**UNIVERSIDAD PEDAGÓGICA NACIONAL**

**UNIDAD AJUSCO**

**PROPUESTA DE INTERVENCIÓN EDUCATIVA**

**CÓMO INCREMENTAR LA AUTONOMÍA DEL ALUMNO A TRAVÉS DE LA AUTOEVALUACIÓN, COEVALUACIÓN Y TECNOLOGÍA.**

**TRABAJO RECEPCIONAL**

QUE PARA OBTENER EL DIPLOMA DE

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

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Project:

How to increase learner's autonomy through self and peer-assessment and technology

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# INTRODUCTION

The aim of this project is to present a series of activities, analysis and reflections carried out during the last module of the Specialisation in English Language Teaching as a foreign language.

In the first part of the project, a teaching philosophy will be provided, which has been developed and improved during this Specialisation. What's more, this teaching philosophy has been based on a series of approaches, methodologies, techniques and teaching principles. This has allowed me to shape and enhance the current teaching philosophy in order to provide better teaching and learning practices in the classroom.

In addition, a lesson plan will be presented with a series of activities in order to provide reflection and analysis of the different outcomes in the implementation. Moreover, this will include a detailed description of the procedure and learning activities carried out during these lessons. It will also describe the expected outcomes as well as attitudes from the learners to be analysed later.

Furthermore, this lesson plan will also include some assessment tools to check and monitor learners' progress and achievements. This assignment will also provide a rationale based on theoretical principles to help understand these instruments. What's more, a deep analysis and reflection will be given after its implementation, which will help to improve or change them to suit the learners' needs and expectations.

On the other hand, this assignment will provide some evidence on the implementation of the lesson plan. This will promote and enhance self-reflection on the outcomes and attitudes shown by the learners during these lessons. Moreover, some evidence of the assessment tools will be shown during this project. This will help to analyse the results as well as their effectiveness and usefulness in the class. This will also allow to compare and contrast the final outcomes.

This project will also include a video recording the most important aspects in the implementation of the lesson plan. What's more, this video will help to demonstrate what was learned during this specialisation by showing a sequence of activities previously planned. This material will

also help to analyse and reflect on the importance of this type of evidence to study and observe learners' attitudes towards the class as well as the strengths and weaknesses in the classroom.

Furthermore, this project will include an account on the outcomes and learners' attitudes towards the activities carried out in the lesson plan. This will help to compare and contrast the results at the end of the lesson plan. In addition, this will allow to reflect and study as well as proposing changes to suit learners' needs and expectations to promote better learning and teaching practices in the classroom.

Finally, a series of conclusions will be presented at the end of this project. This will allow to reflect and analyse what has been learned throughout this Specialisation and this project.

# CHAPTER 1: PHILOSOPHY AND THEORY

## 1.01 Teaching identity and philosophy

Jeremy Harmer says: "One of the reasons that it is difficult to give general descriptions of good teachers is that different teachers are often successful in different ways." (Harmer, 2010).

During this Specialisation, I have learned that a teaching philosophy can continuously change and adapt to the teaching and learning circumstances and contexts. In this sense, some aspects such as: learners' needs, learners' autonomy, technology, communicative approach have shaped my teaching philosophy.

Jeremy Harmer proposes: "…we have a number of different individuals with different learning styles and preferences." (Harmer, 2010) One aspect I always try to consider part of my teaching philosophy is also try to include activities that help my learners develop their skills through activities that meet their needs. For instance, at the beginning of every course, I implement a short questionnaire in order to find out more about my learners and their preferences. This has helped me so I can prepare activities or tasks to meet their expectations and needs. What's more, this has also facilitated my planning and teaching.

Another aspect that has defined my teaching philosophy is creating **independent and autonomous learners**. Larsen-Freeman emphasises: "…students are seen as more responsible managers of their own learning." (Larsen-Freeman, 2008) Throughout my teaching experience, I have realised that learners respond and react positively when they are given more freedom and independence.

For instance, learners can propose and decide from how long they spend on certain activities to what topics they would like to discuss in class. In my opinion, this has facilitated learning as well as increasing their motivation since they are more committed to their own learning.

Furthermore, **technology** has played an important role in my teaching philosophy, which is one of the aspects I like most of my classes. Chapelle and Sauro remark: "The ubiquitous nature of technology, throughout our lives today has ushered in new opportunities and expectations among students and teachers alike". (Chapelle & Suaro , 2017)

I started using virtual learning environments (VLEs) about eight years ago and I remember it was something new for me and my learners as well. Nevertheless, it was appealing and useful for them. In my case, it facilitated teaching even more. I was able to assign and provide feedback more easily. In addition, I discovered that this has increased my learners' engagement and raised their autonomy and motivation.

Nowadays and due to the pandemic, technology has been extremely helpful. I have been able to discover new applications and techniques to implement in my classes. What's more, using technologies resources learners have also increased their language awareness and their level of English.

Chapelle and Sauro point out: "The excitement and initial motivation to integrate new technologies in the classroom are not sufficient to make them effective tools for language learning…" (Chapelle & Suaro , 2017) One of the aspects I have learned during this specialisation is to reflect and evaluate the effectiveness of the technological resources I implement in my classes. Thanks to these reflective activities, I'm able to assess the relevance of the materials I employ with my learners.

Finally, some aspects that have changed in my teaching philosophy due to this specialisation and the pandemic are **feedback and assessment**. Chappelle and Suaro set forth the idea that: "Technology offers new opportunities for performing both formative and summative assessment of learners." (Chapelle & Suaro , 2017) I have discovered that technology may enable me to provide learners with feedback in a more effective way by using technology.

For instance, learners have been using word processors to type and hand in their assignments. This has allowed me to give feedback and raise their language awareness as well as promoting their autonomy. Moreover, through the use of technology learners have been able to read their classmates' contributions, which enables them to provide feedback on content and language. This definitely has also increased their metacognitive abilities and their independence.

In addition, technological tools and applications such as google forms and Microsoft reflect have enabled learners to acquire reflective skills. This has eventually helped them to raise their awareness about the importance of self-reflection.

## 1.02 Theory underlying your teaching practice and identity

Through my teaching experience and this specialisation, I have been able to define my teaching philosophy in terms of different approaches, methods and techniques. In my opinion, my teaching philosophy uses an eclectic approach; however, the approach that suits and defines my teaching style is the **communicative approach**. Diane Larsen-Freeman sets forth the idea that: "The goal is to enable students to communicate in the target language." (Larsen-Freeman, 2008)

I think choosing this approach sets back to my English instruction. I remember when I was studying English, most of my teachers used and implemented this approach. In fact, nowadays, I try to use some techniques and strategies that some of them employed.

In addition, during my teaching experience, I have discovered that learners respond positively to this approach. Indeed, they have always expressed their interest and enthusiasm by participating in different communicative activities as well as task-based activities.

Moreover, using this approach has enabled me to suit my learners' needs. Larsen-Freeman acknowledges: "Students are, above all, communicators." (Larsen-Freeman, 2008) By using this approach, I have found out that learners are more motivated when they are given the opportunity to use the language for communication purposes. What's more, I have also discovered that they more engaged to the class since they understand the importance of using the language properly in real situations.

On the other hand, Larsen-Freeman adds: "The teacher facilitates communication in the classroom." (Larsen-Freeman, 2008) Another aspect I have been able to reflect during this Specialisation is the different roles that I can adopt in my teaching philosophy. Due to the Communicative approach I implement in my class, I can say that my **teaching roles** range from facilitator, adviser to observer just to name a few.

Furthermore, I have also discovered that implementing this approach has enabled my learners to become more independent, which is one of the principles in my teaching philosophy. Jeremy Harmer sets forth the idea that: "… students need to develop their own learning strategies, so that as far as possible they become autonomous learners." (Harmer , The practice of English language teaching , 2001).

Another technique that has allowed me to foster learners' autonomy in my classroom and now is part of my teaching philosophy is **Flipped-classroom**. Reidsema and Kavanagh define: "In the flipped classroom, students are required to engage in or complete some form of preliminary learning online in preparation for a structurally aligned learning activity on campus…" (Reidsema & Kavanagh , 2017) Using this technique, I have been able to observe how much autonomy has increased in the classroom.

In addition, technology plays a very important role when implementing this technique. In fact, due to the pandemic, this technique proved to be very useful since learners were capable of exploring different content at home. This input material helped learners understand some topics and content that was necessary to understand the topic of the lesson.

Through my teaching experience and this specialisation I have been able to reflect how important confidence is in the classroom. Another principle in my teaching philosophy is the "**lower affective filter**". Larsen-Freeman states: "If anxiety is reduced, the students' learners' confidence is boosted". (Larsen-Freeman, 2008) I have discovered that learners are more motivated when they gain more confidence in the class. Indeed, they are willing to know and study more when they know they have been doing great.

Another approach that has been part of my teaching philosophy and I had the opportunity to reflect on during this Specialisation is **Desuggestopedia**. Larsen-Freeman explains: "Music and movement reinforce the linguistic material." (Larsen-Freeman, 2008) I have observed that learners are motivated when they are given the opportunity to listen to some authentic material such as songs and videos. From my point of view, providing this type of experience can boost their confidence and motivation in learning the language.

For example, I discovered a new application that learners can use on their own while listening to their favourite artists. I learned that they enjoyed it quite a lot and started doing some activities autonomously. This proved to be really helpful since they are able to practise their abilities as well as developing their autonomy.

Finally, I realised that using different approaches, methods, principles and techniques, I can help my learners to develop and maximise their English abilities. Through this Specialisation, I had the opportunity to shape and redefine my existing teaching philosophy so I can provide better teaching and learning practices in the classroom.

# CHAPTER 2: METHODOLOGY AND PRACTICE

## 2.01 A practical and useful lesson plan.

Scott Thornbury defines: "**Schemata** help us make sense of experience, and hence they are crucial in comprehension." (Thornbury, An A-Z of ELT , 2006). The lesson started by carrying out an alphabet race with the learners since this activity might help them to activate their previous knowledge. What's more, this activity would enable me to know what type of vocabulary they already know regarding food.

During this activity learners are expected to write a list of minimum ten items on their notebooks for one or two minutes. Then, teacher will ask them to count the number of words they wrote during this time praising the person who has the highest number of items. Teacher will monitor and take the time so learners can write as many words as they can.

For the following activity, learners will participate in an activity using Quizlet. Applying this tool, they would be able to check the meaning of words. Moreover, they would learn how to use this application and may use it outside of the classroom to increase their autonomy. It's important to mention that this application allows learners to store words or phrases to be studied later, either using images, synonyms or translation. In this sense, one of the principles that shape my teaching philosophy, autonomy, would take place in the classroom. Furthermore, this activity would provide them with useful words to carry out the following activities.

In this activity, learners are required to take part in this game by using their mobiles phones. They will have to choose the correct answer by pressing it on their devices. In the meantime, teacher will monitor the activity and praise the person who earns the highest score.

On the other hand, for the following activity, learners are asked to personalise the recent vocabulary to enhance their learning as suggested by Scott Thornbury: "**Personalisation** is simply the process of using the new word in a context that is real for the learner personally". (Thornbury, How to teach vocabulary , 2002). This would facilitate learners to acquire and remember the vocabulary as well as making it more meaningful and valuable for them.

Learners are expected to write five sentences on their notebooks, two of these sentences need to be false. Then, in pairs, learners will read out their ideas and try to guess which statements

are true and false. During this activity, teacher will monitor and provide assistance when necessary.

Wilson sets forth the idea that: "The **pre-listening** stage helps our students to prepare what they are going to hear, and this gives them a greater chance of success in any given task". (Wilson, 2008 ) In order to help my learners and show them another application they may use to learn and practise their English skills, a Kahoot activity was chosen. Through this, learners will prepare themselves for the listening text. In addition, this would help them to activate their schemata and previous knowledge.

In this activity, learners will use their mobile phones to choose the right answer on their devices whereas the teacher will read out the questions and control the activity. Then, teacher will praise those learners who score the highest number of points.

Moreover, when teaching and developing listening skills is paramount to include a listening for gist activity. Wilson states that: "**Listening for gist** refers to the occasions when we want to know the general idea of what is being said…" (Wilson, 2008 ) This activity would give learners the opportunity to listen to the text for the first time. What's more, this would prevent them from getting frustrated when listening for detail.

During this activity learners will listen to three different people describing typical and famous dishes from their countries. Learners are expected to match the dishes with the correct picture. After that, learners will type their answers in the chat to compare their ideas with the rest of the class. In the meantime, teacher will check answers as a whole class and provide feedback on the activity.

Wilson also defines: "**Listening in detail** refers to the type of listening we do when, for example, we need to find errors or determine differences between one passage and another." (Wilson, 2008 ) This activity is suitable since learners have always found difficult to practise this ability. It seemed to me that one way to help them develop their listening skills is through this type of exercises. In addition, this activity would prepare them for the post stage.

Learners are required to listen to the text again and decide what dish each sentence refers to. Next, learners will compare their ideas with their classmates before listening to the recording again. Then, teacher will provide learners with the answers and ask them to check their ideas.

Furthermore, Wilson claims: "**The post-listening** stage is where students can reflect on their listening experience without the pressure of having to process real-time speech or do a task". (Wilson, 2008 ) In this sense, learners are given the opportunity to recycle and revise the previous vocabulary by asking them to write some sentences. In this occasion, learners would have to type their ideas using the jamboard created for this purpose. Besides, this would give them the chance to personalise the information and the language to make it again more meaningful and valuable.

During this task, learners are required to create five sentences, two of them need to be false. Then, they will type their ideas on a jamboard so the rest of the class can read their ideas. While learners type their answers, teacher will monitor and provide assistance if necessary. Then, teacher will divide them in groups so they can compare their ideas and try to guess which sentences are true or false.

On the other hand, Jeremy Harmer explains about **task-based approach**: "Instead of a language structure, in other words, students are presented with a task they have to perform or a problem they have to solve." (Harmer , The practice of English language teaching , 2001) Since one of my principles that shape my teaching philosophy is a communicative approach, a task-based lesson was designed.

During this class, learners will have to prepare a meal for six people from different countries, including a list of ingredient they need to prepare these meals. What's more, learners are expected to work in teams to increase their collaborative skills as well as their abilities to reach a result and a common goal. In addition, learners will prepare a short presentation to share their results and ideas with the rest of the class. This will increase their technological skills since they are required to create a google slides.

Once learners have finished their presentations, teacher will provide feedback on language focusing on the target language, in this case: countable and uncountable nouns as well as some and any. Teacher will check concepts by asking some questions to make sure learners have understood the target language. Later, teacher will provide the class with some written activities to help them practise the TL.

Moreover, this activity would help my learners to develop their **intercultural abilities**. Carter and Nunan set forth the idea that: "**Intercultural communication** is an interdisciplinary field of research that studies how people understand each other across group boundaries of various

sorts…" (Carter & Nunan, 2001) Using this approach, they would be able to learn from other cultures and reduce their **ethnocentrism**. Therefore, they would be able to reflect on the importance of learning other cultures.

Jack C. Richards considers: "**Top-down processing**, on the other hand, refers to the use of background knowledge in understanding the meaning of a message." (Richards, Teaching Listening and Speaking. From theory to practice. , 2008). In this sense, a Top-down process was implemented in this lesson. In my opinion, this facilitates learners to understand the text and may introduce them to the topic more easily.

Just like the Listening sequence, the class started with a Reading for gist so learners could understand the general idea of the text. Then, learners would have to read the text for detail, marking some true and false questions. In this activity, they are required to read a text about how to prepare a salad Nicoise, which will prepare them for the writing process.

Moreover, Douglas Brown points out that: "…**formal schemata** consist of our knowledge about discourse structure." (Brown, Teaching by principles. An Interactive approach to language pedagoy, 2000) In order to help learners to acquire some writing conventions, in this case linkers for ordering events, this text will help them to understand and know how to use some of them.

Furthermore, Thornbury admits: "This approach is called a **product approach** to the teaching of writing, since the focus is exclusively on producing a text (the product) that reproduces the model." (Thornbury, An A-Z of ELT , 2006). This approach was chosen since it would facilitate learners to understand the task. What's more, this would help them to know what the expected outcome is and what they should produce. In my opinion, this might also reduce some stress and anxiety that learners sometimes face. In addition, using this model approach, I would allow learners to read and see the model so they can check their rubrics and provide an accurate feedback based on it.

During this lesson, learners are expected to write a recipe about their favourite or famous dish from their region. In this activity, they will type their ideas in a blog so the rest of the class can read their contributions. Later, learners are required to choose one of their classmates' blogs and evaluate their product using the rubrics provided by the teacher. Through this task, teacher will provide assistance and necessary and check learners have read the blogs carefully as well as providing feedback using the assessment tool.

## 2.02 Design of necessary tools to assess/test the progress of students.

Thornbury defines: "**Assessment** refers to the different ways of collecting information about a learner's progress or achievement." (Thornbury, An A-Z of ELT , 2006). In this part of the assignment different instruments will be analysed and used to evaluate my learners' work.

Koç et. al. point out: "**Summative assessment** happens at the end of a learning sequence and typically consists of culminating projects or standardised tests." (Koc, Liu , & Wachira , 2015) In this sense, due to institutional regulations, the language centre where this lesson plan takes place, only possesses summative assessment. In fact, learners rotate every semester and depending on their results, they are or aren't promoted to the next level.

Thornbury believes that: "The ability to assess one's own progress is seen a crucial in the development of autonomy as a learner." (Thornbury, An A-Z of ELT , 2006) Through my teaching experience, it has been observed that self-assessment as well as peer assessment have enabled learners to develop and foster their autonomy.

Although, my language centre does not employ any **formative assessment**, different instruments have been used and implemented, which allow my learners to check their own progress and develop their autonomy. Moreover, in my opinion, using and providing these instruments may help learners to raise their language awareness as well as improving their skills.

Douglas Brown emphasises: "Classroom evaluation of learning is best served through **analytic scoring**, thus enabling learners to home in on weaknesses and to capitalise on strengths." (Brown, Language Assessment. Principles and classroom practices , 2004) In this sense, some rubrics were created so learners could evaluate themselves as well as their peers. Using this kind of criteria, learners will be able to reflect on the aspects they need to work.

Furthermore, using these rubrics can help learners realise about the strongest aspects they possess as they sometimes focus on the negative aspects. This will also boost their confidence since they may check what aspects they possess and which ones, they need to improve based on an objective evaluation.

In this sense, when assessing speaking the following aspects were chosen: Grammar, vocabulary, pronunciation and discourse management. As for grammar and vocabulary,

learners are asked to check if they had used countable and uncountable nouns, quantifiers such as some and any. What's more, learners reflected on their use of food, if they were able to describe their favourite dish.

Moreover, for pronunciation, learners assessed their suprasegmental features such as: intonation and stress. Furthermore, learners will reflect on how much they used their L1 during the practice and whether they had used any words or expressions in the class.

In addition, this type of rubrics allows learners to raise their language awareness and therefore, develop their metacognition abilities as suggested by Palloff and Pratt: "Design **learner-centred assessments** that include self-reflection". (Palloff & Pratt, 2009).

On the other hand, Palloff and Pratt remark: "Include **collaborative assessment** through public posting of papers, along with comments from student to student." (Palloff & Pratt, 2009). In this sense, a series of rubrics were created in order to facilitate learners' revision and feedback on their written product. Through these rubrics learners would be able to check what aspects they did or didn't include in their assignment.

Furthermore, for the written production, a **peer-assessment** was chosen as proposed by Douglas Brown: "… a closer look at the acquisition of any skill reveals the importance, if not the necessity, of self-assessment and the benefit of peer-assessment." (Brown, Language Assessment. Principles and classroom practices , 2004). In this sense, in order to promote a collaborative learning environment, learners are asked to evaluate their products. Using this type of assessment would help learners to reduce some of their stress and anxiety when they are given feedback by their teacher.

Moreover, through this type of assessment would encourage and increase my learners' autonomy and independence as confirmed by Douglas Brown: "The **principle of autonomy** stands out as one of the primary foundation stones of successful learning". (Brown, Language Assessment. Principles and classroom practices , 2004) Given the fact that autonomy is one of the aspects that define and shape my teaching philosophy, this type of approach would be more than suitable for my learners.

The following aspects are evaluated for the written production: content, organisation and language. In content learners will have to describe a dish their favourite as well as their ingredients.

Regarding organisation learners will have to check if their classmates included any linkers for sequencing (first, then, after, etc) and if they used them accurately. They will also have to check if their description is clearly organised into paragraphs as well as using appropriate punctuation.

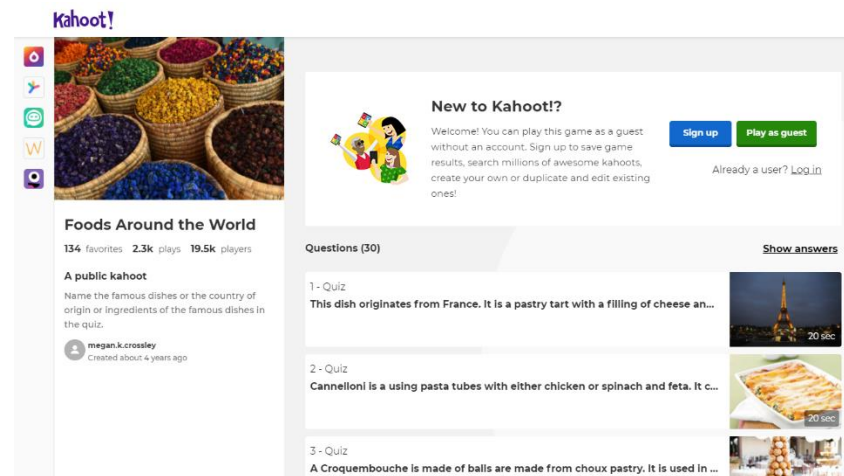Finally, learners will have to check if their classmates included relevant vocabulary about food. They will also need to check if words were spelt correctly and whether they used countable and uncountable nouns since this was the target language they learned during this plan.

# 2.03 Attached evidences
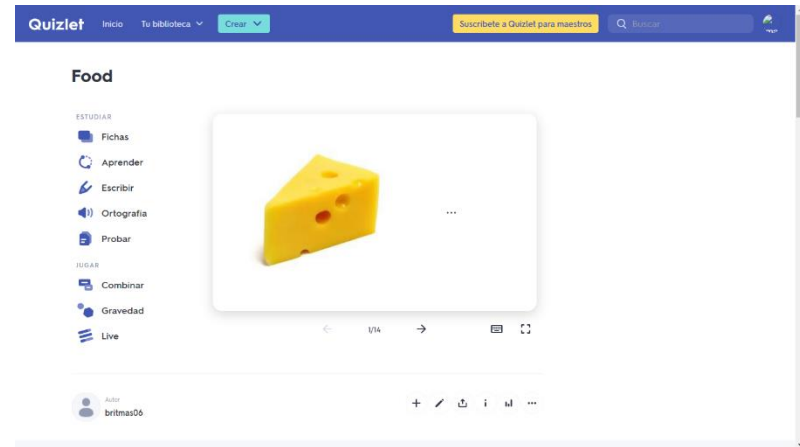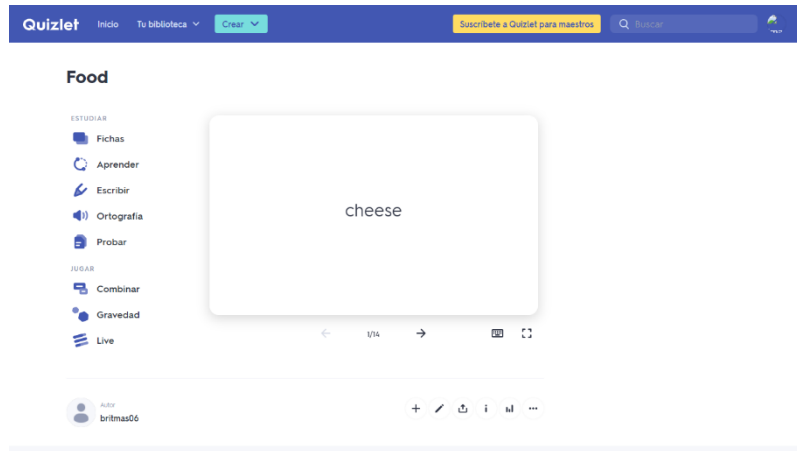




12



[1] Retrieved from: Kahoot!
[2] Retrieved from: Fichas de aprendizaje Food | Quizlet

INSTRUCTIONS. Listen to three people describing a dish from their country. Match each person to a photo.



6



INSTRUCTIONS. Choose the correct option to complete the conversation.

A: To make satay we need (1) any/some chicken. Can you buy (2) a/some pound when you go to the supermarket.
B: Sure.
A: And we need (3) a/an onion.
B: There are (4) any/some onions in the fridge. Can we have a salad with it?
A: Good idea.
B: We need (5) a/some tomatoes.
A: And I'd like (6) a/some olive oil as well. There isn't (7) any/some left.
B: OK. So we need (8) any/some chicken, tomatoes, and olive oil. Anything else?



## Salade Niçoise

**Preparation:** 45 minutes

**Ingredients:** For this recipe you need some fresh tuna fish (or a tin of tuna), some potatoes, some tomatoes, some French beans, a large lettuce, an onion, four eggs and some black olives.

**Instructions:**
1 First, boil the eggs, potatoes and French beans and wait until they are cold.
2 Then, wash the lettuce and tomatoes and cut the onion into small pieces.
3 After that, put the lettuce on a large plate with the tuna, tomatoes, onion, potatoes, beans and olives.
4 Finally, put some French dressing (olive oil, vinegar and mustard) on the salad and mix everything together.

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3 Retrieved from: Famous for food - Documentos de Google
4 Retrieved from: Famous for food - Google Jamboard
5 Retrieved from: Famous for food - Presentaciones de Google
6 Retrieved from: Text - Salade Nicoise - Documentos de Google

## 2.04 Show evidences of your designed tool to assess your students.

Jack C. Richards acknowledges: "Strategies for teacher development often involve documenting different kinds of teaching practices; reflective analysis of teaching practices, examining beliefs, values and principles…" (Richards & Farrell , Professional Development for Language Teachers, 2005). In this part of the project some evidence of the lesson and activities carried out in the class will be provided.

Unfortunately, due to extraordinary circumstances, the National Autonomous University of Mexico (UNAM) started an official cease of activities last April (SEE APPENDIX 2). Therefore, it wasn't possible to apply and implement the lesson plan prepared for the class.

Throughout my teaching experience, learners have been using this type of self and peer-assessment. Using this type of tools has allowed them to develop and increase their autonomy as well raising their language awareness. Although it was not possible to apply these assessment tools in this lesson plan due to the cease of activities at FES Acatlán (SEE APPENDIX 2), a reflection on the outcomes observed in previous lessons will be provided in this part of the assignment.

This Specialisation helped me to reflect on how useful and practical these instruments were. It also allowed me to analyse some of the outcomes of using and implementing these assessment tools.

For example, learners have raised their language awareness by reflecting on how much they used new words or what words they had used during the lesson (SEE APPENDIX 3). They also had the opportunity to analyse if they had used the words accurately. What's more, this type of reflection allows them to engage them into the class and increase their motivation in the class.

Moreover, implementing this type of evaluation tools has helped learners to become more aware and responsible for their own learning. This can be seen when learners participate more or they are more active in the class.

Furthermore, using this type of assessment tools has allowed learners to reduce their stress and anxiety when being evaluated. During my teaching experience, learners have expressed their concern about feedback and evaluation. These instruments have proved to be useful and

effective to reduce their stress, anxiety and fear. Nowadays, learners feel more confident since they or their classmates assess their own progress. (SEE APPENDIX 4)

In addition, implementing this type of evaluation has increased learners' motivation and confidence, especially in basic levels. In my opinion, this is one of the aspects that English teachers should take into consideration due to the fact that basic levels are fundamental to raise learners' interests and enthusiasm towards English.

On the other hand, some learners have used this type of instruments to become more passive towards the class. For instance, they fill in the assessment without reflecting too much or considering the aspects that the assessment tool includes. From my point of view, when some learners respond negatively to these type of instruments, it would be better to find an approach that suits them better, for example a more traditional approach.

Moreover, changing or modifying these instruments would make evaluation less predictable and more dynamic. This might also help to suit and meet learners' needs and expectations in different ways. Therefore, other assessment tools might be used in future classes.

## 2.05 Performing and recording activities

Richards and Lockhart remark: "Audio-visual recordings are powerful instruments in the development of a lecturer's self-reflective competence." (Richards & Lockhart, Reflective teaching in second language classrooms, 2007) In this project, a video (WATCH VIDEO - PROJECT) was recorded in order to promote reflection and analysis of the teaching practices in the classroom.

In this recording, some relevant and memorable activities will be displayed to show how the lesson plan was implemented. In addition, this video will provide a brief introduction of the current project as well as some conclusions regarding the Specialisation in English language teaching as a foreign language.

Furthermore, this recording helped me to analyse the different elements and aspects that are part of the lesson plan as well as reflecting on the activities that are implemented in the class. What's more, this video enabled me to reflect on the importance of this type of evidence to augment my existing knowledge of teaching professional development.

# CHAPTER 3: EXPERIENCE REPORT

Richards and Lockhart define: "A lesson report is a structured inventory or list which enables teachers to describe their recollections of the main features of a lesson." (Richards & Lockhart, Reflective teaching in second language classrooms, 2007) In this part of the essay, a brief description of the outcomes will be given based on their implementation. This will enable me to analyse and reflect on the effectiveness and usefulness of some activities.

In addition, this analysis and reflection will help me to determine what activities were successful and what activities should be changed, adapted or improved in order to suit my learners' needs and expectations.

Through my teaching experience, it has been observed that the lead-in is one of the most important stages in the lesson. Not only does it help learners to activate their schemata but it's a way to engage them into the class. In this case, for example, using this alphabet race, learners start thinking about the words they know about the topic or think about what topic of the class might be.

However, learners do not sometimes write as many items as their rest of the class. This discourages and demotivates them. So, one of aspect that could be improved in this case is grouping learners in teams of three or four learners. This would definitely may reduce their anxiety and stress by allowing them to exchange their ideas with their classmates.

In the next activity, Quizlet, learners enjoy this type of activities where they are asked to use their mobile phones. This is another way to help them reflect on how useful technology can be to learn another language. During this activity, learners recycle and revise the vocabulary they already know. It also helps them to prepare the items they may need for the next task.

Although quizlet is a wonderful tool to help learners memorise items, this tools requires internet and a good device, which sometimes they don't have access to. Therefore, a possible solution might be to display some slides on the screen and ask them to type the name of the items in the chat. This would allow learners to participate in the activity and provide equal opportunities for the whole class.

Through my teaching experience, vocabulary practice has always been a success. Learners enjoy this type of activities where they recycle and use the lexis they have just learned. In addition, during this practice learners have the opportunities to get to know their classmates by writing and reading out their sentences.

However, one aspect could improve this activity is asking learners to compare their ideas in pairs. Grouping learners is an excellent idea; nevertheless, it seems that sometimes they don't participate as much as their classmates due to fear or anxiety. Therefore, one solution to this problem might be to ask learners to work in pairs to reduce this stress.

On the other hand, one of the activities that learners enjoy most in classes is Kahoot! They appreciate this type of exercises where they can recycle the vocabulary and also have fun. Furthermore, this activity has always been deemed a success since they have the opportunity to activate their schemata before reading and listening texts.

In addition, the listening text has always been helpful since learners are exposed to authentic material and real situations. This type of input has enabled learners to raise their awareness of the importance of listening to this type of material. Moreover, using this authentic material has also allowed learners to practise their listening sub-skills: for gist and for detail in a real context. What's more, this text has always been deemed a success since it prepares them for the task-based learning and provides an idea about the expected outcomes.

Nevertheless, one aspect that could be changed is the different type of activities implemented in the lesson. For example, one adaptation would be allowing learners to complete the gaps in the text with some words. This activity might help learners who struggle with the listening skill in order to provide equal opportunities and therefore, reduce anxiety and stress amongst the class.

Task-based activities have always proved to be very effective and successful when it comes to giving learners the opportunities to develop their communicative abilities. In fact, it has been noted that they appreciate this type of activities since they are able to exchange their ideas and opinions as well as working with their peers towards a common outcome. In addition, this approach provides learners with the chance to recycle previous vocabulary and language. This has also helped them to reflect and improve their use of English so they can communicate better and in real situations.

However, one of the challenges that has been observed while implementing this approach is the roles learners adopt during the task. There are some of them who participate actively during the activity, but others participate little or nothing. Therefore, one possible solution to this problem might be to provide learners a list of roles they can adopt so every member of the team has the opportunity to participate in the activity. In this way, learners will be engaged and committed to working together. Moreover, this list would help to suit learners' needs and learning styles, for example: kinaesthetic, visual, auditory, etc.

Another successful aspect that has been observed while implementing this approach is the use of technology. Since learners are asked to work in groups, they can create a google slides. This has enabled them to work collaboratively and deliver results more efficiently. What's more, they seem to enjoy this type of activities as their creative skills are promoted.

Furthermore, the reading text is an excellent input material to help learners practise their reading subskills: for gist and for specific information. Through this text, they also have the opportunity to know other cultures and their traditional dishes. What's more, the reading text has always been helpful to provide learners with a written model. In fact, this has reduced their stress and anxiety when writing a product.

The rubrics have always played a very important role in learners' writing process since they allow to reflect on the aspects they need to improve. In fact, it has been noted that learners have increased their metacognition abilities as well as their language awareness. Therefore, the assessment tools have proved to be very successful in learners' progress.

Nevertheless, one aspect that could improve assessment in this lesson plan is technology. In this sense, one proposal might be creating a questionnaire in google forms and then share the link with the learners. This would also give learners the opportunity to reflect and evaluate through different technological applications. Another variation would be allowing learners to create their own rubrics using this technological tool. In addition, this might engage learners more into the class and raise their autonomy and reflective skills.

On the other hand, the topic, international food and dishes, chosen for this lesson plan has always been deem a success. Not only does it provide learners with opportunities to share their personal experiences, but also helps to develop their intercultural skills. What's more, learners have discovered the importance of using English as lingua franca to communicate with

speakers of other languages. Furthermore, this has increased their awareness of developing their interculturality and promoting cultural knowledge in the classroom.

Finally, due to the fact that this lesson was not implemented, one of the consequences that can be foreseen is learners won't be able to practise their listening and reading subskills in this context. In addition, they might not learn the necessary vocabulary according to the CEFR and FES Acatlan curriculum. Moreover, learners won't be able to understand the difference between countable and uncountable nouns since this is a topic that creates confusion and conflict amongst learners. Furthermore, since they didn't have opportunity to read the text, they won't also have the opportunity to learn how to sequence events in a written text. Therefore, they won't be able to write about their favourite dish and how to prepare it. In addition, this won't allow them to exchange their ideas with their peers as well as developing their intercultural abilities.

# CONCLUSIONS

- This assignment allowed me to reflect and create a new teaching philosophy. I realised that my teaching philosophy lies on three basic principles: learners' autonomy, technology and communicative approach. Through this teaching philosophy, I will be able to provide better learning and teaching practices for my learners so they can increase their autonomy, language awareness and their metacognition skills and abilities.

- Throughout this essay, I was able to analyse and study the theories, concepts, methodologies, approaches and techniques that are part of my new teaching philosophy. Although I discovered that my teaching approach is eclectic, a communicative approach has been the most dominant since this has always been part of my teaching style. What's more, I realised that this approach has also been part of my learning experience; therefore, I try to implement it with my learners too.

- This project enabled me to reflect on the importance of integrating technology into my teaching philosophy. Even though, technology has always been part of my teaching philosophy, nowadays I am finding new and technological resources to help my learners develop their skills as well as increasing their autonomy, language awareness and their metacognition abilities.

- In addition, during this specialisation I was able to reflect on the role that technology played during this pandemic. Due to the classes and lesson moved into a virtual environment, as English teacher I had to find new ways, strategies, techniques to attract my learners' attention and provoke their stimuli. What's more, using these tools helped me to raise their interest as well as increase their motivation towards the class, which represented a challenge.

- Moreover, I had the opportunity to implement new technological resources to assess my learners. For example, learners were able to use google forms, Microsoft reflect, just to name a few in order to reflect, self-evaluate and assess their peers. This enabled them to raise their awareness of self-reflection and the importance of being responsible for their own learning. In addition, using these tools facilitated assessment and feedback, which resulted in reduction of workload and stress.

- Throughout this project, I was able to analyse the different concepts that I implement in my classes. For instance, the lead-in or activation process, which is a vital part at the beginning of the lesson. Furthermore, I also discovered that my teaching lessons follow some sequences and patterns that allow my learners to practise and maximise their English skills: Speaking, Writing, Listening and Reading as well as their use of English.

- This Specialisation and particularly this project enabled me to reflect on the rationale and theories behind my activities. In fact, this series of reflections helped me to augment my existing reflective skills. What's more, it also gave me the opportunity to practise my micro-teaching skills in order to analyse and study the outcomes of those activities, which will allow me to provide better learning and teaching practices for my learners.

- In addition, during this Specialisation I had the opportunity to study on concepts that I had not reflected before, such as: the content schemata. Indeed, I realised about the importance of using and implementing the appropriate material so I can help my learners to develop their English skills. I was able to observe that learners have increased their autonomy and their knowledge by implementing this model. In addition, I have also noticed that their stress and anxiety has decreased since they know what the outcome should look like. This has boosted their confidence and motivation resulting in good progress.

- This essay also helped me to reflect on the approaches and methods that I use with my learners. I discovered that learners' needs and interests is the principle I take into consideration in order to choose the methodology to plan my lessons. What's more, using this principle has allowed me to engage them into the class and provide them with better learning practices. In fact, this has increased learners' participation, interest and motivation in the class.

- Moreover, this Specialisation and assignment gave me the opportunity to reflect on the importance to integrate interculturality in class. I realised that integrating this aspect in the lesson can enable learners to raise their awareness about the importance of English language as lingua franca. In addition, I discovered that they respond quite well to this type of activities where they have to develop their intercultural abilities. In fact, they shared their enthusiasm and interest in using these abilities.

- Throughout this Specialisation, I was able to analyse on some concepts and theories regarding assessment. I reflected on some evaluation tools that I may implement with

my learners in order to increase their autonomy as well as their language awareness. This enabled me to augment my existing knowledge about assessment and evaluation.

- This project and the Specialisation allowed me to use different instruments, which I had not put into practice before, such as the portfolio. Moreover, this helped me to reflect on the effectiveness and usefulness of those tools. This also enabled me to evaluate whether they were suitable for my learners to promote their autonomy, language awareness and their metacognition skills.

- During this Specialisation, I was able to include some technological tools to assess my learners, which proved to be really useful. I learned that technology can facilitate grading and feedback, especially during this pandemic. Moreover, I observed that learners responded quite well to this type of assessment. This also helped learners to develop their autonomy as well as increasing their reflective skills. Therefore, learners were more committed to their own learning and progress.

- Although it was not possible to implement these assessment tools, this project allowed me to reflect on the outcomes I observed during the implementation of these instruments during the Specialisation. This essay helped me reflect on how effective and useful these tools might be. What's more, it also enabled me to develop instruments that I can implement with my learners in future lessons.

- In addition, despite the fact that it was not possible to record the implementation of the lesson plan, the actual recording allowed me to reflect on some aspects of my teaching practice, for instance, the sequences, instructions delivery, the type of activities just to name a few. Furthermore, this recording allowed me to analyse and reflect on what aspects might be successful in the class as well as some aspects that need to be improved or changed.

- Moreover, through this essay, I realised that recording lessons can help you to identify certain aspects so you can improve your teaching practices. What's more, using this analysis can help you to provide learners with better learning opportunities and practices. Therefore, this is another aspect I would like to continue trying as part of my teaching development and practice.

- Through this project and the Specialisation, I reflected on some of the outcomes that I could observe during the implementation of those activities. This helped me to develop my reflective skills and gave me the opportunity to strengthen my teaching abilities. In

addition, these reflections enabled me to analyse the results of those activities in order to propose changes, adaptations and possible solutions to improve them.

- Furthermore, this project and Specialisation increased my existing ability to reflect on my teaching practice. This has allowed me to continue to foster new principles to define my philosophy to help my learners and maximise their learning opportunities.

- Finally, this assignment and the Specialisation have enabled me to nurture and continue defining my existing teaching philosophy in terms of methodology, approaches, technology, assessment, evaluation, observation and reflection. It has helped me to discover new concepts and reflect on the importance of implementing different techniques, tools and instruments in the classroom. Moreover, this essay has provided me with opportunities to augment my knowledge about teacher development through a series of reflections and analysis, which will help me to give my learners better opportunities to learn and develop their English skills.

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# APPENDIX 1

| 1. **Lesson plan identification cell.** | |
|---|---|
| Author | Antonio Mario Servín Medina |
| Educational stage | CEFR A2 – University |
| Title of your Lesson plan | Famous for food |
| Learning Objective of the plan/Competency | By the end of the lesson, learners will demonstrate their ability to prepare a special meal with different dishes from their regions. |
| Communicative skill considered | Speaking, Listening, Reading, Writing |
| State of the following options | Introduction of the topic/Recycling topic |
| Functions | Describing food and how to prepare some dishes. |
| Main Grammar structure | Countable and uncountable nouns, some and any |
| Other Grammarstructures | Food vocabulary |
| Brief description of the plan | During this lesson, learners will be introduced to the use of countable and uncountable nouns. They will also learn some vocabulary about food. In addition, they will practise their listening skills: for gist and for detail. |
| Hours of the plan implementation | 4 hours |
| Number of sessions | 5 |
| Contents required for the lesson | Audio – famous for food. <br> Text – Salalde Nicoise |
| Link of the content | Quizlet - Food <br> Vocabulary - Food <br> Kahoot <br> Powerpoint - Famous for food <br> Audio – famous for food. <br> Jamboard - Famous for food <br> Slides document <br> Rubrics – Writing <br> Rubrics – Speaking <br> Practice - Famous for food |
| EEAILE tutor on line | Rocío Salgado Perea |

2. **Introduction to the Lesson.**

| Step of the lesson | Teacher activities | Students activities | Session number |
|---|---|---|---|
| Activation Lead-in: To introduce learners into the topic. | Alphabet race. T (Teacher) will divide the class in teams of three or four learners. T will ask SS to write a word related to food starting with the first letter of the alphabet. T will give some time for learners to work in teams. T will check answers as a whole class. | SS (Learners) will work in teams in three or four. SS will write a list of words related to food starting with the first letter of the alphabet. SS will compare their ideas with the rest of the class. | 1 |
| Set the objective or competencies of the lesson | T will practise their collaborative and interpersonal skills by discussing their ideas with their classmates. | SS will develop and practise their interpersonal and collaborative skill when discussing their answers with their partners. | |

3. **Communicative skills development.**

| Vocabulary | | | | | |
|---|---|---|---|---|---|
| **Step of the lesson** | **Teacher activities** | **Students activities** | **Materials** | **Session number** | **Evaluation** |
| Eliciting of marker sentences: To give Ss a chance to engange with the context of the lesson and for the T to demonstrate meaning of the TL using examples. | T will display some images and elicit the words from the Ss.<br><br>T will share the link with the rest of the class to play an activity with quizlet<br><br>T will explain the instructions. | Ss will tell some words depending on the words the T displays.<br><br>Ss will access to the platform and play the activity.<br><br>Ss will listen to the instructions carefully. | Quizlet - Food | 1 | Self-evaluation Teacher evaluation. |
| Practice: To provide Ss with opportunities to use the TL in a restricted way to promote accuracy. | T will ask Ss to match the pictures with the correct word from the box.<br><br>T will compare the ideas with their partners.<br><br>T will check the answers as a whole class. | Ss will complete the activity individually.<br><br>Ss will compare their ideas with their classmates. | Vocabulary - Food | 1 | Self-evaluation Teacher evaluation |
| SPEAKING and WRITING. Production: To provide Ss with opportunities to personalise the use of the TL in a freer way to help develop fluency. | T will ask Ss to write some sentences individually using some words from the vocabulary. Ss should write two false sentences without telling their partners.<br><br>T will divide the class in pairs and ask Ss to read out their sentences | Ss will write their sentences individually.<br><br>Ss will work in pairs and | | 1 | Peer evaluation Teacher evaluation |

| | and try to guess which sentences are true or false.<br><br>T will check ideas as a whole class. | compare their ideas together.<br><br>Ss will read out some of their sentences. | | | |
|---|---|---|---|---|---|

| Listening | | | | | |
|---|---|---|---|---|---|
| **Step of the lesson** | **Teacher activities** | **Students activities** | **Materials** | **Session number** | **Evaluation** |
| Pre: To activate schemata and previous knowledge. | T will play a kahoot activity. T will ask SS to download the app in case they don't have it.<br><br>T will explain and check instructions. If necessary, T will demonstrate the activity.<br><br>T will provide the game code so learners can access to the game.<br><br>T will praise the highest scores of the class. | SS will download the app Kahoot on their mobiles.<br><br>SS will listen to the instructions carefully.<br><br>SS will access to the game using the code provided by the teacher. SS will select the right answer according to what they know. | Kahoot | 2 | Self-evaluation Teacher evaluation. |
| While: Listening for gist: Aim: To provide an initial familiarity with the text. | T will show three photos and ask SS to type in the chat what dishes they can see.<br><br>T will give SS a couple of minutes to type their answers so they can compare with the rest of the class. | SS will look at the picture and type their ideas in the chat.<br><br>SS will type their answers in the chat and compare their ideas with | Powerpoint - Famous for food<br><br>Audio – famous for food. | 2 | Self-evaluation |

| | | | | | |
|---|---|---|---|---|---|
| | T will ask SS to hear three different people and match the picture with the correct person.<br><br>T will ask SS to type their answers in the chat so they can compare with the rest of the class.<br><br>T will check answers as a whole class. | the rest of the class.<br><br>SS will listen to the conversations so they can match the pictures with the correct speaker.<br><br>SS will type their answers so they can compare their ideas with the rest of the class.<br><br>SS will check their answers as a whole class. | | | |
| Listenig for detail.<br>Aim: To understand the text in a more specific way. | T will display some questions on the screen and ask SS to read them carefully.<br><br>T will repeat the conversation and ask them to write next to each sentences the correct word: K for Kabsa, C for Ceviche and S for Spaghetti Bolognese, according to what they hear.<br><br>T will divide the class in teams and ask SS to compare their ideas before playing the recording one more time. | SS will read the questions individually.<br><br><br>SS will answer the questions individually according to what they hear. | Powerpoint - Famous for food<br><br>Audio – famous for food. | 2 | Self-evaluation |

| | T will play the recording again and ask SS to check and complete their answers.<br><br>T will check answers as a whole class. | SS will compare their ideas with their teammates before hearing the recording again.<br><br>SS will listen to the conversations so they can check and complete their answers.<br>SS will check their answers as a whole class. | | | |
|---|---|---|---|---|---|
| SPEAKING<br> Post<br>Aim: To involve SS in what they have discovered from the text in a personal way. | T will ask SS to write five sentences, which two of them have to be false, individually. T will model the activity if necessary.<br><br>T will ask SS to type their sentences in a Jamboard so they can read their teammates' answers.<br>T will ask SS to decide which sentences are true and false.<br><br>T will divide the class in teams so they can compare their ideas with their classmates.<br><br>T will check ideas as a whole class. | SS will write their sentences individually on their notebooks or in a piece of paper.<br><br>SS will type their answers on the Jamboard provided by the teacher.<br>SS will read their teammates and decide if the sentences are true or false.<br><br>SS will compare their ideas and check if they were right or wrong.<br><br>SS will check their answers as a whole class. | Jamboard - Famous for food | 2 | Self-evaluation<br>Teacher evaluation |

| | Language sytems: Countable and uncountable nouns/some and any | | | | |
|---|---|---|---|---|---|
| **Step of the lesson** | **Teacher activities** | **Students activities** | **Materials** | **Session number** | **Evaluation** |
| Task-setting : To set a clear outcome for the task and let Ss know what is expected from them to accomplish a task | T will display and explain the instructions to the SS:<br><br>- SS should elaborate a meal for six people from different countries.<br>- SS should make a list of the food they need to prepare their meals.<br><br><br>T will check instructions by using ICQs.<br>T will group SS in teams so they can discuss and organise their ideas. | SS will read the instructions carefully and try to pay attention to the teacher.<br><br><br><br><br><br><br><br><br><br><br><br><br>SS will discuss and provide some ideas with the rest of the class. | Powerpoint - Famous for food | 3 | Self-evaluation |
| Speaking Task-completion: For Ss to complete the task within the time limit making use of all their language knowledge and skills | T will divide the class in teams and ask them to discuss their ideas with the rest of their teammates.<br>T will monitor the activity and provide assistance if necessary. | SS will discuss their ideas with the rest of their teammates depending on the information provided by the teacher. | | 3 | Self-evaluation |

| | | | | | |
|---|---|---|---|---|---|
| Speaking and Writing Planning and report: For Ss to focus on the outcome of the task and share their findings, conclusions, etc. with the group | T will ask SS to make a short presentation in a slides document so they can share their results with the rest of the class.<br><br>T will give a couple of minutes for each team so they can present their results. | SS will prepare a short presentation to share their ideas with the rest of the class.<br><br>SS will present their ideas using a slides document. | [Slides document](#) | 3 | Peer-evaluation Teacher evaluation |
| Language focus: For the T to focus on the TL of the class and help Ss become more aware of its meaning, form and pronunciation. | T will draw SS attention to the target language and ask some CCQs in order to convey and check meaning.<br><br>T will draw a grid in order to check whether SS understood the difference between countable and uncountable. | SS will listen and answer the CCQs elicited from the Teacher. | Zoom whiteboard | 3 | |
| Practice To provide controlled or semi-controlled practice of the TL of the class to develop more accurate use of the TL | T will ask SS to complete one written exercise to help them understand the use of countable and uncountable nouns as well as some and any.<br><br>T will ask SS to compare their ideas with their classmates. | SS will answer the exercise individually.<br><br>SS will compare and check their ideas with their classmates. | [Practice - Famous for food](#) | 3 | Self-evaluation Teacher evaluation |

| | | Reading | | | |
|---|---|---|---|---|---|
| **Step of the lesson** | **Teacher activities** | **Students activities** | **Materials** | **Session number** | **Evaluation** |
| Pre: To activate schemata and previous knowledge. | T will show some questions on the screen and answer them individually.<br><br>T will ask learners to compare their answers with their classmates.<br><br>T will check answers as a whole class. | Ss will answer the questions individually.<br><br>Ss will work in teams and compare their ideas. | Powerpoint – Famous for food Text – Salalde Nicoise | 4 | Self-evaluation Teacher evaluation. |
| While: Reading for Gist: To provide an initial familiarity with the text. | T will ask Ss to read the text and answer the question on the slides.<br><br>T will ask Ss to type their ideas in the chat box to compare their answers with the rest of the class.<br><br>T will provide Ss with the answer. | Ss will read the text and answer the question.<br><br>Ss will type their answers in the chat box. | Powerpoint – Famous for food Text – Salalde Nicoise | 4 | Self-evaluation Teacher evaluation |
| While: Reading for Detail: To understand the text in a more specific way. | T will ask Ss to read the text again and mark the answers True or False.<br><br>T will ask Ss to compare their ideas in pairs.<br><br>T will check answers as a whole class. | Ss will read the text again and answer the questions individually.<br><br>Ss will compare their answers in pairs. | Powerpoint – Famous for food Text – Salalde Nicoise | 4 | Self-evaluation Teacher evaluation |

| Writing | | | | | |
|---|---|---|---|---|---|
| **Step of the lesson** | **Teacher activities** | **Students activities** | **Materials** | **Session number** | **Evaluation** |
| Language-related task To raise learners' awareness on the correct use of liking devices: first, then, after, finally. | T will ask SS to underline the linkers for order.<br><br>T will ask Ss to compare their ideas with their classmates by dividing the class in teams.<br><br>T will nominate a S to underline the linkers in the screen. | Ss will underline the linkers.<br><br>Ss will compare their ideas in teams.<br><br>Ss will check their ideas. | Powerpoint – Famous for food Text – Salalde Nicoise Zoom whiteboard. | 5 | Self-evaluation Teacher evaluation |
| Parallel writing To enable learners to produce a similar text to the one used in prior stages. | T will ask SS to think about their favourite national dish.<br><br>T will ask SS to write a blog using their ideas in the previous activity. If possible, SS should post a photo of their dishes.<br><br>T will ask SS to read their classmates' posts and make a comment.<br><br>SS should use the rubrics provided by their teacher. | SS will work individually and think about their favourite national dish.<br><br>SS will write a blog using their ideas in the previous activity.<br><br>SS will read their classmates' posts and comment on the correct use of countable and uncountable nouns as well as any and some.<br><br>SS will check their classmates by using the rubrics provided by the teacher. | Rubrics – Writing | 5 | Peer evaluation |

4.   **Intercultural component**

During the lesson, learners will be presented with food from different parts of the world. They will have to listen to four different speakers describing some of their famous national dishes. Later, learners will have to design a meal for people from different countries based on a discussion with their classmates using national dishes from their contexts.

5.   **Evaluation**

Although the institution where I work for doesn't have any kind formative assessment, I opted for some rubrics, which learners will have to fill in at the end of the lesson.

6.   **Conclusion**

At the end of the lesson, learners will be given a google form so they can answer some questions to reflect on some of the concepts and activities they carried out during the class. This will help them to analyse the different aspect they worked on.

7.   **Follow up activities**

They will find out about some other famous and international dishes in the world asking their friends or family.

# APPENDIX 2

**Facultad de Estudios Superiores**
# Acatlán

Naucalpan, Estado de México, a 07 de abril de 2021

### FES ACATLÁN INFORMA

La FES Acatlán reconoce al movimiento estudiantil y a la solidaridad mostrada con la situación que se ha presentado con el cuerpo docente.

El día de hoy, se recibieron dos pliegos petitorios por parte de representantes de alumnos y uno de la asamblea general. Los tres pliegos recibidos se analizaron en sus contenidos.

Por tal motivo, y en aras de contribuir al establecimiento de un diálogo incluyente, constructivo y respetuoso con la comunidad estudiantil, la FES Acatlán inicia, a partir de este momento, un paro de actividades académicas con el propósito de instalar una mesa de diálogo.

Por ello, les solicitamos a los consejeros representantes de alumnos y a la asamblea general, nombrar una comisión que participe en la mesa de diálogo. Ponemos a su disposición el correo electrónico dialogo@acatlan.unam.mx para abrir un canal de comunicación oficial.

Asimismo, reafirmamos que no se criminalizará, ni habrá represalias ni hostigamiento hacia la comunidad que se ha solidarizado con las y los profesores.

**A T E N T A M E N T E**

**FACULTAD DE ESTUDIOS SUPERIORES ACATLÁN**

# APPENDIX 3

Speaking assessment

Grammar

| | Very well | Well | Not so well |
|---|---|---|---|
| 1. I can use countable and uncountable nouns properly. | | | |
| 2. I can use there is, there isn't, there are and there aren't to express quantity. | | | |
| 3. I can describe how to make a recipe or drink from my country. | | | |

Vocabulary

| | Very well | Well | Not so well |
|---|---|---|---|
| 4. I can talk about different types food. | | | |
| 5. I can describe a typical dish from my country using vocabulary about food. | | | |
| 6. I can talk about my favourite food or drink | | | |

Pronunciation

| | Very well | Well | Not so well |
|---|---|---|---|
| 7. I can pronounce words correctly. | | | |
| 8. I can use intonation in questions. | | | |

Discourse management

| | Very well | Well | Not so well |
|---|---|---|---|
| 9. I tried to speak ONLY in English. | | | |
| 10. I tried to include new phrases and words while speaking. | | | |

TOTAL: _____

Very well: 1 point

Well: 0.5 point

Not so well: 0 point

# APPENDIX 4

Writing assessment

Content

|  | Very good | Good | Not so good |
|---|---|---|---|
| 1. Did your  partner describe their favourite food? |  |  |  |
| 2. Did your partner include information about the dish and ingredients? |  |  |  |

Organisation

|  | Very good | Good | Not so good |
|---|---|---|---|
| 3. Did your partner include linkers for sequencing (first, then, later, etc.) |  |  |  |
| 4. Did your partner use the linkers correctly? |  |  |  |
| 5. Is your partner's work clearly divided in paragraphs? |  |  |  |
| 6. Did you partner use proper capitalisation and punctuation? |  |  |  |

Language

|  | Very good | Good | Not so good |
|---|---|---|---|
| 7. Did you partner include relevant vocabulary about food? |  |  |  |
| 8. Did your partner spell the words correctly? |  |  |  |
| 9. Did your partner use countable and uncountable nouns correctly? |  |  |  |
| 10. Did your partner use  some and any correctly? |  |  |  |

TOTAL: _____

Very good: 1 point

Good: 0.5 point

Not so good: 0 point.

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