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**ESPECIALIZACIÓN EN LA ENSEÑANZA Y APRENDIZAJE DE
INGLÉS COMO LENGUA EXTRANJERA**

**ACTIVIDADES INTERCULTURALES EN EL AULA DE
INGLÉS COMO LENGUA EXTRAJERA: EL USO DEL
INGLÉS PARA HABLAR DE LA CULTURA
GASTRONÓMICA DE MI PAÍS.**

TRABAJO RECEPCIONAL

**QUE PARA OBTENER EL DIPLOMA DE
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**FINAL PROJECT:
INTERCULTURAL ACTIVITIES IN THE EFL CLASSROOM:
USING ENGLISH TO TALK ABOUT THE
GASTRONOMICAL CULTURE IN MY COUNTRY.**

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INTRODUCTION

This project is the final stage in this specialization program, in here the theoretical aspects seen throughout this academic year find their practical application in a lesson plan.

The didactic sequence covers all the stages of planning: decision making, material selection, activity design, implementation and assessment. All this work has been correlated and supported by the theories and approaches studied in the three modules of this specialization.

Chapter 1 covers in its first part the profile of the author of this project, an overview of her teaching setting and teaching philosophy is given. In the second part all theoretical foundations that have become part of her new professional identity are briefly explained; aside from being part of this newly acquired professional identity, the concepts in this chapter serve as the theoretical foundation and rationale behind the lesson plan and assessing tools presented in the second chapter of this project.

Chapter 2 represents the practical phase of this project. A lesson plan is presented in which a series of sequenced activities connected to the topics of food markets, street dishes and the role of food in culture can be found, it should be pointed out that this sequence was planned in accordance with the school's curriculum and unit to be covered in the textbook. A description of the procedures, expected outcomes, assessment tools and rationale behind them is given as part of the assessment process the author had to go through to prove her ability to apply this new knowledge to actual teaching situations in her working setting. This work is supported by visual evidence of the work done.

Chapter 3 encompasses the analysis of the outcomes of the didactic sequence compared to the expected outcomes devised before the implementation of it. Additionally, some advice is provided regarding the areas of opportunity that have been found after analyzing the actual outcomes of the sequence.

In Chapter 4 the overall conclusions connected to the process experienced in this program are posed; they reflect the final thoughts and reflections on how the author of this project has changed her teaching philosophy and practice with a view to develop better learning experiences to English Language Learners.

CHAPTER 1: Philosophy and theory

1.1 Teaching Identity and Philosophy

1.1.a Teaching Setting and Identity

I have worked at Facultad de Estudios Superiores since 1998; in here two kinds of students can be found: Acatlán students or *comunidad interna* who are to complete a seven-level program (Plan Global / Four skills) or a two-level reading comprehension program to get a certificate of accomplishment, *Constancia de Posesión del Idioma* or *Constancia de Comprensión de Lectura* in order to graduate. Learners in this group are young people in their late teens or early twenties.

The second group of students is formed by those interested in learning the language but that do not study a program at Acatlán: *Comunidad Externa*. These are people who seek to learn and / or improve their English proficiency for personal reasons: traveling, visiting family abroad, professional and academic growth. The age range in this group goes from people aged 16 to senior citizens and this group attends Saturday courses mostly.

In this working setting teachers must stick to some regulations regarding absences, textbooks to be used and revising for exams, which are written by the assessment board. The use of supplementary materials and activities to enrich classes is encouraged, but teachers are not allowed to change to other book series. Aside from these regulations, the faculty is free to teach their classes in accordance with their own teaching style.

When it comes to my teaching identity, it started back in 1994 when I enrolled the English Language Teaching B.A. program at UNAM's Escuela Nacional de Estudios Profesionales Acatlán. Many people asked me why I would spend four and a half years in college studying solely English to be a teacher; it was believed that to be an ELT professional it was just necessary to be proficient in the language and take a certification course that would give one the credentials to be considered a qualified English teacher. My answer was that as a student I had always wondered how one could learn to use the language because I had always had difficulty in using it.

Despite being good at answering grammar exercises, I could not write in English or speak in English at that time. To be able to communicate in English was a long process that took almost all my student life, and throughout this process I had observed others having greater difficulty in learning the language. It was my expectation that after completing the program I would know how to teach the language as I had studied the theories behind ELT to help others learn the language.

It was not until my senior year in college, in 1997 that I started teaching big groups, my first job was at CCH Naucalpan to teach reading comprehension to freshmen students; this class represented a challenge because back then it was difficult to get authentic materials in English and all the reading comprehension knowledge I had was connected with reading as a skill in which learners had some knowledge of the language system. Never had I seen a program based on strategic reading and taught in Spanish to teenagers with little knowledge of English. A year later, I became a teacher assistant to the head of the English Department at my university. I did not have much time to plan my lessons due to a professor's resignation which meant leaving his groups unattended in the middle of the semester; my boss, and mentor, not being able to hire a substitute teacher, implemented a swapping system in which I would teach a level 2 one day and a level 6 the following. This taught me to work in teams and keep constant communication with my team teacher so that both classes could keep a smooth pace, I also learned to write well-structured and clear lesson plans that could be followed by anybody who would take over the class.

My first teaching years were difficult; at the time I had studied language acquisition theories, applied linguistics, methods and I had learned about the linguistic elements of English such as phonology and syntax. Nevertheless, I had little experience with real students; as a novice teacher I wanted to support my lesson plans with the theoretical aspects I had studied in my classes but sometimes problems arose, and I had to make sudden decisions to my students' benefit; the reason behind these problems was that I was not paying enough attention to the process happening in my classroom, in which students were the key element. It was important to learn about lesson planning considering both aspects, the theory behind ELT and

students' needs. As I became a more experienced teacher and based on my views in language and teaching / learning, I began to frame my teaching philosophy.

1.1.b Teaching Philosophy

My philosophy is based on how I perceive language along with my assumptions about teaching and learning. I see language as a vehicle to fulfill needs, share ideas and impressions about one's perceptions of reality with members of a given community; when an individual finds himself /herself in the need of communicating with members of a different culture, he or she needs to learn the language of the target culture or a common language to achieve his /her purpose. This is where teaching and learning take place; in this process the teacher needs to observe, make decisions and plan to assist learners with their journey to acquire the language.

English Language Teaching is an ongoing process that takes time and molding that never ceases to finish (Akoue et al., 2014, p. 10) Teachers should include a variety of tasks and topics that may serve as a source of motivation for the learners, as they are the central participants in the classrooms, not the books or the teachers themselves. ESL instruction should be student-centered, not subject-centered.

Not only is a class made up by how well students can practice the linguistic elements and skills that are taught in a class, but also there are affective, cognitive and cultural elements that help students learn better.

Language and culture play an important role in English Language Learning because our teaching practice is shaped by one's didactic concepts of these two, that is, classes should display how language and culture are perceived by the teacher. These perceptions range from a social perspective, the relationship between the native and target culture, the status of English in the school curriculum, and knowledge of the target socio-culture (Neuner et al., 2003)

As a matter of fact, language reflects and interprets culture. It is through language that one gets to know the artistic representations (*big-C culture*) as well as attitudes, assumptions, beliefs, perceptions, norms, social relationships, rituals, politeness, etc. (*small-C culture*).

On the other hand, thanks to SLA, language is no longer seen as a ruled-governed system that must be mastered by students. Current trends in language acquisition emphasize its communicative and cultural richness, and purpose; this importance can be traced back to the 1960s when philosopher J L Austin acknowledged that language serves a purpose, that is, word choice is based not only on its morphological and syntactical features, but on what the speaker wishes to achieve; when a person communicates, he / she pays attention to: context, meaning, communication strategies, channel and interaction between participants (Harmer, 2002, pp. 22 – 25).

Hymes (1966) proposed a distinction between *linguistic competence* and *communicative competence* in opposition to Chomsky's *linguistic competence* and *performance* dichotomy, which according to the former, only studied language at a syntactic level. Conversely to Chomsky's view, Hymes gave prominence to the appropriateness of an utterance based on the situation in which it takes place (in Lin, 2004, pp. 2 – 3) Due to this new expanded view of language incorporated into ELT, language has become seen as units of language instead of sentence units.

The concepts mentioned above give an overview of a now more expanded teaching philosophy that I have developed after this specialization. The following graphic organizer endeavors the elements of my teaching philosophy, being the core element who I am professionally speaking and the external element my teaching practice which involves lesson planning. The intermediate elements, *Views on SLA and learning theories* and *Language and Culture*, which after having pondered through them in this program have enriched the theory underlying my teaching practice and identity

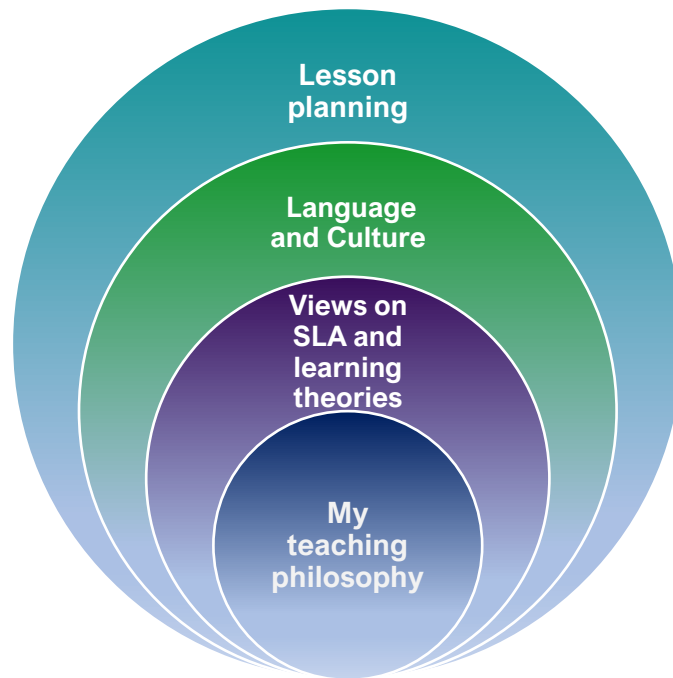


Figure 1. My Teaching Philosophy

1.2 Theory underlying my teaching practice and identity

Second Language Acquisition theories explain what language is and how it is acquired, more specifically how a second language is acquired; language theories with a heavy linguistic base, such as Chomsky's Universal Grammar, led to the quest of how languages are acquired taking into account the differences between L1 and L2 acquisition, the subconscious and conscious processes behind it, the social aspect, affective variables, strategic learning and cognitive processes involved in language learning. Additionally, errors began to be considered a valuable source of information, rather than unwanted phenomena that should be eradicated. When it comes to methodology, the findings in SLA have set grounds to the creation of the different ELT teaching methods and methods support lesson planning, which is one of the teachers' main responsibilities.

1.2.a Communicative Language Teaching

The Communicative Approach or Communicative Language Teaching (CLT) appeared as a reaction to behaviorist theories in teaching and the structuralism in linguistics which emphasized the importance of the formal aspect of language.

Before CLT English was a subject to be studied in linguistic chunks that were to be mastered by learners, no attention was given to the pragmatic or social aspect of language. In the field of SLA, it was Chomsky's Universal Grammar and Language Acquisition Device theories (1980) which made researchers turn eyes to the cognitive processes that happened when acquiring a language. Also, Krashen's Natural Approach hypotheses (1982) set ground to a more structured view of ESL methodology. Another factor to consider is that educators on those days realized that students were able to read and write sentences in English, but when it came to communicate in the language in a specific context, they failed to do so. It was clear that learners had to develop not only linguistic competence, but also communicative competence, concept coined by Dell Hymes in 1966. Equally important, educators realized that learners had to develop an awareness of language functions that occur in real-life situations (Ankitaben, 2015)

With all these new aspects in the ELT scenario, CLT was coined as an approach to language teaching and its main goal is to make learners obtain communicative competence so that they can use the language accurately and appropriately. The central element in the language – teaching process became the learners, who had been relegated or were given little attention in the former methods. They were considered empty recipients to be filled in with a series of language rules that would lead them to language mastery.

CLT's Principles and characteristics

When it comes to the teacher's role, in CLT the teacher is a facilitator. They oversee the environment to help learners to become more autonomous. Also, a teacher should teach how language is used in a social context. Equally important, a teacher should provide opportunities to communicate in the target language and interaction should be teacher-student, student-student to promote cooperative learning scenarios.

The syllabus leans on the functional aspect of language, learners must be aware of the functions performed in language in accordance to the communicative purpose implied in any social interaction. Authentic material use is favored as it is a source of real-world pieces of language and learners can identify the intention (pragmatic element) of the authors of such texts.

Activities should have a purpose and encourage interaction, negotiation of meaning because language is learned through interaction and language is not the object of study but a vehicle for communication (Larsen-Freeman 2000, in Ankitaben, 2015)

According to CLT, language has a limited number of sentence patterns, but learners should know the functions of those sentence patterns to communicate what they want to say appropriately. Language skills should be taught integrally, and not taught separately.

Another point worth noting is that errors acquired a positive value in the CLT; they are tolerated because the main goal of the instruction is to get learners to speak the language, so the teacher cannot correct errors immediately. Also, errors provide valuable information about the students' learning stages, they give evidence of their moving from the Interlanguage stage towards L2's acquisition and learning. When it comes to correction it is advisable to monitor and take notes on the errors made by learners; once the interactional stage is finished, the teacher can pinpoint the most relevant errors that might need to be addressed to avoid fossilization problems.

Even when the birth of CLT brought on the areas of psycholinguistics, SLA, sociolinguistics and Language Teaching together to develop more structured methods and techniques in ESL, some theorists argue that it also caused some teachers to sacrifice accuracy for the sake of language function awareness, being this the weakest point in the approach. However, this approach has left a mark on teaching that opened room to other approaches and models such as the task-based approach, whole-language approach, CLL just to name some, which still are in the lookout for better communicative activities that promote the development of overall competence to enable learners to be proficient users of English.

1.2.b Stephen Krashen's SLA theory: five hypotheses

Before Krashen's SLA theory (1985) came into light English Language Teaching (ELT) was mainly based on two main theories: behaviorism and Chomsky's Transformational Grammar (TG). According to him, these two theories had failed to bolster ELT because both were product-oriented constructs that aimed attention at the development of linguistic competence; they were not concerned with the process of SLA.

In response to this he stated that three areas should ideally nurture ELT: SLA theory, Applied Linguistics research and, Teachers' Ideas and Intuitions. This proposal embodied the three dimensions entangled in Second Language Teaching. Furthermore, it gave birth to five SLA hypotheses that pursued to answer how people acquire language.

1. ACQUISITION – LEARNING DISTINCTION

Adults develop language in two independent ways: acquisition and learning and these can coexist in SLA.

a) **Acquisition:** it is an unconscious, naturally developed process in which the acquirer develops a sense of what *sounds or feels* right or wrong within an utterance, even when one might not know the grammar rule. Acquirers' main interest is using the language for communication.

b) **Learning:** it is a conscious process in which the learner knows the language, its rules and can explain them.

2. NATURAL ORDER HYPOTHESIS

This hypothesis poses that the acquisition of grammatical structures follows a predictable order. The application of this hypothesis in ELT meant the modification of syllabi because there was an awareness on what a learner could cope with regarding grammatical structures and the pedagogical implications to teaching such structures. It also gave evidence to how

developmental errors occurred between L1 acquirers and L2 learners, which happened to follow a similar process.

3. *MONITOR HYPOTHESIS*

According to Krashen acquisition and learning coexist and fulfill different functions. Acquisition oversees fluency and happens first when producing the language whereas learning commands editing or monitoring what is being said / written or has been said / written. The Monitor hypothesis posits the idea of learners being able to scan what they say / write once they have reached certain [*learned*] competence; they are conscious of the rules and are to recall them each time they identify an utterance that might not fit into the grammatical system.

4. *THE INPUT HYPOTHESIS*

This is the most important hypothesis in Krashen's theory; it posits that acquisition is determined by the amount of comprehensible input learners are exposed to; such input must be understandable and at the level or beyond the linguistic competence of learners ($i + 1$) Another point worth noting is that input is not connected to the learning of the structure, but to the development of acquisition; when given input, learners rely on context to process the input they are being exposed to. The focus is meaning, not the system (or LAD).

5. *AFFECTIVE FILTER HYPOTHESIS*

This hypothesis emphasizes the importance of affective factors in the process of acquisition; as these might foment or hinder L2's acquisition. The affective variables that relate to successful acquisition are three: motivation, self-confidence and (low) anxiety; that is, the lower the affective filter is, the more chances there are for acquisition to happen. On the other hand, if these attitudinal variables are not in an optimal state the affective filter will rise up and even input will be lost.

1.2.c Sociocultural perspective and Interactionism

In terms of the sociocultural perspective, Vygotsky emphasized the importance of the social environment where children live because learning takes place in a socially governed context; from this perspective interactionists take Vygotsky's premise to explain how a second language is acquired, or better said, *learned*. They also pose the importance of social interaction with more advanced peers or an expert (the teacher) to help learners attain proficiency (Ariza & Hancock, 2003)

Other important concepts are *mediation* and *internalization*. *Mediation* is the process in which children learn how to use socially relevant / physical tools along with culturally based (symbolic) signs with the assistance of more advanced peers / the teacher in social interactions, it is by going through this process that the student proceeds to *internalize* new pieces of knowledge. From Vygotsky's perspective, learning is not a bare transmission of ready-made concepts from more advanced peers or experts into the learner's mental functioning; the learner must experience, compare the new experience with his or her previous experiences to integrate it into his or her way of thinking so that the old one is modified or developed; this social experience helps them to shape, construct and modify their mental functioning. (in Dolittle, 1997, p. 84)

Vygotsky's work states that cognitive development is based on children's ability to learn how to use relevant tools and culturally based signs through social interaction. Cognitive development comes off in the Zone of Proximal Development (ZPD) in which the upper and lower limits represent the stages a learner must go through to learn any piece of knowledge (ibid, p.85)

SLA theories and Vygotsky's premise

As for incorporating Vygotsky's premise into Second Language Acquisition, Interactionists seek to explain how L2 is acquired and pose the importance of social interaction to help learners attain L2 proficiency; more advanced peers / teacher & learners' interaction provide ample opportunities to approach the structures used in L2 that enable them to work through their Zones of Proximal Development (ZPD); these opportunities promote language acquisition.

Additionally, according to Swain (1995) not only structured input, but also comprehensible output allows learners to become aware of the missing gaps in their knowledge of the L2; as they interact with more advanced peers, they notice that they need to modify, hypothesize and experiment with language forms and structures to express what they want to say; it is within this interaction that learners also develop fluency and get feedback from their peers. (Ariza & Hancock, 2003)

An example taken from one of the lesson plans implemented in this specialization is used to illustrate this (Figure 2) (See Lesson Plan in Chapter 2, Session 2 / Activity 4)

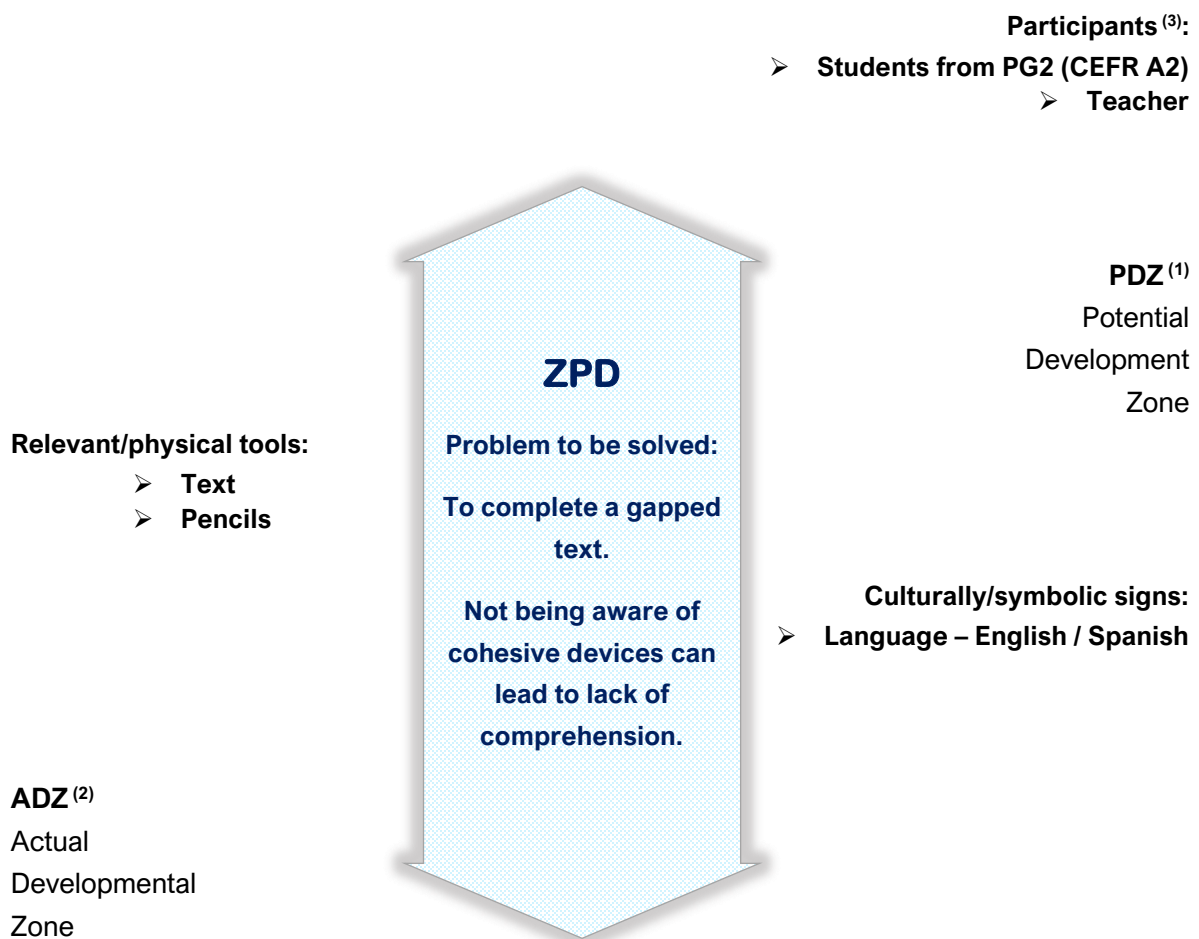


Figure 2. ZPD

PDZ⁽¹⁾ This is the current stage where the learner is, in this example, they have had practice in reading for gist and specific information with complete texts. They can identify the general idea of the text as well as identify the specific information about the topic.

ADZ ⁽²⁾ This is the stage where learners should move once they have grasped the item to be learned. When they reach this level, they should be able to insert the removed items in the text, based on the contextual clues such as key words and punctuation marks.

Participants ⁽³⁾ They all take part in the process, more advanced learners or the teacher can help to identify whether the element to be inserted in the gap corresponds to the paragraph based on the key words and punctuation marks.

1.2.d Intercultural Competence

Tran and Seepho (2015, in Tran and Tan 2017, p. 630) affirm that Intercultural Competence (ICC) is a relevant skill to survive in the XXIst century multicultural communication context as it is the ability to interact appropriately with others in a foreign language, regardless their origin. According to Byram (1997, in López-Rocha, 2016, p.107) a person who has developed ICC can build relationships and communicate effectively, taking into consideration the participants' viewpoints and needs using a foreign language. Thanks to globalization Intercultural Communicative Competence (ICC) has gained an important place in ELT. In order to communicate effectively, it is not enough to know about the grammar, vocabulary, festivals or typical food of the target culture, but to know about the values, attitudes and views that support their cultural being. In order to avoid communicative breakdowns or uncomfortable situations when interacting with people from different countries, one must have an appreciation for both, the language and the culture. (López-Rocha, 2016, p.105)

Byram's Model of ICC

In 1997, Byram proposed a model composed by five elements (*savoirs*) to foster interculturality in the classroom: Knowledge (*savoirs*) of social groups and their products and practices in one's own and in one's interlocutor's country along with the general processes of societal and individual interaction; *savoirs* include culture-specific and culture-general knowledge. Attitudes (*savoir-être*) or 'curiosity and

openness, willingness to put off disbelief about other cultures and belief about one's own'. Skills of interpreting and relating (*savoir-comprendre*) or the ability to interpret a document or event from another culture, to interpret it and relate it to documents or events from one's own. Skills of discovery and interaction (*savoir-apprendre / faire*) or the ability to acquire new culture of a culture and its cultural practices as well as the ability to operate knowledge, attitudes and skills under the curbs of real-time communication and interaction. Critical awareness (*savoir-s'engager*) or critical/political education, that is, the ability to evaluate, critically perspectives, practices and products on one's own and other cultures and countries. According to him, the combination of the five *savoirs*, help students develop positive attitudes to explore one's own culture as well the surrounding cultures. (in Sercu, 2006, p. 57)

From this perspective the learner who has developed ICC:

- *understands how social groups and identities function (Knowledge)*
- *knows about attitudes and values of his/her own culture and decenter from them to see how the others see the same attitudes and values from their cultural perspective (Attitudes)*
- *interprets sources (documents or events) from the other culture and can explain and relate them to sources of his/her own culture (Skills of interpreting and relating)*
- *can acquire new knowledge of a cultural group and operate in real-time communication and interaction (Skills of discovery and interaction)*
- *evaluates critically on basis stereotypes, cultural practices and products of the other cultures taking as parting point his/her own culture (Skills critical awareness)*

(Tran & Tan, 2017 pp. 632 – 633)

ELT textbooks have incorporated the elements of the big-C culture into their lessons; they are factual, feasible information about the people who speak the language. On the other hand, very little attention is paid to those aspects of the *small-C*, especially those that are not factual or even visible of the external participant unless they are compared to his/her own culture (Chlopek, 2008)

As a teacher, I am aware that activities addressing these *small-C* aspects should be developed as they affect communication between the members of a community; they

are socially internalized rules known and followed by its members and, more importantly, they influence the expectations and interpretations of the message; to an external participant a lack of knowledge of these rules can lead to misunderstandings or even conflict. Intercultural competence makes these *small-C* aspects of culture visible to learners of a foreign language.

1.2.e Approach, Method and Technique

Thanks to SLA research ESL teaching practice has been influenced by a series of methods and approaches that have been developed throughout time, such methods have given shape to lesson planning and that is why it is important to establish the differences between *Approach, Method and Technique*.

Firstly, one should have a clear idea of what is meant by methodology: Larsen Freeman (1987) explains methodology as a triangle with each angle of it representing a basic element of methodology: *Language Learning (learner)*, *Language Teaching (teacher)* and *Language/Culture*; these three elements interact altogether and should be present in one's every day practice. This can be explained in the following diagram:

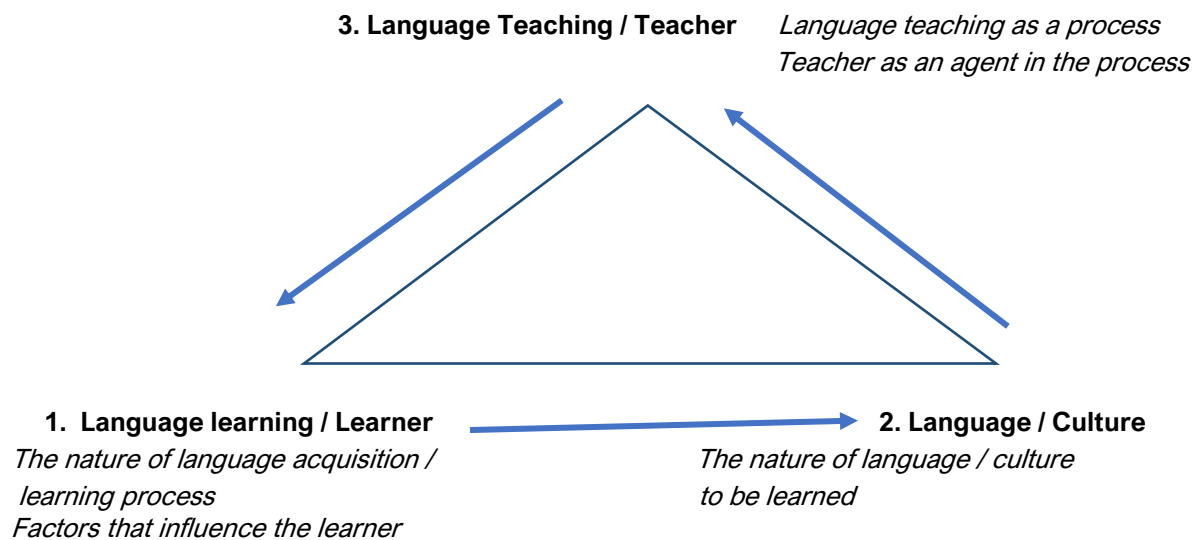


Diagram 1. What's methodology? - Taken and adapted from Larsen-Freeman 1987: 29

On the other hand, in 1963 Edward Anthony (in Richards and Rodgers 2001, cited in Aravena Ruíz et. al., 2015) proposed a hierarchical relation between *Approach*, *Method* and *Technique*. According to him, an *approach* defines language and language teaching and it helps to set principles in language teaching. Secondly a *method* implies the decisions about the processes involved in teaching and is a set of rules to be followed when planning a class. Finally, a *technique* is related to the procedures that take place in the classroom, that is, the point of contact with students (Cook 2008c, in Aravena Ruíz et. al., 2015)

1.2.f Whole language approach

According to Patzelt (1995) language should be a whole entity and should be taught as such, because if it is broken down into smaller parts it loses its nature. Rigg (1991, p. 523) asserts that language is socially constructed, and its purpose is to create and think; it is using language that we can communicate with others our thoughts, needs or perceptions of the world.

From this perspective ELT teachers should implement lessons that explore the four skills in an interactive way as they happen in real life; by segmenting the skills we are turning language into an artificial subject to be taught at school. When we teach language separately, students are not acquiring the language; they learn and get practice in speaking, listening, reading and writing and it is likely that they might develop certain ability in them, but when faced in real life situations where the four skills interact and overlap; students find themselves in a difficult situation, unable to communicate.

Schwarzer (2009) proposes seven principles to whole language teaching:

1. **Holistic view:** language should be taught in context, so that students can experience it in a realistic way.

2. **Authentic learning:** There should be a connection between what students see in class and what they see in real life, socially and culturally speaking. The activities should pay attention to the target language culture as well as the students' culture.

3. Curriculum negotiation: In this perspective students should be allowed to take an active part in the curriculum they are studying; by doing this, students' needs, and interests are taken into consideration.

4. Inquiry-based lessons: Lessons should be planned to enable students to ask questions and seek for the answers to these questions.

5. Learning is a developmental process: Mistakes are an important factor in learning, it is important to let them happen so that we can help our students learn from them. Taking risks is an important element in this perspective because it helps learners become aware of what they know and what they do not know, so teachers should provide scenarios where students can do this.

6. Alternative assessment: Not only standardized tests should be administered, but also tools such as portfolios or journals that show the advances in students' own learning. By doing this, students have a more complete perspective of their progress.

7. Community of learners: We are social beings and forming communities of ESL learners can bring support to individuals when they share experiences, thoughts with peers.

1.2.g Assessment

Assessment is the process in which teachers gather information about the students' learning, as well as the instruction. The purpose of assessment is to evaluate the overall value of an outcome based on the analysis of the gathered data, leading to the decision-making phase. This phase seeks to spot the areas of opportunity and implement remedial actions to improve the learning process. ("Formative and Summative Assessment", n.d.)

Formative assessment gives valuable information not only about our students' process, but also about the teachers' progress; such information allows teachers to determine whether the activities should be modified or used again. It is not connected to grading, but to decision-making when it comes to learning progress and to verify teaching effectiveness (ibid.)

Regarding ELL, Motalvo-Balbed (2012) asserts that formative assessment helps teachers analyze students' progress at key points that guarantee a solid conceptual foundation, procedural skills and fluency. According to her, formative assessment:

“... is a systematic and continuous process that happens throughout instruction [...] evaluates students' learning as it happens [...] provides a feedback loop to adjust instruction and close the gaps in learning [...] involves both teacher and student [...] involves self- and peer assessment”

Montalvo-Balbed (2012)

Brown's alternative assessment

Brown makes a distinction between *testing* and *assessment*. On the one hand, *testing* refers to the instruments or procedures given to students to gather information about students' progress and it is meant to give a grade.

On the other hand, *assessment* seeks to get information about the learning process itself, it implies a systematic use of different tools to gather information about students' abilities and performance over time.

Moreover, he favors the use of performance assessments, which are part of his alternative assessment proposal as they provide valuable information about the learning process. When a task, part of performance assessment, is implemented it provides information about:

- Content: it measures productive language use as the productive and receptive skills interact and are not assessed in isolation. Language is contextualized and the content is relevant. It assesses not only language but learning processes.
- Score interpretations: it assesses students' knowledges and abilities in a more precise way, the guessing factor declines.
- Curriculum development: it supports instruction because it provides good pedagogical templates. The washback effect tends to be positive because the assessment matches the communicative goals set in the curriculum.
- Decision making since this kind of assessment is continuous, repeated and documented, sensible decisions can be made as teachers have evidence that allows them to monitor and make changes regarding the teaching/learning process.
- Communication: teachers and students can establish better communication channels, as both parts know what is expected from them and this can help students gain knowledge in how to evaluate their peers' or own work.

- Feedback: it provides more meaningful information than a single score. The learning process becomes supported by it. Feedback gives an idea of the weaknesses and strengths of students.

(Brown & Hudson, 1998; Brown, 2004)

Rubrics

Rubrics are an important part of assessment as they describe the acceptable standards after completing the task. They are useful tools because they set the criteria and what is expected of students regarding such criteria; also, it sets an objective parameter when it comes to grading.

According to Andrade (in Da Silva, 2014, p.136) rubrics are useful due to five reasons:

1. Usefulness: for both, teaching and assessment.
2. Reflective thinking: rubrics help students become more reflective on the quality of their work.
3. Time-saving: having a pre-established performance criteria teachers spend less time evaluating student work.
4. Accommodation: the set the parameter to adjust heterogeneous classes.
5. Practicability: once they have been designed, they are easy to use.

In addition to the reasons mentioned above, rubrics help students understand the goal of an assignment, are a good source of feedback and promote unbiased grading.

Mertler (2001, p. 1) defines rubrics as scoring guides that are used when evaluating student performances or products from a performance task. There are two types of rubrics: *holistic* and *analytic*. In a holistic rubric, teachers are expected to score the overall process or product, errors are tolerated if the overall quality is high, the scoring is at a unidimensional level. On the other hand, in analytic rubrics separate individual parts of the product, the scoring is the sum of the parts and are a source of significant feedback to students and the teacher.

CHAPTER 2: Methodology and practice

2.1 Lesson plan

1. LESSON PLAN	IDENTIFICATION CEL
Author	Miriam Guerra Paredes
Educational stage	Licenciatura / Plan Global 2 (CEFR: A2)
Title of the lesson plan	Food Markets, Street food and Gastronomy
Learning objectives / Competencies	<p>Content objective: Food markets, street food and gastronomy.</p> <p>Language objective: quantifiers (countable & uncountable nouns), existence, simple present (facts), imperative (writing recipes); vocabulary: food and cooking verbs.</p> <p>Functional objective: ss. can respond to texts connected to food markets, street food and gastronomy to produce a video explaining how to cook a Mexican street food dish: tostadas.</p> <p>Intercultural objective: ss. can illustrate how Mexican cuisine is connected to their culture and identity as Mexicans.</p>
Communicative skills considered	Reading, Listening, Writing and Speaking
	Recycling topic
Functions	Talking about food and its importance in culture. Giving directions to cook a simple dish.
Main grammar structure	Quantifiers, countable / uncountable nouns.
Other grammar structures	Existence, Simple present, Imperative
Brief description of the plan	This lesson plan is aligned with the content and grammar explored in Unit 5 of the course: food.

	<p>The grammar seen in this unit is quantifiers (new topic), simple present for facts (recycling topic), existence (recycling topic), imperative (recycling topic, new function: giving directions); vocabulary: food, cooking verbs, adjectives to describe food and tastes.</p> <p>Activities to promote the practice of the 4 skills, along with the grammar topics are provided as well.</p> <p>Regarding the intercultural aspect, students are given AM to work with to reflect on the importance of food in cultures.</p>
Number of sessions	2 sessions of two hours each
Contents required for the lesson	<p><i>Life 2A</i> Student's Book</p> <p>Worksheets</p> <p>Authentic Materials from web: YouTube video and websites.</p>
Link of the content	<p>Materials from the web:</p> <p>https://freelymagazine.com/2017/01/07/what-food-tells-us-about-culture/</p> <p>https://www.cntraveler.com/gallery/the-best-food-markets-in-the-world</p> <p>https://www.youtube.com/watch?v=w6Zz1s3HdXg</p>
EEAILE tutor online	Rosa Isela Ávila

2. LESSON PLAN: Introduction and Communicative skills development

Activation: Before the lesson

Session number: 0

- **Teacher activities:**

1. T. asks ss. to revise the grammar material seen the previous class. (See appendix B)

- **Students activities:**

1. Ss. revise the material and write down any questions or doubts they may have.

Activation: During the lesson

Session number: 1

- **Materials:** Board, markers, worksheet (assigned for homework)

- **Teacher activities:**

- 1.T. allows some time to have students arrive to the class and she greets ss. as they come into the classroom.
2. T. asks ss. to compare and share their ideas on the grammar material they revised for the class.
3. T. writes on the board the following:

Countable nouns

Uncountable nouns

a lot of

a lot of

some

***Which ones are used in positive sentences? Negative sentences?
Interrogative sentences?***

4. T. asks ss. to complete the table. First, in pairs and then collaboratively on the board.
5. T. asks ss. to explain it.
6. T. asks ss. to take out their worksheet and elicits the answers from them.
7. T. asks ss. to work in pairs and personalize the questions in the worksheet. She tells ss. to look at the table on the board if necessary.

- **Students activities:**

1. Ss. greet the teacher and take a seat.
2. Ss. work in pairs to compare and share their ideas on the grammar material they revised.

3. Ss. continue working in pairs to complete the table and answer the questions.
4. Ss. take turns to complete the table on the board and correct any possible errors they might spot on it.
5. Ss. take turns to explain the contents of the table.
6. Ss. respond to T's questions.
7. Ss. work in pairs and ask each other the questions.

Activation: setting the objective / competencies of the lesson Session: 1

- **Teacher activities:**

1. T. writes on the upper-left side corner of the board the content objective for the lesson: Food markets.
2. T. asks ss their opinion about Mexican food and if they go shopping to *tianguis* or *mercados*.

- **Students activities:**

1. Ss read the content objective.
2. Ss respond to T's questions.

Activities for the skills development

Session: 1

Activity 1: YouTube video. The Best Finds at Mexico: City's San Juan Market

Listening / micro skill: listening for specific information.

Materials: YouTube video, smartphones, headphones, task sheet.

Evaluation: Task sheet completed / ss participation.

- **Teacher activities:**

1. T shares the video link with ss through their WhatsApp group.
2. T asks ss to watch the video with the sound off and write down the food they sell in the market.
3. T writes on the board:

There is / are ...

Example:

There's fish in the market.

There are a lot of produce stalls.

4. T asks ss to compare notes and write examples using the model on the board
5. T asks ss to write their sentences on the board.
6. T hands out the worksheet to students and asks them to read it in silence.
7. T asks ss to watch the video again and answer the questions.
8. T shares the video script with ss for them to check their answer.

- **Students activities:**

1. Ss get the link.
2. Ss watch the video and take notes.
3. Ss look at the board and take notes if necessary.
4. Ss work in pairs
5. Ss take turns to write their answers on the board.
6. Ss get the worksheet and read it.
7. Ss watch the video and carry out the task.

8. Ss check their answers with the script and ask about unknown vocabulary.

Activity 2: Reading / micro skill: reading for specific information.

Materials: Student's book *Life 2A*. Unit 5: lesson 5b, p.60

Evaluation: Reading: Exercises 1 and 2 completed / ss participation.

- **Teacher activities:**

1. T asks students to work in pairs to answer the questions in Ex. 1.
2. T asks some ss randomly to share their answers with the class.
3. T asks ss to read in silence the text "*My Top 5 Food markets*" to answer the questions in Ex. 2.
4. T asks ss to compare their answers with a peer.
5. T elicits the answers from students.

- **Students activities:**

1. Ss work in pairs and answer the questions.
2. Ss respond T's question.
3. Ss read the text and answer the questions
4. Ss compare their answers.
5. Ss respond to T's questions.

Activity 3: Speaking / info-gap activity

Materials: Task cards A, B, C, D "*Famous Food Markets in the World*", worksheet.

Evaluation: Ss participation / info-gap activity completed

- **Teacher activities:**

1. T hands out the work task cards to each student and asks them to read it.
2. T hands out the worksheet to ss and asks them to complete it with the information in their task cards.

3. T tells ss to mingle around the room and ask their classmates to complete the rest of the worksheet.

4. T elicits answers from ss.

- **Students activities:**

1. Ss get their task card and read it.

2. Ss get the worksheet and complete it with the information they have in their task card.

3. Ss walk over the room asking their peers to complete their worksheet.

4. Ss respond to T's questions.

Activation: setting the objective / competencies of the lesson Session: 2

- **Teacher activities:**

1. T. writes on the upper-left side corner of the board the content objective for the lesson: Street food and Recipes

2. T. asks ss to mention some famous street food from Mexico and if they like it.

Also, T asks ss if they are good at cooking.

- **Students activities:**

1. Ss read the content objective.

2. Ss respond to T's questions.

Activities for the skill development

Session: 2

Activity 4: Reading "*What food tells us about culture*" / micro-skills: reading for gist and reading for specific information.

Materials: Task sheet

Evaluation: Task sheet completed / Ss participation

- **Teacher activities:**

1. T hands out the task sheet worksheet to ss.

2. T asks ss to work in pairs and answer the worksheet.

3. T elicits answers from students.

- **Students activities:**

1. Ss get the worksheet.
2. Ss answer the worksheet in pairs.
3. Ss respond to T's questions.

Activity 5: Writing instructions

Materials: Student's book *Life 2A*. Unit 5: lesson 5e, p.65

Evaluation: Writing: Exercises 1 and 2 completed / ss participation

- **Teacher activities:**

1. T asks students to do Ex. 1.
2. T elicits answers to Ex. 1 from ss.
3. T asks ss to work on Ex. 2
4. T asks ss to compare their answer with a peer.
5. T elicits answers to Ex. 2 from ss

Students activities:

1. Ss answer Ex. 1 individually.
2. Ss respond to T's questions.
3. Ss answer Ex. 2 individually.
4. Ss compare their answers.
5. Ss respond to T's questions.

Activity 6: Writing a recipe / Vocabulary: cooking verbs / Grammar: Imperative.

Materials: Worksheet

Evaluation: Worksheet exercises completed / ss participation

- **Teacher activities:**

1. T hands out the worksheet.

2. T asks ss to work on *Preparation*
3. T elicits answers from students.
4. T asks ss to read the recipe and answer Ex. 1 *Check your understanding*
5. T elicits answers to Ex. 1 from ss.
6. T asks ss to read the *Top Tips for writing*.
7. T asks ss to read the recipe again and underline the examples where instructions are given.
8. T elicits answers from ss and writes 2 examples on the board. T also writes the following on the board and explains Imperative.

Functions:

Imperative

- | | |
|---|---|
| <ul style="list-style-type: none"> • Instructions | <p><u>Cut</u> the onion, the peppers and pepperoni.</p> <p><u>Heat</u> the olive oil in a pan...</p> <p><i>If you visit FES Acatlán...</i></p> |
| <ul style="list-style-type: none"> • Tips | <p><u>Get</u> some "Dorilocos" for snacking</p> <p><i>Don't eat at Café 8, food isn't good.</i></p> |

9. T allows ss to take notes on their notebooks.
10. T asks ss to answer Ex. 2 and Ex. 3 *Check your writing*
11. T elicits answers to both exercises from ss.

Students activities:

1. Ss get the worksheet
2. Ss answer *Preparation* individually.
3. Ss respond to T's questions.
4. Ss answer Ex. 1 individually.
5. Ss respond to T's questions.

6. Ss read the information.
7. Ss read and underline the information requested by T.
8. Ss respond to T's questions.
9. Ss take notes.
10. Ss answer Ex. 2 and Ex. 3 individually.
11. Ss. respond to T's questions.

Activity 7: Tutorial: Making a Mexican street dish, part 1. Skills: Speaking and writing (preparation and draft)

Materials: Guideline.

Evaluation: Ss video script and recipe.

- **Teacher activities:**

1. T hands out the guideline to make the video.
2. T goes over the guideline with ss and answers ss' questions about the task.
3. T ask ss to start working on their recipe and video script.
4. T monitors ss work and helps ss when needed.
5. T collect ss' recipes and video script and corrects them.

- **Students activities:**

1. Ss get the guideline.
2. Ss read and ask questions about the guideline.
3. Ss work in pairs to complete the tasks.
4. Ss ask for T's help when needed.
5. Ss hand in their project drafts.

Activity 8: Tutorial: Making a Mexican street dish, part 2. Skills: Speaking (Final project)

Materials: Video and rubric.

Evaluation: Video (assigned for homework)

- **Teacher activities:**

1. T hands out the rubric to ss.
2. T goes over it with ss and answers ss' questions about the rubric.
3. T ask ss to share their videos and recipes on Google Drive.
4. T checks ss projects and grades them.
5. T asks ss to share their videos in their WhatsApp group.

- **Students activities:**

1. Ss get the rubric.
2. Ss read and ask questions about it.
3. Ss share their video on Google Drive.
4. Ss receive their grade and feedback.
5. Ss. share their videos and comment on them.

3. INTERCULTURAL COMPONENT

This lesson has been created around the topic of food, more specifically gastronomy, food markets and street food; the rationale behind this adheres to the importance of gastronomy in any society as it plays an important role in a culture's identity and it brings a sense of community belonging that goes from being part of a family or a community to even being part of a country.

The activities proposed are linked to the linguistic component stated in the English program from my school and the contents of the book we are currently using. The activities take students from controlled and semi-controlled activities to the production of a simple video in which they will present a recipe to cook a simple traditional dish from Mexico.

4. EVALUATION

In the evaluation phase, students' performance and final products will be based on a rubric that provides students with information about their progress and areas of opportunity.

Regarding the evaluation of the controlled and semi-controlled activities, informal assessment will be given at the end of each activity.

5. CONCLUSION

At the end of each activity the teacher will ask students their impressions on the activity itself to raise some awareness on self-evaluation. Also, their impressions will serve as feedback to me to modify or improve the lesson sequence for future use.

Regarding the last activity, they will be asked to reflect on what they have learned about themselves throughout this process and how could this help them in the future.

6. FOLLOW-UP ACTIVITIES

As a follow-up activity, students will be asked to prepare a short-live presentation on how to make a simple dish and share it with their classmates. This will be part of their final grade to complete the course. They will be given some time to prepare it and if possible, the schools kitchen will be booked to have the presentations there.

2.1.a Rationale

While selecting the materials I would use in this lesson plan, I came across some texts that talked about Mexican food, markets and street dishes, and I tried to create materials that helped students become aware of how this element of Mexican culture is seen by others. This obeys to my belief that one must know oneself culturally speaking in order to understand others.

The textbook used in my school is organized in topical units, but these are aligned with the linguistic elements to be explored unit by unit with limited practice, focusing on the grammar or lexical items at a sentence level. Being this level a review level in which students are expected to gain further proficiency in the linguistic elements seen in the previous levels, it is beneficial to provide students with activities based on authentic materials that challenge them and promote more meaningful opportunities to practice the language.

When it comes to the intercultural aspect, I opted for materials that portrayed an important aspect of Mexican culture: food variety and street gastronomy. I looked for materials that showed how others regard our food, so that students could get a clearer idea on how we are perceived beyond the cultural *clichés* they might have heard or seen. On a more general view, I decided to explore how typical food is connected to one's identity.

In my lesson plan I tried to incorporate the elements from the textbook and expand the topic content with extra materials; I stick to the controlled activities that are to be completed in the book and provide more holistic communicative activities that give students the opportunity to practice the language, not only focusing on the linguistic element in isolation but on the resources they have got to communicate.

The extra activities are based on Schwarzer's principles to whole language learning (2009). I selected real materials that provide contextualized language practices (*holistic view*); also, by using authentic materials I try to establish the connection with the classroom and the real world, paying attention to both cultures (*authentic learning*); the activities have been planned to have students ask questions about the contents of the materials I am presenting (*inquiry-based lessons*); the activities are challenging because I want students to participate in the activities without feeling discouraged by the mistakes that might occur as I want them to see that mistakes are an important element in learning (*learning as a developmental process*); finally, it is my goal to promote a sense of community among my students by having them talk about their experiences and share their thoughts on the topics seen in the lesson (*community of learners*)

2.1.b Procedure of the learning activities

This sequence was planned in order to take students from grammar practices to more integrated skills activities (holistic view of language) It aims at taking students from controlled activities into semi-controlled activities to close with a performance assessment activity at a smooth pace while exploring the cultural topic of food and gastronomy.

Activation activity. The activation activity serves two purposes: review the grammatical aspect seen the previous class and check homework to see if there are problems with the linguistic item. After having revised the linguistic element, students are asked to personalize the questions in the grammar exercise (input) in order to get them into talking about their personal experience; at this stage they can work in pairs and help each other with the task.

Expected outcomes: to help students get a clearer idea of the grammar element and encourage them to start using it in a contextualized scenario (eating habits)

Expected outcomes on attitudes and processes: Being this the first activity of this sequence, it is expected that students ask questions regarding the grammar element in the unit with two purposes: to help them build up the content and incorporate it to their personal linguistic corpus and to get them ready for the tasks to come.

Activity 1. After reviewing the grammar aspect, students are given a text (input: video; authentic learning) in which they first visually identify the topic content: food and food markets and they are asked to produce sentences using the linguistic element seen in the Activation activity. In a second phase they are given the worksheet (assessment tool) which promotes the practice of listening for specific information. In the assessment phase students check their answers with the script.

Expected outcomes: to get students to practice the listening skill, raise awareness on the cultural aspect: food markets.

Expected outcomes on attitudes and processes: In addition to the practice of the listening skill, in this activity the author seeks to bridge the gap between the linguistic element, food and countable / uncountable nouns, and a real-life text in which the content topic and cultural topic are spotted. Students are asked about the origin of the host of the video and how he blends into the situation: shopping for food in a Mexican market to make them reflect on how elements of both cultures mingle through food.

Activity 2. In this activity students work with their textbooks, the micro skill to be explored is reading for specific information. Students are asked to work in pairs to help each other with the task (cooperative learning).

Expected outcomes: to get students to reinforce the grammatical item in the book and to promote cooperative learning.

Expected outcomes on attitudes and processes: Having students reinforced and practiced the linguistic and lexical elements in Activities 1 and 2 it is calculated that students will find this exercise easier to solve. As a matter of fact, this activity serves as groundwork for the assessment tool to be used in Activity 3 about the next content topic in this lesson plan: food markets; by doing this simple activity students can now move towards a more complex task in which the four skills are involved.

Activity 3. This activity is an extension of the one proposed in the book. The assessment tool is an info-gap activity in which the four skills are involved, being reading (phase 1) and speaking (phase 2) the preponderant ones. The text was adapted to the students' level with samples of the grammatical items for them to work with (structured input; authentic learning)

Expected outcomes: to get students to practice the skills and provide an opportunity to practice the linguistic elements in contextualized manner.

Expected outcomes on attitudes and processes: It is intended to take students from the isolated grammar activity in the book to a communicative activity at a smooth pace in which they are expected to put into use not only the linguistic elements seen in this unit, but also their prior knowledge to complete the task.

Activity 4. This activity is intended to continue practicing the reading skill but this time the assessment tool is a gapped text in which students must pay attention to the contextual clues in order to complete the worksheet (assessment tool) Also, this activity serves as a transition for the topical aspect; students move from food markets to the importance of food and gastronomy in a person's cultural identity (intercultural aspect).

Expected outcomes: to get students to develop better reading skills (using context clues to get meaning) and make them reflect on the importance of food in their lives, culturally speaking.

Expected outcomes on attitudes and processes: Being this the first time students are met with this kind of exercise, some anxiety is expected from them as they look at the task. Cooperative learning will be encouraged, also the use of Spanish will be allowed so that students can discuss the strategies to solve the exercise.

Activity 5. In this activity students return to the book and to get exposure to a grammatical item seen in the previous level, imperative. Additionally, this activity serves as a preparation to the final activity of this sequence.

Expected outcomes: Students can solve the exercises without much difficulty, the exercises work at a sentence level.

Expected outcomes on attitudes and processes: It is expected that students might not remember the grammatical item but after working with some contextualized examples on the board, they can recall the information and establish the connection between this topic from the previous level with the content topic seen in this unit.

Activity 6. This activity provides further practice in the grammatical element and vocabulary explored in Activity 5 as well as the layout of a recipe, elements needed to get students ready for the final task in this sequence.

Expected outcomes: to get students ready with the linguistic elements for the final stage of this lesson plan.

Expected outcomes on attitudes and processes: Students are expected to solve this exercise quickly and gain insight into what they will be asked to do in the product-phase of this lesson plan.

Activities 7 and 8 represent the alternative assessment task to be carried out by students. After having worked in an integrated way during this didactic sequence, students are expected to present a product that provides evidence of their learning.

This task has been divided into two parts as this is their first time working under this scheme.

Activity 7. As mentioned before this represents the final stage of the lesson plan and requires students to start working on the alternative assessment task: a student demonstration. Students get the guideline to start preparing their presentation. Students given a context in which they are expected to put into practice the linguistic elements seen in the unit, the final product requires them to cooperate with each other, use the four skills while preparing their final product, being speaking and writing the most relevant ones.

Expected outcomes: to reduce anxiety and guide them in the process of their final task.

Expected outcomes on attitudes and processes: Students might feel upset by the nature of the task as they are not usually asked to perform such activities as part of their final evaluation. It is expected that after checking the guideline with them, they get a better idea of the task and the steps to follow to carry out the final task.

Activity 8. This is the second part to the alternative assessment task in the lesson plan. Students are expected to work independently with the teacher's guidance to deliver the final product that will be part of their final grade. The rubric includes the aspects to be assessed in both products: the written text (recipe) and the oral text (video)

Expected outcomes: To give students a clearer idea of what is expected from them and the products they must deliver.

Expected outcomes on attitudes and processes: At this stage students can foresee what elements will be evaluated when they present their videos, so that they can deliver better products.

Follow-up activity. Students will be asked to prepare a short-live presentation on how to make a simple dish and share it with their classmates. They will be given some time to prepare it. The school's kitchen will be booked to carry out this activity.

Expected outcomes: Students get a new opportunity to present their dish to improve their project grade and share what they cook with their classmates.

Expected outcomes on attitudes and processes: Students are expected to perform better as they have done the activity previously and were given feedback.

2.2 Tools to assess the progress of students

1. Listening “The Best finds at Mexico City’s San Juan Market” (Activity 1 in the Lesson Plan)

Listening comprehension format: Gist – comprehension questions: sentence completion and open-ended questions.

Aim: This worksheet focuses on listening comprehension and the intercultural aspect: markets. It links the topic: food, with the intercultural aspect: markets. Also, it seeks to call students’ attention to the origin of the host and his ability to communicate in Spanish (Byram’s ICC aspect: Knowledge-*savoir*)

Ex. 1 (rational cloze) students must complete the sentences given, using the words given. The sentences are paraphrased so that students focus on key aspects of the text so that they make inferences from the information given.

Ex. 2 (open-ended questions) students answer the questions focusing on what is being said in the text. The questions are required to be answered with simple phrases or words.

Intercultural aspect: at the end of the exercise students are asked about the origin of the host (he is Mexican American) and if he can communicate in Spanish in order to buy groceries. Students can give their impressions in Spanish.

2. Speaking – reading activity “Famous Markets in the World” (Activity 3 in the Lesson Plan)

Speaking format: info-gap activity

Formative assessment practice: note-taking

This activity is a follow-up activity from the reading activity in the book, each student is given a card with information of a famous market in the world. Also, students are given a worksheet with open and closed-ended questions; they should work in groups to complete the part they have in their role cards and then ask the students with the other role cards the information given to complete the worksheet.

Aims: to provide more information about famous markets around the world and to review the linguistic elements seen in the unit. To give students the opportunity to put into practice the linguistic elements in a more contextualized way.

3. Reading – speaking activity “What food tells us about culture” (Activity 4 in the Lesson Plan)

Reading standardized format: Text gap

Aims: to give students practice in identifying discourse signals and discourse structure; to give their impressions on the importance of food and gastronomy in a person’s cultural identity.

Ex. 1 students work on the reading skill, they work with discursive elements of the language that give cohesion to a text. They are to work in pairs so that they work in cooperatively and as they go over the worksheet reflect on the rationale behind their answers.

Ex. 2 students answer the questions and discuss their impressions.

Intercultural aspect: food and culture.

4. Guideline: “Making a Mexican Street dish” (Activity 7 in the Lesson Plan)

Formative assessment practice: Student demonstration.

Aim: to sketch the final project of the unit and to get students ready for a performance assessment task in video format.

Students are given an outline to start preparing their final project, worth 10 points. The key elements that contribute to the delivery of a good project are in it. They are expected to perform an activity and present evidence of what they have learned

during this didactic sequence, so this guideline helps them stay on task and calls their attention to the elements seen in the unit.

5. Rubric: “Making a Mexican Street dish” (Activity 8 in the Lesson Plan)

Formative assessment practice: Student demonstration.

Aim: to make students aware of what is expected of them when they deliver the project.

Students are given the rubric so that they know what elements will be assessed in their project. This rubric helps students to get a clearer idea on the products they must present in order to be assessed.

2.3 Evidences of materials and procedures

The materials are presented as they were used in the lesson plan.

Activation activity. Controlled grammar activity, speaking (personalizing)

Grammar: how much/how many?

A Cross out the wrong word. Then answer the question with a complete sentence with a lot of, not ... much, not ... many, not ... any.

Valerie the vegetarian

- How much/ ~~many~~ meat does she eat?
She doesn't eat any meat.
- How much/ ~~many~~ vegetables does she eat?
- How much/ ~~many~~ diet soda does she drink?

Fabio the Italian Food Fan

- How much/ ~~many~~ pasta does he eat?
- How much/ ~~many~~ tomatoes does he eat?
- How much/ ~~many~~ soda does he drink?

Fast Food Phil

- How much/ ~~many~~ vegetables does he eat?
- How much/ ~~many~~ hamburgers does he eat?
- How much/ ~~many~~ water does he drink?

Baby Belinda

- How much/ ~~many~~ milk does she drink?
- How much/ ~~many~~ cookies does she eat?
- How much/ ~~many~~ coffee does she drink?

B Test your memory. Cover the sentences and look at the pictures. Remember what they eat and drink.

Ex. 1 Students complete the questions and answers using the grammar element.

Ex. 2 Students ask the questions to their partners. They respond with true personal answers and have to provide extra information.

Activity 1. Listening “The Best finds at Mexico City’s San Juan Market” (See Appendix B)



RICK MARTINEZ
SENIOR FOOD EDITOR, BON APPÉTIT

The Best Finds at Mexico City's San Juan Market | City Guides: Mexico City ...

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YouTube video and worksheet

THE BEST FINDS AT MEXICO CITY'S SAN JUAN MARKET

<https://www.youtube.com/watch?v=85Gz1d8N80g>

Exercise 1. Watch the video and complete the following sentences using the words in the box. Use each word once.

hot fresh dried sweet fruit seafood poblano delicious proteins dessert

- In Mexico's markets you can find (1) _____ produce (2) _____ and (3) _____.
- Fruit in Mexican markets is (4) _____ and (5) _____.
- Mole is a kind of (6) _____ that you can use to cook (7) _____.
- Ancho is a (8) _____ (9) _____ chili.
- Guacabot is a really (10) _____ chili.

Exercise 2. Answer the questions.

1. What kind of chili is Chipotle?

.....

2. Where are the head-on prawns from?

.....

3. What's the name in Spanish for the root beer plant?

.....

4. How do Mexicans cook root beer plant?

.....

5. What do Mexicans make with small tomatoes?

.....

Activity 2. Lesson 5b on the textbook

5b Food markets

Reading

- Where do you like shopping for food? Choose an answer (a-d).
 - at a supermarket
 - at a market
 - from different specialty stores
 - I don't like shopping!
- Read the article about markets around the world. Answer the questions. *everyday shopping*
- Why does the writer like food markets? *because they are so varied, they have a lot of things to buy*
- How old is the St. Lawrence market? *200 years*
- What is hot in Castries Market? *The local sauce*
- What can you hear in La Vucciria? *live music*
- When is Haymarket open? *Friday and Saturday*

Discuss these questions as a class.

- Do you have a food market in your town or city? What days is it open?
- Can you buy fresh food and local dishes there? What kind?
- What other street markets are in your town or city? What do they sell?

Grammar a lot of and not much / not many

- Look at these sentences. Then complete the rules (1-3) with a lot of, not much, and not many.
 - There's a lot of different food ...
 - There are not many shops here.
 - There aren't much markets ...
 - There isn't much food for sale late in the day.
- Use a lot of with count or noncount nouns.
- Use many with count nouns.
- Use much with noncount nouns.

A LOT OF and NOT MUCH / NOT MANY

Count	Noncount
There are a lot of apples.	There's a lot of cheese.
I don't eat many apples.	I don't eat much cheese.
I don't eat a lot of apples.	I don't eat a lot of cheese.
Do you eat a lot of / many apples?	Do you eat a lot of / much cheese?
Yes, I do. / No, not many.	No, I don't. / No, not much.

For more information and practice, see page 162.

My Top 5 | Food markets

Supermarkets are good for everyday shopping. But food markets are great for fresh food and local dishes. Here are my top five markets from around the world.

- St. Lawrence Market, Toronto, Canada**
This food market, in downtown Toronto, is 200 years old. It has well over 100 shops with every kind of meat and seafood. Shoppers visit from all over the world.
- Castries Market, St. Lucia**
Naturally, this island in the Caribbean has a market famous for fish and fruit. Buy some bananas for lunch and some fish for dinner. And try the local sauce—it's very hot!
- Kreta Ayer Wet Market, Singapore**
There's a lot of different food here and there's also a great restaurant upstairs. Go at around 6 a.m. and have some tasty noodles for breakfast.
- La Vucciria, Palermo, Italy**
There aren't many markets in the world with live music. But in Palermo, musicians play and sing for shoppers. It's a great atmosphere!
- Haymarket, Boston, US**
This market is almost 200 years old and famous with food lovers. It's open during daylight hours every Friday and Saturday and it's good to go early. There isn't much food for sale late in the day!

Students go back to the book and answer the questions about the markets mentioned in the text.

Activity 3. "Famous Markets in the World" (See Appendix B)

FAMOUS FOOD MARKETS IN THE WORLD

Complete the table. Ask your partners (A, B, C or D) about the markets.

Market	Questions
Tsukiji Fish Market, Tokyo	<ol style="list-style-type: none"> Is this market big? What's popular in this market? What kind of products can you buy here? What kind of dishes are there?
Borough Market, London	<ol style="list-style-type: none"> Is this market old? Was it a tourist market in the past? What kind of products are there? What kind of food can you eat in this market?
La Boqueria, Barcelona	<ol style="list-style-type: none"> Is this market an outdoor market? What kind of food can you buy there? What can you eat as a snack when you walk in the market? Why is "Pintxo" bar famous?
La Merced, Mexico City	<ol style="list-style-type: none"> How old is "La Merced" market? Why is the best market in Mexico City? What can you eat there? What kind of products are there in "La Merced"?

Assessment tool: info-gap activity

Activity 4. “What food tells us about culture” (See Appendix B)

What Food Tells Us About Culture

Class 8 Le January 7, 2017

Content and material from: <https://www.nhantriviet.com/531/250/0/W/what-food-tells-us-about-culture/>

Exercise 1: Read an article about food and its role in culture. Six sentences have been removed from this article. Choose the most suitable sentences from the list A-G for each part (1-6) of the article. There is one extra sentence which you do not need to use.

- A. Alterations to original dishes can create new flavors that still retain the cultural significance of the dish.
- B. It also operates as an expression of cultural identity.
- C. The European colonization of the Americas permitted the introduction of European ingredients and cooking styles to the U.S.
- D. ... cooking symbolically marks the transition from nature to culture.
- E. When I was sick as a kid, my mother would cook soup and bring it to bed for me.
- F. Food is a portal into culture.

I. There is more of a connection between food and culture than you may think.

II. We grow up eating the food of our cultures. It becomes a part of who we are. Many of us associate food from our childhood with warm feelings and good memories of our families. Food from our family often becomes the comfort food we look for as adults in times of frustration and stress. (1) the smell and taste of the soup became something very familiar to me. Now, whenever I feel tired or stressed, I remember the soup my mom used to make for me, and I feel hungry for that soup.

III. On a larger scale, food is an important part of culture. Traditional cuisine is passed down from one generation to the next. (2) Immigrants bring the food of their countries with them wherever they go and cooking traditional food is a way of preserving their culture when they move to new places.

IV. Family meals is a symbol of pride for ethnicity and a way of coping with homesickness. Many open their own restaurants and serve traditional dishes, but the food does not remain the same: some ingredients needed to make

Gapped text

Activity 5. Lesson 5e on the textbook

5e What do I do next?

Writing instructions

1 Read the three instructions (1-3). Match the texts to where you read them (a-c).

- a inside a box
- b in a cookbook
- c on a food label

1 You can make this cake in about fifteen minutes. First, heat the oven to 350°F. Put the flour in a bowl and add the milk, eggs, butter, and salt.

2 Thank you for buying this Home Barbecue Grill. Please follow these instructions:

- 1 Do not use the barbecue inside a building.
- 2 Never leave children with the barbecue.

3 Store this bottle of sauce in a cool, dry place. After you open the bottle, use the sauce within three months.

2 Writing skill punctuation

a Match these types of punctuation to their uses by finding examples in the instructions.

- (period) . (comma) , (colon) :

- 1 between words in a list (comma) *milk, eggs, butter, and salt*
- 2 at the end of a sentence *please!*
- 3 between two or more adjectives *easy to make, delicious*
- 4 to introduce a list of instructions *(1) (2)*
- 5 after a sequence word (e.g. First) *First, heat the oven.*
- 6 between two clauses in one sentence *When you mix the eggs, sugar, salt and flour pour the mixture onto a tray.*

b Add the missing punctuation to the recipe.

Fortune cookies



The future is yours

Fortune cookies are easy to make. You need the following pieces of paper, three eggs, sugar, salt and flour. First write your messages on the pieces of paper. After you mix the eggs, sugar, salt and flour pour the mixture onto a tray.

3 Work in pairs. Write instructions to make your favorite type of dish, sandwich, or salad. Use some of these verbs in your instructions.



mix



chop



pour



spread



put



slice

4 Exchange your instructions with another pair. Check the punctuation. Would you like to make the food?

Unit 5 Food

Writing instructions (a recipe)

Activity 6 Writing a recipe

Students review Imperative and see the layout of a recipe

BRITISH COUNCIL LearnEnglish Teens
Writing skills practice: A recipe – exercises

Look at the recipe and do the exercises to practice and improve your writing skills.

Preparation
Write the second word in the boxes below for practice.

eat	boil	grill	cook	fry	wash up
					

My favourite dish - Pepperoni pasta

Ingredients
 Pepperoni sauce
 1 red onion
 2 red peppers
 1kg pepperoni
 1 box (500g) spaghetti
 1 cup water
 olive oil
 garlic
 Chopped
 1kg spaghetti per person

1. Cut the onion, red pepper and onion.
 2. Heat some olive oil in a pan and fry the onions, red pepper and pepperoni.
 3. Add chopped garlic, tomatoes and water and cook for 20 minutes.
 4. Cook the pasta in a batch of boiling water.
 5. Serve the pasta with the pepperoni sauce. Chopped

Top Tip for writing
 Use commas between a list of items in a sentence.
 When we give a recipe an instruction, like students to indicate the step we use the base form of the verb (imperative) to give instructions.

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BRITISH COUNCIL LearnEnglish Teens

1. Check your understanding: true or false
 Circle True or False for these sentences.

1. You need two red onions to make pepperoni pasta.	True	False
2. You need about 450g of tomatoes to make the sauce.	True	False
3. 450g of pasta is enough for one person.	True	False
4. You should cut the onions, peppers and pepperoni before you fry them.	True	False
5. You should add the onions and garlic before you fry the ingredients.	True	False
6. You need to fry the pasta in a big pan.	True	False

2. Check your writing: punctuation – commas
 Add commas to these sentences and write them on the line below.

- To cook spaghetti you'll need spaghetti tomato sauce meat and some cheese.
- Noriko can speak Japanese English Chinese French and a little Arabic.
- On Monday we study Science Maths and English. On Tuesday we have sports all day and on Wednesday we have English Music and History.
- I love playing team sports like football basketball cricket baseball or even rugby. I don't like individual sports like golf tennis or badminton but I love running.

3. Check your writing: multiple choice – verb forms
 Circle the correct verb form to complete these sentences.

- Get / Getting / Cut the carrots and onions into small pieces, then added / adding / add them to the meat.
- Cook / Cooked / Cooking the meat for about 10 minutes.
- Boil / Boiled / Boiling the water for 5 minutes, then add / adding / added the pasta.
- Don't forget to wash up / washing up / wash up after you have finished eating.

Discussion
 What dishes can you cook? How often do you cook?

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Activities 7 and 8 Assessment task. Student Demonstration (Appendix B)

Project: Making a

Video and Recipe presented by: _____

STEP 1: In pairs, choose one of the following Mexican street dishes:

- Tostadas
 Quesadillas
 Tacos

STEP 2: Write (draft) the recipe to make your dish.

***Pay attention to the following:**

- What ingredients do you need?
- What are the steps to prepare it?
- How is it served?

4. What linguistic (grammar and vocabulary) elements do you need to write a recipe?

5. What's the text structure? How does a recipe "look"?

STEP 3: Give it to your teacher so that he/she can help you make it look better.

STEP 4: When you get your draft back make the necessary changes to make it better.

STEP 5: It's time to prepare your tutorial presenting your dish. Write a script to use it as a guide once you record your video.

***Pay attention to the following:**

1. Explain how to prepare the dish. Are the directions clear?

2. Content:

What's the name of the dish?

Are the steps clear?

STEP 6: Record your video!

***Pay attention to the following:**

- Practice before you record the video, preparedness is important.
- Your voice must be audible and clear.
- Speak for at least 2' to 3' (both participants)

PAY ATTENTION! Elements to be evaluated:

- Written recipe 5 pts.
- The video 5 pts.

Guideline

Making a street Mexican dish

Names:

1. Recipe rubric

	Description	Points
Content	The contents are clearly organized and are easy to follow. Uses the linguistic element to perform the task.	/2
Layout /Organization	The text looks like a recipe and follows a logical text organization.	/ 2
Mechanics	Punctuation, spelling and capitalization.	/1

TOTAL: /5

Recipe rubric

2. Video rubric

	Description	Points
Content	Participants show understanding of the content and presents it in an interesting way. Video duration is appropriate (2' - 3') They use the linguistic elements needed to perform the task.	/ 2
Preparedness	Participants look prepared and confident; the pace is smooth.	/ 1
Eye contact	Participants look at the camera during the presentation.	/ 1
Speaks clearly	Participants speak clearly; it is audible.	/ 1

TOTAL: / 5

Overall performance comments:

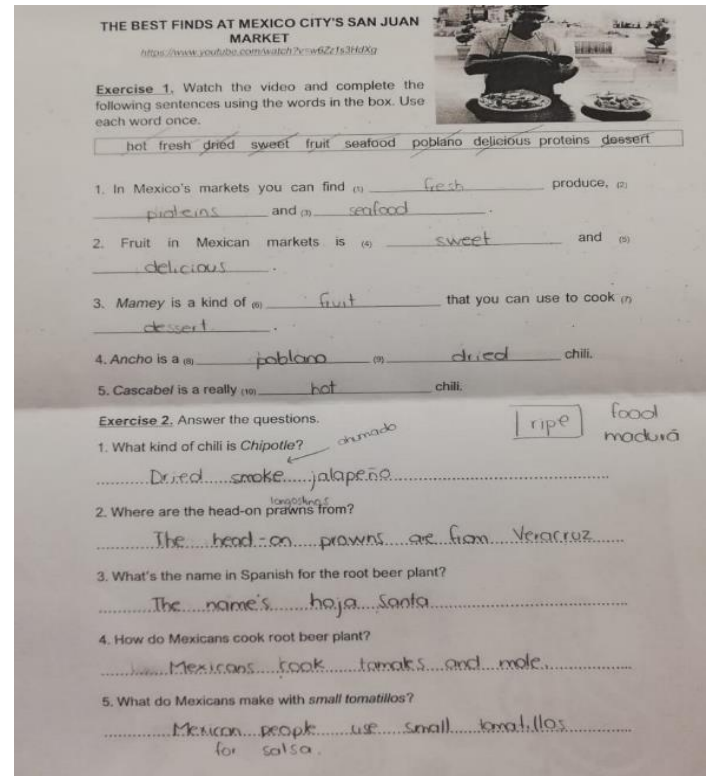
2.4 Evidences of designed tools

Activity 1

They seemed to enjoy the listening activity because the content is close to their reality, a market that exists in Mexico City. Even when the text was longer than the ones they are used to working with in class, they could cope with it because they worked cooperatively.

Activity not stated in the lesson plan: I decided to ask them about the nationality of the host (intercultural aspect) and they did not recognize him as a member of their culture but could identify that he was of Mexican descent. When I asked them about his Spanish proficiency, they mentioned he was not very proficient but that he could buy food, thanks to other elements rather than the language itself such as intonation or the way he addressed the vendors (sociolinguistic competence) They paid attention to the elements of small-C that play a key element in successful intercultural communication.

Outcome: The activity pace was smooth, and students seemed to enjoy working with the text. When I asked them if they preferred to watch the video as a whole group, they said they found it more practical sharing videos through WhatsApp and working with their smartphones as they could work at their own pace.



Activity 3

The activity was carried out as expected and students managed to complete the task. Weaker students just copied the sentences from the text they were given and had some problems while listening to their partners' responses, so they opted for copying the information from the worksheet.

Outcome: The activity took longer than expected because some students had difficulty in the speaking phase, they decided to copy the information from their partners' worksheet. As a follow-up activity some open questions connected to their opinions about the markets mentioned in the text and Mexican markets could have been a good closure exercise.



FAMOUS FOOD MARKETS IN THE WORLD

Complete the table. Ask your partners (A, B, C or D) about the markets.

Tsukiji Fish Market, Tokyo	
1. Is this market big?	It's a big fish market
2. What's popular in this market?	It's famous for tuna auction
3. What kind of products can you buy here?	They have ships, sea food and other groceries
4. What kind of dishes are there?	Fresh sushi
Borough Market, London	
1. Is this market old?	Yes, it's an old market, it's 1000 years old
2. Was it a tourist market in the past?	No, it wasn't, it's a wholesale market
3. What kind of products are there?	Locally grown produce
4. What kind of food can you eat in this market?	Excellent cheeses and streets food from all the world
La Boqueria, Barcelona	
1. Is this market an outdoor market?	No, it's the covered space
2. What kind of food can you buy there?	Fresh sea food, grow of hanging and other
3. What can you eat as a snack while you walk in the market?	Sliced jamon
4. Why is "Pinotxo" bar famous?	There are the best tapas in the city
La Merced, Mexico City	
1. How old is "La Merced" market?	It's 150 years old
2. Why is the best market in Mexico City?	Because have a bank of foods and ingredients
3. What can you eat there?	You can eat pan de azul
4. What kind of products are there in "La Merced"?	Dried chili, a variety of black mole, pastes, fresh vegetables, sugar candied fruits

Activity 4.

This was the most challenging activity of the whole lesson plan. Students struggled to complete the task and that affected the pace of the class. Even when the language in the text was modified to help students with comprehension the text was long for them to read and being this their first time doing a gapped text exercise some of them seemed frustrated.

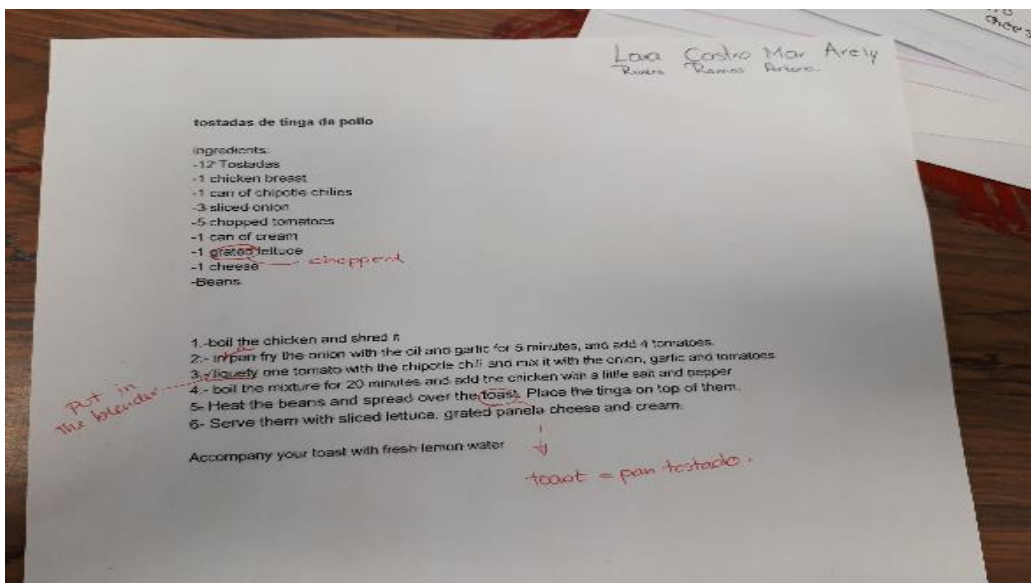
Outcome: Students completed the task but did not get a sense of accomplishment. Regarding the topic, they liked it and answered the questions in exercise 2, but some of them used Spanish. This assessment tool could have worked better with higher level students.



Activity 7

Students went through the guideline and started asking questions about the dishes they could prepare. They became excited about the task and started working on their drafts.

Outcome: Students felt confident and started working on their recipe drafts and scripts.



Activity 8

Overall score: 8.5

Working in pairs (Rodríguez Navarrete)

Assignment Luis Eduardo Rodríguez Navarrete

1. Recipe rubric

Content	Description	Points
Content	The contents are clear, organized and are easy to follow. Plus the ingredients element is present in the text.	2/2
Layout / Organization	The text looks like a recipe and follows a type of text organization.	1.5/2
Mechanics	Punctuation, spelling and distribution.	1/1
TOTAL:		4.5/5

2. Video rubric

Content	Description	Points
Content	The subjects show understanding of the presenting products in a clear way, why video content is preferable (2/2) They use the linguistic elements needed to perform the task.	1.5/2
Preparedness	Preparation is clear and organized and includes the product details.	1/1
Eye contact	Participants look at the camera during the presentation.	1/1
Speaks clearly	Participants speak clearly and clearly.	1.5/1
+ Lupita - you need to work on pronunciation.		1/1

Overall performance comments: I loved the title! "Tacos of Carnitasada" 😊

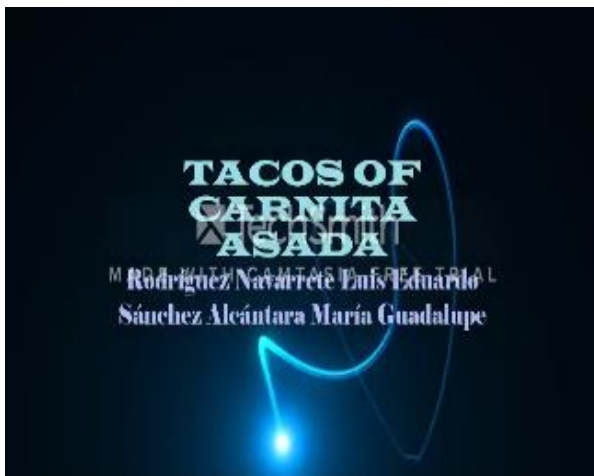
Recipe: All the elements were covered, but your recipe looked a bit dull. There are no pictures.

Video: It looked like a cooking show and you were very creative but the video was rather long. You looked at the camera!

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Students read the rubric and discussed with their peers the elements to consider making their presentation better.

Outcome: Students did not feel overwhelmed by the challenge this task represented and shared their projects.



2.5 Evidences of the performed activities

The video with a clip from this lesson plan is available at:

https://www.youtube.com/watch?v=wlvYN_Hr2YY&feature=youtu.be

CHAPTER 3 Experience Report

Lesson planning is the practical application of the theoretical constructs that support a teacher's philosophy and what is more, the results should be feasible to students and to the teacher itself. The information obtained leaves room for more reflective work to be done to improve the learning experiences of students.

While selecting the materials to be used in this didactic sequence, I came up with many questions in order to present a well-balanced set of activities and assessment tools to achieve the objectives I had devised for this lesson plan. It should be noted that even when I adapted the language in some of the materials to be suitable to my students' level, English was not the only issue to take into consideration; the task difficulty also carried an important weight in the class; in paper the activities and assessment tools looked appropriate to my students' level but once they were implemented, I found that some of them were slightly difficult to them. That is why reflective work is needed after implementing the tools in a class, so that these tools can be improved and used in future classes.

The pace of the sequence was smooth even when classes were cancelled due to the Extraordinary Environmental Contingency in the city.

Even when some of the activities were challenging, students were willing to participate and showed great interest in the cultural aspect about food; it should be noted that thanks to their interest in the topic the activities were completed. Another aspect worth mentioning is that students got so involved with the topic that some of them wanted to express their opinion in Spanish, this was allowed because it gave them a sense of importance.

About the activities planned for the alternative assessment task I expected some reluctance from students as they are not used to delivering performance tasks to be evaluated. Nevertheless, most of them were motivated to present their projects and delivered good products. Being guided and told what was expected from them encouraged them to do it.

Finally, the Follow-up activity could not be carried out due to the closing of schools during the extraordinary environmental contingency in the city. Students wanted to do the activity, but there was not enough time as the semester was three classes away to be finished and the last unit in the program had not been covered yet. The valuable element in this stage was that students were willing to participate and expressed their interest in having more activities like the ones they did throughout this didactic sequence instead of being only assessed using a summative exam.

CHAPTER 4 Conclusions

The knowledge gained in the areas explored throughout this specialization gives the author insight into processes that are found while learning a second/ foreign language. Being aware of these processes represents a very important feature in lesson planning because now a careful selection should be made when planning and implementing materials, to promote more meaningful learning experiences to students. For instance, input must be structured and comprehensible to students, or else it will not serve its purpose to language acquisition. Equally important is output, which in the view of interactionists is critical to L2 acquisition because it shows there is some meaning negotiation in a two-way communicative situation; Swain (1995, in Ariza & Hancock, 2003) asserts that comprehensible output amplifies fluency, raises awareness of one's own language proficiency, gives opportunities to experiment with language while interacting with others. Another point worth noting is Interlanguage (IL) which is the language learners speak while bridging the gap between L1 and L2 (Selinker, 1972 in Larsen-Freeman, 1985) The tasks we plan and bring into class have to reflect the presence of these elements that help learners with L2's acquisition and learning.

In the author's view, lesson planning is the connection between the theory and practice; what is more, the teacher himself / herself is the connection between what theorists say and those going through the process in the classroom.

One should bear in mind so many aspects while planning a lesson: learners' needs, interests, age, linguistic aims, pedagogical aims, socio-affective factors, etc. I would say that sticking to a single method is risky as they have proven to be fallible in some areas, with this it is not being said that a given method or approach is better than the others. Principled eclecticism (Larsen-Freeman, 1987) is a good option to come up with better classes and /or learning experiences in the classroom. In her words, one should be able to spot similarities and differences between each method or approach that could serve our teaching purposes taking into consideration one's own view of learning / teaching and language (teaching philosophy)

The importance of this reasoning and awareness should be reflected in ESL classrooms and should correlate to what ESL professionals claim to be their teaching philosophy. Classes are (or should be) framed and shaped by all the theories explored throughout this specialization. In other words, classes are the practical applications of all the theories a teacher believes in. How can one know if what it is believed and what happens in the classroom correlate?

Another point worth mentioning is that ELT has moved from a purely linguistic view of language into a more sociocultural one which considers context, register, purpose, medium and participants involved in the interaction, also the processes of learning / language acquisition have gained relevance to promote meaningful learning experiences. Nowadays, learners have a more active role in their own learning process and to promote this, teachers should present them with tasks that involve reflection, cooperation, real-life language examples, assessment and creativity. Language should be both: the subject of study and the vehicle to negotiate and discuss it and the classroom an area to provide experiences.

Furthermore, it is the author's belief that an ELT teacher should implement lessons that explore the four skills in an interactive way as they happen in real life; by segmenting the skills we are turning language into an artificial subject to be taught at school. When we teach language separately, we are not helping our students to acquire the language; they learn and get practice in speaking, listening, reading and writing and it is likely that they might develop certain ability in them, but when faced in real life situations where the four skills interact and overlap; students find themselves in a difficult situation, unable to communicate.

Equally important, the outcomes of a lesson can make teachers rethink the way classes are planned, sometimes possible problems can be anticipated; even so other unexpected situations occur, and these also provide valuable information about learners and the learning experience itself. All the events taking place in a class help teachers make better decisions when it comes to instructional strategies, motivational techniques and how to approach the program.

Given all these points and after having completed this specialization, the author of this project has come to the realization that this process is the tip of the iceberg about what it means to be a XXIst century English teacher. She has now more academic questions to deal with, being technology and its implementation in the classroom along with ICC the main topics to be delved into, a more reflective teaching practice is observed after developing all the assignments to complete each module in this specialization. All in all, it has been thanks to this specialization that she has been able to rework and ground all the theoretical constructs in lesson planning and her professional practice.

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5.2 Appendixes

Appendix A – Declaration Letter



UNIVERSIDAD PEDAGÓGICA NACIONAL

Especialización en la Enseñanza y Aprendizaje de Inglés como Lengua Extranjera

DECLARATION

I MIRIAM GUERRA PAREDES, declare that the following **FINAL PROJECT: Intercultural Activities in the EFL Classroom: Using English to talk about the gastronomical culture in my country** is entirely my own work and that it is written in my own words and not those copied directly from any source, except for those properly acknowledged.

Signature:

Date: June 14th, 2019.



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Appendix B – Assessment tools

1. Listening

THE BEST FINDS AT MEXICO CITY'S SAN JUAN MARKET

<https://www.youtube.com/watch?v=w6Zz1s3HdXg>

Exercise 1. Watch the video and complete the following sentences using the words in the box. Use each word once.

hot fresh dried sweet fruit seafood poblano delicious proteins dessert

1. In Mexico's markets you can find (1) _____ produce, (2) _____ and (3) _____ .

2. Fruit in Mexican markets is (4) _____ and (5) _____ .

3. *Mamey* is a kind of (6) _____ that you can use to cook (7) _____ .

4. *Ancho* is a (8) _____ (9) _____ chili.

5. *Cascabel* is a really (10) _____ chili.

Exercise 2. Answer the questions.

1. What kind of chili is *Chipotle*?

.....

2. Where are the head-on prawns from?

.....

3. What's the name in Spanish for the root beer plant?

.....

4. How do Mexicans cook root beer plant?

.....

5. What do Mexicans make with *small tomatillos*?

.....

2. Speaking – reading

FAMOUS FOOD MARKETS IN THE WORLD

Complete the table. Ask your partners (A, B, C or D) about the markets.

Tsukiji Fish Market, Tokyo

1. Is this market big?
2. What's popular in this market?
3. What kind of products can you buy here?
4. What kind of dishes are there?

Borough Market, London

1. Is this market old?
2. Was it a tourist market in the past?
3. What kind of products are there?
4. What kind of food can you eat in this market?

La Boqueria, Barcelona

1. Is this market an outdoor market?
2. What kind of food can you buy there?
3. What can you eat as a snack while you walk in the market?
4. Why is "*Pinotxo*" bar famous?

La Merced, Mexico City

1. How old is "*La Merced*" market?
2. Why is the best market in Mexico City?
3. What can you eat there?
4. What kind of products are there in "*La Merced*"?

3. Reading

What Food Tells Us About Culture

Chau B Le January 7, 2017

Taken and adapted from: <https://freelymagazine.com/2017/01/07/what-food-tells-us-about-culture/>

Exercise 1: Read an article about food and its role in culture. Six sentences have been removed from the article. Choose the most suitable sentence from the list **A-G** for each part **(1-6)** of the article. There is one extra sentence which you do not need to use.

- A. Alterations to original dishes can create new flavors that still retain the cultural significance of the dish.

- B. It also operates as an expression of cultural identity.

- C. The European colonization of the Americas permitted the introduction of European ingredients and cooking styles to the U.S.

- D. ... cooking symbolically marks the transition from nature to culture,

- E. When I was sick as a kid, my mother would cook soup and bring it to bed for me;

- F. Food is a portal into culture.

- I.** There is more of a connection between food and culture than you may think.
- II.** We grow up eating the food of our cultures. It becomes a part of who we are. Many of us associate food from our childhood with warm feelings and good memories of our families. Food from our family often becomes the comfort food we look for as adults in times of frustration and stress. (1) the smell and taste of the soup became something very familiar to me. Now, whenever I feel tired or stressed, I remember the soup my mom used to make for me, and I feel hungry for that soup.
- III.** On a larger scale, food is an important part of culture. Traditional cuisine is passed down from one generation to the next. (2) Immigrants bring the food of their countries with them wherever they go and cooking traditional food is a way of preserving their culture when they move to new places.
- IV.** Family meals is a symbol of pride for ethnicity and a way of coping with homesickness. Many open their own restaurants and serve traditional dishes, but the food does not remain the same; some ingredients needed to make traditional dishes may not be available, so the taste and flavor can change the taste and flavor of the dishes originally prepared in their home countries.
- V.** Additionally, when immigrants sell food in another country, they sell it to people from different countries, so they alter the original dishes to serve them to a wider range of customers with distinct tastes and flavor preferences. (3) What stays the same is how much each country or community's unique cuisine can reflect its unique history, lifestyle, values, and beliefs.
- VI.** In China, harmony is a vital trait in almost every aspect of life. This is reflected in Chinese cuisine, where almost every flavor (salty, spicy, sour, sweet, and bitter) is used in a balanced way creating delicious dishes with flavors that go well together. Historically, they believe that food not only needs to be nutritious but also needs to look nice, so they put a lot of effort into decorating the dishes and making them look colorful.
- VII.** The cuisine of the United States reflects its history. (4) Later in the 20th century, the influx of immigrants from many foreign nations developed a rich diversity in food preparation throughout the country.
- VIII.** As the world becomes more globalized, it is easier to access cuisines from different cultures.
- IX.** It's important to celebrate our heritage through our culture's food, but we could also become more informed about other cultures by trying their foods. It's important to

remember that each dish has a special place in the culture to which it belongs and is special to those who prepare it. (5).....

Exercise 2:

Work small groups and answer the following questions:

1. What can the food you eat everyday tell you about where you come from?
2. Why do people from different parts of the world eat different types of food?
3. Why do you think certain foods or culinary traditions are so important to your culture?

4. Guideline and 5. Rubric

Project: Making a _____

Video and Recipe presented by: _____

STEP 1: In pairs, choose one of the following Mexican street dishes:

Tostadas

Quesadillas

Tacos

STEP 2: Write (draft) the recipe to make your dish.

****Pay attention to the following:***

1. *What ingredients do you need?*

2. *What are the steps to prepare it?*

3. *How is it served?*

4. What linguistic (grammar and vocabulary) elements do you need to write a recipe?

5. What's the text structure? How does a recipe "look"?

STEP 3: Give it to your teacher so that he/she can help you make it look better.

STEP 4: When you get your draft back make the necessary changes to make it better.

STEP 5: It's time to prepare your tutorial presenting your dish. Write a script to use it as a guide once you record your video.

****Pay attention to the following:***

1. *Explain how to prepare the dish. Are the directions clear?*

2. *Content:*

What's the name of the dish?

Are the steps clear?

STEP 6: Record your video!

****Pay attention to the following:***

1. *Practice before you record the video, preparedness is important.*

2. *Your voice must be audible and clear.*

3. *Speak for at least 2' to 3' (both participants)*

PAY ATTENTION! Elements to be evaluated:

1. Written recipe 5 pts.

2. The video 5 pts.

Making a street Mexican dish

Names:

1. Recipe rubric

	Description	Points
Content	The contents are clearly organized and are easy to follow. Uses the linguistic element to perform the task.	/2
Layout /Organization	The text looks like a recipe and follows a logical text organization.	/ 2
Mechanics	Punctuation, spelling and capitalization.	/1
TOTAL:		/5

2. Video rubric

	Description	Points
Content	Participants show understanding of the content and presents it in an interesting way. Video duration is appropriate (2' – 3') They use the linguistic elements needed to perform the task.	/ 2
Preparedness	Participants look prepared and confident; the pace is smooth.	/ 1
Eye contact	Participants look at the camera during the presentation.	/ 1
Speaks clearly	Participants speak clearly; it is audible.	/ 1
TOTAL:		/ 5

Overall performance comments

