in the same way, using open-ended questions. However, having approached the last lessons of the course, I considered it more appropriate to change a bit the way of applying the assessments in the Reading activity. Although I decided to change the assessment tools in this skill I kept a traditional approach to assess with standardized formats such as False/True, Fill-in-the gaps, Multiple-Choice and I kept some open-ended questions to wrap up and listen to the students' opinions regarding the reading. (See appendices)

In addition to providing the answers, students had to refer to the part of the reading that supported the answers, and I again got, in this way, a general and correct understanding of the reading from all teams in the group.

Although I obtained a consensus of correct answers in the exercises in which the options were chosen or the sentence had to be completed with a word, at the moment of approaching the open questions, there is still a reluctance in these students of basic level 4 when they give answers to the open questions; It is difficult to obtain sentence structures of more than two or three words, having to propose another student on certain occasions to provide fluency and replace the one who could not structure an answer after their attempts or having to assist and complete a little the answer of a student who answers correctly but partially, which shows that there is still a lack of proficiency in the structures as well as a lack of confidence to use the knowledge that they already have at this level.

Most of the students reported a fairly high understanding of the reading according to these assessment formats, providing practically most of their correct answers as well as adequately underlining the justifications in the reading. In relation to the last four questions of the questionnaire, questions 12 to 15, I could corroborate that indeed top-down processing strategies would not yet be adequate for this level, because although they seek to express their thoughts they still do not have enough elements to elaborate long or complicated sentences, reporting very short answers and not wishing to engage in paraphrasing complex sentences that would put them in evidence in front of their peers. (See appendices)

3.5 Learner-Centered Assessment.

It was at this stage of the reading ability when I asked the students to get involved by selecting the country from which they were going to research about its culinary culture. In this sense, I also requested that the material they researched should be very concise and present relevant information about the history, origins, traditions and a traditional dish. Additionally, I directed their attention to the questionnaire I provided them with about African cuisine so that they could get involved in their own evaluation, and that of their classmates, elaborating a very brief questionnaire, with no more than 5 items, with techniques and formats like the ones used in the quiz I gave them. In this way they not only investigate about their material but they also involve all their classmates in their work, since as an additional dynamic in the class, the members of each team will come to the front, as if they were now the teacher, to monitor the answers of their own classmates as when they gave me the answers to the African cuisine quiz.

I could acknowledge that overall the group worked and behaved at a very acceptable level of performance during the research, presentation, reading comprehension and peer evaluation. From the beginning all the teams had their material prepared and several participated with initiative and imagination to carry out their approaches to evaluate the comprehension of their classmates.

Although sometimes there were small moments of disorder, which are very natural behaviors for this type of students, the activities were always carried out in an atmosphere of respect and cooperation among classmates.

3.6 Writing Assessment, Review of drafts.

At this point I must mention two major drawbacks.

The first inconvenience was that I started the writing activity as a warm-up with the questions already mentioned on May 25th, and since we would still have one more Saturday of work prior to the last Saturday in which they will present their projects and also have their final exam on Saturday June 8th, I considered that we would have time for them to work with their drafts of the script in class and make the necessary corrections on June 1st in which I find myself writing this part of my assignment. But prior to this Saturday June 1st at almost the beginning of the week we were informed that due to the electoral weekend the school would be closed and that we would have to teach our lessons online. At that

moment I made the decision to ask the students, via whatsapp, that instead of working on their drafts in class, they would start with their teammates and we would review them in the lesson we would have online. Being a very accomplished group most showed up for the online lesson and showed me their drafts and I proceeded to review some of them. But unfortunately at this point another inconvenience presented itself more for me as a teacher than for them as students who did their activity looking to submit it as best as possible.

This second drawback to which I refer is that although the indication was to write their scripts with ideas and by their own hand, at the level of knowledge that they possess, when checking them I realize that I could not have written them better, since their elaboration, although it presents ideas that they could express themselves, also presents a very high level of proficiency in English, which makes it evident that practically most of my students wrote their ideas in a translator and presented drafts to which a teacher could not make practically any observation. Making their evaluation an uncomfortable paradox of excellent writing but evident abuse of technological resources. (See appendices)

If I had had to strictly evaluate this writing activity, a severe parameter would have been to cancel and repeat their submissions, however the willingness of the students was genuine and in this case only the observation was made that future assignments should be done by themselves.

3.7 Abuse of technological resources.

Due to the inconveniences and unforeseen events mentioned in the previous paragraphs, I must make some comments regarding technology, which in terms of usefulness I consider to be extraordinary learning and teaching tools. However, it is important to emphasize that as teachers we often notice the abuse that students make of these resources to avoid efforts and learning processes essential in their formation, making an abuse and sometimes an absolute replacement of the responsibilities that correspond to them. Frequently as teachers we find ourselves with cases like the one I expose, when the student considers that in the spirit of presenting their work in the best way, they can also do it with the least effort and then we receive frequent copy-paste of activities that should have been done by a greater effort of the students, who at a certain time in an incredulous way think that they can go unnoticed.

The clear contrast in the way my students wrote in the dictation I did in my listening activity and the supposed drafts I received are evidence of the above. If I also have to add one or two more details of the abuse of technology in the classroom, it is for example when students have to take notes of something

when it is written on the blackboards, since not few prefer to discreetly or openly take out their cell phones and take pictures of what is written on the board, thus losing the invaluable practice of reasoning the content when writing and even the practice of calligraphy, which has also deteriorated too much by the abuse of the image and the lack of a commitment to writing. Perhaps this aspect could be noted as an aspect to consider when discussing the advantages of technology in this specialization.

3.8 Speaking Assessment.

Within the Microskills considered to evaluate the oral activity, the length of the chunks in their sentences, rhythm, intonation, accentuation patterns and the fluency of their speeches when acting out their dialogues were observed. As for the Macroskills, their competence to communicate adequately and make clear the purpose of their dialogues by conveying their culinary contexts effectively was assessed. That the style represented, depending on the country they had chosen to represent culturally, would fit the context referred to. That their ideas, feelings and thoughts were expressed as clearly as possible. That their facial and body language corresponded to the objectives of their representation, and that although they had no interlocutor, their classmates, who would receive the content of their videos, had an acceptable reciprocity by orally expressing an adequate understanding of the material seen and heard.

3.9 Speaking Outcomes, Final Products.

Although there were videos that evidenced organizational problems among them and some technical problems such as very low volumes,in general, the video projects were very good and two of the most outstanding works were those in which the students moved to Mexico City's Chinatown as a stage and another team made a representation of a newscast with special effects worthy of mention.

Pictures 13, 14 and 15, some sample images of the videos.

3.10 Informal Assessment.

Due to the extra implementation in the Reading Activity, this project was carried out during six consecutive Saturdays out of the eight that a bimester lasts with each group. As the activities of all the skills were carried out by teams, the evaluations were both formal and informal, since in some self-evaluations implemented by the students themselves, even playful activities were implemented, in this sense, more than a rubric to evaluate the competencies, acknowledgements were extended for the work done by the team, ranging from congratulations expressed by the teacher for the effort made to applause by the group to their peers for the work presented. Evidently, feedback was present in the dynamics performed, when the standard evaluation tools were applied, but in general a continuous informal evaluation was applied with acknowledgements for their work that motivated the students to finish a learning process with the same enthusiasm with which they started.

4.1 Portflolios.

Considering the process in which the students answered the listening comprehension activity questionnaire I provided, the readings and exercises they researched and developed, the scripts presented and the final product which was the video for the speaking skill, all together represent a valuable set of evidence that should be valued, as they show the effort and growth the students had in learning an L2 through this cross-cultural activity. For this purpose, as the activities were developed by teams, their portfolios were integrated into different colored folders to keep the evidence of each team.

In a brief but rewarding final revision, students checked and self-assessed their entire learning process, recognizing achievements and mistakes in an activity that undoubtedly left them with a complete learning experience.

4.2 Conclusions.

The forms and methods of teaching and learning English have undergone revolutionary changes in any part of the world where the subject is taught. The principles and standards proposed by organizations such as the Common European Framework of Reference for Languages (CEFR) promote and invite

teachers and students to an international level preparation that results in a sufficient standard so that those who interact with the language in different social and cultural contexts can have the effective and efficient communication that is required in the global world in which we currently live.

Mexico is not the exception in this transformation process, and we as teachers are the first responsible for acquiring the knowledge and tools to be at the forefront in the evolution of English teaching methodologies. The risk of remaining in teaching processes based on a language system, such as the one in which many of us may have developed our learning, carries the consequence of not turning our students into social agents who use the language to perform actions and interact with the real world and only leave them as producers of sentences that do not adapt to the demands of real communicative processes, leaving them behind in international competition.

This international competence is very well addressed with the closing of this specialization, in which an intercultural activity was proposed where students were immersed in the research and elaboration of tasks through the four skills which allowed them to visualize language in an integral context of social interaction through an interesting topic that, depending on each teacher, involved them in communicative processes with their peers through the target language and different functions that were meaningful for the students.

As the main result of this project, I recognize that it was possible to transmit to the students an integral and complete process of language learning with the practice of the four skills in a series of interconnected tasks with the same purpose. On the other hand, it was possible to transmit to the students the values of equity, equality, tolerance and inclusion proposed by the project, since visualizing the differences and at the same time the values of other cultures awakened and broadened the cultural horizons of the students.

As my students are still teenagers it is of vital importance to sow the values mentioned above, and through my first activity, which was in the listening skill, I sought to recognize the root of them by recognizing our own identity. Just as we were invited in the beginning to recognize our identity as teachers, in the same way students should recognize themselves as proud members of a culture as rich and valuable as the Mexican one. Recognizing through a single dish, in this case mole, part of our culinary culture, its history, its origins as well as traditions and customs set the basis for being receptive and tolerant to the same aspects related to cultures different from our own. On the other hand, carrying

out this process through L2 was an interesting way to learn and practice the language in real life contexts through authentic materials that move away from the sometimes stiff structures of a textbook.

In the second stage of my intercultural activity, the students were able to recognize a culinary context that was totally unfamiliar to them, such as African cuisine. I considered this proposal to awaken the students' interest in the knowledge of cultures as little explored as the African ones. In this way they not only practiced vocabulary related to food as well known as that of Western gastronomy but also identified, through the target language, some foods and customs different from Western ones.

In this second stage of learning, and based on the positive response to the reading, I dared to improvise an extra activity to my planning that derived in an enthusiastic response from the students to do research about different international cuisines to practice them through short readings and assessment instruments elaborated by the students themselves, as if they were taking the teacher's leadership. I consider that this extra activity, although it could be seen as improvised, enriched my intercultural activity in a relevant way, since it provided elements that strengthened the continuity for the writing and speaking skills. In this context, it is necessary to note that although our planning represents a support guide for our performance in the classroom, it should not be considered as restrictive elements that prevent us from making proposals on the progress of our lessons that could enrich and even improve some aspects not considered in our lesson plans.

As a third step we addressed the writing skill in which they had to elaborate a script based on the international cuisine chosen by their team, at first I considered applying several steps of the fourth Hyland approach called "Writing processes" (Hyland, 2002), in which once the topic was selected the students would do brainstorming which they would write down to make a draft that would be reviewed by both peers and the teacher, so that once corrected the students could use it as a basis for their speaking activity. In theory the steps were carried out but with the limitation of time, an online class and the abuse of technology by the students to develop the activity. Practically ready their drafts, these were shown to me in the distance session complicating a little the development of review and observations due to the limitations of online interaction, however part of the objective in this skill was met, although not with a realistic delivery according to the cognitive level of the students, but according to the approach and development of their ideas. As I mentioned during the development of this document, technology can be a great ally of the teacher and the student or also a hidden enemy that substitutes the effort and learning of those who use it.

Despite the inconveniences mentioned, I consider this intercultural activity as successful, since the students were committed from beginning to end for the best development of the activity, attending to the audios and readings, answering the exercises, elaborating their writings and delivering their final product which was the video based on their scripts to make their performance. Although there were videos with some technical audio problems (some were heard at a very low volume) there was also enthusiasm on the part of others to integrate special effects or move to special locations like the Chinatown to use it as stage and achieve a more realistic environment for their work. Based on the scripts prepared, a brief correction in rhythm, pronunciations and intonations was carried out so that the students could then do the remaining work and record their videos at home or the scenarios chosen by them.

Finally, with a brief feedback and mutual recognition, the students applauded and acknowledged the work of all their peers and the benefits of the whole process of this intercultural activity.

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Appendices

Sample of Dictation

Balbuena Garcia Valeria Aurora.   Angeles Cañas Tatiana.

Hernandez Rodrigez Abril fatima

What did you think of the video?

Us opinion is very important keep the tradicional cook

2 What is about?

Tradicional dish

3 what is the dish that is beging prepain?

The video talking about of preparation the mole chichila

4 what social or caltural contex is usoally preparating?

Them is preparing when someone die

5 what is the origin dish?

The dish origin from Oaxaca

6 What ingridians does it contein?

The ingredians of chichila are onion, chocolate, very types
of chili, garlic, sesame seeds, salt, pepper and spices.

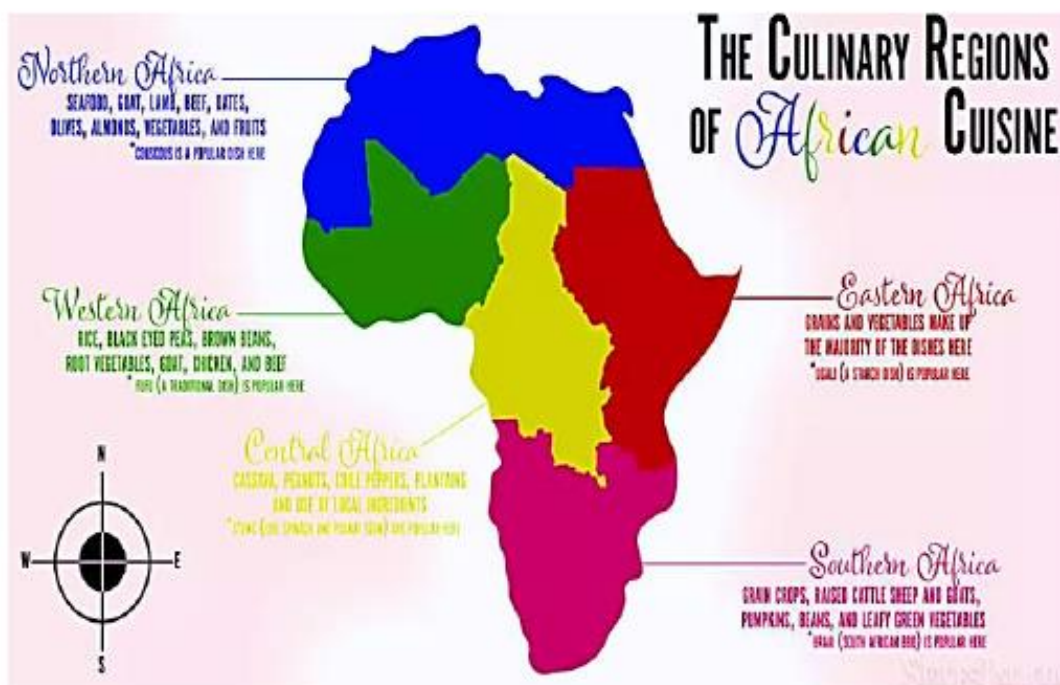7- What ansestra are use?

She uses a metate of 50kg

8- Do you like this tipe kind dish?
No body them are eating

9- Do you identife we the content presents?

No, we don't

Reading proposed by the Teacher.

Africa is an extremely diverse continent, being the second largest landmass on the earth. It is perhaps even more diverse than North America, and the many foods found there can also be seen in American cuisine, whether you know it or not. African cuisine can be broken down into a few distinct regions: Northern, Southern, Central, Eastern, and Western Africa. North African cuisine is the most popular of the cuisines in the United States, though touches of the others are gaining popularity too.

With these five regions come food traditions that are linked to both geography and tradition. It is easy to say "African food" but it is much more nuanced than a giant category such as that can really highlight. Appreciating and understanding each region's cuisines will help you gain a better understanding of what foods you may already be eating that have African roots!

Northern Africa

Seafood, goat, lamb, beef, date, olives, almonds, as well as a variety of fruits and vegetables are the most important parts of Northern African cuisine. There are many Muslims in this part of the world, so pork is not an important ingredient when compared to the rest of the world, or even the rest of African cuisine. The most popular dish in America that has come from this cuisine is couscous, which sounds fancy but is simply a teeny little pasta. It's not a grain, despite the common belief that it is. Couscous is also popular in France, where it is eaten frequently as a side.

While many of the Northern African countries have dishes which share names, you will discover that plenty of them are quite different from one another. For example, a "tagine" dish in Morocco is a slow

cooked stew while the food that shares this name can be found in Tunisia as something that is much more like a frittata or a quiche. Despite these differences, the spices used in each country's foods are very similar. North African dishes feature cumin, ginger, paprika, cinnamon, peppermint, parsley, coriander and saffron. Turmeric, dried chiles, dried mint, and sesame seeds are also popular spices in Northern Africa.

Southern Africa

Sometimes called "rainbow cuisine," Southern African foods are a made up of a mix of influences from indigenous tribes, European cuisines and Asian cuisines. There were multiple indigenous tribes in Southern Africa, each with their own culture, language, and cooking style. The largest indigenous group was and remains the Bantu group, who grow crops and raise cattle, sheep, and goats. They grow pumpkins, beans, and leafy green vegetables as well. The Khoisan, another indigenous group whose descendants make up a decent amount of today's South Africans, were hunter gatherers. Beer was a huge part of their diet and families were traditionally expected to have copious amount of the alcohol on hand for guests to drink if they were to come by. Beer was usually brewed by women and their status as a housewife would sometimes even be judged on her ability to make beer.

Today South Africans enjoy "braai," or South African barbeque, on the weekends. This meal is usually made up of a lot of grilled meat, which is not too far off from the summer weekend traditions of Americans. Milk has also always been important to the South African diet, and today there are plenty of products there that are similar to those you would see in America.

Central Africa

Central Africans tend to stick to their food roots. Because they have been so centralized, many food trends have been unable to penetrate their culture and cooking habits. People here use primarily local ingredients, except for cassava, peanuts, and chile peppers. Those ingredients have managed to permeate the otherwise rigid food culture of Central Africa. Food staples in this region include cassava, also known as tapioca, and plantains which are a multidimensional food in and of themselves. Plantains can be fried, baked, mashed, and used as an ingredient in many other dishes or simply eaten alone. Starchy foods are also made from the fermented cassava roots and are then served alongside meats. Stews are popular here, from spinach stew and peanut stew to African Vegetable Stew. Beef and chicken are the most common meats consumed, but it is not unheard of to find crocodile, warthog, monkey, or even antelope on the menu.

Eastern Africa

Eastern African cuisine is very interesting, since it is predominantly comprised of starches with much fewer meat options. Cattle, sheep, and goats were historically raised for currency, not for a food source. In certain areas, the milk and blood of the cow may have been consumed but the meat was rarely used for anything. Maize, or corn, is the main ingredient in the hugely popular and common dish ugali, a starch dish that is eaten with stews and meat, if meat is served. In Uganda, a green banana called a matoke is the source of starch for most meals. Doro Wat, or Ethiopian chicken, is a meat-based dish that is eaten with rice and vegetables.

Over time, immigrants have colored the foods of Eastern Africa. These immigrants were predominantly Arab, British, Indian, and Portuguese. The Arabs contributed steamed rice and spices like saffron, cloves, and cinnamon. The British and Indians brought vegetable curries and lentil soups, while the Portuguese were more exotic with their additions of chiles, pineapples, and domestic pigs which could be slaughtered.

Western Africa

Fufu is a traditional dish in Western Africa, with many people considering it the most important. Maize, being an ingredient in fufu, is a common ingredient in Western Africa. Couscous is also popular here. Palm wine is an important part of Nigerian cuisine. It is an alcohol made of the sap from various palm trees and is enjoyed at special ceremonies like weddings but can also be found consumed in the everyday. The seeds of the Guinea Pepper, also known as Grains of Paradise, come from traditional West African plant that are ground or used whole as a spice. Rice, black eyed peas, brown beans and root vegetables such as yams are also important ingredients in the cuisines of West Africa, which has begun to change over time. Meat has become increasingly consumed alongside salt and fat. This is a stark contrast against the traditional diet of native palm oils and an abundance of leafy greens. Goat is often the meat of choice, but you may also find chicken and beef offered. Western Africa continues to embrace many of their cultural rituals that center around food and drink, despite this shift in food preferences. Water is an especially valuable and honored resource. If you are a guest in a West African home, expect to be first greeted with a glass of water and a smile. This is something very unlikely to ever change.

African cuisines in general are beginning to gain popularity across the globe. The foods of Africa are colorful, flavorful, and easily replicated from simple ingredients. The wide variety of grains, meats, and vegetables consumed in Africa means there is a meal for everyone to enjoy, it's just waiting to be discovered.

Quiz About African Cuisine. (First Version, not implemented)

African Cuisine Quiz.

1. According to the reading, in which continent could there be greater diversity in culinary culture, in America or in Africa?

2. In how many regions can be broken down the African cuisine?

3. Which ones?

4. Do North African muslims like to eat a lot of pork?

5. Mention a famous dish famous in France and America that comes from Northern Africa.

6. What is the nickname of Southern Africa cuisine?

7. Why is that nickname?

8. Mention some animals that the indigenous tribes of South Africa usually raise, as well as some of the foods they usually grow.

9. Which beverage is highly consumed in South Africa?

10. Mention the most important tuber in the Central African diet, and what is its name in Spanish?

11. What kind of immigrants have enriched the culinary culture of Eastern Africa?

12. What drink is usually consumed at weddings in Western Africa?

13. Would you like to try some dishes from African cuisine?

14. Why or why not?

15. Did you know any African dishes before doing this reading?

16. Do you think there could be some discrimination in the world regarding African food?

Transformation of the first Quiz about African Cuisine, Implemented.

African Cuisine Quiz.

Decide if the sentences are <u>True or False.</u>

1. According to the reading, there may be greater culinary diversity in Africa than in North America _____

2. African cuisine is broken down into 4 regions.._____

3. North African muslims like eating a lot of pork.._____

4. The famous French dish called Couscous comes from Northern Africa......................................._____

Multiple-Choice. Circle the correct answer.

5. Some animals that the indigenous tribes of South Africa usually raise to eat are:

   a) pigs and chickens   b) sheep and goats   c) camels and elephants   d) horses and cows

6. The nickname of Southern Africa cuisine is:

   a) Colours of Food   b) rainbow-coloured   c) South African cuisine   d) rainbow cuisine

7. Some of the South African crops include:

   a) carrots and potatoes   b) tomatoes and onios   c) cucumbers and garlic   d) pumpkins and beans

Fill-in-the-blanks.

8. _____ is a highly consumed beverage in South Africa.

 9. Cassava tuber is also known by the name of_____

10. Some of the immigrants who have enriched the cuisine of East Africa are of different nationalities such as:

_____

11. _____ is usually enjoyed at weddings in Western Africa?

Open-ended questions.

12. Would you like to try some dishes from African cuisine?

13. Why or why not?

14. Did you know any African dishes before doing this reading?

15. Do you think there could be some discrimination in the world regarding African food?

A Quiz Answered by a Team.

African Cuisine Quiz.

Decide if the sentences are True or False.

1. According to the reading, there may be greater culinary diversity in Africa than in North America ___T___

2. African cuisine is broken down into 4 regions.... ___F___

3. North African muslims like eating a lot of pork.... ___F___

4. The famous French dish called Couscous comes from Northern Africa.... ___T___

Multiple-Choice. Circle the correct answer.

5. Some animals that the indigenous tribes of South Africa usually raise to eat are:

   a) pigs and chickens   b) sheep and goats   c) camels and elephants   d) horses and cows

6. The nickname of Southern Africa cuisine is:

   a) Colours of Food   b) rainbow-coloured   c) South African cuisine   d) rainbow cuisine

7. Some of the South African crops include:

   a) carrots and potatoes   b) tomatoes and onios   c) cucumbers and garlic   d) pumpkins and beans

Fill-in-the-blanks.

8. ___beer?___ is a highly consumed beverage in South Africa.

9. Cassava tuber is also known by the name of ___tapioca___

10. Some of the immigrants who have enriched the cuisine of East Africa are of different nationalities such as:
    These immigrants were predominantly arab, British, Indian, and Portuguese

11. ___Palm wine___ is usually enjoyed at weddings in Western Africa?

Open-ended questions.

12. Would you like to try some dishes from African cuisine? Maybe if I try them, the cuisine thee in Africa sounds very attractive

13. Why or why not? Because apart from the fact that their cuisine sounds attractive the ingredients they use to make each meal are interesting

14. Did you know any African dishes before doing this reading?
    No, I didn't know any

15. Do you think there could be some discrimination in the world regarding African food?

    Yes, there can be discrimination towards African food since they don't know it or haven't read about it.

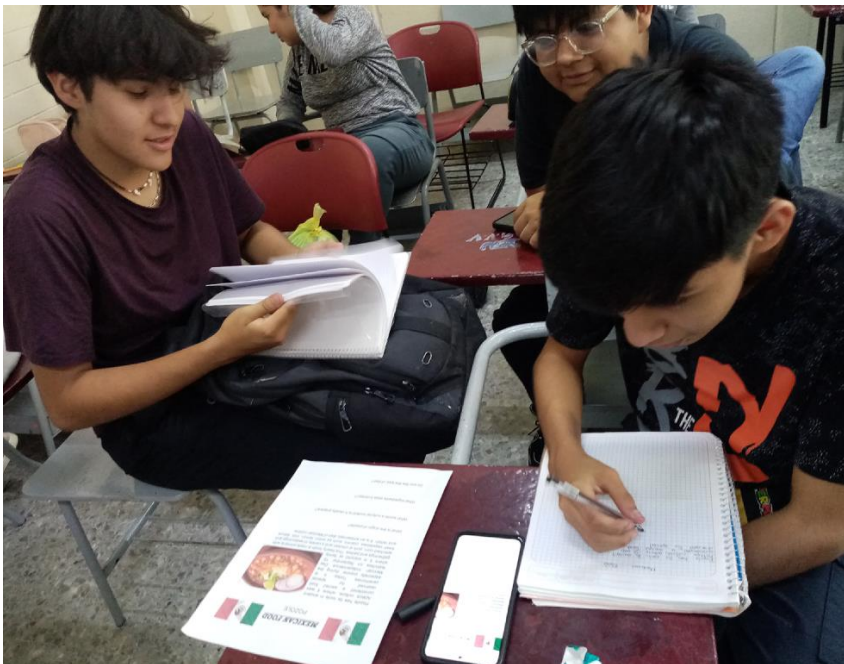**Watching The Video About the Mexican cook preparing Chichilo Mole.**
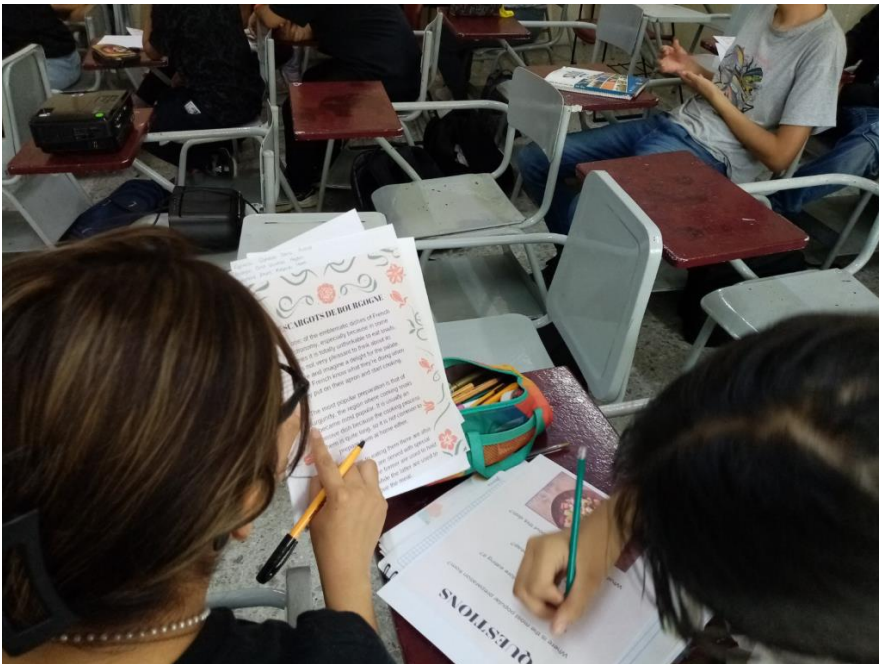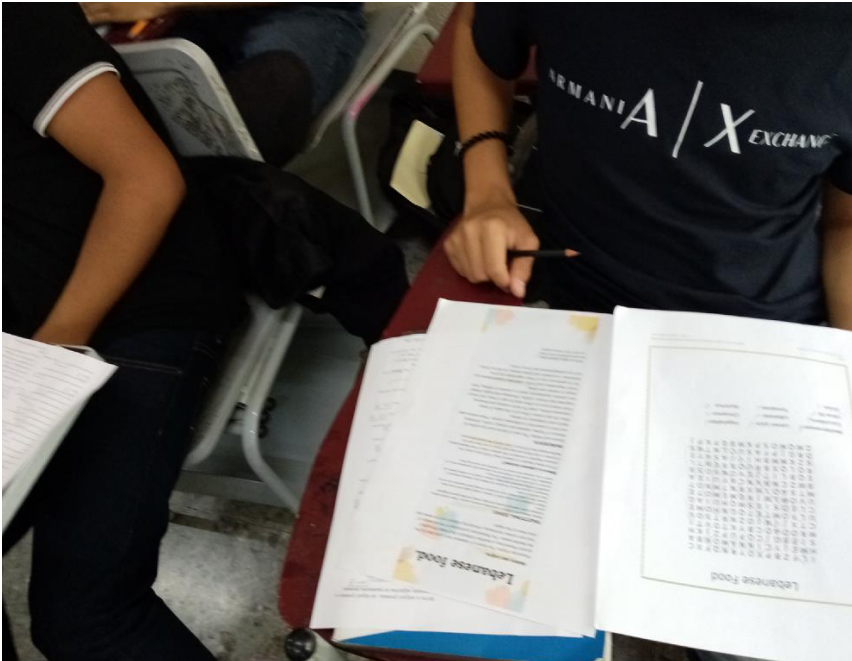

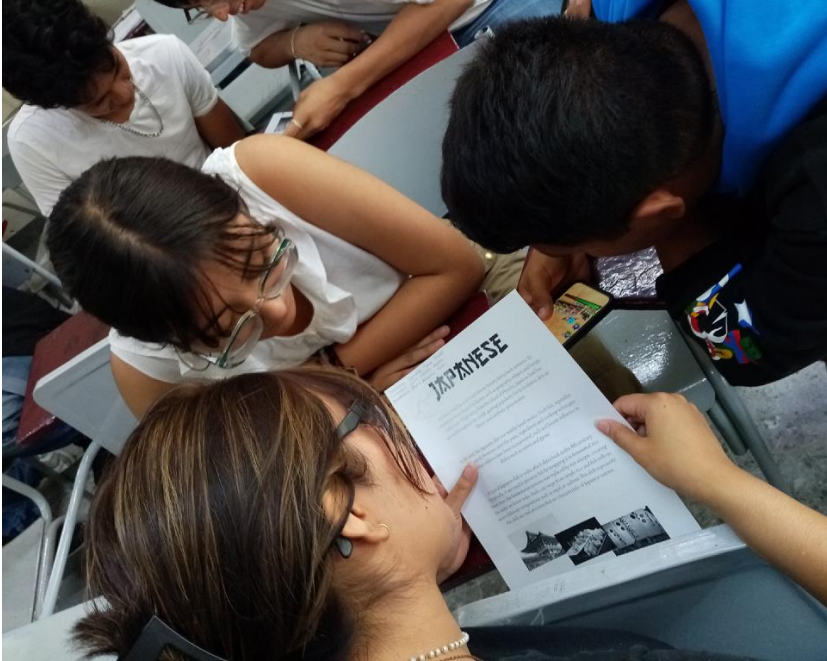**Reading About The African Cuisine**
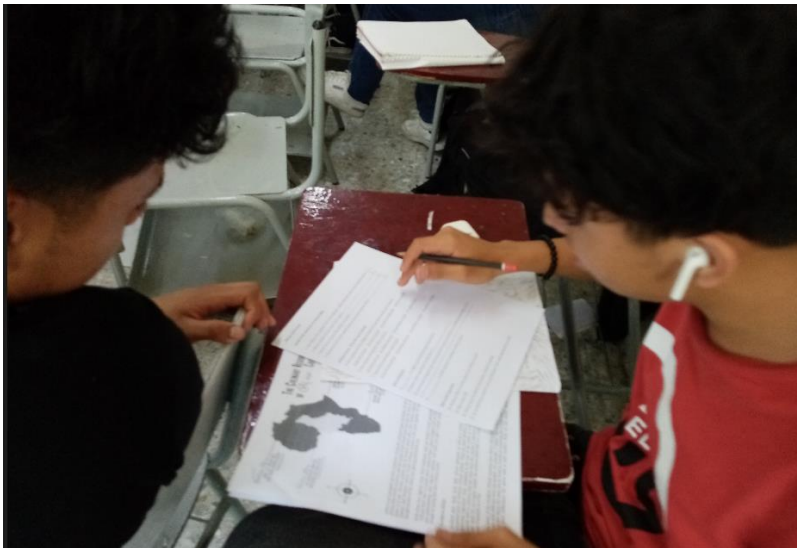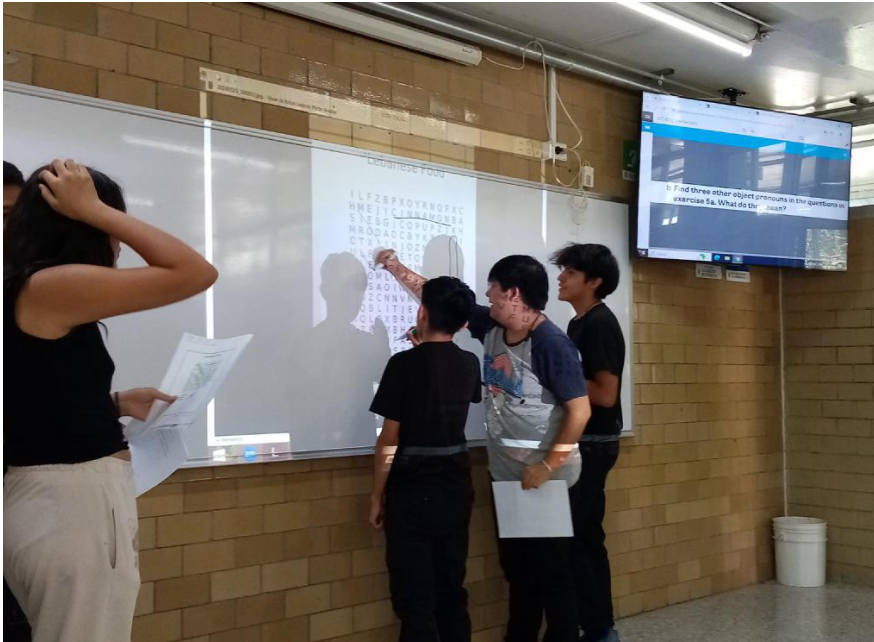
Reading About Mexican Food.

Anwering in Teams

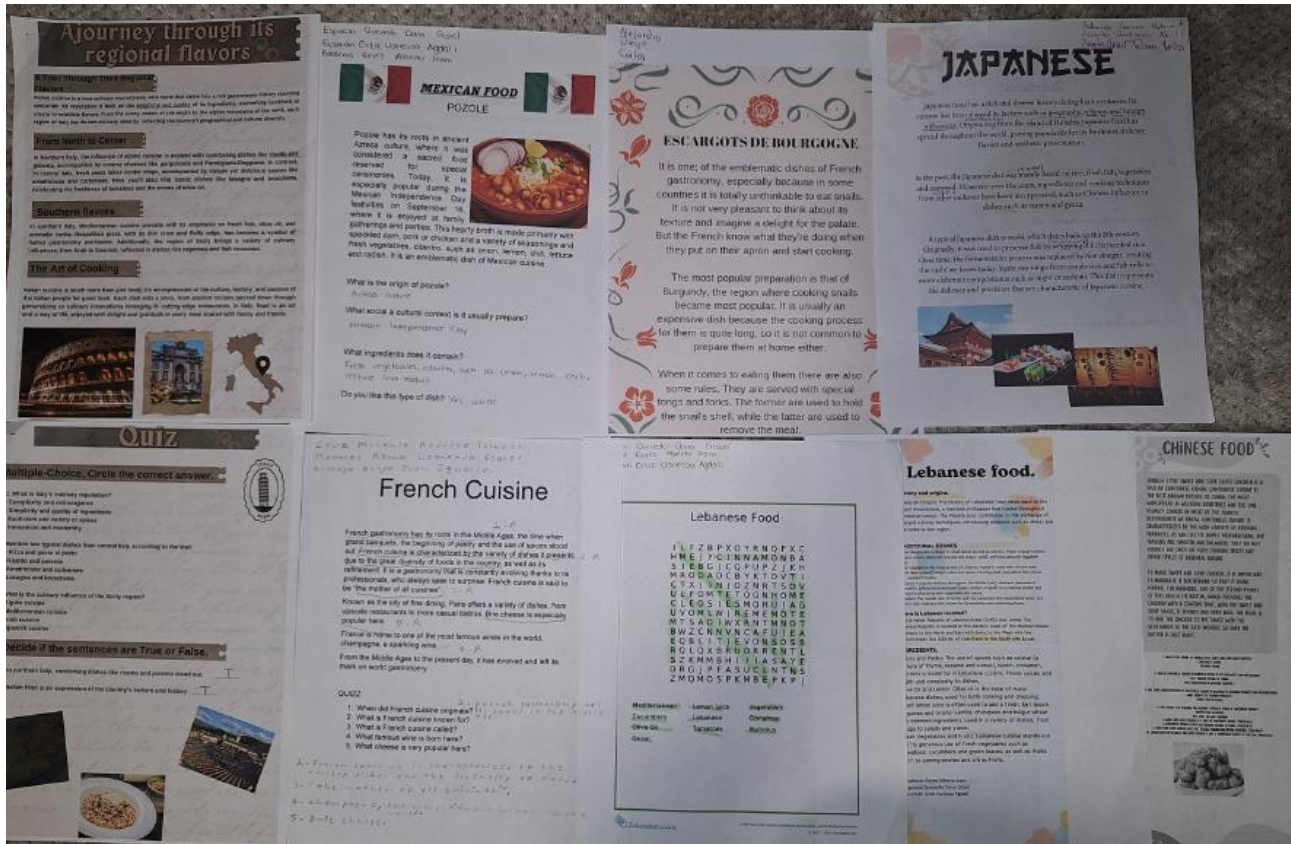**Students play the role of Teachers.**

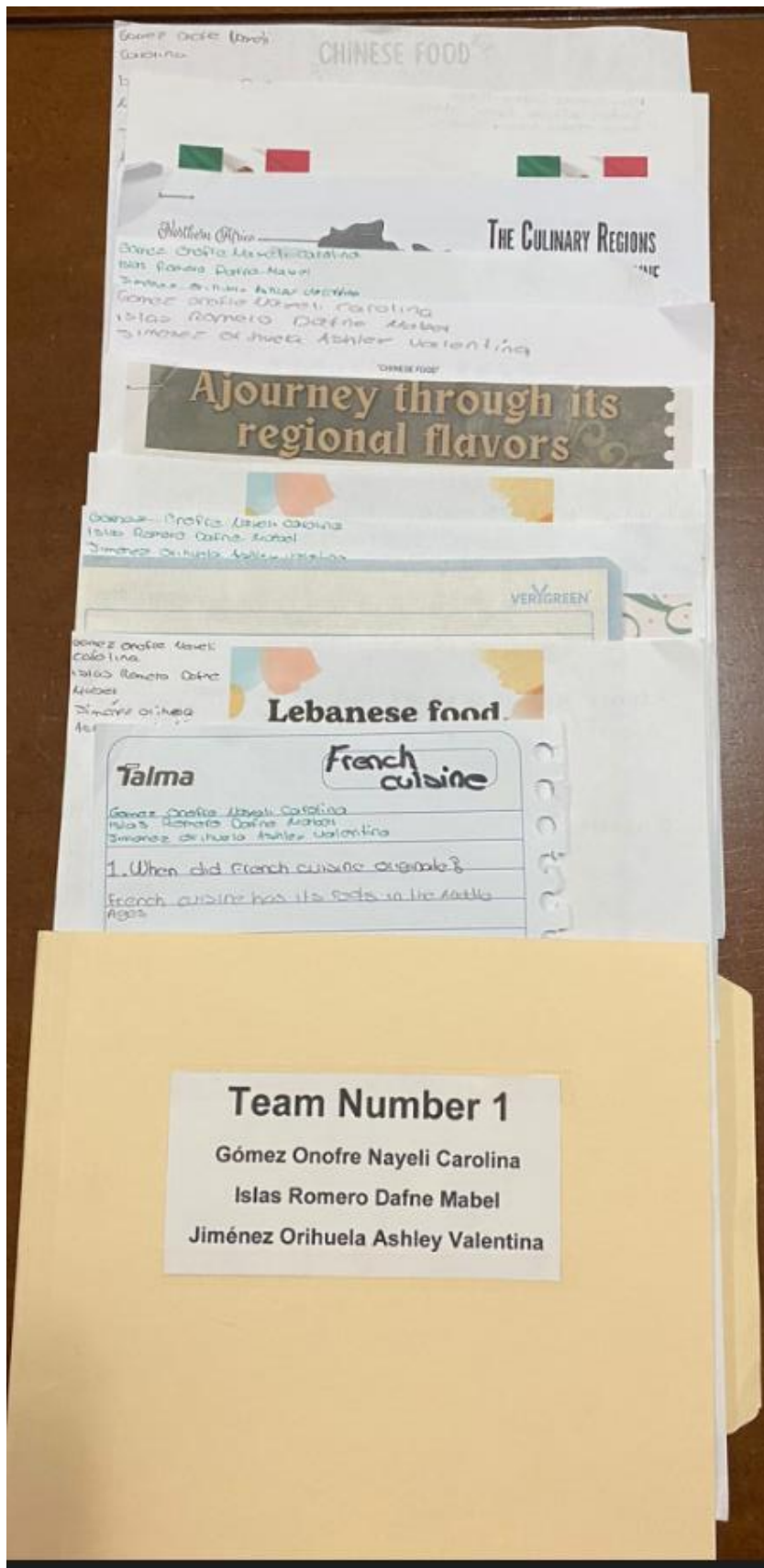**Lottery game about Food.**

Writing Activity. Scripts

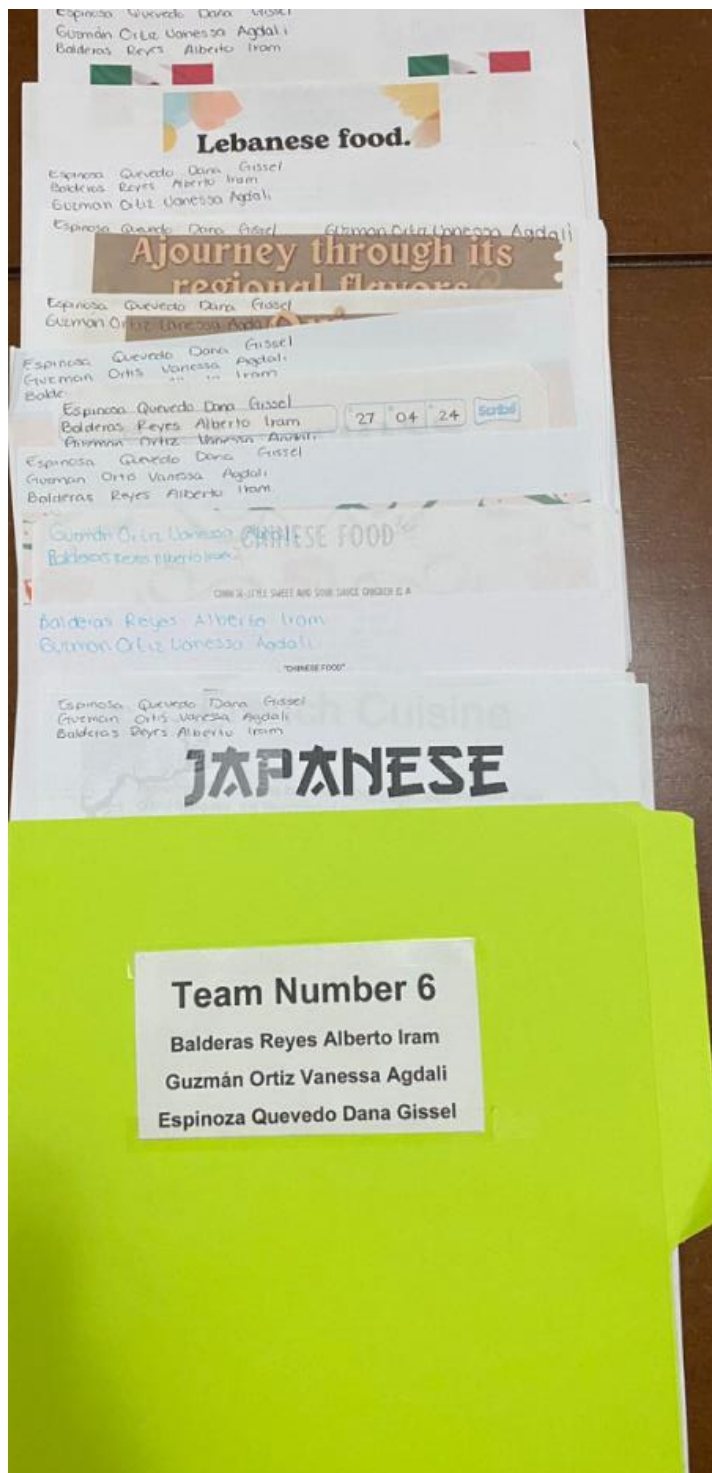## Material Incluided in their Portfoliios.

Teams' Portfolios.

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